University of Wisconsin-Whitewater

Curriculum Proposal Form #3

## New Course

**Effective Term:**

**Subject Area - Course Number:** **HEALTHED 344/544 Cross-listing:**

(See Note #1 below)

**Course Title:** (Limited to 65 characters) PreK-12 Sexuality Education

**25-Character Abbreviation:** PreK-12 Sex. Ed.

**Sponsor(s):** Cristy Jefson

**Department(s):** HPERC

**College(s):**

# **Consultation took place**: NA Yes (list departments and attach consultation sheet)

Departments:

**Programs Affected:** **HPERC**

**Is paperwork complete for those programs?** (Use "Form 2" for Catalog & Academic Report updates)

NA  Yes  will be at future meeting

**Prerequisites:**

**Grade Basis:**  Conventional Letter  S/NC or Pass/Fail

**Course will be offered:**  Part of Load  Above Load

On Campus  Off Campus - Location

**College:**  **Dept/Area(s):** HPERC

**Instructor:** Cristy Jefson

*Note: If the course is dual-listed, instructor must be a member of Grad Faculty.*

**Check if the Course is to Meet Any of the Following:**

Technological Literacy Requirement  Writing Requirement

Diversity  General Education Option:

Note: For the Gen Ed option, the proposal should address how this course relates to specific core courses, meets the goals of General Education in providing breadth, and incorporates scholarship in the appropriate field relating to women and gender.

**Credit/Contact Hours:** (per semester)

Total lab hours: 0 Total lecture hours: 48

Number of credits: 3 Total contact hours: 48

**Can course be taken more than once for credit? (Repeatability)**

No  Yes If "Yes", answer the following questions:

No of times in major:       No of credits in major:

No of times in degree:       No of credits in degree:

Proposal Information: ([***Procedures for form #3***](http://acadaff.uww.edu/UCC/Curriculum_Handbook_09/Procedures_form3.docx))

**Course justification:** On February 24, 2010, the “Healthy Youth Act” (Assembly bill 458) was enacted into law in Wisconsin. This new law requires that K-12 school districts that elect to teach sexuality education teach a comprehensive curriculum that includes information about contraceptives. Additionally, the Center’s for Disease Control and Prevention lists 6 high risk areas of health to be addressed by our nation. Among those six areas are sexual behaviors that result in unintended pregnancy, sexually transmitted infection and HIV infection. Also, a course with an emphasis in sexuality education is timely in that teenage pregnancy rates for the first time in ten years have begun to increase. With the HIV/AIDS virus continuing to persist around the globe, addressing the issue of sexuality education is necessary for the health of our nation and the global population.

This new course would address the need for comprehensive sexuality education within the preK-12 school health education context, versus a clinical or community health context. The course is designed to explore health education curricular models, theories, and current health practice associated with teaching sexuality education to preK-12 students. This pedagogy class will explore various sexuality education paradigms and theories. It will also address the complexities of teaching this area of study, with the goal of increasing the competency and comfort level of the participants.

**Relationship to program assessment objectives:**

This new course will align itself with the Wisconsin Department of Public Instruction’s licensure standards and the National Health Education Standards.

**Budgetary impact: Assumed within the department as part of course load.**

**Course description:** (50 word limit)

This course will explore current practices associated with teaching sexuality education to preK-12 students. This pedagogy class will explore various sexuality education paradigms as well as address the complexities of teaching this area of study, with the goal of increasing the competency and comfort level of future teachers.

**If dual listed, list graduate level requirements for the following:**

1. **Content** (e.g., What are additional presentation/project requirements?)

Successful graduate students will demonstrate the ability to independently (self-direction) understand and make a clear and precise (intensity) presentation of the results of research **(content)** to a group of peers. The graduate student will explore in greater depth by writing up a practical application/use of an issue that is derived from the core content of the course **(content).**

2. **Intensity** (e.g., How are the processes and standards of evaluation different for graduates and undergraduates? )

Successful graduate students will demonstrate the ability to independently (self-direction) understand and make a clear and precise **(intensity)** presentation of the results of research (content) to a group of peers

3. **Self-Directed** (e.g., How are research expectations differ for graduates and undergraduates?)

The graduate student will explore topics in greater detail while synthesizing a minimum of 10 published academic studies for proposals. The student will engage in self-learning by writing an out-of-class 6-8 page (typed, double-spaced, APA style) proposal that they will conduct over the course of one semester **(self-direction)** and present it to the class in a formal presentation. The graduate student will create a rubric for evaluation of this project under the direction of the instructor. This project will account for 50 points of the final grade assigned for the class.

