Bachelor of Science Program

Health Education – Public & Community Health Education

CECH

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UNIVERSITY OF
Cincinnati

I.   Program Overview

■■■**The Bachelor of Science (BS) in Health Education with a concentration in Public and Community Health Education** is an ideal program for individuals interested in helping people and communities to adopt healthy behaviors and healthy lifestyles. This nationally recognized program has been especially designed for those who want to work in helping others in community health settings, health departments, nonprofit agencies, wellness centers, hospitals, corporate wellness programs, and health organizations. The program offers courses in all the major areas of health promotion and health education. Successful completion of the degree prepares students to become a [Certified Health Education Specialist (CHES)](#) and sit for the national CHES exam.

Graduates of this program have obtained positions throughout the US in a wide array of health promotion and health education settings. This degree can also be beneficial for individuals who wish to pursue doctoral level training. Students are prepared through a program grounded in current research and evidence-based practices in the field of health promotion and health education to become community health educators.

The Health Education faculty are extremely student-oriented and possess a broad range of experience, skills and knowledge in the field of health promotion and health education. Faculty members provide much research expertise in such health areas as: substance abuse prevention, violence and suicide prevention, minority health, mental health promotion, women's health issues, obesity prevention, nutrition, physical activity, sexual health, health program planning, implementation, and evaluation, stress management, international health, and various other health issues.

Students in the program can attend classes both in the traditional face-to-face delivery method, as well as experience classes delivered online via Blackboard – UC's advanced course development and delivery software. Graduates of the program have applauded the program's commitment to excellence in teaching and research.

■■■**Success Factors**
Individuals who are interested and committed toward helping others in the community are excellent candidates for this program. This program is ideal for students who wish to assist individuals, groups and communities to adopt healthy behaviors and healthy lifestyles. Students who excel in the program tend to be people-oriented, have strong interpersonal skills, and work well with others. In addition, possessing strong written and verbal skills will assist students in becoming successful community health educators in the field.

■■■**Career Possibilities**
One of the major strengths of the BS Public and Community Health Education Program is the vast and diverse array of career possibilities. Health encompasses many aspects and dimensions and therefore presents many opportunities for employment. Graduates of our program have obtained numerous positions throughout the US. Just a few of the many career opportunities include working as a health educator in community health settings, health departments, colleges and universities, wellness centers, nonprofit agencies such as the American Cancer Society and American Red Cross, hospitals, schools, corporate and worksite wellness programs, fitness

facilities, mental health agencies, health organizations and research sites. Community Health Educators are aimed at helping individuals, groups and communities to become healthy in all aspects of their lives. A holistic approach to health is emphasized.

The curriculum is designed to achieve several key competencies in health education, as established by the National Commission for Health Education Credentialing, Inc.:

- Provide students with the training to effectively assess individual and community needs for health education.
- Provide students with the training to effectively plan health education strategies, interventions and programs.
- Provide students with the training to effectively implement health education strategies, interventions and programs.
- Provide students with the training to effectively conduct evaluation and research related to health education.
- Provide students with the training to effectively administer health education strategies, interventions and programs.
- Provide students with the training to effectively serve as health education resource individuals.
- Provide students with the training to effectively communicate for health and health education.

Curriculum
The Bachelor of Science (BS) in Health Promotion and Education Program with a concentration in Public and Community Health Education is 120 semester hours in length. Students can complete this program in four years.

II.   Program Outcomes

Students who obtain a Bachelor of Science degree in Public and Community Health Education from the University of Cincinnati will be able to:

1. Assess individual and community needs for health education.
2. Plan health education strategies, interventions and programs.
3. Implement health education strategies, interventions and programs.
4. Conduct evaluation and research related to health education.
5. Administer health education strategies, interventions and programs.
6. Serve as health education resource individuals.
7. Communicate and advocate for health and health education.

