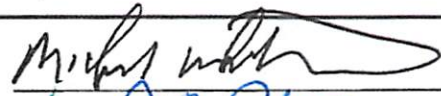
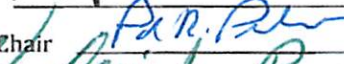

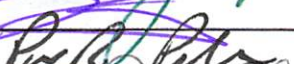

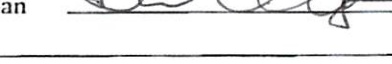
 FLORIDA ATLANTIC UNIVERSITY	COURSE CHANGE REQUEST Graduate Programs		UGPC Approval _____ UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner Posted _____ Catalog _____
	Department Exercise Science & Health Promotion College Education		
Current Course Prefix and Number HSC 4581	Current Course Title Health Promotion		
<i>Syllabus must be attached for ANY changes to current course details. See Guidelines. Please consult and list departments that may be affected by the changes; attach documentation.</i>			
Change title to: NA		Change description to: See attached	
Change prefix From: NA To: NA		Change prerequisites/minimum grades to: NA	
Change course number From: 4581 To: 4581/5581		Change corequisites to: NA	
Change credits* From: 3 To: 3		Change registration controls to: NA	
Change grading From: NA To: NA		Please list existing and new pre/corequisites, specify AND or OR and include minimum passing grade.	
*Review Provost Memorandum			
Effective Date (TERM & YEAR) Fall 2018	Terminate course List final active term NA		
Faculty Contact/Email/Phone			
Approved by		Date	
Department Chair 		1/23/18	
College Curriculum Chair 		2/8/18	
College Dean 		2/8/18	
UGPC Chair 		2-28-18	
UGC Chair 		2/28/18	
Graduate College Dean 		2-28-18	
UFS President _____		_____	
Provost _____		_____	

Email this form and syllabus to UGPC@fau.edu one week before the UGPC meeting.

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FAU
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UNIVERSITY

January 24, 2018

Dear Committee Members

Currently, our graduate curriculum has a paucity of 5000 levels courses as electives available to graduate students. In recognition of the pending policy change disallowing the inclusion of 4000 level courses in a graduate program of study and subsequent satisfaction of degree requirements, I am respectfully submitting Course Change Requests for PET 4143 Substance Abuse, HSC 4104 Stress Management, PET 4263 Obesity: Biological, Psychological, and Cultural Factors, and HSC 4581 Health Promotion. Specifically, our department is requesting to make these courses dual enrollment (i.e., 4000/5000) with appropriate changes.

If you have any questions, concerns, or need of further information, please don't hesitate to contact me.

Submitted respectfully for the Department of Exercise Science & Health Promotion,



Dr. Bob Zoeller
Professor and Graduate Coordinator
rzoeller@fau.edu
954 439-2132 (cell)

Dept. of Exercise Science & Health Promotion,
College of Education
777 Glades Rd. Boca Raton, FL
tel: 561 297-2549 • fax: 561 297-2839

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II. Catalog Description:

A study of the fundamental concepts of health education and health promotion. Emphasis will be given to the process and practice of health promotion and the application of related health behavioral theories and models.

NOTE: This is a split (4000/5000) level course. Students registered for HSC 5581 must complete all requirements of the HSC 4581 section AND the additional requirements as listed under HSC 5581 in order to receive graduate credit (see Evaluation for HSC 5581 below).

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COLLEGE OF EDUCATION
DEPARTMENT OF EXERCISE SCIENCE & HEALTH PROMOTION
HSC 4581/HSC 5581: Health Promotion –

I. Professor:

Office:

Office Hours:

Contact:

Course Schedule:

II. Catalog Description:

A study of the fundamental concepts of health education and health promotion. Emphasis will be given to the process and practice of health promotion and the application of related health behavioral theories and models.

NOTE: This is a split (4000/5000) level course. Students registered for HSC 5581 must complete all requirements of the HSC 4581 section AND the additional requirements as listed under HSC 5581 in order to receive graduate credit (see Evaluation for HSC 5581 below).

III. Required Text:

Penhollow, T. (2016). Points to Health: Theory and Practice of Health Education and Health Promotion: Revised Printing. Kendall Hunt Publishing. ISBN - : 978-1-4652-8995-7.

IV. Competencies/Objectives:

The learning experiences and activities in the course are designed to enable the student to:

1. Describe basic components of health, disease, illness, and preventive medicine.
2. Describe the need for health promotion/education.
3. Analyze settings and target audiences for health education and health promotion.
4. Conduct needs assessment and learn how to plan health promotion programs.
5. Explain the theoretical bases and models for health promotion and education programming and discuss applications for health promotion and education.
6. Explain and discuss the importance of planning, evaluation, and research to the health professional.
7. Define issues related to planning, implementing, and evaluating health promotion programs.
8. Evaluate controversial health issues.
9. Define a professional philosophy of the importance of health promotion/education.

