



Physical Education and Health Instructional Program

A detailed Schedule of Assignments will be available on the Homepage once the class begins.
You must log in at <https://eo2.hccs.edu>

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

Personal & Community Health Fall 2015 PHED 1304 CRN# 78822

Instructor:	Stacie Ringleb-Krutilek
Phone/Email:	713-718-5714 s.ringlebkrutilek@hccs.edu
Office location and hours:	Stafford Campus, Learning Hub Room 305 by appointment only
Course location/Times:	Eagle Online https://eo2.hccs.edu
Course semester credit hours:	3 Semester Credit hours (3 Lecture)
Course contact hours:	48 Contact Hours
Course length:	16 weeks/12 weeks/8 weeks/5 weeks
Instruction type:	In-person/face to face/Online/Hybrid/Dual Credit
Course Prerequisites:	EDUC 1300, ENGL 0310 or 0349

Course Description:

This cross-cultural health course offers an opportunity to explore personal health issues on a cultural basis. The focus of this course will address major health issues that impact the health of all individuals and cultures.

Instructional Material: Connect Core Concepts in Health, 13th Brief Ed., ISBN# 9780078028533

Program SLO's:	<ol style="list-style-type: none"> 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.
Course SLO's:	<ol style="list-style-type: none"> 1. Describe the six Dimensions of Wellness 2. Identify cultural diversity with regards to a student's gender, ethnicity, income, family history, environment, education, disability, geographical location and sexual orientation on health.

	<p>3. Identify a student's personal health risks in regards to gender, ethnicity, income, family history, environment, education, disability, geographical location and sexual orientation.</p> <p>4. Identify strategies of healthy aging.</p> <p>5. Identify key sources of environmental issues that may impact student's Health</p>
<p>Learning Objectives:</p>	<p>Describe the six Dimensions of Wellness</p> <p>1. Identify the six Dimensions of Wellness and how they relate to their personal and community health.</p> <p>Identify cultural diversity with regards to a student's gender, ethnicity, income, family history, environment, education, disability, geographical location and sexual orientation on health.</p> <p>1. Understand differences in cultures in regards to a student's gender, ethnicity, income, family history, environment, education, disability, geographical location and sexual orientation on health.</p> <p>Identify a student's personal health risks in regards to gender, ethnicity, income, family history, environment, education, disability, geographical location and sexual orientation.</p> <p>1. Understand differences in student's personal health risks in regards to gender, ethnicity, income, family history, environment, education, disability, geographical location and sexual orientation.</p> <p>Identify strategies of healthy aging.</p> <p>1. Understand strategies of healthy aging.</p> <p>Identify key sources of environmental issues that may impact student's health.</p> <p>1. Understand key sources of environmental issues that may impact student's health.</p>
<p>Student Assignments:</p>	<p>Describe the six Dimensions of Wellness</p> <p>Discussions Homework Exercises Readings In class activities related to the Six Dimensions of Wellness</p> <p>Identify cultural diversity with regards to a student's gender, ethnicity, income, family history, environment, education, disability, geographical location and sexual orientation on health.</p> <p>Discussions Homework Exercises Readings In class activities related to cultural diversity</p> <p>Identify a student's personal health risks in regards to gender, ethnicity, income, family history, environment, education, disability, geographical location and sexual orientation.</p> <p>Discussions Homework Exercises Readings In class activities related to the student's personal health risks</p> <p>Identify strategies of healthy aging.</p> <p>Discussions Homework Exercises Readings Completion of Celebration of Life Project</p> <p>Identify key sources of environmental issues that may impact student's Health.</p> <p>Discussions Homework Exercises Readings</p>

