



APPROVAL FORM

- 1) An approval Form must accompany each proposal.
- 2) A proposed catalogue description of the course must accompany the proposal as a separate page.
- 3) Results of all consultations must be attached to the proposal.

Proposal Title Teaching Strategies for Sex Education

Sponsor(s) Dr. Shirley O'Day Dept. Health and Physical Education

Check One { Course Credit/Level/Title Change _____ Other _____
 Concentration _____ Specialization _____ Major Program _____ Certification _____

Graduate Undergraduate _____ No. of Credits 3

REVIEWS		
Department Curr. Comm.	Division Curr. Comm	Dean of Division
Reviewed <u>Dec 8, 1978</u> Date	Reviewed <u>2/14/79</u> Date	Reviewed <u>3/23/79</u> Date
Approved _____ Not Approved <u>Dec 8, 1978</u> Date	Approved _____ Not Approved <u>2/14/79</u> Date	Approved _____ Not Approved _____ Date
<u>Dr. Daniel S. Stanley</u> Chairperson Dept. Curr. Comm.	<u>Mr. Jones</u> Chairperson Div. Curr Comm.	<u>James D. Keane</u> Signature

SENATE CURRICULUM COMMITTEE

SCC # 77-19 Proposal Received 1/2/79 Open Hearing Held 3/8/79

Returned to the department for the following reason(s):

Approved by the Curriculum Committee: Date _____

Presented to Executive Committee of the Faculty Senate as information: Date 2/14/79

Notifications forwarded: Vice President for Academic Affairs: Date 3/10/79

Richard S. Jones
Signature: Chairperson, Curriculum Committee

Academic Dean

I have reviewed the final documents as approved and concur with same. Budget, faculty, library allocations and Academic Support Services are adequate for immediate implementation.

I have reviewed the final documents as approved and concur with same. Budget, faculty, library allocations and Academic Support Services for the current academic year are inadequate for immediate implementation or implementation in the next fiscal year. The earliest that the proposal might be implemented would be

HEGIS TAXONOMY NUMBER: _____

James W. Weaver
Signature: Academic Dean

Date 3/17/79

Copies forwarded: Chairperson, Curriculum Committee, Department Chairperson,
Registrar

REGISTRAR

Approved course description received

Signature: Registrar

DATE _____

Vice President for Academic Affairs

Official copy and approval sheet filed

Signature: Vice President for Academic Affairs

DATE _____

TEACHING STRATEGIES FOR SEX EDUCATION

- I.
 - a. Title: Teaching Strategies for Sex Education
 - b. Department: Health and Physical Education
 - c. Sponsor: Dr. Shirley O'Day
 - d. Course Level: Graduate - Elective
 - e. Credit: Three graduate credits
 - f. Prerequisites: Undergraduate or graduate course which had human sexuality as a part of the course and/or permission of the instructor.
 - g. Effect of Course on current curriculum pattern: The course is offered as a graduate elective for elementary, middle school, or secondary teachers.
 - h. Suggested time and scale of implementation: To be taught every other year, alternating first and second semester. Course would be taught first semester in 1979-1980. Due to in-class activity involving student participation in teaching strategies and the extensive discussion of controversial issues, this course should be limited to twenty students.

- II. Details
 - a. The present staff is adequate. Personal library resources and the college library resources are adequate and will be improved with this year's acquisitions. Additional curriculum guides and units are needed in the curriculum lab.
 - b. The present graduate courses that include teaching strategies encompass the majority of methods which would be effective in sex education but do not emphasize the content or materials appropriate for sex education in the kindergarten through twelve curriculum. The present graduate courses would not generally identify the application of strategies to sex education.

- c. Objectives of the course: The student will be able to:
1. Demonstrate knowledge of the physiological aspects of the reproductive process.
 2. Compare cultural differences in the sociological and psychological aspects of sexuality.
 3. Analyze and evaluate personal values in relation to human sexuality concepts.
 4. Evaluate published sexuality attitude tests.
 5. Review published materials which encompass sex education including such authors of organizations as: SEICUS, Burt and Brower, Calderone, Johnson and Belzer, Kilander, Kirdendall, Parker, Fulton.
 6. Debate the controversial issues that may arise in communities with regards to sex education.
 7. Explore various directions schools have utilized to have sex education accepted as part of the health curriculum.
 8. Review a minimum of sex curriculum guide or units in sex education: three different states, one rural area, one suburban area and one urban area.
 9. Review and critique audio-visual sex education aids.
 10. Display knowledge of strategies appropriate for sex education including:
 - a. Brainstorming and Buzz sessions.
 - b. Value Clarification: Ranking, Grid, Forced Choice, Continium, Voting.
 - c. Student Surveys
 - d. Utilization of speakers from community.
 - e. Utilization of appropriate audio-visual aids.
 - f. Debate, Role Playing, Problem Solving.
 - g. Simulation Games
 11. Develop a resource file in sex education for personal use in classroom.
 12. Develop a curriculum guide for sex education for either of the following: elementary level, middle school level or secondary level.

