

University of Florida
Department of Health Education and Behavior
HSC6037 – Philosophy and Principles of Health Education
SPRING 2024 - Class ID 20549 - 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/98985681631>
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

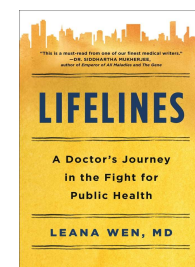
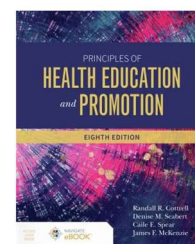
- Cottrell, R. R., Seabert, D., Spear, C., & McKenzie, J. F. (2023). *Principles of Health Education and Promotion* (8th ed.). Jones & Bartlett Learning.
- Wen, L. (2021). *Lifelines: A Doctor's Journey in the Fight for Public Health*. Metropolitan Books.

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 important 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, Spring 2024

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 logout 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 Mr. or Ms., Unknown is perfectly fine), 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.
- Change your username if you think someone else might know it.
- Use common sense when using these tools. Remember that you're in a public place.
- Avoid using the caps lock feature AS IT CAN BE MISPERCEIVED AS YELLING.
- Avoid and never post anything that is abusive, obscene, or defamatory.
- 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.
- This helps you avoid 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 "Reply" 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 a discussion board, check to see if anyone has already asked it and answered it right.
- Personalize your matters 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, format and edit your posts before sending.
- Avoid emoticons, generic responses such as "I agree." You should state 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 to make sure you don't have to go back and figure out which post you are referring to.
- Always give proper credit when referencing or quoting another source.

Always be respectful of others' opinions even when they differ from your own.

- If you reply to a classmate's question make sure your answer is correct, not generic.
- 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, non-accusatory way.
- Do not make personal or insulting remarks.
- Do not write anything in all caps or using all caps.
- Do not type in ALL CAPS, if you do, IT WILL LOCK LIKE YOU ARE YELLING.

Zoom Etiquette

When attending a Zoom class or meeting, you should:

- Do not share your Zoom discussion link or personal with others.
- Even though you may be alone at home your professor and classmates can see you while attending, even if your program is displaying content that viewing is not optional. Dress appropriately.
- Your professor and classmates can also see who 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 disabled in a virtual background.
- If you choose to use one, you should test the background out first to make sure your choice is not blurry.
- Your background can express your personality, but be sure to avoid using backgrounds that may contain offensive images and language.
- Mute in your friend especially when you are in a location that can be noisy. Don't leave your microphone open if you don't have to.
- If you want to speak, you can raise your hand 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 course instructor using the designated discussion forum within Canvas. Students are encouraged to upload a digital photo (headshot) 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 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), nor complete the assigned reading(s). Students must plan sufficient time to watch lectures and complete required readings prior to successfully 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 prior to the corresponding module's main assignment(s) to ensure 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 Assignments	10			
2. Module Assignments <i>10 @ 15pts each</i>	150	A	93%-100%	372-400
		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
		D	63%-67.9%	252-271
6. Examinations <i>2 @ 50pts each, non-cumulative</i>	100	D-	60%-62.9%	240-251
		E	0%-59.9%	0-239
Total points:	400			

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 Accommodations

Students requesting learning accommodation must first register with the Disabilities Resource Center (DRC). The DRC will provide documentation to the instructor after a student makes the accommodation request. Please ensure the documentation is sent within the first two weeks of class.

2. Student Honor Code and Student Conduct Code

By becoming a member of the University of Florida community, a student agrees to adhere to its Student Honor Code and its Student Conduct Code. 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 Student 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 Conduct Code specifies several behaviors that are in violation of this code and the possible sanctions. 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 course instructor.

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>.

- Note: The university recognizes the right of the instructor to make attendance mandatory and require 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 but is not limited to access to a reliable Wi-Fi network, a working computer system with appropriate software, a webcam and microphone.

- Note: 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. 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" within 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."

- Note: To update your display name, go to one.ufl.edu, select "Directory Profile" from the dropdown menu. 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 then click "Submit" at the bottom. This does not change your legal name for official UF records.

8. Online Course Evaluation Process

Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online and are typically open during the last two or three weeks of the semester. Past results of these assessments are available at evaluations.ufl.edu/results.