	In class activities related to environmental issues
Student Assessments:	<p>Describe the six Dimensions of Wellness Various assigned readings from textbooks In-class discussions Quizzes/Tests which may include: definitions, matching, multiple choice, true/false, short answer, brief essay Identify cultural diversity with regards to a student’s gender, ethnicity, income, family history, environment, education, disability, geographical location and sexual orientation on health. Various assigned readings from textbooks In-class discussions Quizzes/Tests which may include: definitions, matching, multiple choice, true/false, short answer, brief essay Writings for required media programs and assigned journal entries Identify a student’s personal health risks in regards to gender, ethnicity, income, family history, environment, education, disability, geographical location and sexual orientation. Various assigned readings from textbooks In-class discussions Quizzes/Tests which may include: definitions, matching, multiple choice, true/false, short answer, brief essay Writings for assigned journal entries Identify strategies of healthy aging. Various assigned readings from textbooks In-class discussions Completion of the assigned Celebration of Life Project as based on the Rubrics Identify key sources of environmental issues that may impact student’s Health. Various assigned readings from textbooks In-class discussions Quizzes/Tests which may include: definitions, matching, multiple choice, true/false, short answer, brief essay</p>
Core Curriculum Competencies:	<p>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.</p> <p>Students enrolled in this core curriculum course will complete several essays, including at least one oral presentation, designed to cultivate the following core objectives:</p> <ul style="list-style-type: none"> •Critical Thinking Skills --to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information •Communication Skills -- to include effective development,

	<p>interpretation and expression of ideas through written, oral and visual communication</p> <ul style="list-style-type: none"> • 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 <p>Student proficiency in Critical Thinking and Communication skills will be assessed as a PowerPoint (presentation/video) which includes an oral presentation component as well as a visual component and essay, which includes critical analysis, inquiry, evaluation and synthesis. Student proficiency in Quantitative and Empirical Literacy will be assessed through a 500 word essay based on personal results from numerous health and fitness assessments/formulas. Social Responsibility will be assessed by a Community Outreach Project.</p>																				
<p>HCC Grading Scale:</p>	<table border="1" data-bbox="516 730 1323 1108"> <tr> <td>A = 100- 90</td> <td>4 points per semester hour</td> </tr> <tr> <td>B = 89 - 80:</td> <td>3 points per semester hour</td> </tr> <tr> <td>C = 79 - 70:</td> <td>2 points per semester hour</td> </tr> <tr> <td>D = 69 - 60:</td> <td>1 point per semester hour</td> </tr> <tr> <td>59 and below = F</td> <td>0 points per semester hour</td> </tr> <tr> <td>FX (Failure due to non-attendance)</td> <td>0 points per semester hour</td> </tr> <tr> <td>IP (In Progress)</td> <td>0 points per semester hour</td> </tr> <tr> <td>W (Withdrawn)</td> <td>0 points per semester hour</td> </tr> <tr> <td>I (Incomplete)</td> <td>0 points per semester hour</td> </tr> <tr> <td>AUD (Audit)</td> <td>0 points per semester hour</td> </tr> </table> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>	A = 100- 90	4 points per semester hour	B = 89 - 80:	3 points per semester hour	C = 79 - 70:	2 points per semester hour	D = 69 - 60:	1 point per semester hour	59 and below = F	0 points per semester hour	FX (Failure due to non-attendance)	0 points per semester hour	IP (In Progress)	0 points per semester hour	W (Withdrawn)	0 points per semester hour	I (Incomplete)	0 points per semester hour	AUD (Audit)	0 points per semester hour
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	<i>Health Sciences Programs Grading Scales may differ from the approved HCC Grading Scale. For Health Sciences Programs Grading Scales, see the "Program Discipline Requirements" section of the Program's syllabi.</i>
PHED Attendance Policy:	As stated in the HCC Catalog, all students are expected to attend classes regularly. Although it is the responsibility of the student to drop a course for non-attendance, the instructor also has the authority to drop a student for excessive absences or failure to participate regularly. According to HCCS Policy (see catalog schedule), a student may be dropped from the course for excessive absences after the student has accumulated absences in excess of 12.5% of the hours of instruction. (6 hours in a 48-hour course)
Program Requirements:	<i>Students are expected to maintain a state of technical compliance, including (but not limited to): up-to-date software as required by the instructor; a stable Internet connection; and use of the Firefox browser when using Eagle Online. The instructor is NOT required to give consideration for lost/missing/unacceptable work stemming from technical non-compliance and/or end-user technical issues.</i>
Instructor's Requirements:	<u>Turn off pagers, Phones, No Cameras/Recording Devices:</u> Students should turn off pagers and cell phones before entering class; ringing, buzzing, and other forms of disturbances (electronic or otherwise) are not good for the class. Your full and active attention is required throughout the class period. Use of recording devices, including camera phones and tape recorders, is prohibited in classrooms, laboratories, faculty offices, and other locations where instruction, tutoring, or testing occurs. Students with disabilities who need to use a recording device as a reasonable accommodation should contact the Office of Students with Disabilities for information regarding reasonable accommodations.
Instructor Grading Criteria:	<u>Grading and Evaluation:</u> < No make-ups/No late assignments accepted > 80 pts Journals 100 pts Quantitative-Empirical Essay 320 pts Exams 100 pts Celebration of Life Project/ PowerPoint (presentation/video) 100 pts Community Outreach Project A= 700-630 B= 629-560 C= 559-490 D= 489-420 F= 419-0 <u>Celebration Of Life Project/PowerPoint (presentation/video):</u> Critical Thinking and Communication skills will be assessed through a minimum of 8-15 slides of PowerPoint presentation/or video pertaining to Celebration of Life Project. This assignment deals with the inquiry, analysis, evaluation and synthesis of the information in Chapter 17 and will address written, oral and visual communication. Critical Thinking and Communication will be valued at 7% of the final course grade. (See assignment in class for full details and due date.) <u>Community Outreach Project:</u> In culmination of the semester, students will write a 500 word reflection essay about their civic

