

**Glendale Community College  
Distance Education Course Approval Form**

This form fulfills three objectives: 1) It justifies the need for the course to be taught in online or hybrid format; 2) it assures that the educational objectives of the course can indeed be achieved via distance delivery; and 3) it makes clear how students will be able to communicate with the instructor.

These are legal requirements of all Distance Education courses, and this Form is your opportunity to attest that your course can fully comply with these requirements. **The more thorough your responses and rationale are, the more readily the course can be approved.** The remainder of this document will provide guidelines, regulations, and support available.

**DIRECTIONS:**

Address the following questions. **This is a document template, so the fields will expand as you type. Use as many pages as necessary to fully answer each question. Please also attach a current course outline.**

**COURSE TITLE & NUMBER:**

Health 104

**NUMBER OF UNITS:**

3

**PROPOSED COURSE TYPE:**

**HYBRID** If hybrid, percentage of instruction to be delivered online 50  
 **ONLINE**

Each proposed or existing course, if delivered by distance education, shall be separately reviewed and approved by the curriculum committee prior to being offered. [Education Code '55378]

Distance Education is the use of technological devices to bring the teaching and learning process to students who are at a different location(s) and/or at different time(s) from the instructor. In this context distance education includes online and/or hybrid courses utilizing the Internet and possibly other technologies such as CD-Rom, video, audio, and interactive exercises.

**RATIONALE FOR DISTANCE EDUCATION FORMAT:**

- 1) Describe the rationale for offering this course as either a hybrid or online course as opposed to using only traditional classroom-based approaches. *See Distance Education Guidebook for more information.*

This course serves as general education for most, if not all students at most colleges. Offering this course partially online allows students with full-time jobs and family obligations to earn their units, in part, by self-directed study. This format may also entice students who would otherwise NOT attend GCC due to parking or other constraints to attend. Finally, many students enjoy and have come to expect the use of technology as part of their education. Those who do may prefer the hybrid online format to the traditional course format.

**INSTRUCTIONAL TIME:**

*As in a traditional course, you are expected to fulfill the hours of instruction required by the number of course units specified in the course outline on file.*

*Note: Homework assignments and exams can not be counted towards hours of instruction.*

- 2(a) Based on the official course outline on file, how much instructional time is required for this course per term?

54 hours (half or less of which would be delivered online)

- 2(b) What instructional material will be used to fulfill this time?

Students must listen to lengthy science-based audio files and review interactive online physiology web sites containing images, short video clips, and animated graphics, which will be required in order to understand disease, risk factors for disease, and preventive care. Also, if deemed appropriate as part of a hybrid course, students could opt to fulfill a portion of their online course hours observing/interning in a health care (clinical) environment where they would put the learned theoretical aspects of health 104 to practical use. This last item would be most applicable to the science majors who take this course.

**COURSE CONTENT DELIVERY:**

*GCC provides faculty and students access and support for WebCT and a number of other software programs. GCC also provides support for content development and acquisition. Section 508 regulations (36 C.F.R. §§ 1194.1 et seq.) require that electronic and information technology purchased or used by federal agencies must be accessible for use by persons with disabilities. With a course designed for distance education, the instructor needs to make provisions to accommodate disabled students in a comparable manner to traditional courses, such as ensuring that websites are accessible to screen*

*readers for the visually impaired.*

*If any web-based course material is identified as inaccessible, it is the instructor's responsibility to put the material in an accessible format in a timely manner. Technical support from ITS will be available if needed. See Distance Education Guidebook for further explanation, approaches, and available support.*

**3) Describe how the course content is delivered.**

**(a) Indicate if you plan to use WebCT or another course delivery system. If you are not using the technologies supported by the College (such as WebCT), specify what technology support provisions are in place.**

**(b) Describe the methods used to provide access to instructional materials such as publisher material, e-packs, or instructor created material.**

**3(a) Tool(s) used to Deliver Content:**

WebCT will house all pertinent course information, while other web sites deemed valid and reliable by the instructor (such as NPR.org, PBS.org, CDC.gov) will provide supplemental information

**3(b) Instructional Material Source(s):**

All of the course material (except for the syllabus and the required Study Guide) is/will be created by the instructor and placed online at either webCT or at the instructor's GCC personal home page, linked to the course WebCT page. It is feasible to place the syllabus and Study Guide online as well if this better serves the students

**INSTRUCTOR-STUDENT INTERACTIONS:**

*Per Title 5 regulations (55376), all approved courses offered at distance shall include regular weekly contact between instructor and students.*

*Additionally, the District REQUIRES that ONLINE courses also include the following:*

- One on-campus, face to face orientation session within the first week of the term. Faculty must provide alternative orientation for students unable to attend the face to face orientation.*
- One contact between student and instructor after orientation session and before census day*

*See Distance Education Guidebook for further explanation, approaches, and available support.*

- 4) Describe the nature and frequency of instructor-student interactions.
- a) Include the synchronous and asynchronous communication components of the course, the number and frequency of different types of instructor-student interaction for students making satisfactory progress, and the
  - (b) nature and methods of instructor-student communications designed to intervene when students are at risk of dropping the course.

