

HSC 3032: Foundations of Health Education

Department of Health Education & Behavior

University of Florida

Fall 2025 | Class #13221 | 3 Credits

INSTRUCTOR: Dr. Garcia-Guettler “Dr. G”

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COURSE LOGISTICS

Class Meeting Day, Time: 100% online, asynchronous

Course Website: <https://elearning.ufl.edu/>

Office Hours: Hours vary by week - please use the [Canvas Scheduler](#) to select and confirm a meeting.

EMAIL and COURSE CORRESPONDENCE

- Using CANVAS email is the **BEST** way to contact me.
- Emails are read and responded to between 8am-4pm ET on weekdays. Email inquiries received Mondays through Thursdays will usually receive a reply within 24 business hours of receipt; however, if you have not received a reply within 48 hours, please resend your inquiry. Emails sent after 4:00pm on Fridays and/or during the weekends will be replied to the following Monday.
- Please check Canvas emails and announcements regularly (daily). You are responsible for all information sent using these lines of communication.

UF COURSE CATALOG DESCRIPTION

- *Foundations of Health Education (HSC 3032): Survey of theory and practice supporting the health education profession.*

PREREQUISITES

- HEB major, Junior or Senior Standing, and APK 2100C, APK 2105C, PSY 2012, STA 2023 & MAC 1105 or MAC 1140 or MAC 1147 or MAC 2311

REQUIRED COURSE TEXTBOOK

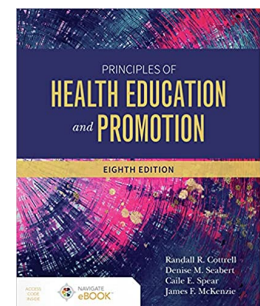
Title: Principles of Health Education and Promotion (8th Edition)

Authors: Cottrell, Seabert, Spear, and McKenzie

Publisher: Jones & Bartlett | Format: Paperback and eTextbook

ISBN-10: 1284231259 | ISBN-13: 978-1284231250

- **Note:** *Our course is aligned to this specific edition of the textbook. If you choose to purchase/rent/study a different edition of this text, you do so at your own risk.*
- If applicable, other books/readings assigned for class will be provided.



STUDENT LEARNING OUTCOMES / COURSE OBJECTIVES

Upon completion of this course, you will be able to:

1. Interpret the concept of optimal health in developing a personal view of health.
2. Deconstruct the history of national disease prevention and health promotion activities.

3. Distinguish key risk factors affecting health promotion and longevity.
4. Ascertain opportunities for professional specialization in and application of health education.
5. Integrate core theories and models into health education/promotion programming.
6. Categorize options for individual credentialing as a professional health educator.
7. Exemplify criteria for ethical professional practice in health education.
8. Highlight trends potentially affecting health education in the future.
9. Implement strategies for how artificial intelligence (A.I.) can be incorporated into health education/promotion.

WHAT YOU CAN DO TO BE SUCCESSFUL IN HSC3032

1. Take ownership of your education and learning experience.
2. Familiarize yourself with all course deadlines.
3. Be an active participant in course discussion forums and activities.
4. Complete all assigned readings prior to beginning an assessment and/or participating in class.
5. Inform me whenever there is a problem related to the class, whenever you feel the need to clarify questions, or whenever you desire to further explore the topics of particular interest.
6. Respect the viewpoints and contributions of your instructor and fellow classmates.

COURSE NOTIFICATIONS

- Be sure to set up your Canvas “Notifications” so you are informed as soon as possible when announcements are made, emails/messages are sent, and when grades are posted by the instructor.
- You are responsible for **all** information included within Canvas Announcements and emails – these should be checked daily.

