

FIT 100 Fit for Duty - Syllabus
Ranger Fitness and Conditioning
Northern Arizona University
Department of Geography, Planning, and Recreation
Park Ranger Law Enforcement Academy (PRLEA)

General Information

Credit Hours: 1

Clock Hours: 36

Instructors: Michael O'Connor

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Course Pre-requisites

1. Enrollment in Park Ranger Law Enforcement Academy (PRLEA).
2. Completed academy student health data form and medical examination with physician's clearance to participate in strenuous training.

Course Description

This course emphasizes physical conditioning to build functional and motor fitness to meet the demands of jobs in emergency services. Students will build capacity in the areas of body composition, speed, and agility, flexibility, muscular strength, and cardiovascular endurance.

Student Learning Expectations

The student will be equipped to improve their health, physical fitness, and functional fitness for land management law enforcement. The student will be prepared to successfully pass the Physical Efficiency Battery (PEB)¹

Outcomes for this Course

At the completion of the course, students will be able to:

1. Implement a personal health and fitness program to support a functional fitness level for National Park Service rangers.
2. Perform each event of the PEB according to the proper protocol and achieve a score at or above the 25th percentile.
 - A. Measure current height and weight, body weight will be determined by a calibrated scale.
 - B. Measure current level of body fat through the use of a body composition test.
 - C. Perform a proper warm-up prior to engaging in any of the physically demanding components.
 - D. Demonstrate speed and agility through performance of the Illinois Agility Run.
 - E. Demonstrate flexibility of the lower back, hamstrings, and shoulder musculature through performance of the trunk flexion test.
 - F. Demonstrate muscular strength through performance of the bench press test which is also a ratio of the maximum amount lifted and the individual's body weight.
 - G. Demonstrate cardiovascular endurance through performance of the 1.5 mile run.
 - H. Identify the level of performance in each assessment area by comparing the student's performance value to the corresponding PEB score and understanding that a score in the 25th percentile or higher in each area (excluding the body composition test) represents an acceptable level of physical fitness.

Course Overview

The job performance requirements of the National Park Ranger require a high level of personal fitness. A ranger is often called to perform a variety of physically demanding tasks in their routine work and in emergency services. For law enforcement commissioned employees, the National Park Service requires an annual fitness

¹ <https://www.fletc.gov/physical-efficiency-battery-peb>

assessment using the PEB. This course is intended to assist students in assessing their fitness level, developing and implementing a personalized fitness program, and in meeting both the graduation requirements of the Park Ranger Training Program and the requirements of the National Park Service. This will be accomplished through a scheduled fitness program and a combination of group and personal work.

Course Structure/Approach

This course is based on the philosophy that quality student learning is achieved through theory and application. The course goals and objectives may be accomplished through:

- Developing a personal fitness plan
- Attending scheduled class meetings
- Exercising and conducting research outside of class
- Participating in PEB testing

Textbook and Required Materials

There are no required textbooks or materials.

Recommended Optional Materials/References

Optional materials will be posted on the Blackboard Learn page for the class. The instructor may suggest outside resources for the class and/or individual students to address issues of interest or concern.

Course Outline

| Date | Topic/Activity | Assignments |
|------------|--|------------------|
| Academy | Introduction | |
| Weeks 1-2 | Running, Strength, and Aerobics Training | PEB Conditioning |
| Academy | Baseline PEB Test | |
| Week 3 | Running, Strength, and Aerobics Training | PEB Conditioning |
| Academy | | |
| Weeks 4- 5 | Running, Strength and Aerobics Training | PEB Conditioning |
| Academy | Mid-Term PEB Test | |
| Week 6 | Running, Strength and Aerobics Training | PEB Conditioning |
| Academy | | |
| Weeks7-12 | Running, Strength and Aerobics Training | PEB Conditioning |
| Academy | Final PEB Exam | |
| Week 13 | Running, Strength and Aerobics Training | PEB Conditioning |

Assessment of Student Learning Outcomes

Methods of Assessment:

Attendance: A 70% record of attendance is required for a grade of "Pass."

PEB: Scores at or above the 25th percentile in the agility run, bench press, and 1.5 mile run are required to pass this class and to receive a NPS Certificate of Completion for the academy.

Timeline for Assessment:

Continuous through the semester.

Course Policies:

Retests/Makeup Tests: The only testing for the class is the PEB. PEB testing is set for at least two dates (baseline and final; a mid-term test may also be held). Students must attend the scheduled tests. Makeup tests (for missed tests) will be conducted at the instructor's discretion and in accordance with FLETC policy and may not be possible during the current academic semester. Retests for scores below the 25th percentile for the final test will be conducted per the NPS LETC SLETP policy.

Attendance: A 100% record of attendance is required for a grade of “Pass.” Attendance will be recorded at each class session and it is the student’s responsibility to sign the roster for each session.

Plagiarism: This course requires professional and ethical behavior. Plagiarism or any other form of cheating (including falsification of attendance records) violates this principle and will not be tolerated. Acts of academic dishonesty are regarded by the university as very serious offenses. Students charged with academic dishonesty are subject to the Arizona Board of Regents Code of Conduct and Procedures established by NAU. NAU policies and statements are included in this syllabus.

