

Murray State University

COURSE SYLLABUS

Revised Fall 2015

DEPARTMENT: ADOLESCENT, CAREER, AND SPECIAL EDUCATION

COURSE PREFIX: HPE COURSE NUMBER: 360

CREDIT HOURS: 3

I. TITLE: Teaching Strategies in Sex Education

II. COURSE DESCRIPTION AND PREREQUISITE(S):

This course is designed to address comprehensive sex education in schools, including human sexuality, sexual anatomy, and physiology; sexual arousal and response; sexually transmitted diseases including HIV/AIDS; contraception; conception; pregnancy; gender roles; sexual communication; love and intimacy; behaviors and relationships; and sexual victimization.

Prerequisite(s): permission of program coordinator

III. COURSE OBJECTIVES:

Class activities will be centered on the attainment of the course objectives listed below. These objectives are understood to be reflective of, but not limited to those behaviors aligned with the National Sexuality Education Standards (NSES), the Kentucky Teacher Standards for Preparation and Certification (KTS) and the Interstate Teacher Assessment and Support Continuum (InTASC) standards which serve to provide clear, consistent and straightforward guidance on the essential minimum, core content for sexuality education that is developmentally and age-appropriate for students in K-12. Following each objective, and enclosed in parentheses, are numbers which reference each standard. Upon completion of this course the students will be able to

- A. define comprehensive sex education (KTS 1; InTASC 4,5; NSES 2);
- B. explain the relationship between sex, violence, and wellness (KTS 1, InTASC 4,5; NSES 5);
- C. detail sex education factual information (KTS 1; InTASC 4,5; NSES 3);
- D. describe philosophy, behavioral objectives, scope, and sequence as they pertain to sex education curriculum (KTS 1; InTASC 4, 5; NSES 1, 2);
- E. list and define life skills incorporated in school sex education (KTS 1; InTASC 4,5; NSES 1, 5);
- F. explain the strengths and weaknesses of teaching strategies (KTS 2; InTASC 7, 8; NSES 1, 2, 3, 4, 5, 6, 7);
- G. define sex education content areas (promotion of responsible and healthful behavior; human sexuality, sexual anatomy, and physiology; sexual arousal and response; sexually transmitted diseases, including HIV/AIDS; contraception; conception; pregnancy; gender roles; sexual communication; love and intimacy; behaviors and relationships; and sexual victimization (KTS 1; InTASC 4,5; NSES 1, 4, 5, 6, 7);
- H. identify content and age-appropriate lesson plans in relation to addressing learner diversity, decision-making, refusal skills, and conflict resolution (KTS 2; InTASC 1, 2, 3; NSES 1, 2, 3, 4, 5, 6, 7); and
- I. identify teaching strategies utilizing multimedia computer technology (KTS 6; InTASC 8; NSES 1);

The COEHS Theme of Educator as Reflective Decision Maker is addressed in this course by requiring students to reflect on teaching methods in a classroom environment, physical education teachers as engaged professionals, and the ecology of teaching and learning in physical education.

The EPSB Themes of Diversity and Assessment are explored in the course through chapters within the text and more specifically in topics such as Ethics and Sexuality Research, Your Sexual Philosophy, Sources of Sexual Problems, Theories of Sexual Orientation, Prejudice, Discrimination, The Gay Rights Movement, Pornography, and Sexual Harassment.

IV. CONTENT OUTLINE:

- A. Promoting responsible and healthful behavior
- B. Promoting respectful relationships
- C. Sex education content areas:
 - 1. History and Perspectives on Sexuality
 - 2. Sex Research: Methods and Problems
 - 3. Female/Male sexual anatomy and physiology
 - 4. Sexual arousal and response
 - 5. Love and the development of sexual relationships
 - 6. Communication and sexual behavior
 - 7. Sexual orientations
 - 8. Contraception/Conception/Birth
 - 9. Sexuality over the life cycle
 - 10. Sexual health
 - 11. Sexually transmitted diseases
 - 12. Sexual victimization
- D. Senate Bill 1 Initiatives

V. INSTRUCTIONAL ACTIVITIES:

Lecture, group discussion, group assignment, internet research, presentation.

