

Syllabus for
HPE 001—Health Fitness I
1 Credit Hour
Spring 2014

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 study of God's Word and the practical application of the Scriptures in daily lives.
- B. 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.
 - 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 motor ability.
- C. Measure and determine his or her own level of health fitness and physical activity level.
 - 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 each of the components of health fitness.
 - 1. Define, describe, and apply the concept of overload, intensity, duration, 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. Select a personal goal to guide participation in fitness program and explain why that ideal was chosen.
- 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. For men, earn at least an average of 30 aerobics points per week and run the Field Test under 12:00.
 - 4. For women, earn at least an average of 30 aerobics points per week and run the Field Test under 12:00.

IV. TEXTBOOKS AND OTHER LEARNING RESOURCES

- A. Required Materials
 - 1. Textbooks
Huber, F. (2013). *Essentials of physical activity* (5th ed.). Peosta, IA: Eddie Bowers. ISBN 978-1-57879-095-1
 - 2. Other
One package of test Scantrons from the ORU campus bookstore
- B. Optional Materials
 - 1. Textbooks
None
 - 2. Other

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. Class Attire
 - a. Any student enrolled in this class must wear appropriate athletic type workout clothing, including socks and athletic type workout shoes (in proper condition) during their lab class.
 - b. Any student not dressed out in lab attire will not be allowed to participate and will be counted as absent.
3. 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	150
(2) Knowledge as measured by lab activities	120
(3) Physical activity as measured by aerobics points	30
(4) Cardiorespiratory fitness as measured by 1.5 field test	40
(5) Upload Lab #1 Lifestyle Assessment Artifact (ePortfolio)	<u>50</u>
	Total 390

- b. Grading scale:
A=390-351
B=350-312
C=311-273
D=272-234
F=233 and below

2. Whole Person Assessment Requirements

- a. Lifestyle Assessment
- b. BMI Assignment

3. Other Policies and/or Procedures

- a. All HPE Health Fitness 001 students are required to scan, upload, and send to Dr. Gordon (via ePortfolio) pages 2 and 3 of Lab #1: Lifestyle Appraisal and Body Mass Index (BMI).
- b. Page 1 of Lab #1 is to be completed and handed in during the first lab class meeting.
- c. Aerobic points:

Points Toward Grade	Average Weekly Aerobic Points
0	<15
15	15
18	18
21	21
24	24
27	27
30	20

d. Health fitness standards:

1.5-MILE WALKING FIELD TEST STANDARDS

Level of CR Fitness	Points	Under 25 Male Female	25 – 34 Male Female	35 – 44 Male Female	45 – 54 Male Female	55 & Over 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 Male Female	25 – 34 Male Female	35 – 44 Male Female	45 – 54 Male Female	55 & Over 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	How to calculate aerobic points
2	Chapter 6—Starting an Exercise Program for Health Fitness	Lifestyle appraisal and BMI
3	Chapter 1—Lifestyle and Health Review for Test #1	Determining resting and exercise heart rate
4	TEST #1: Chapters 6 and 1	Warm-up/exercise/cool-down
5	Review Test #1 results	Heart rate training zone
6	Chapter 2—Concept of Health Fitness	1.5-mile pre-Field Test
7	Chapter 3—The Cardiorespiratory System Review for Test #2	Exercise prescription to improve CR fitness
8	TEST #2: Chapters 2 and 3	Assessing flexibility
9	Review Test #2 results	Flexibility training
10	Chapter 4—Cardiovascular Disease Risk Factors and Aerobic Exercise Review for Test #3	Assessment of muscular endurance
	SPRING BREAK	
11	TEST #3: Chapter 4	Good Friday
12	Review Test #3 results	Assessment of muscular endurance
13	LECTURES COMPLETED	Field Test
		Make-up Field Test
		Meet at Dr. Gordon's office to see final grade

Course Inventory for ORU's Student Learning Outcomes
HPE 001—Health Fitness I
Spring 2014

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	