

## MST Health Education Curriculum Map

Track A-Student has initial teacher certification in a discipline other than health

OUTCOME	EDU 631	EDU 632	EDU 664	HLH 510	HLH 530/ 630	HLH 601	HLH 635	HLH 694	HLH 653
1. Demonstrate the knowledge and skills of a health literate health educator.		√		√	√				
2. Assess needs, resources, and capacity for school health education.						√		√	
3. Plan effective, culturally and developmentally appropriate school health education curricula and programs.	√		√	√			√	√	
4. Implement health education instruction and programs.			√				√		
5. Conduct evaluation and research related to health education.						√		√	
6. Apply research and evaluation findings to make decisions about school health education.						√		√	
7. Assess student learning.	√		√						
8. Administer and manage coordinated school health education programs							√		
9. Serve as a resource person in health education.				√	√		√		
10. Communicate, promote, and advocate for health and the profession of school health education.		√					√		
11. Demonstrate a working knowledge of the key theories and models that guide the practice of school health education		√							

HLH 653-Comprehensive Examination in Health Education is the culminating activity option chosen by 99% of MST students. There is no “class” it is just the examination and student preparation for it.

Track B-Student has no teacher certification and is seeking teacher certification in health. All track A courses plus

OUTCOME	EDU 575	SPE 520	EDU 688	EDU 689
1. Demonstrate the knowledge and skills of a health literate health educator.	√		√	
2. Assess needs, resources, and capacity for school health education.			√	√
3. Plan effective, culturally and developmentally appropriate school health education curricula and programs.	√	√	√	√
4. Implement health education instruction and programs.	√		√	√
5. Conduct evaluation and research related to health education.				
6. Apply research and evaluation findings to make decisions about school health education.	√			√
7. Assess student learning.	√		√	√
8. Administer and manage coordinated school health education programs				
9. Serve as a resource person in health education.			√	√
10. Communicate, promote, and advocate for health and the profession of school health education.				
11. Demonstrate a working knowledge of the key theories and models that guide the practice of school health education	√		√	√

MST Track A and Track B students must complete as co-requisites: 1) Anatomy & Physiology; 2) a 3 credit hour course on alcohol, tobacco, and other drugs; 3) any additional coursework in health to get the teacher candidate to 36 credit hours of health content, as defined by NYSED, prior to the culminating activity.

Track C-Student enrolled in the 4+1 program with the Physical Education Department. Has initial teacher certification in physical education when begins graduate program. All track A courses plus

OUTCOME	HLH 509	HLH 641
1. Demonstrate the knowledge and skills of a health literate health educator.	√	√
2. Assess needs, resources, and capacity for school health education.		
3. Plan effective, culturally and developmentally appropriate school health education curricula and programs.		
4. Implement health education instruction and programs.		
5. Conduct evaluation and research related to health education.		
6. Apply research and evaluation findings to make decisions about school health education.		
7. Assess student learning.		
8. Administer and manage coordinated school health education programs		
9. Serve as a resource person in health education.		
10. Communicate, promote, and advocate for health and the profession of school health education.		√
11. Demonstrate a working knowledge of the key theories and models that guide the practice of school health education		