



Department: Physical Education and Health

Personal & Community Health

Spring 2013; 2nd 8 weeks
PHED 1304 CRN# 34066

Instructor:	Brian Jenison, M.Ed.
Phone/Email:	brian.jenison@hccs.edu
Office location and hours:	Communication by email in Eagle Online
Course location/Times:	SE/Distance Ed. Internet;; March 18-May 12, 2013
Course semester credit hours:	3 Semester Credit hours
Course contact hours:	48 Contact Hours
Course length:	8 weeks
Instruction type:	Online
Course Prerequisites:	GUST 0342, 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, geographical location and sexual orientation. 4. Identify strategies of healthy aging. 5. Identify key sources of environmental issues that may impact student's Health
Learning Objectives:	Describe the six Dimensions of Wellness

	<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 Homework Exercises: Read Me First Assignment worth 50 points. Answer the questions from the syllabus. Readings Identify cultural diversity with regards to a student's gender, ethnicity, income, family history, environment, education, disability, geographical location and sexual orientation on health. Homework Exercises Readings Identify a student's personal health risks in regards to gender, ethnicity, income, family history, environment, education, disability, geographical location and sexual orientation. Homework Exercises Readings Identify strategies of healthy aging. Homework Exercises Readings Completion of Celebration of Life Project worth 200 points. Identify key sources of environmental issues that may impact student's Health. Homework Exercises Readings</p>
Student Assessments:	<p>Describe the six Dimensions of Wellness Various assigned readings from textbooks There will be a total of 4 Quizzes/Tests, worth 50 points each, which may include: definitions, matching, multiple choice, true/false, short answer, brief essay. There will also be a comprehensive final exam worth 200 points. 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 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 Quizzes/Tests which may include: definitions, matching, multiple choice, true/false, short answer, brief essay Writings for assigned journal entries. 10 journals worth 20 points each for a total of 200 points. Due with notebook near end of 8 weeks.</p>

Identify strategies of healthy aging.
 Various assigned readings from textbooks
 Completion of the assigned Celebration of Life Project as based on the Rubrics. Worth 200 points. Due with notebook near end of 8 weeks.

Identify key sources of environmental issues that may impact student's Health.
 Various assigned readings from textbooks
 Quizzes/Tests which may include: definitions, matching, multiple choice, true/false, short answer, brief essay

Assignment summary:
 Read Me First 50 possible points
 Journals 10 @ 20 pts each for 200 possible points
 4 Exams worth 50 possible points each for total of 200 points
 2 video reviews @75 possible points each for total of 150 points
 Celebration of Life Project worth 200 possible points
 Comprehensive final exam worth a possible 200 points

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	
	PHED 1304. CRN 34066 points scale:		
	A	900-1000 points	
B	800-899 points		
C	700-799 points		
D	600-699 points		
F	less than 599 points		
<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</p>			

	<p>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> <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>
PHED Attendance Policy:	
Program Requirements:	
Instructor's Requirements:	Complete all assignments on time for full credit.
Instructor Grading Criteria:	All assignments must be submitted on time. No late notebooks will be accepted. See grade scale above.
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, 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.

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