

## HLTH104H : Honors Personal Health and Wellness

### General Information

Author:	• Erin Calderone
Course Code (CB01) :	HLTH104H
Course Title (CB02) :	Honors Personal Health and Wellness
Department:	HLTH
Proposal Start:	Fall 2026
TOP Code (CB03) :	(1201.00) Health Occupations, General*
CIP Code:	(51.0000) Health Services/Allied Health/Health Sciences, General.
SAM Code (CB09) :	E - Non-Occupational
Distance Education Approved:	Yes
Will this course be taught asynchronously?:	Yes
Course Control Number (CB00) :	CCC000655833
Curriculum Committee Approval Date:	09/24/2025
Board of Trustees Approval Date:	11/11/2025
Last Cyclical Review Date:	09/24/2025
Course Description and Course Note:	HLTH 104H focuses on the exploration of major health issues and behaviors in the various dimensions of health. The class emphasizes individual responsibility for personal health and the promotion of informed, positive health behaviors. Topics include nutrition, exercise, weight control, mental health, stress management, violence, substance abuse, reproductive health, disease prevention, aging, healthcare, and environmental hazards and safety. The Honors course may be enhanced in one or more of the following ways: 1. enriched reading opportunities, including conceptual and scholarly sources, 2. enriched critical thinking opportunities such as oral presentation of research, experiential learning, metacognitive reflection, and service learning. Note: This course may not be taken for credit by students who have completed HLTH 106 or PSYCH 111.
Justification:	New Course
Academic Career:	• Credit
Mode of Delivery:	• In-Person • Remote • Hybrid • Online
Author:	No value
Course Family:	No value

### Academic Senate Discipline

Primary Discipline:	• Health
Alternate Discipline:	No value

**Alternate Discipline:** No value

**File Upload**

**File Upload**  
No Value

**Course Development**

<p><b>Basic Skill Status (CB08)</b> Course is not a basic skills course.</p> <p><input type="checkbox"/> Allow Students to Gain Credit by Exam/Challenge</p>	<p><b>Course Special Class Status (CB13)</b> Course is not a special class.</p> <p><b>Pre-Collegiate Level (CB21)</b> Not applicable.</p>	<p><b>Grading Basis</b></p> <ul style="list-style-type: none"> <li>Grade with Pass / No-Pass Option</li> </ul> <p><b>Course Support Course Status (CB26)</b> Course is not a support course</p>
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**General Education and C-ID**

**General Education Status (CB25)**  
Not Applicable

<b>Transferability</b> Transferable to both UC and CSU	<b>Transferability Status</b> Pending
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C-ID	Area	Status	Approval Date	Comparable Course
PH	Public Health	Pending	No value	PH 100 - Personal Health and Wellness

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GCC General Education Requirements	Area	Status	Approval Date	Comparable Course
Area 4: Social and Behavioral Sciences	Social and Behavioral Sciences	Pending	No value	No Comparable Course defined.
Area 8: Lifelong Learning	Lifelong Learning	Pending	No value	

**Units and Hours**

**Summary**

<b>Minimum Credit Units (CB07)</b>	3
<b>Maximum Credit Units (CB06)</b>	3
<b>Total Course In-Class (Contact) Hours</b>	54

**Total Course Out-of-Class Hours** 108

**Total Student Learning Hours** 162

**Credit / Non-Credit Options**

**Course Type (CB04)**

Credit - Degree Applicable

**Noncredit Course Category (CB22)**

Credit Course.

**Noncredit Special Characteristics**

No Value

**Course Classification Code (CB11)**

Credit Course.

Variable Credit Course

**Funding Agency Category (CB23)**

Not Applicable.

Cooperative Work Experience Education Status (CB10)

**Weekly Student Hours**

	In Class	Out of Class
Lecture Hours	3	6
Laboratory Hours	0	0
Studio Hours	0	0

**Course Student Hours**

<b>Course Duration (Weeks)</b>	18
<b>Hours per unit divisor</b>	54
<b>Course In-Class (Contact) Hours</b>	
Lecture	54
Laboratory	0
Studio	0
<b>Total</b>	54

**Course Out-of-Class Hours**

Lecture	108
Laboratory	0
Studio	0
<b>Total</b>	108

**Time Commitment Notes for Students**

No value

**Units and Hours - Weekly Specialty Hours**

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

## Prerequisites, Corequisites, Recommended Corequisites, and Recommended Preparation

### Advisory

ABSE186 - Essentials in Reading and Paragraph Writing

#### Objectives

- Comprehend both literature and information-based texts at a high school level.
- Utilize various strategies to develop active reading habits.
- Read and locate details in a passage and identify the stated or unstated main idea.
- Articulate answers to comprehension and analysis questions.
- Demonstrate sentence variation, coherence, and unity within a paragraph.