III. Curriculum/Program Map

Program Learning Outcomes	HPE 1001 Personal Health	HPE 1002 Intro to Community Health	HPE 1004 Intro to Epidemiology	HPE 1010 Historical Persp in Health	HPE 1012 Nutrition & Health	HPE 1020 Principles of HPE	HPE 2000 Human Sexuality	HPE 2001 Drugs and Society	HPE 2002 Minority Health	HPE 2006 Emerging Health Issues	HPE 2071 Applied Statistics I	HPE 2072 Applied Statistics II	HPE 3001 Health across Lifespan I	HPE 3002 Health across Lifespan II	HPE 3071 Program Planning & Dev I	HPE 3072 Program Planning & Dev II	HPE 4010 Epidemiology Health Issues	HPE 3091 Service Learning	HPE 5091 Internship
1. Assess individual and community needs for health education.	E	E	E	E	E	E,D	E	E	E	D			E	E	E		D	D	A
2. Plan health education strategies, interventions and programs.	E	E,D			E	E,D				E					E	D	D	D	A
3. Implement health education strategies, interventions and programs.		E				E									E	D		D	A
4. Conduct evaluation and research related to health education.						E				E	E	D			E	D		D	A
5. Administer health education strategies, interventions and programs.		E				E									E	D		D	A
6. Serve as health education resource individuals.		E	E			D	E	E		D						D		A	A
7. Communicate and advocate for health and health education.	E	E	E				E	E					E	E		D	D	A	A

IV.   Methods and Measures

An array of methods and measures will be used in the Health Promotion and Education Program to assess program outcomes. The type of assessment methods and measures used in each class is largely dependent upon course size, type, and objectives. Such methods and measures include:

- **Quizzes, Exams, Papers, Projects, and Presentations:** Student achievement of program outcomes will be assessed through course quizzes, exams, and assignments (i.e., papers, projects and presentations). Quizzes and exams will be used mainly to assess Emerging and Developing levels. Course papers, projects and presentations will be used mainly to assess Achieved levels.

- **Internship:** Students will complete an internship in Health Promotion and Education to graduate. The internship allows students to demonstrate their achievement of the seven program outcomes aligned with the core competencies of Certified Health Education Specialists (CHES), as established by the National Commission for Health Education Specialist Credentialing (NCHEC), the national certifying commission for Health Education. Upon completion of the internship, students develop a portfolio of their activities which is assessed by the program. Students also deliver a presentation regarding their internship and the CHES competencies.

- **Alumni Surveys:** The program will annually survey alumni regarding their perceived effectiveness of the degree, quality of program instruction, and suggested needs for program enhancement.

- **Key Employer Survey**: The program will annually survey key employers of graduated students to assess their perceptions regarding graduates' competencies, skills and effectiveness within the field.

- **Certified Health Education Specialist (CHES) Examination Pass Rates:** After students successfully graduate from the program, they are eligible to take the national examination to become a certified health education specialist (CHES). CHES exam pass rates for program graduates who take the exam will be obtained from the National Commission for Health Education Specialist Credentialing (NCHEC).

- **Syllabus Analysis:** Program faculty will annually review syllabi and revise as needed to ensure that program outcomes are achieved through the various course assessments.

Assessment Measures Aligned with Program Outcomes				
Program Outcome	**Assessment Tools**	**Course/Experience**	**Time Line**	**Responsible Person**
1. Assess individual and community needs for health education.	Course Paper & Exams (E) Service Learning Project (D) Internship Portfolio (A)	HPE 1002 HPE 3091 HPE 5091	Submitted at end of course Submitted at end of course Submitted at end of course	Assigned faculty Assigned faculty Internship faculty advisor
2. Plan health education strategies, interventions and programs.	Course Project (E) Course Project (D) Internship Portfolio (A)	HPE 3071 HPE 3072 HPE 5091	Submitted at end of course Submitted at end of course Submitted at end of course	Assigned faculty Assigned faculty Internship faculty advisor
3. Implement health education strategies, interventions and programs.	Course Project (E) Course Project (D) Internship Portfolio (A)	HPE 3071 HPE 3072 HPE 5091	Submitted at end of course Submitted at end of course Submitted at end of course	Assigned faculty Assigned faculty Internship faculty advisor
4. Conduct evaluation and research related to health education.	Course Exams (E) Course Exams (D) Internship Portfolio (A)	HPE 2071 HPE 2072 HPE 5091	Submitted at end of course Submitted at end of course Submitted at end of course	Assigned faculty Assigned faculty Internship faculty advisor
5. Administer health education strategies, interventions and programs.	Course Exams (E) Service Learning Project (D) Internship Portfolio (A)	HPE 2071 HPE 3091 HPE 5091	Submitted at end of course Submitted at end of course Submitted at end of course	Assigned faculty Assigned faculty Internship faculty advisor
6. Serve as health education resource individuals.	Course Paper & Exams (E) Service Learning Project (D) Internship Portfolio (A)	HPE 1002 HPE 3091 HPE 5091	Submitted at end of course Submitted at end of course Submitted at end of course	Assigned faculty Assigned faculty Internship faculty advisor
7. Communicate and advocate for health and health education.	Course Paper & Exams (E) Service Learning Project (D) Internship Portfolio (A)	HPE 1020 HPE 3091 HPE 5091	Submitted at end of course Submitted at end of course Submitted at end of course	Assigned faculty Assigned faculty Internship faculty advisor

