

Syllabus for
GHPE 503/GHPE 703—Graduate Health Fitness
1 Credit Hour
Summer Institute 2013
June 12-15, 2013

I. COURSE DESCRIPTION

Designed to develop an understanding of and personal appreciation for the relationship of physical activity and fitness to health. Emphasizes the concept of health fitness, cardiorespiratory system, nutrition and body composition, muscular-skeletal fitness, and stress management. Includes consumer health information and a required weekly physical activity lab. Prerequisites: Graduate standing and submission of Medical assessment form.

II. COURSE GOALS

The purpose of this course is to enable the student to do the following:

- A. Understand a basic orientation of the value of lifestyle for health in the areas of physical education, health, physiology, medicine, recreation, and safety.
- B. Develop a philosophy related to his or her physical well being on the basis of factual information.
- C. Realize the maximum benefits from the program of regular health and physical education at ORU.

III. STUDENT LEARNING OUTCOMES FOR THIS COURSE

As a result of successfully completing this course, the student will be able to do the following:

- A. Identify and describe the relationship between the concepts of physical activity, physical fitness, motor ability, health fitness, and health.
 - 1. Describe the concept of hypokinetic diseases and cultural factors that have contributed to it.
 - 2. Describe the whole person concept.
 - 3. Define and describe the components of health fitness.
- B. Measure and determine his or her own level of health fitness and physical activity level.
 - 1. Perform fitness tests to determine physical fitness.
 - 2. Identify various tests of fitness and describe what component of fitness each measures.
 - 3. List the risk factors related to heart disease and the preventive measures to lower the risk factors.
 - 4. Analyze his or her daily physical activity patterns.
- C. Prescribe a personalized fitness program for each of the components of health fitness.
 - 1. Define, describe, and apply the concept of the overload and specificity to the development of the components of health fitness.
 - 2. Demonstrate various methods and exercises to develop the components of health fitness.
 - 3. Describe the concept of aerobics.
 - 4. Describe the role of diet and nutrition in a fitness program.

5. Select a personal goal to guide participation in a fitness program and explain it.
- D. Improve or maintain his or her own fitness as a result of participating in the personalized fitness program.
1. Pursue the goal that he or she established in the exercise prescription.
 2. Keep a log of his or her program and progress.
 3. Earn at least an average of 30 aerobic points per week, earn a “good” level of fitness for the Field Test and have a “healthy” level of fitness for body composition.

IV. TEXTBOOKS AND OTHER LEARNING RESOURCES

A. Required Materials

1. Textbooks
Huber, F. (2013). *Essentials of physical activity* (5th ed.). Peosta, IA: Eddie Bowers.

One package of test scantrons from the ORU bookstore

B. Optional Materials

1. Textbooks
None
2. Other
None

V. POLICIES AND PROCEDURES

A. University Policies and Procedures

1. Attendance at each class or laboratory is mandatory at Oral Roberts University. Excessive absences can reduce a student’s grade or deny credit for the course.
2. Students taking a late exam because of an unauthorized absence are charged a late exam fee.
3. Students and faculty at Oral Roberts University must adhere to all laws addressing the ethical use of others’ materials, whether it is in the form of print, electronic, video, multimedia, or computer software. Plagiarism and other forms of cheating involve both lying and stealing and are violations of ORU’s Honor Code: “I will not cheat or plagiarize; I will do my own academic work and will not inappropriately collaborate with other students on assignments.” Plagiarism is usually defined as copying someone else’s ideas, words, or sentence structure and submitting them as one’s own. Other forms of academic dishonesty include (but are not limited to) the following:
 - a. Submitting another’s work as one’s own or colluding with someone else and submitting that work as though it were his or hers;
 - b. Failing to meet group assignment or project requirements while claiming to have done so;
 - c. Failing to cite sources used in a paper;
 - d. Creating results for experiments, observations, interviews, or projects that were not done;
 - e. Receiving or giving unauthorized help on assignments.
 By submitting an assignment in any form, the student gives permission for the assignment to be checked for plagiarism, either by submitting the work for

electronic verification or by other means. Penalties for any of the above infractions may result in disciplinary action including failing the assignment or failing the course or expulsion from the University, as determined by department and University guidelines.