9. House Bill 233 Intellectual and Viewpoint Diversity Act

Per the 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 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. **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 UF course. **A class lecture does not include lab sessions, student presentations, clinical presentations, 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 the 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. UNIVERSITY RESOURCES

Health and Wellness Resources:

- **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. Please remember that 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.
- **Student Health Care Center:** <https://shcc.ufl.edu/>
Call 352-392-1161 for 24/7 information to help you find the care you need.
- **University Police Department:** <https://police.ufl.edu/>
Call 352-392-1111 (or 9-1-1 for emergencies).
- **UF Health Shands Emergency Room/Trauma Center: 352-733-0111**
For immediate medical care go to the emergency room at 1515 SW Archer Road (32608).
- **GatorWell Health Promotion Services:** <http://gatorwell.ufsa.ufl.edu>
Health Education for the Gator Nation. GatorWell Health Promotion Services supports student success by providing prevention services focused on optimal wellbeing, including wellness coaching.

Academic Resources:

- **UF Computing Help Desk:** <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.
- **Online 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/>.
- **Teaching Center:** <https://academicresources.clas.ufl.edu/>
The Teaching Center at the University of Florida empowers students to become successful, lifelong learners. Through a variety of services and instructional approaches, the Teaching Center seeks to help students master effective ways of learning for different disciplines.
- **Writing Studio:** <https://writing.ufl.edu/writing-studio/>
The Writing Studio is a free service that aims to help students become more effective writers. To make an appointment, visit tutortrac.clas.ufl.edu. , we do not simply proofread or edit documents.
- **UF Disability Resource Center:** <https://disability.ufl.edu/>
The Disability Resource Center supports students with learning disabilities, chronic health conditions, vision impairments, mental health conditions, physical disabilities, hearing loss, and intellectual disabilities. To register with the DRC, visit <https://disability.ufl.edu/get-started/>.
- **Inclusion, Diversity, Equity & Access (IDEA):** <https://hhp.ufl.edu/about/idea/>, www.cdo.ufl.edu/
An inclusive, diverse, equitable, and accessible (IDEA) community is a top priority at the University of Florida. In the College of HHP, we value and work to promote a learning community where all people are acknowledged, valued, and respected.

HSC6037: Philosophy and Principles of Health Education

Spring 2024 Course Schedule | Class ID 20549

Week Due Date	Module: Topic	Textbook Chapter	Course Assignments	
Week 1 Jan 10	Module A: Course Overview	Syllabus	Course Intro Quiz (P/F)	Student Intro & Discussion
Week 2 Jan 17	Module 1: Background of the HE/P Profession	Chapter 1	Module 1 Quiz	Purpose of HE/P Discussion
Week 3 Jan 24	Module 2: History of HE/P	Chapter 2	Module 2 Quiz	History of HE/P Presentation *Group Activity* ***Begin communication with group before Jan 20
Week 4 Jan 31	Module 3: Philosophical Foundations of HE/P	Chapter 3	Module 3 Quiz	Philosophy of HE/P Preparation
Week 5 Feb 7	Module 4: Theories and Planning Models in HE/P	Chapter 4	Module 4 Quiz	Theories/Planning Models in HE/P
Week 6 Feb 14	Module 5: Ethics and HE/P	Chapter 5	Module 5 Quiz	Ethics Case Study *Group Activity* ***Begin communication with group before Feb 10
Week 7 Feb 21	Examination #1: Modules 1-5	Chapters 1-5	Examination #1 (Honorlock): Available Feb 18-21 [Exam #1 opens at 12am (ET) on Feb 18, and closes at 11:59pm (ET) on Feb 21]	
Week 8 Feb 28	Module 9: HE/P Literature	Chapter 9	Module 9 Quiz	HE/P Research Skills *Group Activity* ***Begin communication with group before Feb 24
Week 9 Mar 6	Module 6: Roles & Responsibilities of HES	Chapter 6	Module 6 Quiz	CHES® Recertification
UF Spring Break Week --- March 10-16 --- No Class				
Week 10 Mar 20	Module 7: The Settings for HE/P	Chapter 7	Module 7 Quiz	HE/P Employment Search
Week 11 Mar 27	Module 8: HE/P Agencies, Associations & Orgs	Chapter 8	Module 8 Quiz	Joining a HE/P Organization
Week 12 Apr 3	Module B: Lifelines (Wen, 2021)	<i>Lifelines</i> (Wen, 2021)	Apr 3: Individual Discussion Apr 6: Peer Discussion Response	
Week 13 Apr 10	Module 10: Future Trends in HE/P	Chapter 10	Module 10 Quiz	HE/P Future Trends Discussion
Week 14 Apr 17	Examination #2: Modules 6-10	Chapters 6-10	Examination #2 (Honorlock): Available April 14-17 [Exam #2 opens at 12am (ET) on Apr 14, and closes at 11:59pm (ET) on Apr 17]	
Week 15 Apr 24	Module C: Philosophy of HE/P	Module C	Apr 24: Philosophy Presentation Apr 27: Peer Presentation Review	

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