School Health Education

MS in School Health Education

http://publichealth.hsc.wvu.edu/academics/online-programs/ms-in-school-health-education/

The mission of the MS in school health education is to provide teachers with the knowledge and skills necessary to instill in school-age students the information needed to make healthy decisions regarding well-being. We believe that experiential instruction, coupled with critical thinking skills, enables students to be informed health consumers. We seek to provide an optimal experience for our students to be models and mentors for their own students.

This program is a member of the Southern Regional Education Board (SREB) (http://www.electroniccampus.org).

Admission Guidelines for the MS in School Health Education

• Baccalaureate degree from an accredited college or university with a preferred GPA of 3.0
• Copy of teaching certificate

For admission to this program, one must be in possession of a teaching certificate for their state of residence. The program is designed for those who do not have health teaching certification or those who do and wish to obtain a graduate degree in this area.

Students interested in applying for the MS in School Health Education must:

• Complete the WVU graduate application and submit with the processing fee: https://app.applyyourself.com/AY ApplicantLogin/ApplicantConnectLogin.asp?id=wvugrad
• Submit official school transcripts to:
  WVU Admissions and Records
  PO Box 6009
  Morgantown, WV 26506-6009
  (304) 293-2121

• Complete the MS in School Health Education application: http://publichealth.hsc.wvu.edu/media/45368/School-Health-Admissions.pdf
• Submit CV/Resume
• Three academic letters of recommendation

You may mail your MS application, CV/Resume, and recommendation letters to:

WVU School of Public Health
MS Admissions
PO Box 9190
One Medical Center Drive
Morgantown, WV 26506

Fall, Spring and Summer applications accepted for the MS in School Health degree ONLY. Completed applications and materials may be submitted any time.

Overview of Online MS in School Health Education Curriculum

Students in the online MS program in School Health Education will complete a total of 30 credit hours of coursework. Students may transfer nine credit hours if pre-approved at admission.

This program can be completed in two calendar years or less. All courses are web-based.

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### COURSES

**CHPR 170. Health of the Individual. 3 Hours.**
Examines personal health-related problems in terms of information, services, and actions, as they relate to attainment and maintenance of individual health.

**CHPR 172. First Aid and Emergency Care. 2 Hours.**
Emergency aid for the sick and injured. Emergency services aimed at reducing the potential of permanent disability or threats to life, as well as pain, damage, or suffering of a less serious nature.

**CHPR 210. First-Aid Teaching Practicum. 3 Hours.**
This class prepares students to conduct a first-aid course. Students work with the instructor in all aspects of course management. Students who complete this course are eligible to apply for instructor candidate training with the American Red Cross.

**CHPR 250. History & Philosophy Health Ed. 3 Hours.**
Provides the student with a historical perspective of health education's development, its present status, and its current philosophical foundations.

**CHPR 260. Intro to Peer Health Education. 3 Hours.**
Prepares students to become peer health educators through the study of health concerns of students in higher education and examination of effective teaching strategies that result in positive health outcomes.

**CHPR 261. Advanced Peer Health Education. 3 Hours.**
Students apply a variety of teaching strategies based on the peer concept to health concerns of college students and other young adults.

**CHPR 265. HIV/STD Prev: Global Challenge. 3 Hours.**
Addresses personal, social, legal, medical, and cultural aspects of HIV and sexually transmitted diseases and the health education efforts to stem the pandemic.

**CHPR 270. Alcohol/Drug Ed for Athletes. 3 Hours.**
Chemical use and dependency has a significant impact on people in all walks of life. An overview of chemical dependency and current prevention and intervention is presented.

**CHPR 271. Health In The Community. 3 Hours.**
Develops an understanding of the organization, structure, and function of official, voluntary, and professional community health components in terms of their protecting and maintaining the health of the community.

**CHPR 275. Substanc Abuse:Student Leaders. 3 Hours.**
Provides individuals, particularly those in organizational leadership roles, with an understanding of substance abuse, leadership roles, and decision-making skills for organizations.

**CHPR 293A-Z. Special Topics. 1-6 Hours.**
PR: Consent. Investigation of topics not covered in regularly scheduled courses.

**CHPR 301. Elementary School Health Prgrm. 2 Hours.**
PR: Junior standing. The organization, educational aspects, and personnel relationships involved in elementary school health services, healthful school living, and health education.

**CHPR 302. Secondary School Health Prgrm. 3 Hours.**

**CHPR 305. Disease Across the Life Span. 3 Hours.**
PR: CHPR 170. Students will identify causative factors, treatment, prevention, and educational implications for disease across the life span.

**CHPR 320. Drug Alcohol Abuse Prevention. 3 Hours.**
Experiences designed to prevent the development of abusive drug-taking relationships by focusing on psychological variables such as self-esteem, coping skills, and development of support networks.