Northern Arizona University - Policy Statements

ACADEMIC INTEGRITY

NAU expects every student to firmly adhere to a strong ethical code of academic integrity in all their scholarly pursuits. The primary attributes of academic integrity are honesty, trustworthiness, fairness, and responsibility. As a student, you are expected to submit original work while giving proper credit to other people’s ideas or contributions. Acting with academic integrity means completing your assignments independently while truthfully acknowledging all sources of information, or collaboration with others when appropriate. When you submit your work, you are implicitly declaring that the work is your own. Academic integrity is expected not only during formal coursework, but in all your relationships or interactions that are connected to the educational enterprise. All forms of academic deceit such as plagiarism, cheating, collusion, falsification or fabrication of results or records, permitting your work to be submitted by another, or inappropriately recycling your own work from one class to another, constitute academic misconduct that may result in serious disciplinary consequences. All students and faculty members are responsible for reporting suspected instances of academic misconduct. All students are encouraged to complete NAU’s online academic integrity workshop available in the E-Learning Center and should review the full academic integrity policy available at <https://policy.nau.edu/policy/policy.aspx?num=100601>.

COURSE TIME COMMITMENT

Pursuant to Arizona Board of Regents guidance (Academic Credit Policy 2-224), for every unit of credit, a student should expect, on average, to do a minimum of three hours of work per week, including but not limited to class time, preparation, homework, and studying.

DISRUPTIVE BEHAVIOR

Membership in NAU’s academic community entails a special obligation to maintain class environments that are conducive to learning, whether instruction is taking place in the classroom, a laboratory or clinical setting, during course-related fieldwork, or online. Students have the obligation to engage in the educational process in a manner that does not breach the peace, interfere with normal class activities, or violate the rights of others. Instructors have the authority and responsibility to address disruptive behavior that interferes with student learning, which can include the involuntary withdrawal of a student from a course with a grade of “W”. For additional information, see NAU’s disruptive behavior policy at <https://nau.edu/university-policy-library/disruptive-behavior>.

NONDISCRIMINATION AND ANTI-HARASSMENT

NAU prohibits discrimination and harassment based on sex, gender, gender identity, race, color, age, national origin, religion, sexual orientation, disability, or veteran status. Due to potentially unethical consequences, certain consensual amorous or sexual relationships between faculty and students are also prohibited. The Equity and Access Office (EAO) responds to complaints regarding discrimination and harassment that fall under NAU’s Safe Working and Learning Environment (SWALE) policy. EAO also assists with religious accommodations. For additional information about SWALE or to file a complaint, contact EAO located in Old Main (building 10), Room 113, PO Box 4083, Flagstaff, AZ 86011, or by phone at 928-523-3312 (TTY: 928-523-1006), fax at 928-523-9977, email at equityandaccess@nau.edu, or via the EAO website at <https://nau.edu/equity-and-access>.

TITLE IX

Title IX is the primary federal law that prohibits discrimination on the basis of sex or gender in educational programs or activities. Sex discrimination for this purpose includes sexual harassment, sexual assault or relationship violence, and stalking (including cyber-stalking). Title IX requires that universities appoint a “Title IX Coordinator” to

monitor the institution's compliance with this important civil rights law. NAU's Title IX Coordinator is Pamela Heinonen, Director of the Equity and Access Office located in Old Main (building 10), Room 113, PO Box 4083, Flagstaff, AZ 86011. The Title IX Coordinator is available to meet with any student to discuss any Title IX issue or concern. You may contact the Title IX Coordinator by phone at 928-523-3312 (TTY: 928-523-1006), by fax at 928-523-9977, or by email at pamela.heinonen@nau.edu. In furtherance of its Title IX obligations, NAU will promptly investigate and equitably resolve all reports of sex or gender-based discrimination, harassment, or sexual misconduct and will eliminate any hostile environment as defined by law. Additional important information about Title IX and related student resources, including how to request immediate help or confidential support following an act of sexual violence, is available at <http://nau.edu/equity-and-access/title-ix>.

ACCESSIBILITY

Professional disability specialists are available at Disability Resources to facilitate a range of academic support services and accommodations for students with disabilities. If you have a documented disability, you can request assistance by contacting Disability Resources at 928-523-8773 (voice), 928-523-6906 (TTY), 928-523-8747 (fax), or dr@nau.edu (e-mail). Once eligibility has been determined, students register with Disability Resources every semester to activate their approved accommodations. Although a student may request an accommodation at any time, it is best to initiate the application process at least four weeks before a student wishes to receive an accommodation. Students may begin the accommodation process by submitting a self-identification form online at <https://nau.edu/disability-resources/student-eligibility-process> or by contacting Disability Resources. The Director of Disability Resources, Jamie Axelrod, serves as NAU's Americans with Disabilities Act Coordinator and Section 504 Compliance Officer. He can be reached at jamie.axelrod@nau.edu.

RESPONSIBLE CONDUCT OF RESEARCH

Students who engage in research at NAU must receive appropriate Responsible Conduct of Research (RCR) training. This instruction is designed to help ensure proper awareness and application of well-established professional norms and ethical principles related to the performance of all scientific research activities. More information regarding RCR training is available at <https://nau.edu/research/compliance/research-integrity>.

MISCONDUCT IN RESEARCH

As noted, NAU expects every student to firmly adhere to a strong code of academic integrity in all their scholarly pursuits. This includes avoiding fabrication, falsification, or plagiarism when conducting research or reporting research results. Engaging in research misconduct may result in serious disciplinary consequences. Students must also report any suspected or actual instances of research misconduct of which they become aware. Allegations of research misconduct should be reported to your instructor or the University's Research Integrity Officer, Dr. David Faguy, who can be reached at david.faguy@nau.edu or 928-523-6117. More information about Misconduct in Research is available at <https://nau.edu/university-policy-library/misconduct-in-research>.

SENSITIVE COURSE MATERIALS

University education aims to expand student understanding and awareness. Thus, it necessarily involves engagement with a wide range of information, ideas, and creative representations. In their college studies, students can expect to encounter and to critically appraise materials that may differ from and perhaps challenge familiar understandings, ideas, and beliefs. Students are encouraged to discuss these matters with faculty.

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