# http://www.ric.edu/webcommunications/images/SealWithText_Small_Black.pngUNDERGRADUATE CURRICULUM COMMITTEE (UCC)PROPOSAL FORM

## Cover page scroll over blue text to see further important [instructions](#instructions): please read.

**N.B. DO NOT USE HIGHLIGHT, please DELETE THE WORDS THAT DO NOT APPLY TO YOUR PROPOSAL**

**ALL numbers in section (A) need to be completed, including the impact ones.**

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| --- | --- | --- |
| A.1. [Course or program](#Proposal) | **HPE 340: Sexual Health Education and Promotion** |  |
| [Replacing](#Ifapplicable)  |  |
| A.2. [Proposal type](#type) | **Course: creation |**  |
| A.3. [Originator](#Originator) | **Carol Cummings** | [Home department](#home_dept) | **Health and Physical Education** |
| A.4. [Context and Rationale](#Rationale)  | Schools play a critical role in building a foundation for sexual health, and an extensive body of research underscores the importance of comprehensive sexuality education (CSE) in school settings. In 2012, the National Sexuality Education Standards, Core Content and Skills, K–12 (NSES) were published to provide clear, consistent, and straightforward guidance on age-appropriate, minimum core content and skills for schools to help students acquire skills in each grade, K–12. The National Teacher Preparation Standards for Sexuality Education identify essential curriculum components to better prepare undergraduate pre-service students to deliver sexual health education. Sexual health education and promotion should provide both youth and the community high-quality, comprehensive sexuality health education that is developmentally-, culturally- and age-appropriate. In the United States, sexuality education is most commonly taught within the health and/or physical education (PE) curriculum and, in the community, is often taught by community and public health education or promotion specialists. All people have the right to lead healthy lives, and society has the responsibility to prepare youth by providing them with comprehensive sexual health education that gives them the tools they need to make healthy decisions. This new course will better prepare students in the health education teacher certification program to develop and implement sexual health education lesson plans that meet the needs of all learners. They will also develop a toolkit of educational strategies that engage learners in meaningful ways that provide tools to make healthy decisions. |
| A.5. [Student impact](#student_impact) | This new course will better prepare students in the health education teacher certification program to develop and implement sexual health education units and lesson plans that meet the needs of all learners. |
| A.6. [Impact on other programs](#impact)  | **None** |
| A.7. [Resource impact](#Resource) | [*Faculty PT & FT*](#faculty):  | **None** |
| [*Library*:](#library) | **None** |
| [*Technology*](#technology) | **None** |
| [*Facilities*](#facilities): | **None** |
| A.8. [Semester effective](#Semester_effective) | **Fall 2019** | A.9. [Rationale if sooner than next Fall](#Semester_effective) |  |

B. [NEW OR REVISED COURSES](#delete_if)  **DO NOT use highlight. Delete this whole page if the proposal does not include a new or revised course.**

|  | Old ([for revisions only](#Revisions))Only include information that is being revised, otherwise leave blank (delete provided examples that do not apply) | NewExamples are provided for guidance, delete the ones that do not apply |
| --- | --- | --- |
| B.1. [Course prefix and number](#cours_title)  |  | **HPE 340**  |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#title)  |  | **Sexual Health Education and Promotion** |
| B.4. [Course description](#description)  |  | **Students explore human sexuality concepts and apply them to the design, delivery, and assessment of developmentally and culturally appropriate sexual health educational interventions in school, and community settings.**  |
| B.5. [Prerequisite(s)](#prereqs) |  | **24 cr. hrs. or consent of dept. chair** |
| B.6. [Offered](#Offered) |  | **Fall |**  |
| B.7. [Contact hours](#contacthours)  |  |  |
| B.8. [Credit hours](#credits) |  |  |
| B.9. [Justify differences if any](#differences) |  |
| B.10. [Grading system](#grading)  |  | **Letter grade |**  |
| B.11. [Instructional methods](#instr_methods) |  |  **|Lecture |Small group | Individual |**  |
| B.12.[Categories](#required) |  | **Required for major** |
| B.13. Is this an Honors course? |  | **NO** |
| B.14. [General Education](#ge)N.B. Connections must include at least 50% Standard Classroom instruction. |  | **NO |** |
| B.15. [How will student performance be evaluated?](#performance) |  | **Attendance | Class participation | Presentations |** **Class Work | Quizzes |** **| Projects |**  |
| B.16. [Redundancy statement](#competing) |  |  |
| B. 17. Other changes, if any |  |
| B.18**.** [**Course learning outcomes**](file:///C%3A/Users/sclark/Downloads/HPE%20340%20UCCProposalForm2017%20%286%292.docx#outcomes)**: List each one in a separate row** | [**Professional Org.Standard(s)**](file:///C%3A/Users/sclark/Downloads/HPE%20340%20UCCProposalForm2017%20%286%292.docx#standards)**, if relevant** | [**How will each outcome be measured**](file:///C%3A/Users/sclark/Downloads/HPE%20340%20UCCProposalForm2017%20%286%292.docx#measured)**?** |
| 1. Describe the fundamental principles of human sexuality concepts with application to promoting sexual health in school and community settings.
 | FSEHD 1RIPTS: 1, 2 **RI CHIO:** 1 – 7 **(Sexual Health)**NSGIHETE: 1 (Content Knowledge) | Quiz, Discussions (face-to-face and online), Quick Writes |
| 1. Summarize elements for sexual health education including historical perspectives, current trends, rationale for sexual health education, role of standards and opposition movements.
 | FSEHD 1RIPTS: 1, 2 **RI CHIO:** 2 & 5 NSGIHETE: 1 & 2 (Content Knowledge & planning) | Quiz, Discussions (face-to-face and online), Quick Writes |
| 1. Interpret and apply sexual health concepts necessary to plan and implement educational efforts that improve the health of learners in school, and community health settings.
 | FSEHD 1, 2, 3, 4RIPTS: 1, 2 **RI CHIO:** 1 – 7NSGIHETE: 2 & 3 (Planning & Implementation) | Lesson Planning PresentationsDiscussions (face-to-face and online), Quick Writes |
| 1. Explore developmentally and culturally appropriate health education methodologies, and health behavior theories, and their application to learning experiences that support sexual health.
 | FSEHD 1-5RIPTS: 1, 2 **RI CHIO:** 1 – 7NSGIHETE: 1 & 2 (Content Knowledge & Planning) | Lesson PlanningPresentationsDiscussions (face-to-face and online), Quick Writes |
| 1. Investigate teaching and learning methodologies to engage diverse audiences and encourage critical thinking along with achievement of learning standards.

