I. Course Description

HLTH 3342.001: Many aspects of human sexuality: physiology and function of human reproductive system, factors involved in learning sex roles, biological and emotional motivations associated with the sexual aspects of life and their relationships to marriage and family planning.

II. Rationale

This course is in the sequence of courses for a student to earn a Bachelor of Science Degree in Interdisciplinary Studies and EC-12 Health Certification. Learners in this course will gain the health content and apply the teaching/learning process as preparation to become effective health educators.

III. State Adopted Proficiencies and

IV. TExES Competencies

Alignment of Course Goals and Assignments with State Learner Proficiencies and TExES Competencies:

<table>
<thead>
<tr>
<th>State Learner Proficiency</th>
<th>TExES Competency</th>
<th>HLTH 3342 Course Goals</th>
<th>HLTH 3342 Course Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learner-Centered Knowledge</td>
<td>005</td>
<td>A. Increase understanding of health content related to family and interpersonal relationships, sexuality, and sex education</td>
<td>• Chapter readings</td>
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<td></td>
<td>006</td>
<td>B. Increase understanding of the teaching/learning process</td>
<td>• Classroom lectures and activities</td>
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<td>007</td>
<td>C. Gain experience in promoting a positive student learning environment</td>
<td>• Group discussions</td>
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<td>• Self-assessments</td>
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<td>• Website evaluations</td>
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<td>• Research projects and presentations</td>
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<td>• Guest speakers</td>
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<td>• A/V presentations</td>
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<td>• Quizzes and exams</td>
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<td></td>
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<td>• Resource handouts</td>
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</tbody>
</table>

Name of Instructor: Cinda LeBus
Telephone: 739-7777 cell; 825-6072 message
E-Mail: cinda.sabia-lebus@tamucc.edu
Class meeting time and location: W 7-9:30pm / IH 162
Office Hours: after class in the classroom, or call to make an appointment
### Learner-Centered Instruction

005  | B. Increase understanding of the teaching/learning process
006  | C. Gain experience in promoting a positive student learning environment
007  | D. Examine strategies to deliver content
      | E. Utilize evaluations for classroom teaching
      | G. Demonstrate instructional planning skills

- Classroom lectures and activities
- Group discussions
- Self-assessments
- Curriculum evaluations
- Website evaluations
- Research projects and presentations

To create learner-centered community, the teacher collaboratively identifies needs and plans, implements, and assesses instruction using technology and other resources.

### Equity in Excellence For all Learners

005  | B. Increase understanding of the teaching/learning process
006  | C. Gain experience in promoting a positive student learning environment
007  | D. Examine strategies to deliver content
      | F. Apply strategies for planning health instruction that reflects the abilities, needs, interests, developmental levels, and cultural backgrounds of all students

- Chapter readings
- Classroom lectures and activities
- Group discussions
- Self-assessments
- Guest speakers
- A/V presentations
- Resource handouts

The teacher responds appropriately to diverse groups of learners.

### Learner-Centered Communication

005  | B. Increase understanding of the teaching/learning process
006  | C. Gain experience in promoting a positive student learning environment
007  | H. Improve understanding of teaching as a profession and overall professional competence

- Classroom lectures and activities
- Group discussions
- Self-assessments
- Research projects and presentations
- Guest speakers

While acting as an advocate for all students and the school, the teacher demonstrates effective professional interpersonal communication skills.

### Learner-Centered Professional Development

005  | H. Improve understanding of teaching as a profession and overall professional competence

- Classroom lectures and activities
- Group discussions
- Self-assessments
- Research projects and presentations
- Resource handouts

The teacher, as a reflective practitioner dedicated to all students’ success, demonstrates a commitment to learn, to improve the profession, and to maintain professional ethics and personal integrity.
V. Course Objectives / Learning Outcomes

A-1 Examine the role of human sexuality as a healthy aspect of life throughout the lifespan.

A-2 Gain a thorough understanding of the Six Core Elements of Human Sexuality, including 1) sexual development throughout the lifespan, 2) personal/life skills, 3) healthy (and not so healthy) relationships, 4) sexual behavior, 5) sexual health and 6) sexual issues in society and culture.

