



## Physical Education and Health Instructional Program

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**Go to: [HCC/Canvas Online](#) to see course work and to do Exams. This class is ONLINE.**

A detailed Schedule of Assignments will be available on the Homepage once the class begins.

**YOU MUST LOG-IN PRIOR TO THE OFFICIAL DATE OF RECORD OR YOU ARE SUBJECT TO AN ADMINISTRATIVE WITHDRAWAL.**

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# PHED 1164 – Introduction to Physical Fitness and Wellness

CRN# **38509** – Fall 2017

1-Credit Hour/ 48 Contact Hours per semester/ Term (16 weeks)

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**Instructor:** Stacie Ringleb-Krutilek

**Phone/Email:** 713-718-5714 / [s.ringlebkrutilek@hccs.edu](mailto:s.ringlebkrutilek@hccs.edu)

**Office location and hours:** Stafford Campus, Learning Hub room 305-by appointment only

*Please feel free to contact me concerning any problems that you are experiencing in this course. You do not need to wait until you have received a poor grade before asking for my assistance. Your performance in my class is very important to me. I am available to hear your concerns and just to discuss course topics.*

**Instruction type:** Online

**Course Location/Times:** Distance Education

**\*Course Prerequisites:** EDUC 1300, ENGL 0310 or 0349

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### Course Description:

This course will provide an overview of the lifestyle necessary for Fitness and Health. Students will participate in physical activities and assess their fitness status. Students will be introduced to proper nutrition, weight management, cardiovascular health, flexibility, and strength training.

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## **Instructional Material:**

American College of Sports Medicine: Complete Guide to Fitness and Health, Second Edition,  
By: Barbara Buchman, ISBN-13: 9781492533672 and other websites

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## **Learning Outcomes:**

### **Program Student Learning Outcomes/Objectives:**

1. Students will perform physical skills to improve and enhance cardio-respiratory, strength, endurance, flexibility, and/or balance as measured with a departmental field exam.
2. Students will develop broad content knowledge within the discipline of health/physical education associated with good health management, health risks and/or disease prevention.
3. Students will demonstrate an understanding of basic safety/emergency procedures.
4. Conduct a personal wellness appraisal and utilize data results to determine potential health impacts and appropriate intervention activities.

### **Course Student Learning Outcomes/Objectives:**

#### **Upon successful completion of this course, students will:**

1. Describe how the components of physical fitness impact health and wellness.
2. Explain the influence of personal behaviors and personal responsibilities on the development, treatment, and prevention of hypokinetic diseases, infectious diseases, stress, and addiction.
3. Analyze the relationship between physical activity, inactivity, and nutrition on weight and body composition.
4. Plan, implement, and evaluate a personal fitness program.
5. Develop an appreciation and positive attitude for a healthy lifestyle and the effects of global trends on physical activity.

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## **Core Curriculum Competencies:**

Given the rapid evolution of necessary knowledge and skills and the need to take into account global, national, state, and local cultures, the core curriculum must ensure that students will develop the essential knowledge and skills they need to be successful in college, in a career, in their communities, and in life. Through the Texas Core Curriculum, students will gain a foundation of knowledge of human cultures and the physical and natural world, develop principles of personal and social responsibility for living in a diverse world, and advance intellectual and practical skills that are essential for all learning.

Students enrolled in this core curriculum course will complete several essays, including at least one oral presentation, designed to cultivate the following core objectives:

- **Critical Thinking Skills** — to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- **Communication Skills** — to include effective development, interpretation and expression of ideas through written, oral and visual communication
- **Quantitative and Empirical** — to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
- **Social Responsibility** — to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

Student proficiency in Communication and Critical Thinking skills will be assessed through written, oral, and manual demonstration of skills needed for an emergency situation. Student proficiency in Quantitative and Empirical Literacy will be assessed through a series of essay questions. Social Responsibility will be assessed by a 500 word reflection paper about their civic responsibilities.

## HCC Grading Scale:

Letter Grade	Numerical Grade	Points per Semester
<b>A</b>	100-90	<b>4 points per semester</b>
<b>B</b>	89-80	<b>3 points per semester</b>
<b>C</b>	79-70	<b>2 points per semester</b>
<b>D</b>	69-60	<b>1 point per semester</b>
<b>F</b>	<60	<b>0 points per semester</b>
<b>FX</b>	Failure due to non-attendance	<b>0 points per semester</b>
<b>IP (In Progress)</b>		<b>0 points per semester</b>
<b>W (Withdrawn)</b>		<b>0 points per semester</b>
<b>I (Incomplete)</b>		<b>0 points per semester</b>
<b>AUD (Audit)</b>		<b>0 points per semester</b>

**IP (In Progress)** is given only in certain developmental courses. The student must re-enroll to receive credit. **COM (Completed)** is given in non-credit and continuing education courses.

