

University of Florida
Department of Health Education and Behavior
HSC6037 – Philosophy and Principles of Health Education
FALL 2025 - Class ID 13077 - Section MHEO

Instructor: Holly T. Moses, PhD, MCHES®
Instructor Contact: hmoses@hhp.ufl.edu
Instructor Office: FLG, Room 8 (ground floor)
Zoom Office Hours: Tuesdays and Thursdays: 9:30am-11am (ET)
<https://ufl.zoom.us/j/99125380915>
Department Chair: Dr. Mildred Maldonado-Molina, Ph.D.
Contact Information: FLG, Room 5, mmmm@ufl.edu



I. COURSE DESCRIPTION & IMPORTANT INFORMATION

Philosophy and Principles of Health Education (HSC6037) provides an overview of the history of the field of health education and promotion, including philosophical foundations and ethical principles. The roles and responsibilities of health education specialists, employment settings, professional organizations, and the CHES® certification will also be discussed. The course will conclude with an examination of mainstream trends in health and the implications of these trends on the health education/promotion field. Students will prepare a health education/promotion philosophy throughout the semester and present it to their classmates and instructor at the end of the semester.

COURSE OBJECTIVES

1. Critical examination of the history and philosophical foundations of the health education/promotion profession.
2. Exploration of the roles and responsibilities, employment opportunities, and skill/certification requirements of health education specialists.
3. Review of the Code of Ethics for the Health Education Profession®.
4. Discuss future trends in health and the associated impact on the health education/promotion field.
5. Development of a health education/promotion philosophy.

COURSE TEXTBOOKS

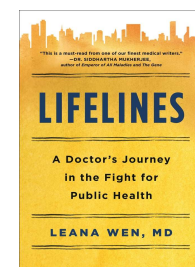
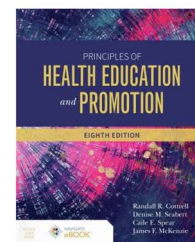
- Cottrell, R. R., Seabert, D., Spear, C., & McKenzie, J. F. (2023). *Principles of Health Education and Promotion* (8th ed.). Jones & Bartlett Learning.
- Wen, L. (2021). *Lifelines: A Doctor's Journey in the Fight for Public Health*. Metropolitan Books.

COURSE READINGS

In addition to the course texts, supplemental readings will be assigned throughout the semester. The readings will be provided to students via the weekly modules in Canvas E-Learning @ UF.

COURSE LEARNING EXPECTATIONS

Students are encouraged to employ critical thinking and to rely on data and verifiable sources to interrogate all assigned readings and subject matter in this course as a way of determining whether they agree with their classmates and/or their instructor. No lesson is intended to espouse, promote, advance, inculcate, or compel a particular feeling, perception, viewpoint, or belief.



II. COURSE COMMUNICATION & INTERACTION

COURSE PLATFORM

HSC6037 will run exclusively through Canvas E-learning. Students must be proficient in working with Canvas. For Canvas-related technical difficulties, contact the UF Help Desk at Learning-support@ufl.edu; 352-392-HELP (option 2); or helpdesk.ufl.edu/.

- **Tip 1: Ensure that communication settings are adjusted to allow you to receive assignment comments and grades, instructor messages, and course announcements immediately.**
- **Tip 2: Do NOT use your phone to complete or submit assignments, discussions, and quizzes.**

COMMUNICATION WITH INSTRUCTOR

- Your instructor is available weekly, during regular office hours (Tuesdays and Thursdays from 9:30am-11am). Office hours are held via Zoom. Visit the Syllabus tab in Canvas for meeting details.
- If a student is unable to attend weekly office hours, the instructor is available for phone call/zoom meeting upon request. To request a meeting outside of office hours, please send an email to hmoses@hhp.ufl.edu, and include your complete availability for the week ahead (five business days).
- The best way to reach the instructor is through email or Canvas mail.
- Students are expected to check their GatorMail and Canvas announcements often and regularly.
 - Note: Your instructor has 4 courses and 200+ students each semester. It is essential to include the course (HSC6037) that you are enrolled in when corresponding with Dr. Moses. 😊

MESSAGE ETIQUETTE

Students are expected to use proper etiquette when sending emails. This includes an appropriate "Subject" heading stating your course number and topic of message, a proper greeting/salutation, grammatically correct message body, and a proper closing. **Inappropriate emails that lack proper etiquette will be returned.**

SAMPLE MESSAGE:

Subject Heading: HSC6037 – Question about the Lifelines Paper

Greeting: Hello Dr. Moses,

Message Body:

I would like to schedule a meeting with you to discuss the Lifelines Paper. I am not available during your posted office hours. My availability for the next five business days is as follows: Monday/Wednesday/Friday: 8am-2pm; Tuesday/Thursday: 1pm-5pm. I look forward to speaking with you to.

