

Health Education Undergraduate Program Major Program Objectives

The Health Education Program faculty provides an undergraduate course of study following the: *National Framework for the Development of a Competencies-Based Curriculum for Entry-Level Health Educations, (1985; 1990.)*. Students gain proficiency and are academically prepared to:

1. Use leadership skills when working with individuals, and community groups, and organizations for planning effective health education programs.
2. Recruit community organizations, and potential participants for support and assistance in planning health education programs.
3. Demonstrate the ability to develop a logical scope and sequence curriculum plan for culturally diverse populations.
4. Design health educational programs that are consistent with nationally mandated health status objectives.
5. Demonstrate competence in implementing a variety of innovative health education programs including, drug, alcohol and violence prevention programs.
6. Apply appropriate methods to implement health education program plans for specific learners.
7. Demonstrate the ability to monitor planned programs, and to implement appropriate process evaluation techniques.
8. Apply skills to develop evaluation plans which assess achievement of program goals and objectives.
9. Demonstrate the ability to implement contemporary evaluation strategies and to interpret results.
10. Infer implications from evaluation results for recommendations for immediate program revisions.
11. Organize in-service training programs for teachers, volunteers, and other interested personnel.
12. Develop and apply an appropriate knowledge base for culturally sensitive health education programs.
13. Demonstrate skill in using technology for the identification and use of health related information for problem solving, data collection, and information management.
14. Design educational learning activities for school and community health education programs.
15. Implement school-based programs that focus on the development of specific health decision-making skills.
16. Investigate and systematically plan health education programs with regard to physical, social, emotional, intellectual and environmental factors influencing individual health behaviors.
17. Demonstrate skill in using theory to identify behaviors that promote or compromise vital health status.
18. Plan and implement school-based programs that emphasize the development of societal values.

19. Plan and implement school and community that emphasize career as well as professional opportunities.