4. Final exams cannot be given before their scheduled times. Students need to check the final exam schedule before planning return flights or other events at the end of the semester.
5. Students are to be in compliance with University, school, and departmental policies regarding the Whole Person Assessment requirements. Students should consult the Whole Person Assessment handbooks for requirements regarding general education and the students' majors.
 - a. The penalty for not submitting electronically or for incorrectly submitting an artifact is a zero for that assignment.
 - b. By submitting an assignment, the student gives permission for the assignment to be assessed electronically.

B. Department Policies and Procedures

1. Field Test Policy
 - a. Must be taken every semester in each enrolled activities class.
 - b. Must be administered by the student's activities class instructor during the scheduled class time.
 - c. Automatic failure for cheating on Field Test or assisting another to cheat.
2. This course may only be taken twice for credit. If taken more than twice, this course will not count toward ORU/HPE activity requirements for graduation.
3. Class Attire
 - a. Students enrolled in this class must wear appropriate workout clothing, including socks and athletic shoes in proper condition.
 - b. Students not in proper class attire will not be allowed to participate and will counted as absent.
4. Class Attendance
 - a. Student is expected to attend and participate in all class activities unless administratively excused. Only administrative excuses on the proper form are accepted. Excessive absences can reduce a student's grade or deny credit for the course. **Illness and injuries are not considered excused absences.**

Unexcused Absences	Letter Grade Reduced From Final Grade
1	0
2	1
3	2
4	3
5	Fail the Course

- b. Every two tardies are considered an unexcused absence. Arriving late to class causes disruption and demonstrates a lack of respect for the instructor and the University.

C. Course Policies and Procedures

1. Evaluation Procedures

- a. Grading is a composite of performance based on the following:
- | | |
|---|-----------|
| (1) Knowledge as measured by tests | 200 |
| (2) Fitness as measured by lab activities | 30 |
| (3) Cardiorespiratory fitness as measured by Field Test | <u>40</u> |
| Total | 270 |
- b. Grading scale:
A=243-270 points
B=216-242 points
C=189-215 points
D=162-188 points
F=0-161 points

2. Whole Person Assessment Requirements

None

3. Other Policies and/or Procedures

- a. Each student is responsible for completing all reading assignments, attending all regular class meetings and exam periods, completing all special assignments and submitting them on the due dates, and making positive contributions during class discussions.
- b. The Physician's Recommendation for Exercise must be completed and given to the instructor in order for the student to participate in this course.
- c. Aerobic points:

Level of Fitness	Points Toward Grade	Weekly Aerobic Points
Excellent	30	30
Good	24	24
Average	18	18
Fair	15	15
Poor	<15	0

d. Health fitness standards:

1.5-MILE WALKING FIELD TEST STANDARDS

Level of CR Fitness	Points	Under 25		25 – 34		35 – 44		45 – 54		55 & Over	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Superior	40	<16:30 <17:30		<17:30 <18:30		<18:30 <19:30		<19:30 <20:30		<20:30 <21:30	
Excellent	39	16:30	17:30	17:30	18:30	18:30	19:30	19:30	20:30	20:30	21:30
	38	17:00	18:00	18:00	19:00	19:00	20:00	20:00	21:00	21:00	22:00
	36	17:30	18:30	18:30	19:30	19:30	20:30	20:30	21:30	21:30	22:30
Good	34	18:00	19:00	19:00	20:00	20:00	21:00	21:00	22:00	22:00	23:00
	32	18:30	19:30	19:30	20:30	20:30	21:30	21:30	22:30	22:30	23:30
	30	19:00	20:00	20:00	21:00	21:00	22:00	22:00	23:00	23:00	24:00
Fair	28	19:30	20:30	20:30	21:30	21:30	22:30	22:30	23:30	23:30	24:30
	26	20:00	21:00	21:00	22:00	22:00	23:00	23:00	24:00	24:00	25:00
	24	20:30	21:30	21:30	22:30	22:30	23:30	23:30	24:30	24:30	25:30
	22	21:00	22:00	22:00	23:00	23:00	24:00	24:00	25:00	25:00	26:00
Poor	20	21:30	22:30	22:30	23:30	23:30	24:30	24:30	25:30	25:30	26:30
	18	22:00	23:00	23:00	24:00	24:00	25:00	25:00	26:00	26:00	27:00
	16	22:30	23:00	23:30	24:30	24:30	25:30	25:30	26:30	26:30	27:30
	14	23:00	24:00	24:00	25:00	25:00	26:00	26:00	27:00	27:00	28:00
Very Poor	0	>23:00 >24:00		>24:00 >25:00		>25:00 >26:00		>26:00 >27:00		>27:00 >28:00	