A-3 Develop a personal knowledge base related to the various subtopics subsumed under the Six Core Elements of Human Sexuality.

B-1 Become familiar with the Ten Elements of Effective Sexuality Education.

B-2 Synthesize and restructure information related to human sexuality into age-appropriate lessons for all developmental levels of learning.

B-3 Identify personal values and attitudes toward human sexuality and understand how this affects the process of teaching sex education.

B-4 Incorporate the Texas Essential Knowledge and Skills (TEKS) into lesson planning.

C-1 Demonstrate comfort and confidence when talking about and teaching human sexuality topics in a classroom.

C-2 Practice facilitating question and answer sessions, developing responses for difficult questions.

C-3 Identify strategies to create and monitor a safe environment for teaching sexual topics in a group of diverse learners.

D-1 Analyze and compare various teaching strategies used throughout this course.

D-2 Within planning groups, develop “engaging” lesson plans and interactive learning activities that are relevant, factual, and age-appropriate for a range of grade levels.

E-1 Practice evaluating sexual health curriculum to become familiar with “best practices.”

E-2 Evaluate sexual health resource websites on the internet to determine information that may (or may not) be factual, reliable and age-appropriate.

E-3 Participate in self-assessments and process-assessments throughout this course.

F-1 Appreciate the diverse and complex nature of sexuality.

F-2 Practice adapting lessons for special populations, recognizing the variable nature of developmental abilities (and disabilities), and life experiences.

G-1 Locate and utilize a broad spectrum of educational resources including professional journals, associations, databases, curricula, and appropriate websites.

G-2 Present a “creative learning” lesson on a sexual health topic that has been thoroughly researched and planned.

H-1 Understand and support the need for appropriate and effective sexual health education for all learners.

H-2 Recognize the role that teachers play in advocating for and implementing sexual health education programs in the classroom.

H-3 Become familiar with ethical and political issues that will necessarily guide and limit the teaching of sexual health in the classroom.
VI. Course Topics

The major sexual health topics to be considered in this course are:
1. Sex Education: Ethical issues & considerations for teachers
2. Sex Education: Planning & Teaching Strategies for teachers
3. Historical & Cultural Aspects of Human Sexuality
4. Sexual Development Throughout the Life Span
5. Personal Skills
6. Healthy Relationships & Intimacy
7. Sexual Behavior
8. Sexual Health

VII. Instructional Methods and Activities

Classroom teaching methods and activities include:
A. Traditional Experiences (lecture/discussion, demonstrations, guest speakers, videos, self-assessments, critical thinking assignments)
B. Clinical Experiences (cooperative planning groups, student presentations, learning stations)
C. Field Experiences (field observations, interviews)

VIII. Evaluation and Grade Assignment

A. The methods of evaluation and the criteria for grade assignment are:

<table>
<thead>
<tr>
<th>I. Class Participation</th>
<th>Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Attendance</td>
<td>100</td>
</tr>
<tr>
<td>b. Participation</td>
<td>100</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>II. Student Portfolio Assignments</th>
<th>Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Self-Assessment Surveys</td>
<td>50</td>
</tr>
<tr>
<td>b. Health Information Packets</td>
<td>100</td>
</tr>
<tr>
<td>c. Special Topics</td>
<td>50</td>
</tr>
<tr>
<td>d. Final Research Project &amp; Presentation</td>
<td>200</td>
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</tbody>
</table>

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<thead>
<tr>
<th>III. Tests</th>
<th>Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Midterm</td>
<td>200</td>
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<tr>
<td>b. Final</td>
<td>200</td>
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</tbody>
</table>

Total Points 1000

<table>
<thead>
<tr>
<th>IV. Extra Credit Assignments</th>
<th>As assigned</th>
</tr>
</thead>
</table>

B. Grading Scale:

900 – 1000 POINTS = A
800 – 899 POINTS = B
700 – 799 POINTS = C
600 – 699 POINTS = D
599 POINTS or below = F
IX. Course Policies & Schedule (see attached)

1) Attendance & Participation: The instructor’s time is valuable but the learner’s participation in this course is equally valuable. Attend every class! Points are assigned for BOTH attendance and classroom participation so missing a class will result in points lost for both criteria. Only three kinds of absences can be excused: 1) illness, 2) death in immediate family, and 3) class field trip (with prior written authorization). An excused absence should be reported to the instructor before class begins. An e-mail, a phone call, or a phone message will be sufficient. Be sure to include your name, the date, the time, and the reason you will miss class.