Closing: Thank you!

Name: Your name / HSC6037, FALL 2025

NETIQUETTE

Professionalism and respect for others are always the minimum expectation for all students. Members of the class are expected to follow rules of common courtesy in all correspondence, including course discussions. This includes respectful peer discussion responses, appropriate response time for emails, as well as professionally prepared dialogue (follows standard writing guidelines and free from spelling and grammatical errors).

- Review: [Netiquette Guide for Online Courses](#) (also available in Module A).

NETIQUETTE GUIDE FOR ONLINE COURSES

It's important to remember that the online classroom is in fact a classroom, and certain behaviors are expected when you communicate with both your peers and your instructors. These guidelines for online behavior and interaction are known as netiquette.

SECURITY

Remember that your password is the only thing protecting you from pranks or more serious harm.

- Don't share your password with anyone.
- Change your password if you think someone else might know it.
- Always log out when you are finished using the system.

GENERAL GUIDELINES

When communicating online, you should always:

- Treat instructor with respect, even in email or in any other online communication.
- Always use your professor's proper title (Dr. or Prof.), or if you're unclear on his or her title, always respectfully inquire, don't refer to them by first name.
- Use clear and concise language.
- Remember that all college-level communication should have correct spelling and grammar.
- Avoid using terms such as "honor" and "honoring" when addressing a professor. It's respectful to say, "Dear Professor."
- Use common sense when using the "reply" button. Don't "reply all" unless you have to.
- Avoid using the caps lock feature AS IT CAN BE MISPERCEIVED AS YELLING.
- Avoid and never include the text "I'm sorry" in any message.
- Be cautious when using humor or sarcasm as there is sometimes bad humor email or discussion post and your message might be taken seriously or offensively.
- Be careful with personal information (both yours and others').
- Do not send confidential patient information via e-mail.

EMAIL NETIQUETTE

When you send an email to your instructor, teaching assistant, or classmates, you should:

- Use a descriptive subject line.
- Be brief.
- Avoid attachments unless you are sure your recipients can open them.
- Avoid HTML in favor of plain text.
- Sign your message with your name and return e-mail address.
- Think before you send the email to more than one person. Does everyone really need to see your message?
- Be sure you REALLY want everyone to receive your response when you click "reply all."
- Be sure that the message writer intended for the information to be passed along before you click the "forward" button.

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DISCUSSION BOARD NETIQUETTE AND GUIDELINES

When posting on the Discussion Board in your online class, you should:

- Before posting a question to the Discussion Board, check to see if anyone has already asked it and received a reply.
- Present your questions and say please and thank you when asking something of your classmates or instructor.
- Be open-minded.
- If you ask a question and many people respond summarize all points for the benefit of the class.

When posting:

- Make sure that you are on task and within the scope of the course material.
- Be sure to read all messages in a thread before replying.
- Be as brief as possible while still making a thorough comment.
- Don't repeat someone else's point without adding something of your own to it.
- Take your posts seriously. Name and tell your posts before writing.
- Avoid "rants," general rages such as, "I agree." You should talk why you agree or add to the previous point.
- If you refer to something that was said in an earlier post, quote a few key lines so readers do not have to go back and figure out which post you are referring to.
- Always give proper credit when referencing or quoting another source.

- If you reply to a classmate's question make sure your answer is clear and concise.
- Always be respectful of others' opinions even when they differ from your own.
- When you disagree with someone, you should express your differing opinion in a respectful and diplomatic way.
- Do not make personal or insulting remarks.
- Do not make anything an inside joke.
- Do not use anything as a code or alias.
- Always use proper grammar.
- Do not type in ALL CAPS. If you do, it WILL LOOK LIKE YOU ARE YELLING.