**CHPR 331. Accident Prev & Control Prin. 3 Hours.**
Basic course which structures principles, concepts, and methodology of the safety movement into introductory experiences dealing with accident prevention and control efforts recommended for various social institutions and agencies.
CHPR 332. Safety Educ Principles/Content. 3 Hours.
PR: CHPR 331 or consent. Study and analysis of content areas usually recommended for instructional programs within the field of safety, with emphasis on structured learning experiences.

CHPR 333. Foundations Of Wellness. 3 Hours.
Provide students with physical, mental, emotional, and environmental health concepts and experiences that will expand their knowledge and skills. These relate to the processes and techniques for promoting and maintaining individual and community health changes.

CHPR 365. Men’s Health. 3 Hours.
Optimal health is a theme for men across the lifespan. This course will address men’s health specific to race, ethnicity and orientation, to provide skills to be an informed consumer of health information.

CHPR 375. Physical Lifestyle Management. 3 Hours.
This course will provide an experience conducive to the understanding, exploration, experience, and development of scientifically sound physical health behaviors within the framework of the Transtheoretical Model of Health Behavior.

CHPR 376. Mental Lifestyle Management. 3 Hours.
This course will provide experience conducive to the understanding, exploration, and development of mental, emotional, and spiritual health processes that comprise and support personal holistic health.

CHPR 380. Women and Health. 3 Hours.
Examination of theories, myths, and practices surrounding women’s physical and mental health from both historical and present-day perspectives. Exploration of specific health issues and controversies and the rise of the women’s health movement.

CHPR 400. School Health Teaching Seminar. 2 Hours.
PR: CHPR 250 and CHPR 301 and CHPR 302. This course is designed for students who plan to complete their student teaching requirement in health education. Format of the course will include lecture, discussion, and student teaching in a public school.

CHPR 436. Introduction-Worksite Wellness. 3 Hours.
An introduction to the field of health promotion in a worksite setting. Persons with interest in exploring the possibility of employment in health promotion in a worksite setting will find this course helpful.

CHPR 440. Clinical Rsrch Method/Practice. 3 Hours.
Students learn research methods and techniques for application to a wide variety of cardiovascular, neurological, trauma and social services emergency care. Students also participate in real-time clinical research and interact with patients/potential study subjects in the Emergency department. Also listed as PUBH 662 - students may not count both CHPR 440 and PUBH 662 toward degree requirements.

CHPR 490. Teaching Practicum. 1-3 Hours.
PR: Consent. Teaching practice as a tutor or assistant.

CHPR 491. Professional Field Experience. 1-18 Hours.
PR: Consent. (May be repeated up to a maximum of 18 hours.) Prearranged experiential learning program, to be planned, supervised, and evaluated for credit by faculty and field supervisors. Involves temporary placement with public or private enterprise for professional competence development.

CHPR 493A-Z. Special Topics. 1-6 Hours.
PR: Consent. Investigation of topics not covered in regularly scheduled courses.

CHPR 494A-Z. Seminar. 1-3 Hours.
PR: Consent. Presentation and discussion of topics of mutual concern to students and faculty.

CHPR 495. Independent Study. 1-6 Hours.
Faculty supervised study of topics not available through regular course offerings.

CHPR 496. Senior Thesis. 1-3 Hours.
PR: Consent.

CHPR 498A-Z. Honors. 1-3 Hours.
PR: Students in Honors Program and consent by the honors director. Independent reading, study or research.

CHPR 507. Community Hlth:Human Sexuality. 3 Hours.
PR: Consent. Analysis of sex-related issues including parenting, sex education, sexual sanctions, pornography, sexual dysfunction, and sexual variance. Designed for teachers, health professionals, and interested lay people.

CHPR 509. Community Hlth:Drug Education. 3 Hours.
PR: Consent. Designed to help students learn appropriate components of a drug education program, gain an understanding of drug taking in this society, and acquire insights into dependent behaviors.

CHPR 604. Advanced School Health. 3 Hours.
PR: Admission to the school health master’s program. Course addresses the teacher’s role in organizing and implementing comprehensive school health programs at the elementary and secondary levels. Additional attention is paid to providing instruction specific to the health educator skills and standards.
CHPR 613. Certified Health Ed Specialist. 1 Hour.
This course addresses competencies of a certified health education specialist (CHES), and prepares students for the national credentialing exam.

CHPR 614. Injury Prevention & Control. 3 Hours.
The injury control problem is examined as a public health concern. Strategies and programs for injury prevention are studied for implementation with target groups who are overrepresented within the injury problem.

CHPR 640. School Health Program Design. 3 Hours.
PR: Admission to school health master’s program. Course provides a practical application experience for students to design a health education course curriculum, demonstrate classroom teaching, and self-evaluate their own teaching.

CHPR 650. Practicum. 1-12 Hours.
PR: Consent. Students are assigned to a field placement based on prior health promotion work experience. Under the supervision of faculty, students assume major responsibility for a program with a community health promotion organization. (Grading may be S/U.)

