HEALTH EDUCATION AND BEHAVIOR | COMMUNITY HEALTH PROMOTION

The Department of Health Education and Behavior, with a foundation in the social and biological sciences, offers coursework focused on health information and theory application. Students learn techniques to promote healthy lifestyle choices in individual and group settings, with special attention given to diversity and culturally appropriate health education methodologies.

About this Program
- **College**: Health and Human Performance
- **Degree**: Bachelor of Science in Health Education
- **Credits for Degree**: 120
- **Specializations**: Community Health Promotion | Health Studies
- **Additional Information**
- **Related Health Education and Behavior Programs**

To graduate with this major, students must complete all university, college, and major requirements.

The Bachelor of Science in Health Education degree program allows students maximum flexibility to choose department specialization coursework during the junior and senior years that relates to personal interests in the health field. Students can focus their coursework on interest areas in health education and health promotion in community, clinical or worksite settings or in health studies as they prepare for professional health occupations.

Related Health Education and Behavior Programs
- **Combined Degree**
  - Bachelor of Science in Health Education and Behavior, Community Health Promotion, UF Online
- **Health Promotion minor**
  - Health Promotion minor, UF Online

Community Health Promotion
Students with a primary interest in community health education or worksite health promotion should select the Community Health Promotion specialization. Coursework in this specialization is focused on illness and disease prevention among special target groups within a particular community, with the ultimate goal of providing practical health information to diverse population groups through the use of behavioral interventions. Community health promotion specialists generally find employment in local, state or national government health agencies (state or county health departments, CDC, NIH) and in voluntary organizations such as the American Cancer Society, the March of Dimes and American Heart Association. Worksite health promotion specialists find employment opportunities within diverse small and large businesses and organizations.

This specialization is also appropriate for students planning to pursue graduate programs in health education or related fields (community or public health, health administration, health policy and epidemiology and disease preventions).

Students majoring in health education and behavior are also eligible for the Bachelor/Master of Science combined degree program, thus receiving both degrees within approximately five years. Students interested in this program should schedule an appointment with the department academic advisor before the start of their junior year. More information about the health education and behavior BS/MS program.

Critical Tracking records each student’s progress in courses that are required for entry to each major. Please note the critical-tracking requirements below on a per-semster basis.

Equivalent critical-tracking courses as determined by the State of Florida Common Course Prerequisites may be used for transfer students.

### Semester 1
- Complete 2 of 6 critical-tracking courses: APK 2100C, APK 2105C, BSC 2005/BSC 2005L, MAC 1105 or MAC 1140 or MAC 1147, PSY 2012, STA 2023
- 2.5 GPA required for all critical-tracking courses
- 2.0 UF GPA required

### Semester 2
- Complete 2 additional critical-tracking courses
- 2.5 GPA required for all critical-tracking courses
- 2.0 UF GPA required

### Semester 3
- Complete 1 additional critical-tracking courses
- 2.5 GPA required for all critical-tracking courses
- 2.0 UF GPA required

### Semester 4
- Complete all 6 critical-tracking courses, including labs
- 2.5 GPA required for all critical-tracking courses
- 2.0 UF GPA required (and maintained through semester 8)

To remain on track, students must complete the appropriate critical-tracking courses, which appear in bold. These courses must be completed by the terms as listed above in the Critical Tracking criteria.

*This semester plan represents an example progression through the major. Actual courses and course order may be different depending on the student’s academic record and scheduling availability of courses. Prerequisites still apply.*

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<td>General Psychology</td>
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<td>State Core Gen Ed Composition; Writing Requirement</td>
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<td><strong>Credits</strong></td>
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HSC specialization courses:

- HSC 4713
- HSC 3201

Semester Seven

- Elective (3000/4000 level)

- HSC specialization courses
- Elective (3000/4000 level)

Before Graduating Students Must

- Satisfactory performance on at least one major assignment or examination for each core course required for the degree, as determined by performance criteria developed specifically for the assignment.
- Satisfactory completion of the 15 credit health education internship (HSC 4876) as indicated on the final performance appraisal.
- Complete requirements for the baccalaureate degree, as determined by faculty.
Students in the Major Will Learn to Student Learning Outcomes (SLOs)

Content
1. Identify and apply theories-based strategies for assessing individual and community needs for health education/promotion.
2. Identify and utilize appropriate theory-based models for planning effective health education/promotion programs.
3. Identify and apply a variety of theories, models and strategies for implementing health education/promotion programs.
4. Identify and apply methods and procedures appropriate for evaluating the effectiveness of health education/promotion programs.
5. Coordinate the provisions of health education/promotion services.
6. Describe and employ methods to obtain and disseminate health education/promotion information.
7. Identify and apply the major concepts and principles related to nutrition, substance abuse, emotional health, human sexuality and environmental health.

Critical Thinking
8. Examine situations, conditions and events to solve problems independently and to evaluate health education/promotion outcomes.
9. Select health education/promotion programs and services based on best-evidence.

Communication
10. Communicate health needs, concerns and resources to identified clients and consumers.
11. Communicate health concepts and health information using a variety of channels to individuals, families and groups from diverse backgrounds in various settings.

Curriculum Map
$I = \text{Introduced}; \ R = \text{Reinforced}; \ A = \text{Assessed}$

<table>
<thead>
<tr>
<th>Courses</th>
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Assessment Types
- Assignments
- Projects
- Internship evaluations
- Exit survey
- Certified Health Education Specialist (CHES) exam
- Florida Department of Health HIV/AIDS 501 Client-Centered Counseling and Testing Certificate