ROOM ETIQUETTE

When attending a Zoom class or meeting, you should:

- Do not share your Zoom classroom link or personal email address.
- Even though you may be able to leave your personal email address you can use your phone number, email, or social media to contact your instructor. If you are unable to do so, please contact your instructor.
- Your professor and classmates can also see what is behind you, so be aware of your surroundings. Make sure the background is not distracting or something you would not want classmates to see. Video is a huge part of a virtual background.
- If you choose to go on mute, you should test the background out first to make sure your choice is not noisy.
- Your background can express your personality, but be sure to avoid using backgrounds that may contain offensive images and language.
- Mute is your friend, especially when you are in a location that can be noisy. Don't leave your microphone open unless you have to.
- If you want to speak, you can raise your hand to click the "raise hand" button at the center bottom of your screen and wait to be called upon.

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III. COURSE ASSIGNMENTS

1. Course Introduction Discussion (10 points)

Each student will formally introduce themselves to their peers and the course instructor using the designated discussion forum in Canvas. Students are encouraged to upload a digital photo to Canvas.

2. Module Assignments (150 points)

Each module requires the completion of an individual or group activity or discussion designed to supplement information covered in lectures and assigned readings. Each activity is designed to apply and/or reinforce skills and knowledge required of health education specialists. Discussions include two components: an individual post and a peer response. The deadline for peer responses is within 48 hours of the individual discussion post due date.

The instructor reserves the right to assign zero points for a completed module assignment if the student did not watch the associated module lecture(s) or complete the assigned reading(s). Students must plan sufficient time to watch lectures and complete required readings before completing module assignments by the posted due date.

3. Module Quizzes (50 points)

Module Quizzes are brief, open-book quizzes based on the reading assignment for a specific module. These quizzes may include multiple-choice, true/false, or matching questions. The weekly quizzes are designed to be completed after watching lectures and completing assigned readings, but before the corresponding module's primary assignment, to ensure that comprehension of the readings will be demonstrated in your work.

4. Lifelines Discussion (40 points)

In her book Lifelines: A doctor's journey in the fight for public health (2021), Dr. Leana Wen provides an insider's account of public health and its crucial role in solving the health and social issues plaguing America's most vulnerable populations. This assignment requires students to read Lifelines: A doctor's journey in the fight for public health (2021), reflect on the status of public health in America, complete a critical book review, and participate in a discussion forum. Detailed information is provided within the assignment submission folders within Canvas.

- a. Complete the *Individual Discussion Post*.
- b. Complete the *Peer Discussion Response*.

5. Health Education/Promotion Philosophy Assignments (50 points)

HEB graduate students will present their professional philosophy of HE/P (Health Education & Promotion). The HE/P Philosophy Presentation should reflect the students' beliefs about HE/P and their future role as a health education specialist, while recognizing experiences that shaped their beliefs and career trajectory. Detailed information is provided within the assignment submission folders within Canvas. The presentation meets Student Learning Outcomes 1 & 7, and Program Goal 3.

- a. Complete the HE/P Philosophy Presentation.
- b. Complete the HE/P Philosophy Peer Presentation Review.

6. Examinations (100 points)

- a. Examination #1 will include material covered in Modules 1-5 and is worth 50 points.
- b. Examination #2 will cover material covered in Modules 6-10 and is worth 50 points.

Exam Question Inquiries:

Student exam question inquiries will be reviewed following the initial grading of each assessment. If you have questions about examination questions, please submit your inquiry to me via email. All emails should be sent within 24 hours of completing the exam. I will review the inquiry and respond within one week.

Examination Scheduling & Proctor Services:

This course uses Honorlock, an online proctoring service for the administration of exams. While this service is user-friendly, students must follow established guidelines to register for and complete exams.

1. Honorlock is the University of Florida designated online proctoring service.
2. ALL students are expected to review, reflect, and prepare for Honorlock proctored exams by reviewing the following Honorlock documents:
 - Honorlock Student Guide: dce.ufl.edu/media/dceufledu/pdfs/Honorlock-Student-Guide-UF-Update.pdf.
 - Honorlock - Student Exam Preparation Information: dce.ufl.edu/media/dceufledu/pdfs/Honorlock-Student-Exam-Preparation-Information.pdf.
 - Honorlock - Student Privacy: dce.ufl.edu/media/dceufledu/pdfs/Honorlock-Student-Privacy.pdf.
3. The scheduling and proctoring of exams fall outside the instructor's control. Thus, problems and concerns associated with the service cannot be addressed by the instructor. Issues related to the proctoring service should be directed to Honorlock (<https://dce.ufl.edu/services/online-proctoring/>).