1.5-MILE RUN, 3.5-MILE CYCLE, & 550-METER SWIM FIELD TEST STANDARDS

Level of CR Fitness	Points	Under 25		25 – 34		35 – 44		45 – 54		55 & Over	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Superior	40	<9:00 <11:00		<10:00 <12:00		<11:00 <13:00		<12:00 <14:00		<13:00 <15:00	
Excellent	39	9:00	11:00	10:00	12:00	11:00	13:00	12:00	14:00	13:00	15:00
	38	9:30	11:30	10:30	12:30	11:30	13:30	12:30	14:30	13:30	15:30
	36	10:00	12:00	11:00	13:00	12:00	14:00	13:00	15:00	14:00	16:00
Good	34	10:30	12:30	11:30	13:30	12:30	14:30	13:30	15:30	14:30	16:30
	32	11:00	13:00	12:00	14:00	13:00	15:00	14:00	16:00	15:00	17:00
	30	11:30	13:30	12:30	14:30	13:30	15:30	14:30	16:30	15:30	17:30
Fair	28	12:00	14:00	13:00	15:00	14:00	16:00	15:00	17:00	16:00	18:00
	26	12:30	14:30	13:30	15:30	14:30	16:30	15:30	17:30	16:30	18:30
	24	13:00	15:00	14:00	16:00	15:00	17:00	16:00	18:00	17:00	19:00
	22	13:30	15:30	14:30	16:30	15:30	17:30	16:30	18:30	17:30	19:30
Poor	20	14:00	16:00	15:00	17:00	16:00	18:00	17:00	19:00	18:00	20:00
	18	14:30	16:30	15:30	17:30	16:30	18:30	17:30	19:30	18:30	20:30
	16	15:00	17:00	16:00	18:00	17:00	19:00	18:00	20:00	19:00	21:00
	14	15:30	17:30	16:30	18:30	17:30	19:30	18:30	20:30	19:30	21:30
Very Poor	0	>15:30 >17:30		>16:30 >18:30		>17:30 >19:30		>18:30 >20:30		>19:30 >21:30	

VI. COURSE CALENDAR

Class	Topic
1	Introduction of course and instructor How to calculate and record aerobic points Lab 1 Take-home exam 1: chapters 1, 6 Submit Physician's Recommendation for Exercise
2	Lecture: chapter 6 Lab 4 Submit take-home exam 1 to instructor Take-home exam 2: chapters 5, 9
3	Lecture: chapter 5 Lab 15 Submit take-home exam 2 to instructor Submit faculty evaluation
4	Lab 13: Field Test Submit aerobic points (extra credit assignment)

Course Inventory for ORU's Student Learning Outcomes
GHPE 503/GHPE 703—Graduate Health Fitness
Summer Institute 2013

This course contributes to the ORU student learning outcomes as indicated below:

Significant Contribution – Addresses the outcome directly and includes targeted assessment.

Moderate Contribution – Addresses the outcome directly or indirectly and includes some assessment.

Minimal Contribution – Addresses the outcome indirectly and includes little or no assessment.

No Contribution – Does not address the outcome.

The Student Learning Glossary at <http://ir.oru.edu/doc/glossary.pdf> defines each outcome and each of the proficiencies/capacities.

	OUTCOMES & Proficiencies/Capacities	Significant Contribution	Moderate Contribution	Minimal Contribution	No Contribution
--	--	-------------------------------------	----------------------------------	---------------------------------	----------------------------

1	Outcome #1—Spiritually Alive Proficiencies/Capacities				
1A	Biblical knowledge				X
1B	Sensitivity to the Holy Spirit			X	
1C	Evangelistic capability			X	
1D	Ethical behavior			X	

2	Outcome #2—Intellectually Alert Proficiencies/Capacities				
2A	Critical thinking				X
2B	Information literacy				X
2C	Global & historical perspectives				X
2D	Aesthetic appreciation				X
2E	Intellectual creativity				X

3	Outcome #3—Physically Disciplined Proficiencies/Capacities				
3A	Healthy lifestyle	X			
3B	Physically disciplined lifestyle	X			

4	Outcome #4—Socially Adept Proficiencies/Capacities				
4A	Communication skills			X	
4B	Interpersonal skills			X	
4C	Appreciation of cultural & linguistic differences			X	
4D	Responsible citizenship			X	
4E	Leadership capacity			X	