**4(a) Method(s) of Regular Weekly Contact**

Email, public and private discussion, infrequently chat room, and standard classroom interaction are how contact is made (hopefully at some point telewebconferencing)

**4(b) Method(s) of Intervention with Students at Risk of Dropping Course:**

Email, private discussion, standard classroom interaction, standard GCC early alert communications

*If an online course complete the following:*

**4(c) Method(s) of Contact Prior to Census Day**

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**EVALUATION:**

*As with a traditional course, examinations, tests, and quizzes should follow the guidelines specified in the Full-Time and Adjunct Handbook. For further explanation on how these guidelines apply to distance education, as well as approaches and available support, see Distance Education Guidebook for more information.*

- 5) Describe the methods used to evaluate students.

**Evaluation and Testing Method(s):**

Online open book exams are taken on a per chapter basis, including matching and multiple choice questions. An extensive chapter summary essay including audio file and web site content is also required on a per chapter basis. (This essay is placed into private discussion, so the instructor can give immediate personal feedback to each student). Crossword puzzles are required to drill vocabulary, and a comprehensive term-length

## COURSE OUTLINE

### HEALTH 104

#### I. Catalog Statement

Health 104 - Health Education - 3 units

Prerequisite : None

Health 104 covers current issues in health and their effect upon the quality of human life. The course emphasizes the holistic approach to health and wellness and explores the latest concepts in nutrition, disease prevention, mental health and stress management, sexual relationships and lifestyles, drug use and abuse, and consumer and environmental health issues. Instruction will focus on individual responsibility for wellness, cultural diversity, and effective interpersonal communication.

Lecture 3 hours.

#### II. Course Objectives

The students will be able to:

1. demonstrate an understanding of holistic approaches to health and wellness issues.
2. demonstrate knowledge associated with emotional health issues and dealing with stress.
3. recognize destructive behaviors associated with the use and abuse of drugs, alcohol, tobacco and other chemical substances.
4. demonstrate an understanding of healthy routines and lifestyle choices associated with fitness programs.
5. select an optimal individual nutrition program.
6. demonstrate knowledge associated with infectious and non-infectious disease processes, with emphasis in developing preventative lifestyle choices.
7. demonstrate an understanding of environmental health issues.

#### III. Text

Connections for Health, Mullen, McDermontt, Gold, Belcastro,  
Fourth Edition, Brown and Benchmark, 1996.

#### **IV. Course Outline**

A. Introduction to Health Concepts	1 hour
1. Holistic approach to Health and Wellness	
2. Self-Responsibility for Health and Wellness	
B. Emotional Health Issues	8 hours
1. Mental Wellness	
2. Relationship between mind and body	
3. Stress and stress management	
4. Emotional Illness	
C. Food and Nutrition Issues	6 hours
1. Digestive System	
2. Nutrition and Diet	
3. Weight Management Strategies	
4. Eating Disorders	
D. Physical Fitness Concepts	3 hours
1. Relationship between Physical Fitness and Wellness	
2. Physical Fitness strategies	
E. Aging Concepts	1 hour
1. Biological Theories of aging.	
2. Socio-Economic Issues of aging	
F. Human Reproduction Issues	6 hours
1. Biological Factors of Reproduction	
2. Reproductive Choices	
G. Relationships and Sexuality	4 hours
1. Sexual Identity and Gender Issues	
2. Relationships and Marriage	
3. Parenthood and Family Issues	
H. Drug Use and Abuse	8 hours
1. Addictive and Compulsive Behaviors	
2. Drug Use and Misuse	
3. Alcohol and Responsible Drinking	
4. Tobacco Use and Social Issues	
5. Treatment for Addictions	
I. Disease Processes	6 hours
1. Infectious Disease	
2. STD's and AIDS	
3. Cardiovascular Disease	
4. Cancer	
J. Consumer Health Issues	2 hours
1. Health Care Issues	
2. Consumer Wellness	
K. Environmental Health Issues	2 hours
1. Health, Wellness and the Environment	
2. Population Dynamic	
L. Death and Dying	1 hour
1. Personal and Social Issues	
2. Dealing with Grief	

#### **V. Examination/Evaluation Procedures**

Written examinations which test the students knowledge of health concepts will be given. Research papers, class assignments, and various projects may be assigned.

#### **VI. Special Features**

Video tapes on various topics will be used to supplement the topics covered by the text. Also outside speakers and attendance at outside events related to topics covered in the course may be assigned.