OR

### Advisory

ESL151 - Reading and Composition V (in-development)

#### Objectives

- Read and critically analyze various academic readings.
- Summarize readings.
- Employ basic library research techniques.
- Compose one research paper (1,000 words) or two short research papers (500-700 words each) with citations.

AND

### Advisory

LIB100 - Critical Approaches to Information Research

#### Objectives

- Recognize the information cycle as a community conversation that may include primary, secondary, popular, peer-reviewed, and other source types.
- Formulate a research question to guide inquiry.
- Design and use search strategies by brainstorming key words, refining search terms, and using advanced limiters in different systems.
- Distinguish between different source types, understanding the characteristics of various publication practices, purposes, audiences, and formats.
- Assess sources for credibility, considering indicators such as authority, currency, accuracy, point of view, purpose, evidence and the context of how information is produced.
- Recognize that critical assessment of information is an empowering practice that furthers civic engagement in a democratic society.
- Use citation and attribution to give credit to the ideas and work of others.
- Recognize underlying factors (racial, ethnic, gendered, linguistic, and socioeconomic) that impact inequities in the access to and the creation of information sources.

## Entry Standards

Entry Standards

Description

No value

No value

## Course Limitations

Cross Listed or Equivalent Course	Description
HLTH 104 Personal Health and Wellness	No Value

Requisite Validation
<p><b>Upload Statistical Validation and/or other documents (if necessary)</b></p> <p>No Value</p>

Specifications
<p><b>Methods of Instruction</b></p> <p>Methods of Instruction Collaborative Learning</p>
<p>Methods of Instruction Demonstrations</p>
<p>Methods of Instruction Discussion</p>
<p>Methods of Instruction Guest Speakers</p>
<p>Methods of Instruction Lecture</p>
<p>Methods of Instruction Multimedia</p>
<p>Methods of Instruction Presentations</p>

Out of Class Assignments
<ul style="list-style-type: none"> <li>• Research projects (e.g. honors enhancement: research presentation or paper describing the impact of exercise on psychological health, demonstrating critical evaluation of current research)</li> <li>• Group projects (e.g. honors enhancement: class presentation summarizing how public health policies and interventions impact one or more dimensions of personal health)</li> <li>• Self-analysis (e.g. honors enhancement: critical evaluation of current health behaviors including comparison to peer-reviewed research articles)</li> </ul>

Methods of Evaluation	Description of Activity/Interaction
Exam/Quiz/Test	Quizzes
Exam/Quiz/Test	Written midterm (honors enhancement: including essay questions requiring a high level of critical thinking)
Exam/Quiz/Test	Written final exam (honors enhancement: including essay questions requiring a high level of critical thinking)

Textbook Rationale
No Value

Textbooks				
Author	Title	Publisher	Date	ISBN
Lisa Tunks	An Invitation to Health, 21st ed.	Cengage	2025	9780357973790
Rebecca J. Donatelle	Access to Health 16th ed.	Pearson	2019	9780135611913

Other Instructional Materials (i.e. OER, handouts)	
<b>Description</b>	Health Education OER
<b>Author</b>	Garrett Rieck & Justin Lundin
<b>Citation</b>	Libretexts.org CCBYNCSA, 2021
<b>Online Resource(s)</b>	<a href="https://med.libretexts.org/Bookshelves/Health_and_Fitness/Health_Education_(Rienk_and_Lundin)">https://med.libretexts.org/Bookshelves/Health_and_Fitness/Health_Education_(Rienk_and_Lundin)</a>

Learning Outcomes
<b>Course Objectives</b>
Describe the six dimensions of wellness and their interrelationship.
Distinguish the difference between personal health and public health.
Apply the dietary recommendations to diet planning throughout the lifecycle and in the promotion of fitness/physical activity, weight management, and disease prevention.

Describe the role of stress and mental health in health promotion and disease prevention.

Recognize the stimulus leading to violence and strategies to minimize its occurrence.

Describe the role of substance use and abuse in our society and its impact on the individual, the community, the economy and the social structure.