V.   Assessment Infrastructure

The Health Promotion and Education Program will annually review data to assess program effectiveness and identify continuous improvement needs. The assessment process will be overseen by the Program Coordinator, Program Faculty and the Director of the School of Human Services. The Program will also work with the School of Human Services Instructional Designer and Design Team to assist with data collection through Blackboard. A Graduate Program Assistant may be made available to help with this work, depending on the support offered by the college Office of Assessment and Continuous Improvement.

The College of Education, Criminal Justice, and Human Services (CECH) Office of Development and Alumni Affairs will provide support for administering the program's alumni survey. The Program Coordinator and Program Faculty will oversee the assessment process.

The assessment process will involve the following five phases:

1. Data Collection and Data Entry
Assessment data will be collected throughout the academic year after the conclusion of relevant courses. Data will be delivered by faculty to the Program Graduate Assistant and subsequently entered into an electronic system. The Program Graduate Assistant will work closely with the Program Coordinator to ensure that data is properly being collected. The Program Coordinator will oversee the data collection process. Final data will be collected after the Summer semester.

2. Data Analysis
Following data collection, the Program Coordinator and Faculty will analyze data and subsequently develop a report regarding data findings and program outcomes. This phase will be conducted during the Fall semester.

3. Data Report
The data report will be disseminated to program faculty at the end of Fall semester.

4. Faculty Discussion of Data Report
Following the dissemination of the data report, the program faculty will meet to discuss findings. At this meeting potential needs for program modifications will be identified. Faculty will discuss program outcomes and whether assessment measures need to be readdressed. Strategies for program enhancement will be initiated during this meeting and further explored in the following January program meeting. An initial plan will in turn be developed by the program to effectively meet program outcomes.

5. Program Enhancements Based on the Data Report
Enhancement to the program will be data driven by the data report. Faculty will discuss needed modifications and then move towards implementation. Needed revisions will be determined by February 1 by program faculty. Implementation of assessment changes and enhancements will take place in the following Fall semester. Data will continue to be collected, analyzed and discussed to ensure that program outlines are being continuously met.

Support for data collection, management, and reporting is provided through the College of Education, Criminal Justice, and Education (CECH) Office of Assessment and Continuous Improvement (OACI). Data is entered through web-based rubrics and assessments by the end of each semester. Over the summer OACI generates program specific reports and provides them electronically and in hardcopy to each program. Program faculty review and use these data in their program development and continuous improvement efforts, with documentation of specific actions and steps taken. OACI also has a web site that has all the assessment documents that are developed and maintained for use by program faculty that have national accreditations . For those programs that do not have this set up because they are beginning the assessment process, web sites will be set up during next year.

Policies and procedures for data collection, analysis, and use are summarized in the improvement cycles below:

Program Improvement Cycle: *For Fall Semester Program Meetings (Summer Work)*
The following data is aggregated and summarized for decision-makers in program areas: • Admissions data • Performance on all assessments • Handbook and materials developed for students reviewed • Data posted to web site
By December 1 (Program faculty responsible)
• Data-based decisions made regarding the programs submitted to OACI • Areas needing attention identified • Curriculum proposals for curriculum adjustment/maintenance generated • Candidates informed of program improvements in response to data
By February 1 (Program Faculty responsible; Program Coordinator)
• Finalize major curriculum changes
During Spring Semester, April 1 (Program Coordinator submits info to appropriate office)
• Record approved curriculum changes • Update curriculum map • Update curriculum guides, degree progress audits (DARS), program outlines • Update evaluation forms for spring semester distribution
Late Spring Semester (by April 15)-Program Coordinator works with Dean's office, Student Services Center (SSC)
• Dean's office submits official updates to CECH website [Units are responsible for updating their websites directly or through their Web liaison. Faculty are asked to work with Ric Stackpole re: edits to curriculum guides and program outlines.] • Implement program improvements; continue to collect data on candidates and programs

VI. Findings

N/A

VII.   Use of Findings

N/A