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):** none

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 Kentucky Core Academic Standards (KCAS), Characteristics of Highly Effective Teaching and Learning (CHETL), and Assessment Literacy. Following each objective and enclosed in parentheses, are numbers which reference the Kentucky Teacher Standards for Preparation and Certification (KTS) and CHETL standards addressed by that objective. As a result of participation in this course, a student will
   A. define comprehensive sex education (KTS #1; CHETL #5);
   B. explain the relationship between sex, violence, and wellness (KTS #1; CHETL #5);
   C. detail sex education factual information (KTS #1; CHETL #5);
   D. describe philosophy, behavioral objectives, scope, and sequence as they pertain to sex education curriculum (KTS #2; CHETL #4);
   E. list and define life skills incorporated in school sex education (KTS #1; CHETL #5);
   F. explain the strengths and weaknesses of teaching strategies (KTS #3, 4; CHETL #4);
   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; CHETL #1);
   H. demonstrate teaching strategies in relation to addressing learner diversity, collaborative learning situations, decision-making, refusal skills, and conflict resolution (KTS #2, 3, 4; CHETL #4);
   I. prepare a lesson plan (KTS #2; CHETL #5);
   J. demonstrate teaching strategies utilizing multimedia computer technology (KTS #6; CHETL #5); and
   K. write professionally for the field of health and physical education (KTS #1).
The COE 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.

Learned societies from each discipline should be referenced by the preservice/inservice teacher. Kentucky documents, including SB1 Initiatives (e.g., Kentucky Core Academic Standards and Characteristics of Highly Effective Teaching and Learning) will be resources for all teacher candidates.

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.
Students must be in class for exit submission unless a prior arrangement for missing class has been approved. A student who is not present in class may not submit an exit slip for points counting toward their grade.

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. Since each class is worth 25 points and only meets once a week, attendance is a significant portion of a student’s grade. Attendance will be taken at the beginning of each class. If a student comes to class late, it is their responsibility to make sure they have been counted as present. Any student who arrives more than 15 minutes late without prior notification will be subjected to a point reduction depending upon the amount of class time missed. Absences must be excused prior to class or students must submit written verification for the absence by the next class period. Any excuses after one week will not be accepted.

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 Equal Opportunity. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

X. NON-DISCRIMINATION 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 other 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 Executive Director of Institutional Diversity, Equity, and Access, 103 Wells Hall, (270) 809-3155 (voice), or (270) 809-3361 (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.