Analyze personal and family health as it relates to human sexuality, relationships, sexual orientation, and parenthood.

Identify and discuss specific preventative measures to reduce the risk of various diseases and infections, unintended pregnancies, violence, and addiction.

Examine the physiological, emotional, psychological and sexual aspects of aging.

Describe the interrelationship between human beings and their environment.

Identify common practices and attitudes that contribute to accidents on a personal and community level and strategies that would reduce their occurrence.

Analyze the health care delivery system, including inequities and discrepancies.

Interpret and evaluate health and medical information from general and subject specific library and web sources.

Communicate orally and in writing in the scientific language of the discipline.

Analyze their lifestyle from a wellness perspective, identify areas of personal behavioral change and develop strategies for behavioral change.

Demonstrate an understanding of the disease process and the most currently prevalent acute and chronic diseases.

Consider the effects of social determinants, culture and historical experiences on the health of specific groups in society.

Develop Cultural Intelligence by understanding how culture shapes people's behaviors, values, and beliefs.

Identify fitness principles and exercise program components to improve cardiorespiratory endurance, muscular strength and endurance, flexibility, and body composition.

**SLOs**

Explain the relationship between lifestyle behaviors and wellness.	Expected Outcome Performance: 70.0
Identify risk factors and prevention methods for the most common chronic and infectious diseases.	Expected Outcome Performance: 70.0
Analyze the reliability of multi-media delivered health information.	Expected Outcome Performance: 70.0

**Additional SLO Information****Does this proposal include revisions that might improve student attainment of course learning outcomes?**

No

**Is this proposal submitted in response to learning outcomes assessment data?**

No

**If yes was selected in either of the above questions for learning outcomes, explain and attach evidence of discussions about learning outcomes.**

No Value

**SLO Evidence**

No Value

**Course Content****Lecture Content****Introduction to Health Concepts (3 hours)**

- Holistic approach to health and wellness
- Distinction between personal and public health
- Dimensions in health and wellness

**Psychological health and wellness (6 hours)**

- Mental and emotional health, illness and wellness
- Relationship between mind and body
- Stress and stress management
- Sleep health and hygiene

**Nutrition (8 hours)**

- Calories, macronutrients and micronutrients
- Nutrition and dietary strategies that promote health outcomes
- Weight management strategies
- Eating disorders

**Physical Fitness Concepts (3 hours)**

- Relationships between physical fitness and dimensions of wellness
- The 5 health-related components of fitness and strategies to improve them
- Cardiorespiratory endurance
- Muscular strength
- Muscular endurance
- Flexibility
- Body composition

**Aging Concepts (2 hours)**

- Biological theories of aging
- Socio-economic issues of aging
- Death and grief processes

**Human Reproduction Issues (6 hours)**

- Biological factors of reproduction
- Contraception options
- Reproductive health, fertility and pregnancy

**Relationships and Sexuality (6 hours)**

- Sexual identity and orientation
- Sexual health, consent and preventing sexual harassment and assault
- Social health and healthy communication
- Relationships and marriage
- Parenthood and family dynamics

**Drug Use and Abuse (6 hours)**

- Bio-psycho-social determinants of health and addiction
- Addictive and Compulsive Behaviors
- Drug use and misuse
- Alcohol and responsible drinking
- Tobacco use
- Treatment for addictions

**Disease Processes (6 hours)**

- Infectious disease
- Sexually transmitted infections (STIs) and HIV/AIDS
- Cardiovascular disease
- Cancer
- Diabetes
- Prevention strategies for infectious and chronic diseases

**Consumer Health Issues (3 hours)**

- Health care issues
- Consumer wellness
- Identifying trustworthy sources and health misinformation

**Environmental Health Issues (3 hours)**

- Indoor and outdoor environmental hazards
- Health, wellness and the environment
- Population dynamic

**Violence and prevention (2 hours)**

- Categories of violence
- Violence prevention strategies and personal safety

**Total hours: 54**

**Additional Information**

**Repeatability**

Not Repeatable

**Justification (if repeatable was chosen above)**

No Value

**Is it possible this course will have a material fee?**

No

I have contacted my library liaison (<https://campusguides.glendale.edu/faculty/liaisons>):

No

What term(s) will this course be offered?

Fall/Winter/Spring/Summer

Will any additional resources be needed for this course? (Click all that apply)

- No

If additional resources are needed, add a brief description and cost in the box provided.

No Value