

Syllabus for  
**GHPE 503/GHPE 703—Graduate Health Fitness**  
1 Credit Hour  
Spring 2021

**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, musculoskeletal 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 students 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 Oral Roberts University.

**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 one's 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 student's fitness program and explain.
- 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 10,000 steps per day, engage in cardio/peak exercise for 100 minutes weekly, and earn a good level of fitness for the Field Test.

#### IV. TEXTBOOKS AND OTHER LEARNING RESOURCES

- A. Materials
1. Textbooks  
Huber, F. (2016). *Essentials of physical activity* (Revised 6th ed.). Peosta, IA: Eddie Bowers.
  2. Fitbit® Charge HR PurePulse (Wearable Fitness Device)  
One package of test Scantrons from the ORU campus bookstore

#### V. POLICIES AND PROCEDURES

- A. University Policies and Procedures
1. 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.
  2. 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.

3. 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 Attendance
  - a. Student is expected to attend and participate in all Graduate Health Fitness 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	Failed this 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

2. Evaluation Procedures

a.	Grading:	Points
(1)	Knowledge as measured by tests	200
(2)	Knowledge as measured by lab activities	200
(3)	Physical activity as measured by Fitbit steps	50
(4)	Physical activity as measured by Fitbit heart rate	50
(5)	Cardiorespiratory fitness as measured by Field Test	<u>40</u>
	Total	540

b. Grading Scale:

A=540-486 points

B=485-432 points

C=431-378 points

D=377-324 points

F/Failed Course=0-323 points

2. Whole Person Assessment Requirements

None

3. Other Policies and/or Procedures

a. Must have Medical Assessment record on file in the Student Health office before taking this course.

b. Fitbit® Charge HR Points (100 possible)

Points Toward Grade	Avg Steps/Day	Avg. Active Minutes/Week (Cardio + Peak)
<b>50</b>	<u>≥</u> 10,000	<u>≥</u> 100
45	9,500	90
<b>40</b>	9,000	80
35	8,500	70
<b>30</b>	8,000	60
25	7,500	50
<b>20</b>	7,000	40
15	6,500	30
<b>10</b>	6,000	20
5	5,500	10
<b>0</b>	5,000	0

c. 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
<b>Superior</b>	40	<16:30 <17:30		<17:30 <18:30		<18:30 <19:30		<19:30 <20:30		<20:30 <21:30	
<b>Excellent</b>	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
<b>Good</b>	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
<b>Fair</b>	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
<b>Poor</b>	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
<b>Very Poor</b>	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
<b>Superior</b>	40	<9:00	<11:00	<10:00	<12:00	<11:00	<13:00	<12:00	<14:00	<13:00	<15:00
<b>Excellent</b>	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
<b>Good</b>	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
<b>Fair</b>	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
<b>Poor</b>	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
<b>Very Poor</b>	0	>15:30	>17:30	>16:30	>18:30	>17:30	>19:30	>18:30	>20:30	>19:30	>21:30

## VI. COURSE CALENDAR

<b>Class</b>	<b>Topic</b>
1	Syllabus overview and Fitbit® Charge HR requirement
2	Chapter 6 and Lab 1
3	Chapter 1 and Lab 2
4	Review for Test 1 and Lab 3
5	Test #1: Chapters 1 and 6
6	Test 1 results and Lab 4
7	Chapter 5 and Lab 10
8	Chapter 9 and Lab 18 (Lab 18A Assignment)
9	Review for Test 2 and Lab 5 (Submit Lab 18A)
10	Test #2: Chapters 5 and 9
11	Test 2 results and Lab 17
12	Lab #16: Field Test
13	Make-up Field Test
14	*Students can access final grade percentage on D2L and/or visit with Dr. Gordon

**Course Inventory for ORU's Student Learning Outcomes**  
**GHPE 503/GHPE 703—Graduate Health Fitness**  
**Spring 2021**

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.

	<b>OUTCOMES &amp; Proficiencies/Capacities</b>	<b>Significant Contribution</b>	<b>Moderate Contribution</b>	<b>Minimal Contribution</b>	<b>No Contribution</b>
--	--	-------------------------------------	----------------------------------	---------------------------------	----------------------------

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

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

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

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