V. Course Outline and Important Dates:

Term Dates:	
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TOPIC		READINGS/ASSIGNMENTS
Week 1:	Background of Health Promotion	Read Chapter 2
Week 2:	Background cont Measures of Health	
Week 3:	Measures of Health – cont. Communicable Disease	
Week 4:	Communicable Disease History of Health Education	Read Chapter 1
Week 5:	Exam I Behavior Change in Health	Read Chapter 3,5
Week 6:	Behavior – cont. Health Behavior Theories	Read Chapter 6,7 Read Chapter 8
Week 7:	Theories - cont Interventions	Read Chapter 11
Week 8:	Interventions – cont MidTerm Exam	
Week 9:	Data Sources Planning Models	Read Chapter 13
Week 10:	Needs Assessment Epidemiological Diagnosis	
Week 11:	Epi – cont. Educational/Ecological Diagnosis	
Week 12:	Ed – cont. Admin & Policy Diagnosis/Prgm Eval	
Week 13:	Admin – cont. Exam II	
Week 14:	Program Evaluation Eval – cont.	Read Chapter 14,15
	Final Exam	

VI . Evaluation for HSC 4581: Your final grade will be calculated as follows:

A.) Exams (2 @ 100pts):	200 points
B.) Midterm Exam	100 points
C.) Quizzes	50 points
D.) Assignments	50 points
E.) Intervention Paper	50 points
F.) Final Exam	100 points

Total Points

550 points

A. Exams: 200 points

There will be two exams in this course worth 100 points each. Exams will cover information based on PowerPoint lectures, class discussion, and the book. Tests will primarily be multiple-choice and short answer/essay.

Students are required to be in class and take all exams on the day they are scheduled. Students are required to contact the instructor **48 hours prior** to missing a scheduled exam with a legitimate excuse (ex: military commitment, death in the family, court-imposed legal obligations, or participation in a university athletic or scholastic event). Make-up exams will be different than the scheduled exam. **If the student does not contact the instructor before missing an exam, a grade of "0" will be recorded. If an exam is not made up within three days, a grade of "0" will be recorded.**

B. Midterm and Final Exam: 200 points

There will be a mid-term exam and a final exam in this course worth 100 points each. Exams will be comprehensive and cover ALL material presented up to the point of the exam. Tests will primarily be multiple-choice and short answer/essay.

Students are required to be in class and take all exams on the day they are scheduled. Students are required to contact the instructor **48 hours prior** to missing a scheduled exam with a legitimate excuse (ex: military commitment, death in the family, court-imposed legal obligations, or participation in a university athletic or scholastic event). Make-up exams will be different than the scheduled exam. **If the student does not contact the instructor before missing an exam, a grade of "0" will be recorded. If an exam is not made up within three days, a grade of "0" will be recorded.**

C. Quizzes 50 points

There will be 5 unannounced quizzes worth 10 points each.

D. Assignments 50 points

There will be 5 assignments that are based on readings from the textbook and/or lecture. It is expected that everyone have or have access to the textbook in order to complete the assignments. The assignments will be based on information presented in the textbooks/lecture, in the event that the student uses information obtained elsewhere and that information is in conflict with information from the text/lecture, the text/lecture information shall be used for evaluation and the student will received a deduction in points.

E. Intervention Paper 50 points

A minimum of a five-page paper, not including references will be due. The following headings must be included in your paper:

Problem/Health Issue, Demographics/Statistics of Target Population, Intervention Description, Conclusion. A separate reference page(s) must be included at the end of the paper. **A minimum of five scientific references are required. All references must be from peer-reviewed scientific sources.** The paper should be double-spaced with one-inch margins on all sides. The paper should also be free of all grammatical and spelling errors. APA (6th ed.) style referencing is required. APA guidelines for writing and referencing can be obtained from: www.apastyle.org and an APA style (6th ed.) tutorial is provided on Canvas.

More details will be provided on Canvas.

VI . Evaluation for HSC 5581: Your final grade will be calculated as follows:

A.) Exams (2 @ 100pts):	200 points
B.) Midterm Exam/Final Exam	200 points
C.) Quizzes	50 points
D.) Assignments	50 points
E.) Intervention Paper	50 points
F.) Graduate Project	50 points

Total Points

600 points

A. Exams: 200 points

There will be two exams in this course worth 100 points each. Exams will cover information based on PowerPoint lectures, class discussion, and the book. Tests will primarily be multiple-choice and short answer/essay.

