



Department: Physical Education and Health

Go to: <http://hccs1.mrooms3.net> to see course work and to do Exams. This class is WEB-ENHANCED.

Personal & Community Health Spring 2013 PHED 1304 CRN# 36067

Instructor:	Stacie Ringleb-Krutilek
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Office location and hours:	Learning Hub Room 305
Course location/Times:	Learning Hub Room 318 10:00-12:00pm
Course semester credit hours:	3 Semester Credit hours
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
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. This course fulfills the cross/multicultural core requirement.

Instructional Material: Connect Core Concepts in Health, 12th Brief Ed., ISBN# 9780073404677

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. 3. Identify a student's personal health risks in regards to gender, ethnicity, income, family history, environment, education, disability,

	<p>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>
Learning Objectives:	<p>Describe 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>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>Identify strategies of healthy aging.</p> <p>Identify key sources of environmental issues that may impact student's Health.</p>
Student Assignments:	<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 In class activities related to environmental issues</p>
Student Assessments:	<p>Describe the six Dimensions of Wellness</p> <p>Various assigned readings from textbooks In-class discussions Quizzes/Tests which may include: definitions, matching, multiple choice, true/false, short answer, brief essay</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>

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

HCC Grading Scale:	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

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

	<p>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> <p><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></p>
<p>PHED Attendance Policy:</p>	<p>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.</p> <p>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)</p>
<p>Program Requirements:</p>	<p><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></p>
<p>Instructor's Requirements:</p>	<p><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.</p> <p>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.</p>
<p>Instructor Grading Criteria:</p>	<p><u>Grading and Evaluation:</u> <No make-ups/No late assignments accepted> 180 pts In-class assignments/Journals/Homework/Web Assignments 320 points Exams 100 pts Presentation 33.3 pts Video Review (And the Band Played On) 33.3 pts Video Review (Super Size Me) 33.3 pts Video Review (Crash) 200 pts Final (Take Home)</p>

	<p><u>Make Up Policy:</u> <i>No make ups or extra credit will be given. I do not accept late work.</i> Failing to take an exam or hand in work by the DUE date will result in a "0" for the grade. This pertains to <u>ALL WORK</u>.</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