COURSE REQUIREMENTS - ACCESSIBILITY

- Reliable Internet connection (DSL, LAN, or cable connection desirable)
- Access to University of Florida’s E-Learning System, Canvas <http://elearning.ufl.edu/>.
- Webcam, speakers, microphone, and capability to record sound.
- Google Chrome browser

COURSE INSTRUCTIONAL FORMAT

- Individuals learn in unique patterns; therefore, a variety of learning modalities (i.e., pre-recorded video lectures, supplemental videos, participation activities, application assignments, and course discussions) are offered. Your CANVAS account will be utilized for accessing all specified course materials.
- Faulty Internet connections WILL NOT be accepted as an excusable reason for any missed assignments, activities, quizzes, and/or exams.

COURSE REQUIREMENTS – ASSIGNMENTS AND ASSESSMENTS FOR EVALUATION and GRADING

Course Requirements	Point Value
1. Course Orientation Assignments	25 points
2. Zoom Meeting with Dr. Garcia-Guettler	10 points
3. Discussion Forums (11 @ 5 pts each with lowest score dropped)	50 points
4. Readiness Assessment Quizzes “RAQ’s” (11 @ 5 pts each with lowest score dropped)	50 points
5. Application, Awareness & Reinforcement Activities (11 @ 3 pts each with lowest score dropped)	30 points
6. Professional Development Activities (points vary by activity)	80 points
7. Exams (4 @ 100pts each)	400 points
8. Extra Credit (up to 10 points)	0
<i>All course deadlines can be found within the Syllabus Link of our course website.</i>	TOTAL = 645 POINTS

Grading Scale:

Grade	Percentage	Grade Points
A	93% - 100%	4.00
A-	90% - 92.9%	3.67
B+	88% - 89.9%	3.33
B	83% - 87.9%	3.00
B-	80% - 82.9%	2.67
C+	78% - 79.9%	2.33
C	73% - 77.9%	2.00
C-	70% - 72.9%	1.67
D+	68% - 69.9%	1.33
D	63% - 67.9%	1.00
D-	60% - 62.9%	0.67
E	0% - 59.9%	0.00

Please note:

Students who have a very low/failing grade and do not drop/withdraw from this course nor explain his/her situation to the instructor on or before [UF's Drop/Withdrawal Deadline](#) will be given an "E" (failing grade), NOT an "I" (Incomplete grade).

It is unethical and a violation of the UF Student Honor Code to request an unjustifiable grade adjustment (UF Student Honor Code: "Conspiracy to Commit Academic Dishonesty"). Please understand that 89.99999% equals a "B+" semester grade. Under no circumstances will I give extra credit assignments, extra points, nor fractions of extra points, so please do not ask. However, if a grade input error occurs, you should notify me as soon as possible. I will examine the Canvas grade to determine whether a calculation error has occurred and if so, the grade will be adjusted accordingly.

DESCRIPTIONS OF COURSE ASSIGNMENTS

1. Course Orientation Assignments (points vary by activity; 25 points total)

- Canvas & Zoom Profile Photo/Image/Graphic (1 point)
 - Upload a preferred photo/image/graphic of yourself to your eLearning profile.
- Peer Introductions (8 points)
 - Each student will be asked to formally introduce themselves to their peers and the course instructor using the Introductory Discussion Forum in Canvas.
- Syllabus Quiz (10 points)
 - The course syllabus is considered THE mutual agreement between me (the course instructor) and you (the student). The Syllabus Quiz is to ensure that you fully understand the policies and procedures as well as the assignment expectations of this course.
- NameCoach Submission (1 point)
 - Learning how to say your name is very important to me! It's also a great way to build a welcoming learning environment for all of us engaging in this course. NameCoach provides a tool for recording and sharing students' names accurately so that proper pronunciation of one's name can be made.
- Honorlock Practice Quiz (5 points)
 - This quiz is designed to provide you with an opportunity to try/test Honorlock. This way, if any issues arise which need attention, it/they can be addressed & resolved prior to your Exam 1.