	<p>experience helping others within their community. Their Community Outreach Project will include a picture of themselves while donating, volunteering or actively participating within the community. Personal Responsibility will be valued at 7% of the final course grade. (See assignment in class for full details and due date.)</p> <p>Quantitative-Empirical Essay Assignment: Within the semester, students will submit a Quantitative-Empirical Essay. Their assessments/formulas will include Body Mass Index, Hip to Waist Ratio, Karvonen Formula, Resting Metabolic Rate, and Blood Pressure. Through calculating these formulas, students will understand their personal health and fitness through quantitative and empirical analysis of their specific data. Quantitative and Empirical Literacy be valued at 7% of the final course grade. (See assignment in class for full details and due date.)</p> <p>Make Up Policy: No make ups or extra credit will be given. I do not accept late work. Failing to take an exam or hand in work by the DUE date will result in a "0" for the grade. This pertains to ALL WORK.</p>
EGLS3 -- Evaluation for Greater Learning Student Survey System	<p>At Houston Community College, professors believe that thoughtful student feedback is necessary to improve teaching and learning. During a designated time, 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 division 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.</p>

Access Student Services Policies on their Web site:	http://hccs.edu/student-rights
Access DE Policies on their Web site:	http://de.hccs.edu/Distance_Ed/DE_Home/faculty_resources/PDFs/DE_Syllabus.pdf
Access CE Policies on their Web site:	http://hccs.edu/CE-student-guidelines

Physical Education and Health Mission Statement:	<p>The mission of the Physical Education/Health Department is to provide students with the sound principles for creating and maintaining a healthy lifestyle. We find new ways to meet the diverse educational needs of our growing student population. This is accomplished by providing a variety of activity and lecture based classes. Our goals include:</p> <p>*Presenting scientifically based, accurate information and activities.</p>
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	<ul style="list-style-type: none">*Involving students in taking responsibility for their health and well-being. *Instilling a sense of competence and personal power in students. *Providing venues for various forms of muscular and cardiovascular exercise to improve our student's health and well-being.
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