CHPR 655. Fndtns-Pub Hlth:Schl Hlth Educ. 3 Hours.
This course provides an overview of the five core public health disciplines with an emphasis on school health promotion and child and adolescent health. Course materials will help students develop the theoretical background, philosophical approach, and professional skills required to effectively serve as a public health promotion professional in the school setting.

CHPR 671. Public and Community Health. 3 Hours.
This course provides health educators with an introduction to community health focusing on organization, resources, programming, and special populations.

CHPR 680. School Health Concepts. 3 Hours.
Addresses content areas for health education, the national health education standards, the CDC adolescent risk factors, and healthy people 2010 objectives as applicable to: emotional health, injury prevention, disease and nutrition, and physical activity.

CHPR 690. Teaching Practicum. 1-3 Hours.
PR: Consent. Supervised practice in college teaching of community health promotion. Note: This course is intended to insure that graduate assistants are adequately prepared and supervised when they are given college teaching responsibility. It also provides a mechanism for students not on assistantships to gain teaching experience. (Grading will be P/F.).

CHPR 691A-Z. Advanced Topics. 1-6 Hours.
PR: Consent. Investigation of advanced topics not covered in regularly scheduled courses.

CHPR 693A-Z. Special Topics. 1-6 Hours.
A study of contemporary topics selected from recent developments in the field.

CHPR 695. Independent Study. 1-6 Hours.
Faculty supervised topics not available through regular course offerings.

CHPR 697. Research. 1-15 Hours.
PR: Consent. Research activities leading to thesis, problem report, research paper or equivalent scholarly project, or dissertation. (Grading may be S/U.)

CHPR 782. Suprsvd Appld Hlth Educ Projct. 1 Hour.
PR: Advanced graduate standing or consent. Doctoral students only. Plan and conduct a health education intervention in other than a classroom setting, i.e., a defined community.

CHPR 783. Suprsvd Hlth Educ Rsrch Report. 1 Hour.
PR: Advanced graduate standing and consent. Doctoral students only. A written report of empirical research of either a survey or an experiment.

CHPR 790. Teaching Practicum. 1-3 Hours.
PR: Consent. Supervised practice in college teaching of health-related learning experiences. Note: This course is intended to insure that graduate assistants are adequately prepared and supervised when they are given college teaching responsibility. It will also present a mechanism for students not on assistantships to gain teaching experience. (Grading will be P/F.).

CHPR 791A-Z. Advanced Topics. 1-6 Hours.
PR: Consent. Investigation of advanced topics not covered in regularly scheduled courses. Study may be independent or through specially scheduled lectures.

CHPR 792A-Z. Directed Study. 1-6 Hours.
Directed study, reading, and/or research.

CHPR 793A-Z. Special Topics. 1-6 Hours.
A study of contemporary topics selected from recent developments in the field.

CHPR 794A-Z. Seminar. 1-6 Hours.
Special seminars arranged for advanced graduate students.

CHPR 795. Independent Study. 1-9 Hours.
Faculty supervised study of topics not available through regular course offerings.
CHPR 796. Graduate Seminar. 1 Hour.
PR: Consent. Each graduate student will present at least one seminar to the assembled faculty and graduate student body of his or her program.

CHPR 797. Research. 1-15 Hours.
PR: Consent. Research activities leading to thesis (697), problem report (697), research paper or equivalent scholarly project (697), or a dissertation (797). (Grading will be S/U.).

CHPR 798. Dissertation. 1-6 Hours.
PR: Consent. This is an optional course for programs that wish to provide formal supervision during the writing of student reports (698), or dissertations (798). Grading is normal.

CHPR 799. Graduate Colloquium. 1-6 Hours.
PR: Consent. For graduate students not seeking coursework credit but who wish to meet residency requirements, use of the University’s facilities, and participate in its academic and cultural programs. Note: Graduate students who are not actively involved in coursework or research are entitled, through enrollment in their department’s 699/799 Graduate Colloquium to consult with graduate faculty, participate in both formal and informal academic activities sponsored by their program, and retain all of the rights and privileges of duly enrolled students. Grading is P/F; colloquium credit may not be counted against credit requirements for masters programs. Registration for one credit of 699/799 graduate colloquium satisfies the University requirement of registration in the semester in which graduation occurs.

CHPR 900. Professional Development. 1-6 Hours.
Professional development courses provide skill renewal or enhancement in a professional field or content area (e.g., education, community health, geology.) These continuing education courses are graded on a pass/fail grading scale and do not apply as graduate credit toward a degree program.

CHPR 930. Professional Development. 1-6 Hours.
Professional development courses provide skill renewal or enhancement in a professional field or content area (e.g., education, community health, geology.) These tuition-waived continuing education courses are graded on a pass/fail grading scale and do not apply as graduate credit toward a degree program.