HEALTH EDUCATION AND BEHAVIOR | COMMUNITY HEALTH PROMOTION UF ONLINE

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. Health Education and Behavior 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 (http://catalog.ufl.edu/UGRD/colleges-schools/UGHHU)
- **Degree**: Bachelor of Science in Health Education
- **Credits for Degree**: 120
- **Contact**: 1.855.99GATOR
- **More Info**

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

Department Information
For more than 60 years, the Department of Health Education & Behavior has been at the forefront of the health promotion and public health field, demonstrating leadership in instruction and mentoring, research and scholarship, and service and practice. By emphasizing innovation and data-driven advancements, the department’s efforts ensure that students are well prepared for the health promotion and public health careers of the future.

Website (http://hhp.ufl.edu/about/departments/heb)

CONTACT
Email (ericaalexander@ufl.edu)

Curriculum
- Combination Degrees
- Health Education and Behavior
- Health Education and Behavior | Community Health Promotion UF Online
  - Health Promotion Minor
  - Health Promotion Minor UF Online

The Bachelor of Science in Health Education | Community health promotion is designed for students with a primary interest in community health education or worksite health promotion. Coursework 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. Worksit health promotion specialists find employment opportunities within diverse small and large businesses and organizations.

Community health promotion also is 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).

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

Equivalent critical-tracking courses as determined by the State of Florida Common Course Prerequisites (http://www.flvc.org/cpp/displayRecord.jsp?cip=512208&track=01) 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

All general education requirements, including international (N) and diversity (D), must be completed prior to the final internship semester.

Semester 5
- Complete 2 major courses: HSC 3032, HSC 3102
- Complete 2 of 6 HSC specialization courses – see degree audit for course list options
- 2.0 UF GPA required

Semester 6
- Complete 2 additional major courses: HSC 3201, HSC 4713
- Complete 2 additional HSC specialization courses
- 2.0 UF GPA required
Semester 7
- Complete 2 additional major courses: HSC 4302, HSC 4800
- Complete all remaining HSC specialization courses
- 2.0 UF GPA required

Semester 8
- Complete remaining major courses: HSC 4876
- 2.0 UF GPA required

Model Semester Plan
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.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tr>
<td>Semester One</td>
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<tr>
<td>MAC 1105</td>
<td>Basic College Algebra (Critical Tracking; 3</td>
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<td>or higher level MAC course; Gen Ed Math</td>
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<td>PSY 2012</td>
<td>General Psychology (Critical Tracking;    3</td>
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<td>State Core Gen Ed Social and Behavioral</td>
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<td>Quest 1</td>
<td>(Gen Ed Humanities)</td>
<td>3</td>
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<td>State Core</td>
<td>Gen Ed Composition (Writing Requirement)</td>
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<td>Elective</td>
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<td>Credits</td>
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Semester Two
- BSC 2005 Biological Sciences and Laboratory in Biological Sciences (Critical Tracking; State Core Gen Ed Biological) 4
- STA 2023 Introduction to Statistics 1 (Critical Tracking; State Core Gen Ed Mathematics) 3

Select one (complete before the end of semester five): 3
- SYG 2000 Principles of Sociology (Gen Ed Social and Behavioral Sciences)
- SYG 2010 Social Problems (Gen Ed Social and Behavioral Sciences)
- Gen Ed Composition (Writing Requirement)
- State Core Gen Ed Humanities (http://catalog.ufl.edu/UGRD/academic-programs/general-education/#genedcoursestext)

Semester Three
- APK 2100C Applied Human Anatomy with Laboratory (Critical Tracking; Gen Ed Biological Sciences) 4
- SPC 2608 Introduction to Public Speaking (complete before the end of semester five) 3
- Elective (Writing Requirement) 8

Semester Four
- APK 2105C Applied Human Physiology with Laboratory (Critical Tracking; Gen Ed Biological Sciences) 4

HSC Specialization Courses | 18 credits
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<td>HSC 4133</td>
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<td>HSC 4143</td>
<td>Drug Education</td>
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<td>HSC 4233</td>
<td>Patient Health Education</td>
<td>3</td>
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<td>HSC 4574</td>
<td>Nutrition Education for Special Populations</td>
<td>3</td>
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<td>HSC 4579</td>
<td>Women's Health Issues</td>
<td>3</td>
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<td>HSC 4593</td>
<td>HIV/AIDS Education</td>
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<td>HSC 4623</td>
<td>Minority Health Issues</td>
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Academic Learning Compact
The Bachelor of Science in health education prepares students to work as a health education specialist in schools, government agencies, voluntary health organizations, philanthropic foundations, colleges and universities, private-sector industry and healthcare settings. Health education specialists improve the health and well-being of individuals, families, groups and community populations.

Grounded in social, behavioral, biological and health sciences, the curriculum develops understanding of the causes and determinants of mortality and morbidity and develops specific competencies required of entry-level health education specialists. Graduates will be eligible to take
the Certified Health Education Specialist examination governed by The National Commission for Health Education Credentialing, Inc.

**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 = Introduced; R = Reinforced; A = Assessed*

<table>
<thead>
<tr>
<th>Course</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