**Course objectives and tentative course syllabus:**

* Increase their knowledge and comfort in the area of teaching sexuality education.
* Evaluate national and state initiatives and curricula that address sexuality education.
* Utilize various teaching strategies such as multi-media, lecture, current literature, interactive in-class activities, and small group discussion techniques to teach sexuality education
* Understand the interconnectedness that the 5 domains (mental, emotional, physical, social, and spiritual) have on sexuality education.
* Utilize the National Health Education Standards and the Wisconsin State Academic Standards as well as the Performance Indicators as benchmarks for sexuality education instruction.
* Examine the historical trends and future directions that frame sexuality education
* Evaluate health education resources to teach sexuality education.
* Evaluate the link between health literacy and sexuality education.

**(Please note that the course syllabus is included at the end of this document).**

**Bibliography:** (Key or essential references only. Normally the bibliography should be no more than one or two pages in length.)

Advocates for Youth. Rights. Respect. Responsibility. Retrieved on February 16, 2010, from

<http://www.advocatesforyouth.org/>

Aletha Yvette Akers, et al., “Exploring the Relationship Among Weight, Race, and Sexual Behaviors Among Girls,” *Pediatrics* 124.5 (October 2009).

American Cancer Society. (2006). National Health Education Standards: Achieving Health Literacy, an Investment in the Future. The Joint Committee on National Health Education Standards.

Annual Editions. (2004/2005). Human Sexuality. 5th ed. Guilford, CT. McGraw-Hill/Dushkin.

Bruess, C, & Greenberg, J. (2009). Sexuality education: Theory and Practice. Sudbury, MA: Jones and Bartlett Publishers, Inc. (This is the textbook for the course).

Guttmacher Institute. Advancing sexual and reproductive health worldwide through research, policy analysis and public education. Retrieved on February 16, 2010, from <http://www.guttmacher.org/>

The Kinsey Institute. For research in sex, gender and reproduction. Retrieved on February 16, 2010, from <http://www.kinseyinstitute.org/>

SIECUS (the Sexuality Information and Education Council of the United States). SexEd Library Retrieved on February 16, 2010, from <http://www.sexedlibrary.org/>

Wisconsin Department of Public Instruction. Student Services/Prevention & Wellness Team. Carey, L., Hisgen, J. & Holder, E. (2008). Building Skills for Health Literacy: Human Sexuality. (A binder has been provided free of charge for each student compliments of the Wisconsin Department of Public Instruction).

Wisconsin Department of Public Instruction. (1999). *Wisconsin’s Framework for Comprehensive School Health Programs*. Wisconsin Department of Public Instruction: Madison, WI. (from instructor)

Wisconsin Department of Public Instruction. 1997. Wisconsin’s Model Academic Standards for Health Education. Retrieved on February 16, 2010, from <http://dpi.wi.gov/standards/pdf/health.pdf>

**Course Objectives and tentative course syllabus** with [mandatory information](http://www.uww.edu/acadaff/UCC/Mandatory_Info_Course_Syllabi.docx)(paste syllabus below):