IV. COURSE EVALUATION

Assignments	Points Value	Grading Scale		
1. Course Introduction Discussion <i>Individual Discussion Post (6)</i> <i>Peer Discussion Responses (4)</i>	10	A	93%-100%	372-400
2. Module Assignments <i>10 @ 15pts each</i>	150	A-	90%-92.9%	360-371
3. Module Quizzes <i>10 @ 5pts each</i>	50	B+	88%-89.9%	352-359
		B	83%-87.9%	332-351
4. Lifelines Discussion <i>Individual Discussion Post (30)</i> <i>Peer Discussion Responses (10)</i>	40	B-	80%-82.9%	320-331
		C+	78%-79.9%	312-319
		C	73%-77.9%	292-311
5. Philosophy Assignments <i>Philosophy Presentation (40)</i> <i>Philosophy Peer Review (10)</i>	50	C-	70%-72.9%	280-293
		D+	68%-69.9%	272-279
6. Examinations <i>2 @ 50pts each, non-cumulative</i>	100	D	63%-67.9%	252-271
		D-	60%-62.9%	240-251
Total points:	400	E	0%-59.9%	0-239

For information about UF grading policies, visit <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>.

Student Learning Outcomes met in HSC6037:

SLO 1. Identify, define, and describe principles and foundations of health education/promotion.

SLO 5. Serve as a health education/promotion resource person.

SLO 7. Illustrate the highest standards of conduct and ethical behavior when making professional decisions in accordance with the Unified Code of Ethics for the Health Education Profession (CNHEO, 2020).

Program Goal met in HSC6037:

Program Goal 3. Prepare competent professional health education specialists.

V. COURSE POLICIES

1. Learning Support Services & Accommodations

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center. See the “Get Started With the DRC” webpage: <https://disability.ufl.edu/get-started/>. It is important for students to share their accommodation letter with the instructor. Please ensure the documentation is sent within the first two weeks of classes.

2. Student Honor Code and Student Conduct Code

University of Florida students are bound by the Honor Pledge (<https://policy.ufl.edu/regulation/4-040/>). On all work submitted for credit by a student, the following pledge is required or implied: **“On my honor, I have neither given nor received unauthorized aid in doing this assignment.”** The Student Honor Code and Conduct Code (Regulation 4.040) specifies several behaviors that violate this code, as well as the process for reporting allegations and sanctions that may be implemented. All potential violations of the code will be reported to Student Conduct and Conflict Resolution. If a student is found responsible for an Honor Code violation in this course, the instructor will enter a Grade Adjustment sanction, which may be up to or including failure of the course. The Student Honor Code and Student Conduct Code can be further reviewed at regulations.ufl.edu. If a student has questions or concerns, they should consult with the instructor of this class.

3. Grade Adjustments

It is unethical and in direct violation of the UF Student Honor Code to request an unjustifiable grade adjustment (UF Student Honor Code: “Conspiracy to Commit Academic Dishonesty”). Under no circumstances will I ever ‘round up’ a student’s grade (a 89.99% is a B+), nor will I offer extra credit. If a grade input error occurs, students are strongly encouraged to notify me as soon as possible. I will examine the Canvas grade to determine whether a calculation error has occurred. If an error occurs, the grade will be adjusted.

Unless otherwise specified, students have one week to review assignment grades and contact the instructor with questions or concerns. Students who fail to review their assignment scores within one week of the release of grades may not request retroactive adjustments on scores at the end of the term.

4. Assignments

Students are expected to complete work of the highest quality and reflective of GRADUATE-level effort.

Assignments must include the student’s name, follow ALL formatting instructions, as well as be submitted by the assigned due date. When applicable, assignments must follow the rules and guidelines as outlined in the *Publication Manual of the American Psychological Association* (7th Edition). **All course assignments are due before 11:59 PM (ET) on Wednesdays (unless otherwise stated), as specified in the course schedule.** Late assignments are not accepted without advanced notice and documentation per UF policy (see below).

