THE UNIVERSITY OF TEXAS AT TYLER  
DEPARTMENT OF HEALTH AND KINESIOLOGY  
COURSE SYLLABUS  
CERTIFIED HEALTH EDUCATION SPECIALIST (CHES) REVIEW  

SEMESTER: Fall 2017  

COURSE NUMBER: HECC 4155.060  

Course Title: CHES REVIEW  
Credits: 1 Credit Hours  
Prerequisites: ALHS 3362.001, ALHS 4304.00 and Academic advisor’s permission  
Class location: 100% ONLINE  

INSTRUCTOR INFORMATION  
Name and Title: FLETCHER NJORORAI, PHD, MCHES  
Office Location: HPC 3105  
Contact info: Email: fnjororai@uttyler.edu  
Office Phone: 903 – 566-7058  
Office Hours: By appointment only. Email or call to fix an appointment  

Emergency Phone Number: 903 – 566 – 7031 (Tina Taylor, Admn. Assistant)  

Required Texts:  

Health Promotion Programs: A primer 7th Edition (or 2013, 6th Edition). San Francisco:  
Pearson/Benjamin Cummings.  

Highly Recommended Additional Resources:  
1. Edberg, M. PhD, Essentials of Health Behavior: Social and Behavioral Theory in Public Health  
Community Health Promotion and Education. San Francisco: Pearson/Benjamin Cummings.5th  
Edition  
COURSE DESCRIPTION: This course is an overview of the Seven Areas of Responsibilities and Competencies necessary for being a Health Education Specialist (CHES) and of the concepts and skills required for carrying out effective health promotion and education programs in a variety of different settings including school, community, health Care settings, and Worksite settings. Through a combination of text readings, online module sessions, and self-study, students will gain an understanding of the CHES competencies and certain core concepts in the fields of public health key in health promotion and health education.

COURSE FORMAT: The course will be designed to be delivered in different formats including class activities, selected self-study readings, readings of the CHES manual, online modules and assignments, quizzes, and a final Exam.

COURSE GOAL: The purpose of this course is to provide a detailed review and analysis of the Seven Areas of Responsibilities and Competencies in preparation for taking the national CHES exam. The overall outcome of offering this review is to increase student awareness of the knowledge and skills necessary for performing the duties in health education, health promotion, and public health in general. It is also designed to enhance their understanding and recall and application of the content for the (CHES) Examination and as health professionals in the field.

COURSE OBJECTIVES:
Upon successful completion of this course, the learner should be able to:

1. Apply and interpret the seven core responsibilities required for qualification as a community Health Education Specialist.
2. Identity conceptual foundations relevant to health promotion.
3. Analyze the historical development of health and health promotion as a discipline.
4. Explain the factors that affect health and wellbeing.
5. Identity and recognize the value of community, state, federal and non-profit health and education agencies.
6. List and explain important health Education initiatives, i.e. Healthy People 2020 and National Health Education Standards, and their role in developing prevention-oriented health education curricula and health promotion interventions.
7. Summarize steps in organization and planning for health interventions.
8. Describe ethical issues of concern to the profession of health education and promotion.
9. Identity instructional strategies that are effective when instructing diverse groups or promoting health in multi-cultural settings.
10. List and describe various health education services and resources for different settings.

The CHES National Certification Examination
The National Commission for Health Education Credentialing, Incorporated (NCHEC) is the group responsible for offering the CHES national certification exam. The CHES examination consists of 165 multiple-choice questions that attempt to measure the possession, application and interpretation of knowledge essential to the professional practice health education” (NCHEC). Of these, 150 questions count towards your grade and 15 for pilot test).
The CHES examination is based on the following Seven Areas of Responsibilities (and each has competencies and sub-competencies) upon which the modules for this course are designed:

1. Assess individual and community needs for health education
2. Plan effective health education programs
3. Implement health education programs
4. Evaluate the effectiveness of health education programs
5. Coordinate the provision of health education services
6. Act as a resource person in health education
7. Communicate health and health education needs, concerns and resources

The CHES national certification exam is held twice a year, usually in April and October, on college campuses throughout the U.S. To take this exam you must apply to the relevant body, NCHEC, in a timely manner with the academic advisor’s permission for eligibility (applications are available online at the NCHEC site). Exam fees range varies for students and for non-students. The pass mark for you to attain the certification is 75%. Please visit the [www.nchec.org](http://www.nchec.org) site for more information and any ongoing updates relevant for your preparation, the exam and the CHES certification in general.

**COURSE SCHEDULE AND EXPLANATION**

Each of the module represents one of the core responsibilities, and each part within a module represents a competency with explanation of sub-competencies. This is a self-study 1 credit course (equivalent of a lab course) and you have the responsibility to contact the instructor whenever you have any questions. You will have two weeks for each module in which you complete readings on the specific CHES responsibility and then complete the quiz and any other assignments. You are encouraged to read widely because this is not a course to teach you content, rather it is an opportunity for you to revise what you know and show competence on how you can apply and use the knowledge, skills and expertise as a competent health professional in the real world scenarios upon your graduation. Therefore, this course gives you an opportunity to have plenty of time revising and interacting with ‘a lot’ of information. It is a content-intensive course. Links to external related internet sites for relevant subject matter will be provided in Canvas for your further exploration and study but you should take initiative to do more. Group-study is highly encouraged. Horn your skills in answering questions by carefully reading the question, thinking critically on the key word(s)/focus of that question.

At the end of each module, there is a Post-Test that you take through the BB feature. These are timed exams with multiple-choice questions similar to those on the CHES national examination. It is hoped that your chances of passing the actual national exam to attain your CHES certification will improve/increase. Check with your academic advisor on when to register for the national CHES exam.
## COURSE ASSIGNMENTS AND GRADING

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<th>Grading Plan</th>
<th>Grading Scale</th>
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<tr>
<td><strong>A). Continuous Assessments (40%)</strong></td>
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<td>• Chapter Quizzes</td>
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<td><strong>B). Discussion Board discussions (20%)</strong></td>
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<td><strong>C). Exam (40%)</strong></td>
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<td>• Final Exam</td>
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**TOTAL POINTS – 100%**

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<td>80 –89.9</td>
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UNIVERSITY POLICIES

For details on the policies, please refer online to the Handbook of Operating Procedures -- The University of Texas at Tyler - https://www.utttyler.edu/hop/

ACADEMIC DISHONESTY POLICY
At The University of Texas at Tyler students and faculty are responsible for maintaining an environment that encourages academic integrity. Students and faculty members are required to report an observed or a suspected case of academic dishonesty immediately to the faculty member in charge of an examination, classroom or laboratory research project, or other academic exercise. Since the value of an academic degree depends on the absolute integrity of the work done by the student for the degree, it is imperative that a student maintain a high standard of individual honor in scholastic work. Scholastic dishonesty includes, but is not limited to, cheating, plagiarism, and collusion: "Cheating" includes:
1. Copying from the paper of another student, engaging in written, oral or any other means of communication with another student, or giving aid to or seeking aid from another student when not permitted by the instructor;
2. Using material during an examination or when completing an assignment that is not authorized by the person giving the examination or making the work assignment;
3. Taking or attempting to take an examination for another student, or allowing another student to take an examination for oneself;
4. Using, obtaining, or attempting to obtain by any means, the whole or any part of an examination or work assignment that has not yet been administered.
"Plagiarism" includes the unacknowledged incorporation of the work of another person in work that a student offers for credit. “Collusion” includes the unauthorized collaboration with another person in preparing written work that a student offers for credit.