2. Zoom Meeting with Dr. Garcia-Guettler (10 points)

- This activity is for us to familiarize ourselves with each other via Zoom meeting. Meeting availability will be posted within the Canvas course calendar. You can schedule our meeting via the [Canvas Scheduler](#) or via email. We can use this time to discuss career goals/ambitions, course content... anything you'd like! There are 2 parts to this activity: (Part 1) scheduling appointment; 2 points, and (Part 2) following through with appointment; 8 points.

3. Readiness Assessment Quizzes "RAQ's" (11 @ 5 points each w/ 1 drop = 50 points)

- RAQ's are brief open-book, open-note online quizzes based on the reading assignment for a designated module. They are scheduled such that the content in each quiz is assessed prior to the corresponding lecture. These quizzes may include multiple-choice, true/false, and/or short answer type questions. Since a drop is permitted for this category of assignments, there are no make-ups for missed RAQ's.

4. **Discussion Forum “DF’s” (11 @ 5 points each w/ 1 drop = 50 points)**
 - a. Please preview DF grading rubric within Canvas prior to developing your personal posts and peer replies so you will know what is expected of your submissions.
 - b. Supplemental discussion forum post and peer reply information provided in Appendix A.
5. **Application, Awareness and Reinforcement Activities (11 @ 3 pts each w/ 1 drop = 30 points)**
 - These activities correspond to each module and are designed to apply, reinforce, and/or bring awareness to information presented in assigned readings and class lectures.
6. **Professional Development Activities (points vary by activity; 80 points total)**
 - The Professional Development Activities are designed to help you clarify your health education/promotion career and education goals and to familiarize you with the services which the University of Florida provides for career preparation. This project will include activities and assignments designed to help you focus on information such as identifying an occupation of particular interest to you, how health education & promotion play a role in this occupation, as well as strategizing future efforts and actions steps in pursuit of your career goal(s). More information will be discussed during class lectures and posted to Canvas.
7. **Exams (4 @ 100 points each = 400 points)**
 - Material presented on each exam is designed to assess your comprehension as well as applicability of information learned. Exams may consist of questions using various formats such as: multiple choice, true/false, matching, short answer, and essay. Textbook readings, lectures, activities, and supplemental videos & readings will be included on these exams. Exam 1 will cover Modules 1, 2, and 3; Exam 2 will cover Modules 4, 5, and 6; Exam 3 will cover Modules 7, 8, 9, and 10; and the Final Exam will cover all course content, Modules 1 through 11. Although resources are NOT permitted for Exams 1, 2, and 3, the Final Exam is open-book and open-notes. 😊
8. **Extra Credit (up to 10 points)**
 - There will be extra credit opportunities provided throughout this semester. Information about these opportunities will be discussed during class and posted in Canvas.

COURSE POLICIES (see also <https://go.ufl.edu/syllabuspolices>)

Late Work Policy:

- Due dates/times for all course requirements are posted in Canvas and set to Eastern Standard Time (EST). Students who live in time zones other than University of Florida’s Eastern Standard Time (EST) should adjust time-zone settings within Canvas. Click [HERE](#) to learn how to set a time zone in your user account?
- Late submissions will be accepted but will be subject to a penalty. For each day (24-hour period) a course requirement is late, the grade will be reduced by 20% of the total possible points for that assignment. For example, an assignment worth 10 points submitted within 24 hours of original deadline will receive a maximum possible grade of 8 points, and an assignment submitted within 48 hours will receive a maximum possible grade of 6 points. After 3 days (72 hours; 60% off), late assignments will no longer be accepted and a grade of zero (0) will be assigned.
- To clarify and exemplify, a course requirement with a deadline of 11:59pm EST, means 11:59:00pm or 11:59pm and zero seconds. If the submission time on Canvas displays 11:59pm EST but also displays “Late” then the submission was made at some point between 11:59:01pm (11:59pm and one second) and 11:59:59pm (11:59pm and 59 seconds). With that said, if Canvas displays the submission is “Late”, then it

is late, and the late penalty will be applied accordingly. An assignment with a deadline of 11:59pm EST, should be submitted by or before 11:45pm EST so that if a submission issue occurs, one can contact eLearning Support (learning-support@ufl.edu or (352) 392-4357) to document and assist with the issue.