5. Excused Absence Policy

Per University of Florida policy, excused absences include medical appointments and illness (with doctor’s note), deaths in the family (with documentation) and school events (with documentation on school letterhead). If you anticipate missing a submission deadline, please email me BEFORE the deadline passes.

Requirements for class attendance are consistent with university policies found in the online catalog at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

- The university recognizes the instructor's right to require attendance and documentation for absences (except for religious holidays), missed work, or inability to fully engage in class. After due warning, an instructor can prohibit further attendance and subsequently assign a failing grade for excessive absences.

6. Computer Requirements

Students must have access to the University of Florida's minimum technology/computer requirements.

This includes a fully operational computer system with appropriate software (Microsoft Office, Adobe Acrobat Pro), webcam, microphone, and speakers. **Students should never use a smartphone for assignment submission.**

Students must also have access to a reliable broadband connection to the Internet. If you find yourself in an area with limited Wi-Fi access, UF students can access eduroam free with their GatorMail login credentials. The eduroam network is fast and secure and has more than 10,000 wi-fi hotspots in 106 countries and territories worldwide. **For additional information about eduroam visit <https://getonline.ufl.edu/>.**

7. Online Course Evaluation Process

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online. Students can complete evaluations in three ways: (1) the email received near the end of a semester from GatorEvals, (2) the Canvas course menu in the 'GatorEvals' tab, and (3) the central portal at <https://my-ufl.bluera.com>.

- Guidance on how to provide constructive feedback is available at gatorevals.aa.ufl.edu/students/. Students will be notified when the evaluation period opens. Summaries of course evaluation results are available to students at gatorevals.aa.ufl.edu/public-results/.

8. Class Recording (House Bill 233 Intellectual and Viewpoint Diversity Act)

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 education 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 an 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, assessments (quizzes, tests, exams), field trips, private conversations between students in the class, or between a student and the faculty or guest 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 Honor Code and Student Conduct Code.

VI. STUDENT RESOURCES

Academic Resources:

- ❖ **E-learning Technical Support:** <http://helpdesk.ufl.edu/>
The UF Computing Help Desk is available to assist students when they are having technical issues, including those related to E-learning. Contact the Help Desk at 352-392-4357 or via e-mail at helpdesk@ufl.edu.
- ❖ **Career Connections Center:** <https://career.ufl.edu/>
The Career Connections Center (C3) is the University of Florida's comprehensive career services operation responsible for providing world class career and professional development for all students. As the # 2 Career Center in the country according to Best Colleges, the center supports the overall student experience, starting during student orientation and moving beyond graduation. Location: Reitz Union, Suite 1300.
- ❖ **Library Support:** <https://uflib.ufl.edu/>
Various forms of support are available online through the UF Library website. Students may call, text, chat, or email a librarian through the Ask-A-Librarian resource. Additionally, the Department of Health Education and Behavior has a designated librarian to support student research needs. To contact your subject specialist visit: <https://uflib.ufl.edu/specialists/>.
- ❖ **Academic Resources:** <https://academicresources.clas.ufl.edu/>
The mission of Academic Resources is to empower students to become successful lifelong learners. 1317 Turlington Hall; 352-392-2010; teaching-center@ufl.edu.
- ❖ **Writing Studio:** <https://writing.ufl.edu/writing-studio/>
The Writing Studio is a free service that aims to help students become more effective writers. Receive help with brainstorming, formatting, and writing papers. Daytime (9:30am-3:30pm): 2215 Turlington Hall, 352-846-1138. Evening (5:00pm-7:00pm): 1545 W University Avenue (Library West, Rm. 339).
- ❖ **Academic Complaints:** <https://www.ombuds.ufl.edu/>
The Ombuds Office seeks to assist students, staff, and faculty in resolving problems and conflicts that arise during their interactions within the University of Florida. By considering issues in an unbiased way, the Ombuds works to help students and staff find solutions to university-related problems and concerns.
- ❖ **Enrollment Management Complaints:** <https://www.sfa.ufl.edu/written-student-complaints/>
The Division of Enrollment Management established procedures for handling student complaints pertaining to grievances arising from concerns with the Registrar, Admissions, Financial Aid and Scholarships offices.
- ❖ **UF Student Success Initiative:** <https://studentsuccess.ufl.edu/>
The Student Success unit at the University of Florida offers resources to support students along their unique paths of achievement.