**FINAL GRADE OF FX:** Students who stop attending class and do not withdraw themselves prior to the withdrawal deadline may either be dropped by their professor for excessive absences or be assigned the final grade of "FX" at the end of the semester. Students who stop attending classes will receive a grade of "FX", compared to an earned grade of "F" which is due to poor performance. Logging into a DE course without active participation is seen as non-attending. Please note that HCC will not disperse financial aid funding for students who have never attended class.

Students who receive financial aid but fail to attend class will be reported to the Department of Education and may have to pay back their aid. A grade of "FX" is treated exactly the

same as a grade of "F" in terms of GPA, probation, suspension, and satisfactory academic progress.

To compute grade point average (GPA), divide the total grade points by the total number of semester hours attempted. The grades "IP," "COM" and "I" do not affect GPA.

### **Instructor's Requirements:**

As your Instructor, it is my responsibility to:

- Provide the grading scale and detailed grading formula explaining how student grades are to be derived
- Facilitate an effective learning environment through class activities, discussions, and lectures
- Description of any special projects or assignments
- Inform students of policies such as attendance, withdrawal, tardiness and make up
- Provide the course outline and class calendar which will include a description of any special projects or assignments
- Arrange to meet with individual students as needed

To be successful in this class, it is the student's responsibility to:

- Log into class and participate in class discussions and activities
- Read and comprehend the textbook
- Complete the required assignments and exams
- Ask for help when there is a question or problem
- Keep copies of all paperwork, including this syllabus, handouts and all assignments

### **Instructional Methods:**

As an instructor, I want my students to be successful. I feel that it is my responsibility to provide you with knowledge concerning your Personal Health in the field of Physical Education through an Introduction to Physical Fitness and Wellness.

As I believe that engaging the students in the learning is essential for teaching to be effective, you will spend the majority of class time involved in engaging activities. You will be involved in discussions with your classmates and your instructor, along with Assignments and Exams from information obtained from your Textbook.

### **Instructor's Grading Criteria:**

Your instructor will conduct quizzes, exams, and assignments that you can use to determine how successful you are at achieving the course learning outcomes (mastery of course content and skills) outlined in the syllabus. If you find you are not mastering the material and skills, you are encouraged to reflect on how you study and prepare for each class. Your instructor welcomes a dialogue on what you discover and may be able to assist you in finding resources on campus that will improve your performance.

### **Instructor's Grading Criteria:**

**Grading:** <No make-ups/No late assignments accepted – See Makeup Policy below.>

<b>Smart Goals Assignment</b>	<b>100</b>
<b>Chapter Tests</b>	<b>400</b>
<b>Exercise Program Design (6-weeks)</b>	<b>100</b>
<b>Food Journal</b>	<b>100</b>
<b>Discussions (4, each worth 25 points)</b>	<b>100</b>
<b>Fitness Tests (4, each worth 50 points)</b>	<b>200</b>
<b>Total:</b>	<b>1000</b>

### **Total of 1000 points:**

1000-900 = A

899-800 = B

799-700 = C

699-600 = D

599-0 = F

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### **Student Assignments:**

Assignments have been developed that will enhance your learning. To better understand a topic, you will be given assignments on key information that you will need to remember for your success in your career as an educator. Students will be required to successfully complete the following:

#### **Chapter Tests:**

Students will take tests over their assigned readings. In some cases these are designed to help with other assignments. Additional instructions and values are provided in Canvas under the Module Chapter Tests.

#### **Exercise Program Design:**

Students will use the exercise guidelines in the text to plan a safe and effective exercise program designed to meet their personal goals. Additional instructions and values are provided in Canvas under the Module Assignments.

### **Food Journal:**

Students will use the [choosemyplate.gov](http://choosemyplate.gov) interactive tool to record and analyze their current diet. Additional instructions and values are provided in Canvas under the Module Assignments.

### **Group Discussion:**

These four discussion questions require students to share their point of view with other students in a discussion blog. Discussing other student's posts is also required. The first discussion also includes a SMART Goals worksheet. Additional instructions and values are provided in Canvas under the Module Discussions.

### **Fitness Test:**

Students will perform four, pre- and post-fitness tests. These tests will be conducted in the HCC Fitness Center and include an aerobic test, strength test, endurance test, and flexibility test. Improvement on pre-test scores is expected over the semester. Additional instructions and values are provided in Canvas under the Module Fitness Tests.

### **S M A R T Goals Assignment:**

Students will complete the S M A R T Goals Worksheet provided. This will require the student to create realistic goals for their overall fitness and wellness. Additional instructions and values are provided in Canvas under the Module Assignments.

### **Make Up Policy:**

The tests — skills and written — will cover all material covered in the course. This includes handouts, lectures, demonstrations, and discussions. ***No make ups or extra credit will be given.*** Failing to take an exam will result in a "0" for the grade. This also pertains to the Skills Test Days.