- Late penalties may be waived in cases of documented extenuating circumstances such as illness or family emergencies. Students who anticipate needing an extension due to unforeseen circumstances should contact Dr. Garcia-Guettler as soon as possible, preferably before the due date, to discuss potential arrangements.

Exam Policy:

- If you have an emergency or life event (including but not limited to, a new medical diagnosis or death of a loved one), please contact the Dean of Students Office (www.dso.ufl.edu) and follow the DSO Care Team procedures for documentation and assistance (<https://care.dso.ufl.edu/instructor-notifications/>).
 - You are absolutely not permitted an exam schedule adjustment or make-up for personal travel/vacations, so please make your travel arrangements accordingly.
 - Should a student miss an exam due to an unexcused reason (e.g., overslept, mixed up the exam time, etc.), the exam can be taken with a 20% penalty if taken within 24 hours of the original exam time or with a 40% penalty if taken within 48 hours of the original time.

Grading and Feedback Policy:

- I aim to return all grades within 10 days, but there may be occasional delays in grading. Please review graded work and exams soon after their grades have been posted. (I highly recommend setting your Canvas Notifications to inform you when a grade is posted.). After a grade is posted, you have one week to inquire about your grade. After one week, a grade will not be changed. Please note that it is unethical and in direct violation of the UF Student Honor Code to request an unjustifiable (e.g., “rounding up”) grade adjustment ([UF Student Honor Code](#): “Conspiracy to Commit Academic Dishonesty”).

Artificial Intelligence (A.I.) Policy:

- Artificial intelligence (AI) language models may be used for any activity (e.g., assignment, assessment) to brainstorm or generate ideas. You are responsible for fact-checking statements composed by AI language models (e.g., confirming that the content does not violate intellectual property laws or contain false information). All work you turn in should be your own, original work.

Technical Issues Policy:

- Any requests for make-ups due to technical issues must be accompanied by the ticket number received from eLearning Support (Phone: 352-392-4357 | email: learning-support@ufl.edu) when the problem was reported. The ticket number (#) will document the time and date of the problem. The date/time stamp should be **prior** to the deadline in question. Students must contact the instructor with ticket # within 24 hours of the technical difficulty if they wish to request (and be considered for) completion of a make-up assignment.
- If you find yourself in an area with limited Wi-Fi access, please know that eduroam, the on-campus Wi-Fi network, is available nationally and internationally. UF students can access eduroam free with their GatorMail login credentials. Visit <https://getonline.ufl.edu/> for additional information.

Respect Policy:

- All students are expected to treat each other with courtesy, actively listen to diverse perspectives, avoid disruptive behavior, and refrain from personal attacks or discriminatory language during class discussions and group work, fostering a positive and inclusive learning environment for everyone.

Preferred Pronoun and Name Change in Canvas:

- It is important to the learning environment that you feel welcome and safe in this class; and that you are comfortable participating in class discussions and communicating with me on any issues related to the class. If your preferred name is not the name listed on the official UF roll, please let me know as soon as possible by e-mail or otherwise. I would like to acknowledge your preferred name, and pronouns that reflect your identity. Please let me know how you would like to be addressed in class if your name and pronouns are not reflected by your UF-rostered name.
- You may also change your "Display Name" in Canvas. Canvas uses the "Display Name" as set in myUFL. The Display Name is what you want people to see in the UF Directory, such as "Ally" instead of "Allison." To update your display name, go to one.ufl.edu, click on the dropdown at the top right, and select "Directory Profile." Click "Edit" on the right of the name panel, uncheck "Use my legal name" under "Display Name," update how you wish your name to be displayed, and click "Submit" at the bottom. This change may take up to 24 hours to appear in Canvas. This does not change your legal name for official UF records.