VI. FIELD, CLINICAL, AND / OR LABORATORY EXPERIENCES:

None

VII. TEXT(S) AND RESOURCES:

LiveText which can be purchased at the Bookstore, or online at www.livetext.com

VIII. EVALUATION AND GRADING PROCEDURES:

Each class will be worth 25 points. At the end of each class, students will be asked to submit an exit slip based upon the topic of discussion.

Each exit slip will be worth 25 points- a scoring rubric will be provided and posted in Canvas.

The final will be for each student to review and evaluate a lesson plan of their choice from K-12 pertaining to any aspect of the topics covered in class. Students will also be required to submit a 'parent letter' as part of the final.

IX. ATTENDANCE POLICY:

Students are expected to adhere to the MSU Attendance Policy outlined in the current MSU *Bulletin*.

X. ACADEMIC HONESTY POLICY:

Murray State University takes seriously its moral and educational obligation to maintain high standards of academic honesty and ethical behavior. Instructors are expected to evaluate students' academic achievements accurately, as well as ascertain that work submitted by students is authentic and the result of their own efforts, and consistent with established academic standards. Students are obligated to respect and abide by the basic standards of personal and professional integrity.

Violations of Academic Honesty include:

Cheating - Intentionally using or attempting to use unauthorized information such as books, notes, study aids, or other electronic, online, or digital devices in any academic exercise; as well as unauthorized communication of information by any means to or from others during any academic exercise.

Fabrication and Falsification - Intentional alteration or invention of any information or citation in an academic exercise. Falsification involves changing information whereas fabrication involves inventing or counterfeiting information.

Multiple Submission - The submission of substantial portions of the same academic work, including oral reports, for credit more than once without authorization from the instructor.

Plagiarism - Intentionally or knowingly representing the words, ideas, creative work, or data of someone else as one's own in any academic exercise, without due and proper acknowledgement.

Instructors should outline their expectations that may go beyond the scope of this policy at the beginning of each course and identify such expectations and restrictions in the course syllabus. When an instructor receives evidence, either directly or indirectly, of academic dishonesty, he or she should investigate the instance. The faculty member should then take appropriate disciplinary action.

Disciplinary action may include, but is not limited to the following:

- 1) Requiring the student(s) to repeat the exercise or do additional related exercise(s).
- 2) Lowering the grade or failing the student(s) on the particular exercise(s) involved.
- 3) Lowering the grade or failing the student(s) in the course.

If the disciplinary action results in the awarding of a grade of E in the course, the student(s) may not drop the course.

Faculty reserve the right to invalidate any exercise or other evaluative measures if substantial evidence exists that the integrity of the exercise has been compromised. Faculty also reserve the right to document in the course syllabi further academic honesty policy elements related to the individual disciplines.

A student may appeal the decision of the faculty member with the department chair in writing within five working days. Note: If, at any point in this process, the student alleges that actions have taken place that may be in violation of the Murray State University Non-Discrimination Statement, this process must be suspended and the matter be directed to the Office of Institutional Diversity, Equity and Access. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

X. NON-DISCRIMINATION POLICY AND STUDENTS WITH DISABILITIES:Policy Statement

Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment, admissions, or the provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities. For more information, contact the Executive Director of Institutional Diversity, Equity and Access, 103 Wells Hall, (270) 809-3155 (voice), (270) 809-3361 (TDD).

Students with Disabilities

Students requiring special assistance due to a disability should visit the Office of Student Disability Services immediately for assistance with accommodations. For more information, students should contact the Office of Student Disability Services, 423 Wells Hall, Murray, KY 42071. 270-809-2018 (voice) 270-809-5889(TDD).

XI. FLAG SYSTEM / CONTINUOUS ASSESSMENT: Student progress is continuously assessed throughout the teacher preparation program. Appropriate professional characteristics and demeanors, in addition to academic achievement, are assessed. Positive and negative flags are submitted by faculty to Teacher Education Services and then presented to admissions committees. Negative flags are carefully

reviewed to make a determination as to whether a student should be denied admission OR if a professional development plan will be designed for the student's progress towards program completion.
NEGATIVE FLAGS MAY BE GROUNDS FOR DENIAL OF ADMISSION TO TEACHER EDUCATION AND / OR STUDENT TEACHING.