

THE UNIVERSITY OF TEXAS AT TYLER  
DEPARTMENT OF HEALTH AND KINESIOLOGY  
COURSE SYLLABUS

SEMESTER: Spring 2026

COURSE NUMBER: HECC 4155.060

Course Title: CHES REVIEW

Credits: 1 Credit Hour

Prerequisites: ALHS 3362.001, ALHS 4304.001 and Academic advisor's permission

Class location: 100% ONLINE

INSTRUCTOR INFORMATION

Name and Title: Joy Johnson, MS, MCHES

Contact info:

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Office Hours: By appointment only. Email or call to make an appointment.

Emergency Phone Number: 903.566.7031 (Tina Taylor, UT Admin. Assistant)

UT Tyler Ethics Honor Code: I embrace honor and integrity; that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

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Required Texts:

1. The Health Education Specialist: A Companion Guide for Professional Excellence (2020). 8th edition. The National Commission for Health Education Credentialing, Inc. Allentown, PA.

Highly Recommended Additional Resources:

1. Edberg, M. PhD, Essentials of Health Behavior: Social and Behavioral Theory in Public Health (2nd Edition). Jones and Bartlett Learning. ISBN -: 978 -1- 4496-9850-8
2. Felter, E., Flatt, J, Certified Health Education Specialist (CHES) Exam Study Guide, 1<sup>st</sup> edition, ISBN: 9780826133755
3. Cottrell, R.R., Girvan, J.T., & McKenzie, J.F. (2012). Principles and Foundations of Community Health Promotion and Education. San Francisco: Pearson/Benjamin Cummings.5th Edition
4. Doyle, E.I, Ward, S. E. & Oomen-Early, J. (2010). The Process of Community Health Education and Promotion. Waveland Press, Inc. (2nd Edition).
5. McKenzie, J. F., Neiger, B. L., & Thackeray, R. (2013 or 2017). Planning, Implementing & Evaluating
6. Health Promotion Programs: A primer (6th Edition or 7th Edition respectively). San Francisco: Pearson/Benjamin Cummings.
7. A Competency-Based Framework for Health Education Specialists (2015). The National Commission for Health Education Credentialing, Inc. Allentown, PA.

**COURSE DESCRIPTION:** This course is an overview of the Eight Areas of Responsibilities and Competencies necessary for being a Certified Health Education Specialist (CHES) and the concepts and skills required for carrying out effective health promotion and education programs in a variety of different settings including school, community, healthcare, and worksite. 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 promotion and education.

**COURSE FORMAT:** The course is designed to be delivered in different formats including selected self-study readings from a variety of resources, 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 Eight 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 understanding, recall and application of the content for the (CHES) Examination and as health professionals in this field.

#### **COURSE OBJECTIVES:**

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

1. Apply and interpret the eight core responsibilities required for qualification as a Certified Health Education Specialist.
2. Identify 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. Identify 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 2030 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. Identify 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 of health education (NCHEC). Of these, 150 questions count towards your grade and 15 are for pilot testing.

The CHES examination is based on the following Eight Areas of Responsibilities (and each has competencies and sub-competencies) upon which the modules for this course are designed:

- I. Assessment of Needs and Capacity
- II. Planning
- III. Implementation
- IV. Evaluation and Research
- V. Advocacy
- VI. Communication
- VII. Leadership and Management
- VIII. Ethics and Professionalism

The CHES national certification exam is held twice a year, usually in April and October, at 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% (could change any time). Please visit the [www.nche.org](http://www.nche.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 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 to a lab course).
- It is your responsibility to be proactive, invest in study/preparation and contact the instructor, whenever you have any questions.
- You will have one week for each module in which you will 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 great deal of information. It is a content-intensive course. Links to external related internet sites for relevant subject
- Subject matter will be provided online for your further exploration and study, but you should take the initiative to do more. Group-study is highly encouraged. Hone your question answering skills by carefully reading the questions, 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 online. These are timed tests/exams with multiple-choice questions like those on the CHES national examination.
- Check with your academic advisor on when to register for the national CHES exam.
- To complete the course, in addition to the required assignments, you must show proof of CHES Exam registration and/or proof of examination completion. Those who have not submitted proof will receive an I (Incomplete) for the course until proof is received.

#### COURSE ASSIGNMENTS:

1. Post-Tests: 8 total post-tests
2. Discussions: 8 total discussion assignments
3. CHES post-exam reflective paper with proof of CHES exam registration or completion

## Grading Plan

A). Continuous Assessments via Chapter Quizzes or Discussions (70%)

B). Reflective paper (30%)

TOTAL POINTS – 100%

## Grading Scale

Percentage	Grade
90–100	A
80 –89.9	B
70–79.9	C
60 – 69.9	D
< 60	F

## UNIVERSITY POLICIES

For details on the policies, please refer to the Handbook of Operating Procedures -- The University of Texas at Tyler.

## 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.

## GRADE 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>

## 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 based on 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 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 not allowed.

## 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.

## ARTIFICIAL INTELLIGENCE STATEMENT

UT Tyler is committed to exploring and using artificial intelligence (AI) tools as appropriate for the discipline and task undertaken. We encourage discussing AI tools' ethical, societal, philosophical, and disciplinary implications. All uses of AI should be acknowledged as this aligns with our commitment to honor and integrity, as noted in UT Tyler's Honor Code. Faculty and students must not use protected information, data, or copyrighted materials when using any AI tool. Additionally, users should be aware that AI tools rely on predictive models to generate content that may appear correct but is sometimes shown to be incomplete, inaccurate, taken without attribution from other sources, and/or biased. Consequently, an AI tool should not be considered a substitute for traditional approaches to research. You are ultimately responsible for the quality and content of the information you submit. Misusing AI tools that violate the guidelines specified for this course is considered a breach of academic integrity. The student will be subject to disciplinary actions as outlined in UT Tyler's Academic Integrity Policy.