Recording and Redistribution of Course Materials Policy:

- Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.
- A "class lecture" is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course.
- A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.
- Publication without permission of the instructor is prohibited. To "publish" means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third-party note/tutoring services.
- A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Policy on Course Syllabi 3 UF, Academic Affairs, August 5th, 2021, Honor Code and Student Conduct Code.

Title IX:

- University of Florida has zero tolerance for sexual discrimination, harassment, assault/battery, dating violence, domestic violence, or stalking. Students are encouraged to report any experienced or witnessed occurrences to law enforcement and/or one of UF's Title IX Coordinators. Students can report incidents or learn more about their rights and options by contacting Student Conduct and Conflict Resolution at 202 Peabody Hall, 352-392-1261; or visit: <https://sccr.dso.ufl.edu/>

Academic Integrity Policy:

- Each student is expected to make an honest effort in this class and to be scrupulous in maintaining academic integrity. Cheating and plagiarism will not be tolerated, and college guidelines on academic misconduct will be enforced.

- UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code specifies a number of behaviors that are in violation of this code and the possible sanctions. [Click here to read the Honor Code](#). Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel.

Course Evaluations:

- Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

Americans with Disabilities Act (ADA):

- The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protections for persons with disabilities. Among other entities, this legislation requires that all students with documented disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you registered through the Disabilities Resource Program in the Dean of Students Office at 352-392-1261, or www.dso.ufl.edu/drc and you need specific accommodations for the course, I will gladly provide those accommodations.
- Any student who needs accommodations to complete the requirements and expectations of this course due to documented disability should provide his/her formal documentation via email to the instructor within the first week of the semester or as soon as possible.
- If you did not register formally, but you know you have behavioral or learning disabilities or other issues that might affect your performance in the course, please let me know as soon as possible so that we can work together to develop strategies for adapting assignments to meet both your needs and the requirements of the course.

Email Correspondence Policy:

- Please utilize proper etiquette when sending emails. This includes an appropriate:
 - (1) Subject” heading, (2) Proper greeting/salutation (i.e., Hello, Dr. Garcia-Guettler, or Good morning, Dr. G, etc.), (3) Grammatically correct message body, and (4) Proper closure (i.e., Your Student, Thank you, Best, etc.) followed by (5) First & last name and HSC3032 with class meeting day/time. (Example below)
- *I EXPECT professionalism from you. Inappropriate or etiquette-deprived emails will be returned with a suggestion to revise & resend.*

Subject Heading: HSC3032: RAQ 5 Inquiry

Hello Dr. Garcia-Guettler,

I believe question number 2 on my RAQ #5 was mis-graded. On page 70 of our textbook, the third paragraph on the left column describes why the answer should be “true.” Can you please look into this for me?

Your Student,

[First and Last Name], HSC3032: [Class Day & Periods]

Recommendation Letters Policy:

- I will consider preparing recommendations for graduate programs, professional schools, internships, scholarships and for jobs if and only if ALL of the following requirements have been met by you:
 - a. Have COMPLETED at least two courses with me and received an “A” grade in both. For clarification, “completed” means that the student’s final grade has been submitted to the registrar and made available by UF via transcript view or ONE.UF.
 - b. Were actively engaged in class activities, discussions forums, and/or other related assignments.
 - c. Submitted all assignments and activities by their assigned deadlines.
 - d. Have engaged with me personally during office hours or by appointment at least TWICE during each course to share about yourself (graduate school interests, career goals, lecture content, etc.)
 - e. Are willing to waive your right to review the letter of recommendation
 - f. Provide your recommendation request to me verbally (in-person or virtually) and via email at least 5 weeks prior to the date the recommendation is due.
- 2. To avoid any conflict of interest, recommendation letters will not be written for a student if they are currently enrolled in/taking a course with me; however, requests will be considered after the course has been completed (refer to “a.” above).

