

Syllabus for
HPE 001—Health Fitness I
1 Credit Hour
Fall 2012

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 through the conditioning of the cardiorespiratory system and the development of a healthy lifestyle. Includes consumer health information and a required weekly physical activity lab.

Prerequisites: Medical Assessment.

Lab Fee: \$30.00.

II. COURSE GOALS

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

- A. Gain a basic understanding of the role of physical activity in life today.
- B. Develop a philosophy related to physical well being on the basis of factual information through exposure to basic information from the areas of physical education, physiology, medicine, recreation, and safety.

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. Describe and discuss the concept of the whole person through the practical application of the Scriptures in daily lives.
- B. Identify and describe the relationship between the concepts of physical activity, physical fitness, health fitness, and health.
 - 1. Describe the concept of hypokinetic diseases.
 - 2. Describe the cultural factors that have contributed to hypokinetic diseases.
 - 3. Describe the whole person concept.
 - 4. Define and describe the components of health fitness.
 - 5. Define and describe the components of performance fitness.
- C. Measure and determine his or her own level of health fitness .
 - 1. Take a variety of health fitness tests, which measure each component of physical fitness.
 - 2. Identify various tests of fitness and describe what component of fitness each measures.
 - 3. Relate the test results to one's personal level of fitness.
 - 4. List the risk factors related to heart disease and the preventive measures to lower the risk factors.
 - 5. Analyze his/her daily physical activity patterns.

- D. Prescribe a personalized fitness program for cardiorespiratory fitness.
 - 1. Define, describe, and apply the principle of overload, individuality, reversibility, 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.
- E. Improve or maintain fitness as a result of participating in the personalized fitness program.
 - 1. Pursue the goal established in the exercise prescription.
 - 2. Keep a log of program and progress.
 - 3. Earn at least an average of 30 aerobic points per week and earn a good level of fitness for the Field Test.

IV. TEXTBOOKS AND OTHER LEARNING RESOURCES

- A. Required Materials
 - 1. Textbooks
 - Huber, F. (2012). *Essentials of physical activity* (5th ed.). Peosta, IA: Eddie Bowers. ISBN-10: 1-57879-095-6
 - 2. Other
 - None
- 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.
- 4. 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 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. 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
1-4	0
5	1
6	2
7	3
8	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:	Points
(1) Knowledge as measured by tests	200
(2) Knowledge as measured by lab activities	130
(3) Physical activity as measured by aerobics points	30
(4) Cardiorespiratory fitness as measured by 1.5 field test	40
(5) Upload Lab 11, Lifestyle Assessment Artifact (e-Portfolio)	<u>50</u>
	Total 450

b. Grading scale:

A=450-405

B=404-360

C=359-315

D=314-270

F=269 and below

2. Whole Person Assessment Requirements

- a. The penalty for not submitting electronically or for incorrectly submitting an ePortfolio artifact is a zero for that assignment.

- b. Upload Lab #1 Lifestyle Assessment Artifact (ePortfolio).

3. Other Policies and/or Procedures

- a. Aerobic points (30 points possible):

Points Toward Grade	Average Weekly Aerobic Points
30	30
25	25
20	20
15	15
10	10
5	5
0	0

b. 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

Week	Lecture	Lab
1	Review syllabus	Lifestyle assessment and BMI
2	Chapter 6— Starting an Exercise Program for Health Fitness	Determining heart rate
3	Chapter 6— Starting an Exercise Program for Health Fitness	Warm-up/exercise/cool-down
4	Chapter 4— Cardiovascular Disease Risk Factors Aerobic Exercise	Heart rate training zone
5	Chapter 4— Cardiovascular Disease Risk Factors Aerobic Exercise	1.5-mile Pre-Field Test
6	Chapter 2— Concept of Health Fitness	Exercise prescription for CR fitness
7	Chapter 2— Concept of Health Fitness	Assessing flexibility
8	EXAM 1	Flexibility training
9	Review Exam 1	Assessment of muscular endurance
10	Chapter 1— Lifestyle and Health	2-mile jog/walk Reassessing body mass index
11	Chapter 3— The Cardiorespiratory System	2-mile jog/walk at 80-85%
12	Chapter 3— The Cardiorespiratory System	Assessment of CR fitness
13	EXAM II	Makeup Field Test
14	Review Exam 2	

Course Inventory for ORU's Student Learning Outcomes
HPE 001—Health Fitness I
Fall 2012

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
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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	