<table>
<thead>
<tr>
<th>Subject: HCR</th>
<th>Course Number: 379</th>
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</thead>
</table>

### AS CURRENTLY OFFERED

1. Title: Introduction to Health Education and Health Promotion

2. Credit Hours: (3).

3. Repeat Status: *(see CURRENT Course Description below)*

4. Crosslisting(s):

5. GE Distribution:

### REQUESTED CHANGE

<table>
<thead>
<tr>
<th>to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total ___ -or- Variable ___ to ___</td>
</tr>
</tbody>
</table>

| to: |
| Max of ___ credits -or- ______ |

| to: |
| FYE First Year Experience |
| CAP Capstone |
| H Humanities |
| S Social Science |
| GB Global Studies |
| F Fine Arts |
| HW Health & Well Being |
| FQ Finance & Qnt Lit |
| N Nat Science and / or |
| NL Nat Sci Lab |
| T Technology |

### 6. CURRENT Course Description:

*Introduction to the field of health education. Includes the history, mission, and breadth of health education as both an academic discipline and a profession; outlines professional ethical responsibilities; and describes practice settings. Explores concepts of health, wellness, health promotion, and health education. Exposure to a broad range of content specific topics in health education including: maternal and child health, aging, management of chronic disease, end of life, and women’s health. Introduction to health education research methods. Also aims to increase student self-awareness of how culture and biases influence their professional practice.*

### 7. NEW Course Description (as it should appear in the Catalog):

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### REQUESTED BY:

- **Department Chair**
  - **Signed:**
  - **Date:** 10-20-09

- **Department Chair of Crosslist(s) or Prerequisite(s)**
  - **Signed:**
  - **Date:** 10-2-09

- **Dean**
  - **Signed:**
  - **Date:**

- **Dean of Crosslist(s) or Prerequisite(s)**
  - **Signed:**
  - **Date:**

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### REVIEWED BY:

- **Catalog Editor**
  - **Signed:**
  - **Date:**

- **Provost**
  - **Signed:**
  - **Date:**

- **Catalog Coordinator (Registrar’s Office)**
  - **Signed:**
  - **Date:**

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I:/Catalog/Course Change Request Form for GenEd Dist.doc Revised 7/22/09
# REQUEST FOR GENERAL EDUCATION DISTRIBUTION DESIGNATION in Health and Well-Being

<table>
<thead>
<tr>
<th>Course Title:</th>
<th>Introduction to Health Education &amp; Health Promotion</th>
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</thead>
<tbody>
<tr>
<td>Department:</td>
<td>Health Sciences &amp; Administration</td>
</tr>
<tr>
<td>Course Prefix:</td>
<td>HCR</td>
</tr>
<tr>
<td>Course Number:</td>
<td>379</td>
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</tbody>
</table>

## No. 1  Learning Outcome: Reflect on one’s own learning process

**Narrative:**
Students examine the aims of health education and health promotion and connections of disciplinary knowledge to self-definition as the health educator. Each week, students will participate in group discussions and role play. Also students will write a self-assessment paper as the health educator.

**Assessment tools:**
Assessments tools include group discussions, exams and a self-assessment paper.

## No. 3  Learning Outcome: Demonstrate the ability to think critically

**Narrative:**
Students distinguish among facts, inferences, opinions and values in health education. Especially, students answer and raise questions regarding the philosophical thinking of health and health promotion and examine their own health philosophy. Students participate in group activities and discussions. Exams also ask students to think about their own philosophy toward health and health promotion.

**Assessment tools:**
Assessments tools include group discussions and exams.

## No. 8  Learning Outcome: Demonstrate knowledge of economics, finance, and quantitative literacy; health and well-being; and science and technology

**Narrative:**
Students analyze key concepts and theories targeting on physical health, mental health and social well-being in health education, health promotion and public health. Also, students identify health promotion and public health assumptions (e.g., environmental aspects of health) underlying contemporary health education and health promotion practices in health and well-being. Guest speakers from diverse settings will be provided to talk about not only biological and mental but also social well-being in health. Each week students also participate in group activities and discussions.

**Assessment tools:**
Assessments tools include group discussions and exams.

## No. 11 Learning Outcome: Investigate the nature of citizenship

**Narrative:**
Students examine the nature of memberships such as the Health Education Specialist Certificate (CHES) and the society of public health education (SOPHE) and diversity in various community settings from local to national. Students will write a paper in which student’s own self-assessment is thoroughly and accurately explained and then used to thoroughly and accurately analyze your competency in health education and health promotion based on the Health Education Responsibility. Also guest speakers with the CHES will be provided.

**Assessment tools:**
Assessments tools include group discussions, exams and reflection papers for guest speakers.

## No. 12 Learning Outcome: Apply knowledge to complex issues such as social justice, globalization, economic growth and distribution, environmental sustainability, public health, etc, in increasingly broad spheres of influence.

**Narrative:**
Students develop behavioral change goals in light of enhanced understanding of complex personal, interpersonal and social issues. Interdisciplinary groups will be formed in the class.

**Assessment tools:**
Assessment tools include a group presentation and a group paper to develop a formal teaching (health education) plan to the class.