**UNIVERSITY OF WISCONSIN – WHITEWATER**

*“*PreK-12 Sexuality Education*”*

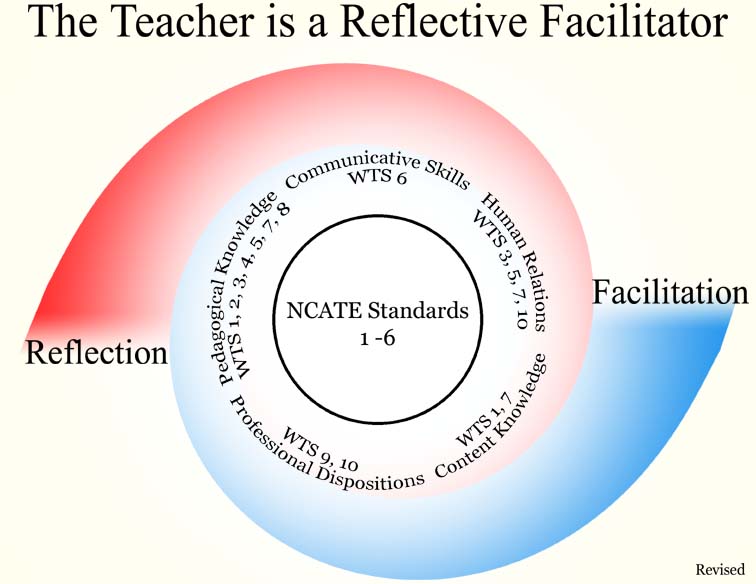
*HEALTHED 344/544)*

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"Our conceptual framework, The Teacher is a Reflective Facilitator, is the underlying structure in our teacher preparation program at UW-Whitewater.  This structure gives conceptual meanings through an articulated rationale to our operation.  It also provides direction for our licensure programs, courses, teaching, candidate performance, faculty scholarship and service, and unit accountability.  In short, our teacher education program is committed to reflection upon practice; to facilitation of creative learning experiences for pupils; to constructivism in that all learners must take an active role in their own learning; to information and technology literacy; to diversity; and to inquiry (research/scholarship) and assessment.  Therefore, all syllabi pertaining to courses required for licensure should reflect a commitment to these underlying principles.

**Course Description:** This course will explore current practices associated with teaching sexuality education to preK-12 students. This pedagogy class will explore various sexuality education paradigms as well as address the complexities of teaching this area of study, with the goal of increasing the competency and comfort level of future teachers.

**Course Requisites:** None.

**Text:** Bruess, C, & Greenberg, J. (2009). Sexuality education: Theory and Practice. Sudbury, MA: Jones and Bartlett Publishers, Inc.

**Course Objectives:**

* Increase their knowledge and comfort in the area of teaching sexuality education.
* Evaluate national and state initiatives and curricula that address sexuality education.
* Utilize various teaching strategies such as multi-media, lecture, current literature, interactive in-class activities, and small group discussion techniques to teach sexuality education
* Understand the interconnectedness that the 5 domains (mental, emotional, physical, social, and spiritual) have on sexuality education.
* Utilize the National Health Education Standards and the Wisconsin State Academic Standards as well as the Performance Indicators as benchmarks for sexuality education instruction.
* Examine the historical trends and future directions that frame sexuality education
* Evaluate health education resources to teach sexuality education.
* Evaluate the link between health literacy and sexuality education.

**Tests, assignments, and/or Evaluations:**

1. Daily Reflective Journal

This daily journal is intended to capture the thoughts and feelings of the prospective sexuality educator. This journal will emphasize the mental/emotional component of sexuality education versus the physical. (National Health Education Standard 5/Wisconsin State Academic Standard F).

1. Vignette

This creative project serves to capture sexuality education from the perspective of an adolescent. Fostering sensitivity to the feelings that adolescents have as they undergo the changes during puberty is the goal of this project. (National Health Education Standard 7/Wisconsin State Academic Standard G).

1. Read-Aloud

Students will read their vignettes out loud to the entire class as a means of desensitizing students to speaking in front of others about sexuality education. (National Health Education Standard 5/Wisconsin State Academic Standard F).

1. Literature Connection

Students will locate 5 books or articles associated with sexuality education that will be shared during a “Book Club” tea party. Students will write a one-half page review of each book as well as be able to verbally explain the major points in the book to others in class. (National Health Education Standard 2, 4/Wisconsin State Academic Standard D, E).

1. “Questions and Answers on AIDS” book, analysis within reaction paper, and engaging activity

Students will read the book “HIV/AIDS,” and write a two-page reflection paper that describes four major ideas:

1. What are the major points made by the author?
2. Based on your prior knowledge and experience, with what do you agree or disagree? Why?
3. What is your emotional reaction to the book?
4. What concerns/questions/need for further action, does the article raise for you?

The activity that the student presents should be a creative game, trivia contest, etc. that teaches the concepts of the assigned chapter. A meaningful, engaging activity should get the audience members involved. The activity should increase the audience member’s understandings of the chapter being discussed. Students should avoid a presentation that utilizes lecture as its main delivery method.

(National Health Education Standard 1, 3, 6/Wisconsin State Academic Standard A, B, C).

1. Web site

Students will locate one credible web site that adolescents can go to, to find information about issues related to sexuality education. We will take a “field trip” to the computer lab to explore each of these web sites. Students will bring a copy of the front page of the web site for each student in class. In addition, students will write a brief overview paragraph about the web site that will be attached to the web page. Students should identify the National Health Education Standard and Wisconsin State Academic Standard and Performance Indicator that aligns with the Web site. (National Health Education Standard 2, 4/Wisconsin State Academic Standard D, E).