Students are required to be in class and take all exams on the day they are scheduled. Students are required to contact the instructor **48 hours prior** to missing a scheduled exam with a legitimate excuse (ex: military commitment, death in the family, court-imposed legal obligations, or participation in a university athletic or scholastic event). Make-up exams will be different than the scheduled exam. **If the student does not contact the instructor before missing an exam, a grade of "0" will be recorded. If an exam is not made up within three days, a grade of "0" will be recorded.**

B. Midterm and Final Exam: 200 points

There will be a mid-term exam and a final exam in this course worth 100 points each. Exams will be comprehensive and cover ALL material presented up to the point of the exam. Tests will primarily be multiple-choice and short answer/essay.

Students are required to be in class and take all exams on the day they are scheduled. Students are required to contact the instructor **48 hours prior** to missing a scheduled exam with a legitimate excuse (ex: military commitment, death in the family, court-imposed legal obligations, or participation in a university athletic or scholastic event). Make-up exams will be different than the scheduled exam. **If the student does not contact the instructor before missing an exam, a grade of "0" will be recorded. If an exam is not made up within three days, a grade of "0" will be recorded.**

C. Quizzes 50 points

There will be 5 quizzes worth 10 points each.

D. Assignments 50 points

There will be 5 assignments that are based on readings from the textbook and/or lecture. It is expected that everyone have or have access to the textbook in order to complete the assignments. The assignments will be based on information presented in the textbooks/lecture, in the event that the student uses information obtained elsewhere and that information is in conflict with information from the text/lecture, the text/lecture information shall be used for evaluation and the student will received a deduction in points.

E. Intervention Paper 50 points

A minimum of a five-page paper, not including references will be due. The following headings must be included in your paper:

Problem/Health Issue, Demographics/Statistics of Target Population, Intervention Description, Conclusion. A separate reference page(s) must be included at the end of the paper. **A minimum of five scientific references are required. All references must be from peer-reviewed scientific sources.** The paper should be double-spaced with one-inch margins on all sides. The paper should also be free of all grammatical and spelling errors. APA (6th ed.) style referencing is required. APA guidelines for writing and referencing can be obtained from: www.apastyle.org and an APA style (6th ed.) tutorial is provided on Canvas.

More details will be provided on Canvas.

F. Graduate Project 50 points

Graduate students are expected to conduct a systematic review of a health promotion topic. Project details posted on Canvas.

Grading Scale:

A = 94%, A⁻ = 90-93.99%

B⁺ = 87-89.99, B = 84-86.99%, B⁻ = 80-83.99%

C⁺ = 77-79.99%, C = 74-76.99%, C⁻ = 70-73.99%

D⁺ = 67-69.99%, D = 64-66.99%, D⁻ = 60-63.99%

F = 0-59.99%

Computer Requirements

Operating System

A computer that can run Mac OSX (some educational material may not be compatible to Mac, if you encounter technical issues, you may contact [eTutoring](#)) or Win XP or higher

Peripherals

1. Speakers and microphone or headset with microphone (if applicable).
2. A backup option should be available to minimize the loss of work. This can be an external hard drive, a USB drive, cloud storage, or your folder on the FAU servers.
3. Please visit the Students tab located at the top of the screen for LMS compatibility with your computer. Make sure your Internet browser is compatible and that you have all the recommended plug-ins installed.
4. Other software may be required for specific learning modules, but the links to download and install it will be provided within the applicable module.

Software Requirements and/or Access

Include a list of all required software. You may opt to include where students can purchase or access the software.

Orientation/Syllabus Quiz

In order to begin the course, students must demonstrate that they have read the syllabus, know the course navigation, and understand the expectations required of them by completing and passing an orientation quiz. The orientation quiz is structured to force students to use each type of question that will be used in the course. Using this procedure assures students have the correct settings, hardware, software, and technical expertise to be successful in the course prior to using them in assessments.

Time Commitment

At first glance, the schedule may startle you and make you think that there is an inordinate amount of work to do in this course. Online courses are designed for mature, self-motivated students like you. Keep in mind that all the work you do in this course adds up to the overall learning experience. There are no/limited face-to-face class meetings. So, expect to devote about 9 hours of work per week to this course, which is equivalent to three hours of face-to-face classes plus the preparation and homework you would normally do for those classes. The difference is that all the work is done online, and more independently than in a face-to-face environment. Some weeks may be lighter or heavier than others.