GRADE APPEAL PROCEDURE
A student who wishes to contest a grade given by an instructor must initiate the procedure by contacting the instructor who assigned the grade. The instructor and the student should informally review the criteria for assignment of grades and the student's performance. The instructor may affirm the grade or revise the grade.
If the student is not satisfied after the informal discussion with the instructor, then the student may initiate a formal grade appeal by completing a Grade Appeal Form that may be obtained from the Office of Student Records. Normal grade appeals should be filed at the earliest date possible, but no later than six months from the final date of assignment. The instructor and the student should complete the appropriate parts of the form clearly indicating the instructor's rationale for the grade given and the student's basis for the grade appeal.

At each administrative level of the appeal process, an attempt will be made to resolve the issue. If the instructor holds one of the administrative positions used in the appeal process, then that level is omitted. If no resolution is reached at a particular level, then the appeal is forwarded with the recommendation of the administrator at that level with all documentation. If the appeal is to be considered by the vice president for academic affairs, then a copy of the Grade Appeal Form shall be forwarded by the academic dean of the student. The Office of the President is the final step in the appeal process at The University of Texas at Tyler.

GRADED REPLACEMENT
If you are repeating this course for a grade replacement, you must file intent to receive grade forgiveness with the registrar by the 12th day of class. Failure to file intent to use grade forgiveness will result in both the original and repeated grade being used to calculate your overall grade point average. A student will receive grade forgiveness (grade replacement) for only three (undergraduate student) or two (graduate student) course repeats during his/her career at UT Tyler (2006-2008 Catalog, P. 35).

Students Rights and Responsibilities:
To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: [http://www.uttyler.edu/wellness/StudentRightsandResponsibilities.html](http://www.uttyler.edu/wellness/StudentRightsandResponsibilities.html)

CLASS ATTENDANCE
Responsibility for class attendance rests with the student. When a student has a legitimate reason for being absent, the instructor has the option of permitting make-up work.

The university reserves the right to consider individual cases of nonattendance. In general, students are graded on the basis of intellectual effort and performance. In many cases, class participation is a significant measure of performance, and nonattendance can adversely affect a student's grade. When
in the judgment of the instructor, a student has been absent to such a degree as to jeopardize success in the course, the instructor informs the Office of Student records that the student is to be dropped from the course.

**APPROVED STUDENT ABSENCES**

On those occasions when it may be necessary for students to miss a regularly scheduled class in order to participate in an official university event or activity, faculty sponsors and program directors are requested to observe the following procedures:

1. Faculty sponsors or program directors should draft a memorandum to the vice president for academic affairs. This memorandum should include information concerning the nature of the event, the date(s) on which students would be absent from class, and the names of the students involved.

2. Copies of the memorandum addressed to the vice president should be given to each of the students listed on the memorandum.

3. Students should be directed to communicate with their instructor(s) prior to the date of the planned absence.

It is expected that students will not abuse the privilege of being absent from class for authorized university activities, and that make-up assignments will be made at the discretion and convenience of the instructor.

**FOOD AND DRINK IN CLASSROOMS**

Consumption of food and drink in university classrooms is prohibited.

**INDOOR SMOKE-FREE CAMPUS**

The University of Texas at Tyler is an indoor tobacco-free campus. No smoking will be permitted in any building, office, hallway, classroom, laboratory, restroom, lounge, or any other indoor location.

**STATE-MANDATED COURSE DROP POLICY**

Texas law prohibits a student who began college for the first time in the Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate studies. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Schedule of Classes for the specific date).
Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Registrar's Office and must be accompanied by documentation of the extenuating circumstance. Please contact the Registrar's Office if you have any questions.

**DISABILITY STATEMENT**

If you have a disability, including a learning disability, for which you request disability support Services/accommodations(s), please contact the Disability Support Services office so that the appropriate arrangements may be made. In accordance with federal law, a student requesting disability support services/accommodations(s) must provide appropriate documentation of his/her disability to the Disability Support Services counselor. Visit University Center, Room 282 or call 903-