Campus Health and Wellness Resources:

- ❖ **UF Whole Gator Resources:** <https://one.ufl.edu/whole-gator/discover>
The UF Whole Gator app connects the UF community with resources dedicated to supporting overall health and well-being. For resources that are designed to help you thrive physically, mentally, and emotionally at UF visit <https://studentlife.ufl.edu/wholegator/>.
- ❖ **U Matter, We Care:** umatter@ufl.edu
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 are available by phone at 352-392-1575. Asking for help is a sign of strength!
- ❖ **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.



HSC6037: Philosophy and Principles of Health Education

FALL 2025 - Class ID 13077 - Section MHEO

Week <i>Due Date</i>	Module: <i>Topic</i>	Textbook Chapter	Course Assignments	
Week 1 <i>Aug 27</i>	Module A: <i>Course Overview</i> ❖ <i>APA (7E) Formatting Guidelines</i> Module 1: <i>Background of the HE/P Profession</i>	Syllabus <i>Chapter 1</i>	Course Intro Quiz (P/F)	Student Introduction Discussion
			Module 1 Quiz	Purpose of HE/P Discussion
Week 2 <i>Sep 3</i>	Module 2: <i>History of HE/P</i>	<i>Chapter 2</i>	Module 2 Quiz	History of HE/P Presentation *Group Activity* ***Begin communication with group by Aug 29
Week 3 <i>Sep 10</i>	Module 3: <i>Philosophical Foundations of HE/P</i>	<i>Chapter 3</i>	Module 3 Quiz	Philosophy of HE/P Preparation
Week 4 <i>Sep 17</i>	Module 4: <i>Theories and Planning Models in HE/P</i>	<i>Chapter 4</i>	Module 4 Quiz	Theories/Planning Models in HE/P
Week 5 <i>Sep 24</i>	Module 5: <i>Ethics and HE/P</i>	<i>Chapter 5</i>	Module 5 Quiz	Ethics Case Study *Group Activity* ***Begin communication with group by Sep 19
Week 6 <i>Oct 1</i>	Examination #1: Modules 1-5	Chapters 1-5	Examination #1 (Honorlock): Available September 28 – October 1 [Exam #1 opens at 12am (ET) on Sep 28 and closes at 11:59pm (ET) on Oct 1]	
Week 7 <i>Oct 8</i>	Module 6: <i>Roles & Responsibilities of HES</i>	<i>Chapter 6</i>	Module 6 Quiz	CHES® Recertification
Week 8 <i>Oct 15</i>	Module 7: <i>The Settings for HE/P</i>	<i>Chapter 7</i>	Module 7 Quiz	HE/P Employment Search
Week 9 <i>Oct 22</i>	Module 8: <i>HE/P Agencies, Associations & Orgs</i>	<i>Chapter 8</i>	Module 8 Quiz	Joining a HE/P Organization
Week 10 <i>Oct 29</i>	Module 9: <i>HE/P Literature</i>	<i>Chapter 9</i>	Module 9 Quiz	HE/P Research Skills *Group Activity* ***Begin communication with group before Oct 24
Week 11 <i>Nov 5</i>	Module B: <i>Lifelines (Wen, 2021)</i>	<i>Lifelines (Wen, 2021)</i>	November 5: Individual Discussion November 7: Peer Discussion Response	
Week 12 <i>Nov 12</i>	Module 10: <i>Future Trends in HE/P</i>	<i>Chapter 10</i>	Module 10 Quiz	HE/P Future Trends Discussion
Week 13 <i>Nov 19</i>	Examination #2: Modules 6-10	Chapters 6-10	Examination #2 (Honorlock): Available November 16-19 [Exam #2 opens at 12am (ET) on Nov 16 and closes at 11:59pm (ET) on Nov 19]	
Week 14 <i>Nov 26</i>	THANKSGIVING BREAK – NO CLASSES			
Week 15 <i>Dec 3</i>	Module C: <i>Philosophy of HE/P</i>	Module C	December 3: Philosophy Presentation December 8: Peer Presentation Review	

Unless otherwise specified, assignments are due on Wednesdays before 11:59pm (ET)

*** Zoom Office Hours: Tuesdays and Thursdays from 9:30am-11am (ET) - <https://ufl.zoom.us/j/99125380915> ***