1. Abstinence Debate

The class will engage in a discussion about the Healthy Youth Act which was recently enacted into Wisconsin Law. Students will then be required to write a opinion piece supporting their opinion about abstinence-only or abstinence-based sexuality education.

1. The Sexuality education resource book: Health Literacy Skills Project –

Students will evaluate the concepts presented in the Wisconsin Department of Public Instruction document “Building Skills for Health Literacy – Human Sexuality.” Students will write a one page paper for each of the following chapters: Critical health content, analyzing influences, decision making, interpersonal communication, goal setting, accessing information, and self-management.

1. Exam 1
2. Exam 2 Final examination: A compilation of the skills and content regarding sexuality education will be assessed in the form of final examination.
3. Graduates Only: 6 – 8 page Research Paper, Peer Presentation, and Rubric

**Points for Assignments**

***Undergraduates and Graduates***

Vignette (20 points)

Literature Connection Project (50 points)

Web site project. Field trip to the computer lab (20 points)

Daily Reflective Journal project (100 points)

HIV/AIDS reading project – Reflection paper and engaging project (50 points)

Debate – abstinence-based or abstinence-only? (10 points)

The Sexuality education resource book: Health Literacy Skills Project (80 points)

Exam 1 = 100 points

Exam 2 = 100

Misc. points – To be determined at the discretion of the instructor – Minimum value = 0 points Maximum value = 25 points

(In class participation, class preparedness with course reader, debates, and other assignments, etc. Whatever the instructor deems appropriate given the in-class activities for the day).

***Graduates***

6-8 page (typed, double-spaced, APA style) research paper = 50 points

\*Successful graduate students will demonstrate the ability to independently **(self-direction)** understand and make a clear and precise **(intensity)** presentation of the results of research **(content)** to a group of peers. The graduate student will explore in greater depth by writing up a practical application/use of an issue that is derived from the core content of the course **(content).** The graduate student will explore topic in greater detail while synthesizing a minimum of 10 published academic studies for the paper. The student will engage in self-learning by writing an out-of-class 6-8 page (typed, double-spaced, APA style) paper that they will conduct over the course of one semester **(self-direction)** and present it to the class in a formal presentation. The graduate student will create a rubric for evaluation of this project under the direction of the instructor. This project will account for 50 points of the final grade assigned for the class.

**Total = 530 - 555 points (undergraduate)**

**Total = 580 - 630 (graduate)**

##### Course Evaluation Criteria

A = Few or no errors. Meets the expectation of undergraduate work. Clear and polished work. Exemplary. Employs critical thinking, and clearly demonstrates understanding of the course concepts when practically applied and situated against global concepts. Demonstrates transfer of knowledge from other content areas and displays connectivity to other work in relationship to health and teaching pedagogy in general.

B = Minimal errors. Generally meets the expectation of undergraduate work.

C = Some errors. May meet the expectation of undergraduate work. Some improvement needed. Typifies “average” work.

D = A significant amount of errors. Generally does not meet the expectation of undergraduate work. Improvement needed.

F = Errors riddled throughout the work. As a result of these errors the work was difficult to understand. Does not meet the expectation of undergraduate work. Improvement needed.

100-90% = A

89.99- 80 = B

79.99 - 70 = C

69.99 – 60 D

Below 59.99 F

**Course Outline:**

Class 1 – 8:00 a.m. – 5 p.m.

National Health Education Standards/Wisconsin State Academic Standards

Our current understanding of sexuality education

Mental/Emotional/Physical/Social/Spiritual

The 10 content areas linked to sexuality education

Abstinence-based versus Abstinence-only

What is developmentally appropriate?

The Goals of Sexuality Education - (Dispel myths, desensitize the audience, use anatomically correct terminology, etc.)

Parental Consent

The ? Box

The 6 critical questions to ask when teaching sexuality education

The “Hidden Curriculum”

Love and Marriage …

The “torn” heart

It’s a bouncing baby (\_\_\_\_\_)

Birth Defects

Gender Equity – “Princess”

Gender Timeline – Age appropriate conversations

Heterosexual Paradigm – “Will & Grace”

The “New” American Dream – postponing Marriage/Pregnancy

Class 2 – 8:00 a.m. – 5 p.m.