  | FSEHD 1-5RIPTS: 1, 2 **RI CHIO:** 1 – 7NSGIHETE: 2 & 4 (Planning & Assessment) | Lesson PlanningPresentationsDiscussions (face-to-face and online), Quick Writes  |
| 1. Demonstrate proficiency in identifying and accessing valid sexuality resources.
 | FSEHD 2=1RIPTS: 2 **RI CHIO:** 2NSGIHETE: 2 (Planning) | Lesson PlanningPresentationsResource Project |
|   |   |  |

| B.19. [**Topical outline**](#outline)**: Do NOT insert whole syllabus, we just need a two-tier outline** |
| --- |
| 1) Sexual Health a) Defining Terms b) Personal well-being and sexuality c) Sexuality, lifecycle and human development d) Sexual health education2) Human development and sexuality a) Sexual orientation, behaviors, and identity b) Our sexual uniqueness, understanding yourself and body image c) Gender-roles and gender identity3) Male and female reproductive systems a) Biological males and females b) Hormones c) Human sexual response cycle d) Fertility: contraception e) Pregnancy and childbirth f) Abortion and adoption g) Sexual lifestyles4) Teenage sexuality a) Early onset of sexual activity b) Pregnancy c) Sexuality transmitted infections5) Sexuality and the media a) Analyzing influences b) Legal issues c) Sexuality transmitted infections6) Becoming a sexual health educator a) Teacher preparation standards b) Communication skills c) Building trust d) Involving learners in the learning process7) Teaching methodologies and sexual health education a) Instructional strategies: culturally, age- and developmentally appropriate b) What should be taught at different levels and different settings? c) Assessment of sexual health education programs: Do they work?8) Sexual health educator skills a) Answering difficult questions b) Dealing with the opposition c) Advocating for sexual health education d) Challenges for teaching sexual health education |
|  |

## D. Signatures

* Changes that affect General Education in any way MUST be approved by ALL Deans and COGE Chair.
* Changes that directly impact more than one department/program MUST have the signatures of all relevant department chairs, program directors, and relevant dean (e.g. when creating/revising a program using courses from other departments/programs). Check UCC manual 4.2 for further guidelines on whether the signatures need to be approval or acknowledgement.
* Proposals that do not have appropriate approval signatures will not be considered.
* Type in name of person signing and their position/affiliation.
* Send electronic files of this proposal and accompanying catalog copy to curriculum@ric.edu and a printed or electronic signature copy of this form to the current Chair of UCC. Check UCC website for due dates.

##### D.1. Approvals: required from programs/departments/deans who originate the proposal. may include multiple departments, e.g., for joint/interdisciplinary prposals.

| Name | Position/affiliation | [Signature](#_Signature" \o "Insert electronic signature, if available, in this column) | Date |
| --- | --- | --- | --- |
| Susan Clark | Program Coordinator of B.S. in Health Education  |  |  |
| Robin Kirkwood Auld | Chair of Health and Physical Education Department |  |  |
| Julie Horwitz and/or Gerri August | Deans of FSEHD |  | Tab to add rows |

##### D.2. [Acknowledgements](#acknowledge): REQUIRED from OTHER PROGRAMS/DEPARTMENTS IMPACTED BY THE PROPOSAL. SIGNATURE DOES NOT INDICATE APPROVAL, ONLY AWARENESS THAT THE PROPOSAL IS BEING SUBMITTED. CONCERNS SHOULD BE BROUGHT TO THE UCC COMMITTEE MEETING FOR DISCUSSION

| Name | Position/affiliation | [Signature](#Signature_2) | Date |
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