Email policy

Except for Saturdays, Sundays, and holidays, the instructor will respond to messages generally within 24 hours. Such messages should only be used to communicate personal or confidential matters; otherwise, please use the Questions/Concerns discussion board within the course so that the whole class can benefit from your questions and their answers.

Course-related questions

Post course-related questions to the Questions/Concerns discussion board. Asking course-related questions in this way allows other students with the same question to benefit from the responses. Also, make sure you review this discussion board prior to posting a question; it may have already been asked and answered in previous posts. If you ask a question via Messages and it is better suited for the discussion board, you will be asked to post the question there. Except Saturdays, Sundays, and holidays, questions on this discussion board will be generally answered by your instructor within 48 hours.

4. Attach the Print Screen file, if available.
3. Send a message within Canvas to your instructor to notify him/her of the problem. Include all pertinent information of the incident (2.1-2.4 above).
4. If you do not have access to Canvas, send an email to your instructor with all pertinent information of the incident (2.1-2.4 above).
5. If you do not have access to a computer, call your instructor with all pertinent information of the incident. If he/she is not available, make sure you leave a detailed message.
6. If you do not hear back from the HelpDesk or your instructor within a timely manner (48 hours), it is your responsibility to follow up with the appropriate person until a resolution is obtained.

Special Needs/Accommodations

In compliance with the Americans with Disabilities Act (ADA), students who require reasonable accommodations due to a disability to properly execute coursework must register with the Office of Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses- Boca Raton, Davie, and Jupiter, however, disability services are available for students on all campuses

Code of Academic Integrity:

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Dishonesty is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. For more information, see

[http://wise.fau.edu/regulations/chapter4/4.001 Code of Academic Integrity.pdf](http://wise.fau.edu/regulations/chapter4/4.001%20Code%20of%20Academic%20Integrity.pdf)

Student Code of Conduct

Florida Atlantic University is a public research university with multiple campuses along the southeast Florida coast serving a uniquely diverse community. It promotes academic and personal development, discovery and lifelong learning. FAU fulfills its mission through excellence and innovation in teaching, outstanding research and creative activities, public engagement and distinctive scientific and cultural alliances, all within an environment that fosters inclusiveness.

FAU accomplishes its mission primarily through its students, teachers and researchers, its undergraduate educational programs, its graduate and professional offerings, and its linkages to other educational institutions and in the community. For more information, see

<http://www.fau.edu/studentconduct/Student%20Conduct%202012.pdf>

Support Services and Resources

- Office of Information Technology Online HelpDesk: <http://helpdesk.fau.edu>
- FAU Libraries Website: <http://www.fau.edu/library>
- Center for Learning and Student Success Website: <http://www.fau.edu/class>
- University Center for Excellence in Writing: <http://www.fau.edu/UCW>
- Math Learning Center: <http://www.math.fau.edu/MLC>
- Office of Undergraduate Research and Inquiry: <http://www.fau.edu/our>
- Office for Students with Disabilities Website: <http://osd.fau.edu/>
- Office of International Programs and Study-abroad: www.fau.edu/goabroad

- *Freshman Academic Advising Services: <http://www.fau.edu/freshmanadvising>*

Should you be caught cheating, the department of ESHP will place a letter in your electronic file and submit your name to the Dean of Undergraduate studies. The department reserves the right to dismiss you from the department.

HSC 5581 Graduate Project

1. Select a topic focusing on Population Health issues.
 - a. Describe the topic, i.e. if you select Type II diabetes, describe the physiology involved, and why it is a health concern for the affected individuals
 - b. Present your supported rationale for selection of topic, i.e. why is your selected health issue a priority to health promotion professionals
2. Formulate a well-defined research question related to that topic
 - a. Include any sub-questions
 - b. Provide support for needing this(these) question(s) answered
3. Formulate a repeatable literature search strategy
 - a. List keywords you will use in your search
 - b. Identify the databases you will use in your search
 - c. Run the queries with keywords
 - d. Identify the inclusion/exclusion criteria
 - e. Read the abstracts for each of the retained articles and select papers that are relevant to your research question(s)
 - f. Extract the articles you will use to conduct the systematic review
4. Critically assess relevant literature
 - a. Construct a data extraction table, each individual article will be listed in rows; relevant data/findings will be listed along the columns.
5. Synthesize the collected literature
 - a. Use the data extraction tables to get a sense of the findings trends
 - b. Develop an interpretation for each column of information
6. Use the retained data/findings → interpretations to reach conclusions to the research question(s)
7. Submit a summary using the following format:
 - a. Introduction
 - b. Objectives/research questions
 - c. Rationale
 - d. Methods
 - e. Results
 - f. Discussion
 - g. Conclusion

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