The “Plumbing”

Puberty

“Varsity Blues” – Penis, Penis, Penis, Vagina, Vagina, Vagina

Sperm Bank

Sexuality Education Bingo

Video - Puberty

Media/Culture/Technology

“The Vagina Monologues”

Video – Distorted Body Image

“Reviving Ophelia”

Class 3 – 8:00 a.m. – 5 p.m.

Sex-fu Challenge – Sexuality Education in an on-line world

Healthy Youth Act - http://www.jsonline.com/blogs/news/82957737.html

Literature Connection

“Men are From Mars and Women are From Venus”

“Girls in America”

Beyond the Butterfly – video

**Due today: Literature Connection Project**

**Exam 1**

Class 4 – 8:00 a.m. – 5 p.m.

Sexuality Education Curricula – What’s out there?

Campaign for Our Children- CFOC Compilation Reel

HIV/AIDS

Teenage Pregnancy Rates

Sexually Transmitted Infections

6 CDC High Risk Health Behaviors

**Due today: Web site project. Field trip to the computer lab**

**Due today: Journal project**

**Due today: HIV/AIDS reading project – Reflection paper and engaging project**

Class 5 – 8:00 a.m. – 5 p.m.

“Baby Think It Over”

The Empathy Belly Orientation Video

Baby Think It Over Program – Informational Video

The “Gamble” – The financial considerations of raising children

The Lecture that Became a Lawsuit - Masturbation

Character Education – Does it have a place in Sexuality Education curricula?

**Due today: Debate – abstinence-based or abstinence-only?**

**Due today: Vignette**

**Due today: Building Skills for Health Literacy: Human Sexuality.** (Copies will be made available to the student from the instructor)

**Exam 2**

**Attendance policy with defined excuses:**

Attendance is required. In the event that an absence should occur, It is best to inform the instructor of an absence before the absence rather than after. “Valid” excuses include attendance at funerals and hospitalizations. All other excuses are subject to instructor “approval.” An email or telephone telling the instructor of the absence does not imply consent from the instructor. The instructor acknowledging receipt of the information does not imply consent from the instructor. Asking the instructor for an “exception” creates a fairness issue for all students in the class. Please avoid asking for exceptions for this reason. All “unexcused” absences will result in a 10% deduction from the total points available for the class. Sorry, no make-up work for in-class assignments due to absences. Please avoid asking the instructor to “make up” in-class work out of class. Missing class means that you will miss the valuable interaction time/instructional opportunities with your instructor and other students of which cannot be replicated in a “make-up assignment.” Sorry, no extra credit opportunities.

The University of Wisconsin-Whitewater is dedicated to a safe, supportive and   non-discriminatory learning environment.  It is the responsibility of all undergraduate and graduate students to familiarize themselves with University policies regarding [Special Accommodations](http://www.uww.edu/StdRsces/csd/academic_index.php), [Academic Misconduct](http://www.uww.edu/Catalog/02-04/Legal/legal1.html#Misconduct), [Religious Beliefs Accommodation](http://www.uww.edu/Catalog/02-04/Legal/legal5.html), [Discrimination](http://www.uww.edu/Catalog/02-04/Legal/legal6.html) and [Absence for University Sponsored Events](http://www.uww.edu/Catalog/02-04/Legal/legal1.html#Misconduct) (for details please refer to the Schedule of Classes; the [“](file:///T:\Provost%20Suite\www.uww.edu\Catalog\02-04\Legal\Legal1.html)[Rights and Responsibilities](http://www.uww.edu/Catalog/02-04/Legal/Legal1.html)[”](file:///T:\Provost%20Suite\www.uww.edu\Catalog\02-04\Legal\Legal1.html) section of the [Undergraduate Catalog](http://www.uww.edu/Catalog); [the Academic Requirements](http://www.uww.edu/gradstudies/catalog0608/Gradpolicies.php#academicinformation) and Policies and the [Facilities and Services](http://www.uww.edu/gradstudies/catalog0608/Gradpolicies.php#facilitiesandservices) sections of the [Graduate Catalog](http://www.uww.edu/gradstudies/catalog0608/gradcat0608.php); and the “[Student Academic Disciplinary Procedures](http://www.uww.edu/stdhdbk/uwsystem.html) (UWS Chapter 14); and the “[Student Nonacademic Disciplinary Procedures](http://www.uww.edu/stdhdbk/uwsystem.html)" (UWS Chapter 17).