

PREK-12 HEALTH EDUCATION, MASTER OF EDUCATION (CERTIFICATION, M.ED.)

TLPL698	Conducting Research on Teaching	3
HLTH668	Teaching Internship in Health Education	8
HLTH678	Professional Seminar for Teacher Development in Health Education	3
Total Credits		30

Non-thesis only: 36 credits required

In addition to the course requirements, students must complete the following non-course requirements:

- Pass the Basic Skills Examination
- Pass the Praxis II Examination

GRADUATE PROGRAM REQUIREMENTS:

Course	Title	Credits
EDHD413	Adolescent Development	3
TLPL641	Reading, Cognition, and Instruction: Reading in the Content Areas I	3
HLTH631	Teaching PreK-8 Health Education	3
TLPL694	Embracing Diversity: Critical Foundations of Schooling and Education	3
HLTH632	Teaching in High School Health Education	3
EDSP632	Embracing Diversity: Teaching Students with Disabilities and Gifted Learners in Secondary	3
HLTH678	Professional Seminar for Teacher Development in Health Education	3
TLPL618	Digital Learning Tools and Communities	1
TLPL697	Embracing Diversity: Supporting Culturally and Linguistically Diverse Learners in the Secondary Classrooms	3
HLTH668	Teaching Internship in Health Education	8
TLPL698	Conducting Research on Teaching	3
Total Credits		36

*Undergraduates complete certain coursework during their baccalaureate, which partially satisfies the Maryland State Department of Education's Teacher Certification Requirements. The remaining 30 credits for State Certification are completed once the student is admitted to the Graduate School.

*INTEGRATED MASTER'S CERTIFICATION PROGRAM REQUIREMENTS:

Course	Title	Credits
TLPL641	Reading, Cognition, and Instruction: Reading in the Content Areas I (Course taken in senior year)	3
HLTH631	Teaching PreK-8 Health Education	3
TLPL694	Embracing Diversity: Critical Foundations of Schooling and Education	3
EDSP632	Embracing Diversity: Teaching Students with Disabilities and Gifted Learners in Secondary	3
TLPL618	Digital Learning Tools and Communities	1
TLPL697	Embracing Diversity: Supporting Culturally and Linguistically Diverse Learners in the Secondary Classrooms	3