School Health Education

Degree Offered

- Master of Science

The mission of the MS in School Health Education program focuses on preparing school health professionals to provide public health leadership on school campuses in their roles as teachers, guidance counselors, school nurses, and administrators. Our program emphasizes the importance of creating an environment in which students are most likely to choose healthy behaviors that support academic success and positive life outcomes. This includes providing excellent health education services, developing a safe and supportive school culture characterized by positive relationships with concerned adults and peers, advocating for school policies that support student wellbeing, and working collaboratively with parents, other caregivers, and the community-at-large to support student and school success.

For more information about the MS in School Health Education program, please contact:

Dr. Toni Morris
Assistant Professor Department of Social and Behavioral Sciences
School of Public Health
West Virginia University
tomorris@hsc.wvu.edu
304-293-3775

Admissions and the Application Process for the MS in School Health Education

ADMISSION REQUIREMENTS

Our program has been designed for currently certified teachers interested in completing graduate study in school health. To be considered for admission, all applicants must meet the following minimum requirements:

1. A baccalaureate degree from an accredited college or university with a preferred GPA of 3.0
2. A current teaching certificate if applicable
3. Three letters of recommendation that suggest a high probability of successful graduate study. These letters of recommendation can be from either professional or academic sources (ex: from mentors, principals, professors, etc)

Need More Information? Please contact Dr. Toni Morris at tomorris@hsc.wvu.edu (tomorris@hsc.wvu.edu) or 304-293-3775.

APPLICATION PROCESS FOR THE MS IN SCHOOL HEALTH EDUCATION

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

- Complete and submit the online WVU graduate application and pay the university’s processing fee. You can find this application located at: https://app.applyyourself.com/AYApplicantLogin/ApplicantConnectLogin.asp?id=wvugrad
- Have each of the institutions of higher education you have previously attended submit official transcripts to the address provided below. These must be official transcripts sent directly from these school’s registrar to:
  
  Office of Graduate Admissions and Recruitment
  PO Box 6510
  Morgantown, WV 26506-6510

- Send the following items in a single envelope to the address below:
  
  A. A current resume or curriculum vitae;
  B. Three letters of recommendation in individual envelopes that were sealed by the person making the recommendation;
  C. A one page statement of purpose describing your interest in the program and goals for the future;
  D. A copy of your current teaching certificate(s), if applicable.

ADMISSIONS DEADLINES

The MS in School Health Education has a rolling admissions process. Applications are accepted for fall, spring, and summer semesters. However, it is recommended that you submit your application materials a minimum of 4 weeks before the start of the semester you would like to begin. A good guideline for these deadlines is July 15th for fall admissions, December 15th for spring admissions, and April 15th for summer admissions. Although we will do our best to accommodate late applications, we cannot always ensure our ability to do so.

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Master of Science

Our curriculum consists of 30 hours worth of course work in school health and advanced curriculum and instruction. Full-time students can complete our curriculum in as little as one year. Part-time students can complete the program as quickly as four semesters if they begin during a summer semester or can choose a longer plan of study if that better meets their needs. All courses in this program are offered online and during the semesters indicated below. The required courses for this program include:

MAJOR REQUIREMENTS

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>SHED 600</td>
<td>Foundations of Public Health for School Health Educators</td>
<td>3</td>
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<td>SHED 601</td>
<td>Emerging Research in Elementary School Health</td>
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<td>SHED 602</td>
<td>Emerging Research in Secondary School Health</td>
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<td>SHED 603</td>
<td>Community and Context in School Health</td>
<td>3</td>
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<td>SHED 640</td>
<td>School Health Program Design</td>
<td>3</td>
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<td>SHED 645</td>
<td>Evaluating School Health Programs</td>
<td>3</td>
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<td>SHED 675</td>
<td>Leadership and Advocacy in School Health</td>
<td>3</td>
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<tr>
<td>C&amp;I 604</td>
<td>School Curriculum</td>
<td>3</td>
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<tr>
<td>C&amp;I 687</td>
<td>Advanced Teaching Strategies</td>
<td>3</td>
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<tr>
<td>C&amp;I 688</td>
<td>Classroom Organization and Management</td>
<td>3</td>
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<td><strong>Total Hours</strong></td>
<td><strong>30</strong></td>
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Major Learning Outcomes

SCHOOL HEALTH EDUCATION

MS School Health Education Program Competencies

- Demonstrate the knowledge and skills of a health literate educator.
- Assess needs to determine priorities for school health education.
- Plan effective comprehensive school health education curricula and programs.
- Implement health education instruction.
- Assess student learning.
- Plan and coordinate a school health education program.
- Serve as a resources person in health education.
- Communicate and advocate for health and school health education.

COMMUNITY HEALTH PROMOTION COURSES

CHPR 507. Community Health: 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 Health: 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 613. Certified Health Education 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 and 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 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 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 691. Advanced Topics. 1-6 Hours.
PR: Consent. Investigation of advanced topics not covered in regularly scheduled courses.
CHPR 693. 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 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 791. 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 792. Directed Study. 1-6 Hours.
Directed study, reading, and/or research.

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

CHPR 794. Seminars. 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. Thesis or 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.

SCHOOL HEALTH EDUCATION COURSES

SHED 600. Foundations of Public Health for School Health Educators. 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.

SHED 601. Emerging Research in Elementary School Health. 3 Hours.
This course provides a critique of contemporary research in children’s health and evaluates its influence on current and emerging elementary school health promotion practice. Additionally, it emphasizes building the skills required to properly evaluate the quality of health and educational research articles and reports, as well as those required to properly apply research findings in elementary school settings.
SHED 602. Emerging Research in Secondary School Health. 3 Hours.
This course provides a critique of contemporary research in adolescent health and evaluates its influence on current and emerging secondary school health promotion practice. Additionally, it emphasizes building the skills required to properly evaluate the quality of health and educational research articles and reports, as well as those required to properly apply research findings in secondary school settings.

SHED 603. Community and Context in School Health. 3 Hours.
This course addresses public health in the U.S. with a special emphasis on schools as an important community in which health promotion takes place. Additionally, we discuss the major structural and social forces that influence school and student health outcomes and consider the unique needs of diverse communities of children, adolescents, and families represented within the broader school organization.

SHED 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.

SHED 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.

SHED 645. Evaluating School Health Programs. 3 Hours.
Provides students with the theoretical background and practical skills required to conduct meaningful school-based, health-focused, student assessments and program evaluations. Specifically, students will develop the skills necessary to evaluate and improve elementary and secondary health promotion initiatives, including health education lessons, health promotion programs, and effective implementation of the Coordinated School Health model, including school climate and community collaboration.

SHED 675. Leadership and Advocacy in School Health. 3 Hours.
This course focuses on building the leadership and advocacy skills required to promote health in the school setting. These skills include being able to describe the value of the school health program, enlist the assistance of school and community partners, understand and respond to community concerns, build consensus regarding controversial issues, and anticipate and meet future needs in school health.

SHED 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.

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

SHED 782. Supervised Applied Health Education Project. 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.

SHED 783. Supervised Health Education Research 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.