A student’s THIRD absence, for any reason, excused or otherwise, will result in a high B as the best possible grade for the course.

A student’s FOURTH absence, for any reason, excused or otherwise, will result in a high C as the best possible grade for the course.

A student’s FIFTH absence, for any reason, will result in a failing grade for the course.

Regardless whether absences are excused or not, students are responsible for ALL course work including class notes, assignments, deadlines, etc.

2) Late Assignments: Late assignments may not be eligible for full credit and will not be accepted at all unless the student makes arrangements with the instructor by the due date of the assignment.

3) Make-up Exams: Attendance for exams is mandatory and tests cannot be made-up without making prior arrangements with the instructor. Rescheduling will be at the instructor’s discretion.

4) Academic Honesty & Integrity: Students are expected to do their own work at all times and appropriate action WILL be taken if any plagiarism or other academic dishonesty is suspected. Please refer to policy in the University Catalog.

X. Textbook

The textbook adopted for this course is:


ON-LINE STUDY HELP:  http://www.prenhall.com/hock
XI. Bibliography

The knowledge bases that support course content are:


XII. Grade Appeals

As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at [http://www.tamucc.edu/provost/university_rules/index.html](http://www.tamucc.edu/provost/university_rules/index.html). For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

XIII. Disabilities Accommodations

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Driftwood 101.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.
# HLTH3342.001 Human Sexuality in Health Education

Instructor: Cinda LeBus  
Telephone: 739-7777 cell; 825-6072 message  
E-Mail: cinda.sabia-lebus@tamucc.edu  
Fall 2013 / Wednesdays / 7:00 – 9:30 pm / IH 162

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<th>Week</th>
<th>Date</th>
<th>Classroom Topics</th>
<th>Assignments Due</th>
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<tr>
<td>1</td>
<td>9/4/13</td>
<td><em>Introduction - Syllabus / Activities &amp; Open Discussion</em></td>
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<tr>
<td>2</td>
<td>9/11/13</td>
<td><em>Sex Education in the Schools - Overview</em></td>
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<td>3</td>
<td>9/18/13</td>
<td><em>Movie Night: ???</em></td>
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<tr>
<td>4</td>
<td>9/25/13</td>
<td><em>Historical Perspectives &amp; Media Messages</em></td>
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<td>5</td>
<td>10/2/13</td>
<td><em>Sex 101 / Anatomy &amp; Reproduction</em></td>
<td>INFORMATION PACKETS</td>
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<td>6</td>
<td>10/9/13</td>
<td><em>Sex 101…cont’d / Questions Teens Ask</em></td>
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<td>7</td>
<td>10/16/13</td>
<td><em>Developing a Sexual Identity</em></td>
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<td>8</td>
<td>10/23/13</td>
<td><em>Midterm In-Class Exam</em></td>
<td>MIDTERM ESSAYS</td>
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<td>9</td>
<td>10/30/13</td>
<td><em>Healthy Love / Communication, Consent &amp; Coercion</em></td>
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<td>10</td>
<td>11/6/13</td>
<td><em>Family Planning / Contraception</em></td>
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<td>11</td>
<td>11/13/13</td>
<td><em>Sex, Drugs &amp; STD’s</em></td>
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<td>12</td>
<td>11/20/13</td>
<td><em>Global Perspective: Half The Sky</em></td>
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<td>13</td>
<td>11/27/13</td>
<td><em>No Classroom Session – Prep for final projects</em></td>
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<tr>
<td>14</td>
<td>12/4/13</td>
<td><em>Final Projects: Not So Trivial Pursuits!</em></td>
<td>FINAL PROJECT REPORTS</td>
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<tr>
<td>15</td>
<td>12/11/13</td>
<td><em>No Classroom Session – Reading Day</em></td>
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<td>16</td>
<td>12/18/13</td>
<td><em>Final In-Class Exam</em></td>
<td>FINAL ESSAYS</td>
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