Health Enhancement K-12 programs teach students how to teach health education programs at various educational levels. The program begins with courses specific to the subject matter. In upper level courses, the focus shifts to lesson planning, instructional techniques for communicating the subject matter, assessment and evaluation techniques, and supervision and discipline strategies. The final phase of the program is an on-site student teaching practicum where students observe an experienced teacher work with students at a selected educational level. Students will experience hands on learning through the supervising teacher to plan lessons and teach students. The supervising teacher provides ongoing advice, support, and evaluation of the students performance at this time.

Programs at Montana State University are designed for students who want to become teachers of Health Enhancement (Health and Physical Education) in public schools. Upon completion of the degree, students are eligible for certification in teaching K-12 Health Enhancement, Physical Education, and/or Health Education in Montana and other states.

Health Enhancement is a comprehensive approach to combining the traditional areas of Health Education and Physical Education. It is a contemporary curriculum where healthy lifestyles and concepts are achieved through skillful movement with an emphasis on physical fitness, healthy lifestyle management skills, and understanding of the total self (physical, intellectual, emotional, and social). In addition to the traditional approach to teaching fundamental movement, skills, games, and dance, this curriculum emphasizes the overall health of the individual as a value in life and enhances critical thinking, decision-making and problem-solving skills of future teachers and their students. Courses within this curriculum represent a combination of content knowledge (health enhancement, health education, and physical education) along with a strong background in pedagogical content knowledge (teaching methods and curriculum). Students majoring in Health Enhancement develop a professional development portfolio based on national beginning teacher standards. The final semester consists of student teaching in two public school placements.

Characteristics associated with success in this major include an interest in helping and teaching children of varying ages, good health and physical stamina.

You should:
- Be an active listener
- Be able to work well with others
- Have good organizational skills
- Be motivated to help others succeed
- Have excellent communication skills
- Be a leader and motivator
- Be patient, dependable and consistent

Occupations in this field require the ability to: be pleasant with others on the job and ability to display a good-natured, cooperative attitude. Occupations require the ability to accept criticism and deal calmly and effectively with high stress situations.

Related occupations include:
- Athletic Coach
- Health Educator
- Athletic Trainer
- Fitness Trainer
- Recreational Guide
- Teacher (Physical Education)
- Instructional Coordinator
- Teaching Assistant
- Para Educator
MSU graduates (Bachelor’s degree) were hired in the following selected fields:

Substitute Teacher– Bozeman Public Schools, North Carolina School District, School of Saratoga County
Health Enhancement Teacher– Bozeman Public Schools
Substitute Teacher and Coach– Shawnee Mission School District
Office Manager/Practice Facilitator– Chuteside Veterinary Service
Relief Teacher– Education Department of Washington
Physical Education Teacher– Shekinah Radiance Academy
Chiropractic Assistant– Spine & Sports Chiropractic
Special Needs Aide– Anderson School
Teacher– Monforton School, Columbia High Education Campus, Calgary Catholic School District, Anchorage School District, Mandan Public Schools, Belgrade School District
Active and Healthy Schools Coordinator– Murray City School District
Athletic Director– Bozeman Public Schools
Special Education & Health Enhancement Teacher– Power School District

Salary averages of survey respondents (# of respondents in parentheses):

<table>
<thead>
<tr>
<th>Year</th>
<th>MT</th>
<th>Out of State</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>$25,223 (2)</td>
<td>Out of State: Insufficient Data</td>
</tr>
<tr>
<td>2009</td>
<td>$18,453 (3)</td>
<td>$28,940 (2)</td>
</tr>
<tr>
<td>2008</td>
<td>$31,000 (1)</td>
<td>$41,050 (4)</td>
</tr>
<tr>
<td>2007</td>
<td>$28,704 (4)</td>
<td>$29,800 (1)</td>
</tr>
</tbody>
</table>

*Insufficient Data: Each year the Career, Internship & Student Employment Services Office at Montana State University conducts a survey to determine placement rates and salary survey information from recent MSU graduates. Graduates were requested to participate in the survey to provide relevant information regarding the transition from college to career/graduate school. At times, there are limited or no respondents. Statistics, therefore, are not always based upon the response of the total sample group and are sometimes listed as “Insufficient Data”.

Licensure: The requirements for recommendation by Montana State University for licensure include completion of courses in the Teacher Education Program as outlined in the individual’s approved plan; maintenance of the same standards as required for student teaching; and approval of the advisor and the Director of Field Placement and Certification.

Graduates from this program entered programs of further education at these institutions:

No graduates are known to have entered programs of further education at this time.

Other Sources of Information:
Department of Heath & Human Development—Montana State University: http://www.montana.edu/ehhd/hhd
American Association for Health Education: www.aahperd.org/aahe/
PE Central: www.pecentral.org

2Copyright © 2012 State of Minnesota. CareerOneStop. All rights reserved.
3Montana State University Department of Education and Health & Human Development
4Montana State University Career & Internship Services
Number of graduates/number of respondents: 2007: 10/5; 2008: 12/8; 2009: 14/7; 2010: 9/6