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## **HCC Policy Statements:**

### **HCC Policy Statement: ADA, Academic Honesty, Student Attendance, 3-peater, Withdrawal Deadline**

HCC strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please meet with a campus Abilities Counselor as soon as possible in order to establish reasonable accommodations. Reasonable accommodations are established through an interactive process between you, your instructor(s) and Ability Services. It is the policy and practice of HCC to create inclusive and accessible learning environments consistent with federal and state law. For more information, please go to <http://www.hccs.edu/district/students/disability-services/>

Access Student Services Policies on their Web site:

<http://www.hccs.edu/district/students/student-handbook/>

### **HCC Policy Statement: Sexual Misconduct**

Houston Community College is committed to cultivating an environment free from inappropriate conduct of a sexual or gender-based nature including sex discrimination, sexual assault, sexual harassment, and sexual violence. Sex discrimination includes all forms of sexual and gender-based misconduct and violates an individual's fundamental rights and personal dignity. Title IX prohibits discrimination on the basis of sex-including pregnancy and parental status-in educational programs and activities. If you require an accommodation due to pregnancy, please contact an Abilities Services Counselor. The Director of EEO/Compliance is designated as the Title IX Coordinator and Section 504 Coordinator. All inquiries concerning HCC policies, compliance with applicable laws, statutes, and regulations (such as Title VI, Title IX, and Section 504), and complaints may be directed to:

David Cross

Director EEO/Compliance

Office of Institutional Equity & Diversity

3100 Main

(713) 718-8271

Houston, TX 77266-7517 or Houston, TX 77266-7517 or [Institutional.Equity@hccs.edu](mailto:Institutional.Equity@hccs.edu)

### **HCC Online and/or Continuing Education Policies:**

Access HCC Online Policies on their Web site:

All students are responsible for reading and understanding the HCC Online Student Handbook, which contains policies, information about conduct, and other important information. For the HCC, Online Student Handbook click on the link below or go to the HCC Online page on the HCC website.

The HCC Online Student Handbook contains policies and procedures unique to the online student. Students should have reviewed the handbook as part of the mandatory orientation. It is the student's responsibility to be familiar with the handbook's contents. The handbook contains valuable information, answers, and resources, such as HCC Online contacts, policies and procedures (how to drop, attendance requirements, etc.), student services (ADA, financial aid, degree planning, etc.), course information, testing procedures, technical support, and academic calendars. Refer to the HCC Online Student Handbook by visiting this link:

<http://www.hccs.edu/media/houston-community-college/distance-education/student-services/HCC-Online-Student-Handbook.pdf>

Access CE Policies on their Web site:

<http://www.hccs.edu/continuing-education/>

### **EGLS3 – Evaluation for Greater Learning Student Survey System:**

At Houston Community College, professors believe that thoughtful student feedback is necessary to improve teaching and learning. During a designated time near the end of the term, you will be asked to answer a short online survey of research-based questions related to instruction. The anonymous results of the survey will be made available to your professors and department chairs for continual improvement of instruction. Look for the survey as part of the Houston Community College Student System online near the end of the term.

### **Campus Carry:**

"At HCC the safety of our students, staff, and faculty is our first priority. As of August 1, 2017, Houston Community College is subject to the Campus Carry Law (SB11 2015). For more information, visit the HCC Campus Carry web page at: <http://www.hccs.edu/district/departments/police/campus-carry/>."

### **Hurricane Harvey:**

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the Dean of Students for support. Furthermore, please notify the professor if you are comfortable in doing so.

[www.hccs.edu/harveystudentresources](http://www.hccs.edu/harveystudentresources)

## **PHED 1164-Introduction to Physical Fitness and Wellness**

### **Fall 2017 – CRN 38509**

#### **Course Schedule**

**September 11<sup>th</sup>**: Class Begins-All assignments/DQ's/ Exams are now open and will close on the due dates below at 11:30pm

**September 26**: Must have a time schedule for Pre Testing by emailing Instructor

**September 29**: Pre Testing – Must have a time schedule to test-Central Campus-Fitness Center, if you cannot make this test please contact me.

**September 22**: Discussion Question #1 Due Smart Goals and Introduction Exams 1-4 Due

**October 06**: S-M-A-R-T Goal Setting Assignment Due

**Oct. 13**: Food Journal Assignment Due



Discussion Question #2 Due Health and Wellness  
Exams 5-8 Due

**Nov. 03**: Discussion Question #3 Due Designed to Move  
Exams 9-11 Due

**Nov. 24**: Discussion Question #4 Due Maintaining Life-long Fitness &  
Wellness  
Exams 12-20

**Dec. 01**: Final Testing Must Schedule a time with instructor as did for pre-testing.

**Dec. 06**: Exercise Program Assignment Due