University Resources:

The University of Florida recognizes that pursuit of an online degree requires just as much student support as pursuit of a traditional on-campus degree and therefore, each online program is responsible for providing the same student support services to both students who are in residence on the main campus and those who are seeking an online degree through distance learning.

- **Online Computing Help Desk:** <http://helpdesk.ufl.edu/>
The UF Computing Help Desk is available to assist students when they are having technical issues.
- **Career Connections Center:** <https://career.ufl.edu/>
Career assistance and counseling services.
- **Online Library Help Desk:** <https://uflib.ufl.edu/find/ask/>
The help desk is available to assist students with access to all UF Libraries resources.
- **Disabilities Resource Center:** <http://www.dso.ufl.edu/drc/>
If you have a physical, learning, sensory or psychological disability, please visit the DRC.
- **Counseling and Wellness Center:** <http://www.counseling.ufl.edu/cwc/>
Visit the counseling and wellness center to speak to a counselor about any personal problems.
- **Dean of Students Office:** <http://www.dso.ufl.edu/>
Visit the Dean of Students site for help resolving a conflict or for student code of conduct inquiries.
- **Student Health Care Center:** <https://shcc.ufl.edu/>
Call 352-392-1161 for 24/7 information to help you find the care you need.
- **GatorWell Health Promotion Services:** <http://gatorwell.ufsa.ufl.edu>
Health Education for the Gator Nation. GatorWell Health Promotion Services supports student success by providing excellent, accessible, and relevant health information, programs and services to UF students about health and wellness topics relevant to the college experience.
- **U Matter, We Care:** umatter@ufl.edu
Your well-being is important to the University of Florida. The U Matter, We Care initiative is committed to

creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact umatter@ufl.edu so that the U Matter, We Care Team can reach out to the student in distress. A nighttime and weekend crisis counselor is available by phone at 352-392-1575. The U Matter, We Care Team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength. In case of emergency, call 9-1-1.

Course Schedule

(All course assignment deadlines can be found on the Syllabus Link within the HSC3032 Canvas site.)

Week	Dates	Module	Topic
Week 1	Aug 21 – Aug 22	Orientation	Course Orientation Assignments
Week 2	Aug 25 – Aug 31	Module 1	A Background for the Profession
Week 3	Sep 01 – Sep 07	Module 2	The History of Health and Health Education & Promotion (HE/P)
Week 4	Sep 08 – Sep 14	Module 3	Philosophical Foundations
Week 5	Sep 15 – Sep 21	Exam 1	Covering Modules 1, 2, and 3
Week 6	Sep 22 – Sep 28	Module 4	Theories and Planning Models
Week 7	Sep 29 – Oct 05	Module 5	Developing S.M.A.R.T. Objectives
Week 8	Oct 06 – Oct 12	Module 6	Ethics and Health Education & Promotion
Week 9	Oct 13 – Oct 19	Exam 2	Covering Modules 4, 5, and 6
Week 10	Oct 20 – Oct 26	Module 07	The Health Education Specialists
Week 11	Oct 27 – Nov 02	Module 08	The Settings for Health Education & Promotion
Week 12	Nov 03 – Nov 09	Modules 10	The Literature of HE/P Artificial Intelligence (A.I.) in HE/P
Week 13	Nov 10 – Nov 16	Module 09	Agencies, Associations, & Organizations for HE/P
Week 14	Nov 17 – Nov 23	Exam 3	Covering Modules 7, 8, 9, and 10
Week 15	Nov 24 – Nov 30	-----	Thanksgiving Break Gobble, Gobble!!
Week 16	Dec 01 – Dec 03	Module 11	Future Trends in HE/P
Finals Week	Dec 06 – Dec 12	Final Exam	Covering Modules 1 through 11

CAVEAT:

This schedule represents my current plans and objectives as of 08/21/25 As we go through the semester, those plans may need to change to enhance the class learning opportunity. Such changes, communicated clearly, are not unusual and should be expected.