I. **TITLE:** Effective Teaching Strategies in Sex Education

II. **CATALOG DESCRIPTION:** 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.

III. **PURPOSE:** The purpose of HPE 460 is to prepare students to teach sex education.

IV. **COURSE OBJECTIVES:** The behaviors indicated below are understood to be reflective of, but not limited to, those behaviors advocated by the Kentucky Education Reform Act guidelines. Following each objective and enclosed in parentheses, are numbers which reference the Kentucky New Teacher Standards for Preparation and Certification (NTS). As a result of participation in this course, a student will:

A. Define comprehensive sex education. (NTS #8)
B. Explain the relationship between sex, violence, and wellness. (NTS #8)
C. Detail sex education factual information. (NTS #8)
D. Describe philosophy, behavioral objectives, scope, and sequence as they pertain to sex education curriculum. (NTS #1)
E. List and define life skills incorporated in school sex education. (NTS #8)
F. Explain the strengths and weaknesses of teaching strategies. (NTS #2, 3)
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.) (NTS #8)
H. Demonstrate teaching strategies in relation to addressing learner diversity, collaborative learning situations, decision-making, refusal skills, and conflict resolution. (NTS #1, 2, 3)
I. Prepare a lesson plan. (NTS #1)
J. Demonstrate teaching strategies utilizing multimedia computer technology. (NTS #9)

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

V. CONTENT OUTLINE:
A. Promoting responsible and healthful behavior
B. Promoting respectful relationships
C. Sex education content areas:
   1. 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
   9. Conception
   10. Sexuality over the life cycle
   11. Sexual health
   12. Sex Therapy and Enhancement
   13. Sexually transmitted diseases
   14. Sexual victimization

VI. INSTRUCTIONAL ACTIVITIES:
Group discussion, team planning, oral presentation, role playing, application of teaching strategies, integration of content areas, multimedia computer technology.

VII. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES:
None

VIII. RESOURCES:
Waterfield Library, computer labs, Internet

IX. GRADING PROCEDURES:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
<th>Grades</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson plans</td>
<td>15%</td>
<td>90-100</td>
</tr>
<tr>
<td>Examinations (5)</td>
<td>85%</td>
<td>80-89</td>
</tr>
</tbody>
</table>

80-89  B
70-79  C
60-69  D
59-below  E

X. ATTENDANCE POLICY:
This course adheres to the attendance policy published in the current MSU Undergraduate Bulletin.

XI. ACADEMIC HONESTY POLICY:
This course adheres to the academic honesty policy published in the current MSU Undergraduate Bulletin
XII. TEXT AND REFERENCES:

XIII. PREREQUISITES:
None

XIV. STATEMENT OF AFFIRMATIVE ACTION AND EQUAL OPPORTUNITY
Murray State University does not discriminate on the basis of race, color, national origin, marital status, age, or disability in employment, admission, or the provision of services, educational programs and activities, and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities an equal opportunity to participate in all programs and activities. For information regarding nondiscrimination policies contact the Office of Equal Opportunity, 270-809-3155.

XV. 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 TO ADMISSION TO TEACHER EDUCATION AND/OR STUDENT TEACHING.**