d. Evaluation and Grading Procedures:

1. Successful completion of knowledge test (80% correct) on physiological aspects of sexuality.
2. Contributions in brainstorming, buzz sessions and value clarification on the sociological and psychological aspects of sexuality (Subjective evaluation).
3. Paper on specific topic teaching suggestions utilizing at least four different authors.
4. Contributions as presenter or audience in debate or problem solving of controversies in sex education in at least two of the following: Community Anti-Sex Education, Sex Stereotyping, Adult Bookstores, Pornographic movies. (Subjective evaluation)
5. Paper comparing sex curriculum guide or units.
6. Written critique of five audio-visual sex education aids.
7. Development and presentation of two of the following:
 - a. Value Clarification Techniques
 - b. Role Playing Situation
 - c. Student Survey
 - d. Attitude Test

IV. Topical Outline

- a. Review of physiological aspects of sexuality.
- b. Review of Sociological and Psychological aspects of Sexuality.
- c. Problems of Sex Stereotyping, Sex Roles, Sex Attitudes.
- d. Controversy of teaching of sex education.
- e. Methods and Materials in sex education.
- f. Curriculum development in sex education.

V. Rationale: There have been many requests by elementary classroom teachers, school nurses, secondary health teachers, and secondary physical education teachers for a course in how and what to teach in sex education. Trenton State College and Montclair State College each have a graduate course in this area but teachers in Southern New Jersey have no opportunity for such a course at Glassboro. One of the problems that often arises when a school district includes sex education in the Curriculum is the apprehension of teachers. This course will provide both a knowledge basis and teaching strategies to reduce this apprehension.

VI. Dr. Harry Hoistma, Montclair State College, and Dr. Joseph Darden Kean College of New Jersey, were contacted to review the content encompassed in each colleges' undergraduate course Human Sexuality. Dr. Hoistma also provided Glassboro with verbal suggestions as to content for a graduate course in teaching methods in sex education.

Mr. John Schaub, Dr. Marian Hodes, and Ms. Ethel Pickett were provided with the proposal in November. Attached was a letter requesting a written statement from each of these parties as to the possible overlap with existing graduate courses at Glassboro.

PARTIAL BIBLIOGRAPHY

American Association of Sex Educators, Counselors, and Therapists, Qualification Standards for Sex Educators, Washington D.C.

John Burt and Linda Meeks, Education for Sexuality, Philadelphia: Saunders, 1975.

Crawley, et al: Reproduction, Sex and Preparation for Marriage, Englewood Cliffs: Prentice-Hall, 1964.

James Gerald and John Iorio, Love, Sex and Identity, San Francisco: Boyd and Fraser, 1972.

Gordon, S. and Libby R. Contemporary Issues in Human Sexuality. North Scituate: Duxbury, 1976

D.L. Grummen and A.M. Barclay, Sexuality: Search for Perspective, New York: Van Nostrand, 1971.

Jones, et al, Sex, New York: Harper & Row, 1973

Jones, et al, Human Sexuality, San Francisco: Harcourt Brace, 1973.

L.A. Kirkendall, Sex Education as Human Relations, New York: McGraw Hill, 1959.

H.F. Kilander, Sex Education in the Schools, Toronto: Macmillian, 1970.

B.A. Kogan, Human Sexual Expression, New York: Harcourt Brace, 1973.

W.H. Masters and V.E. Johnson, Human Sexual Response, Boston: Little, Brown, 1966.

W.H. Masters and V.E. Johnson, Human Sexual Inadequacy, Little, Brown, 1970.

J.L.J. McCary, Human Sexuality, New York: Van Nostrand, 1978.

L.P. McCrory, A complete Sex Education for Parents, Teenagers and Adults, North Carolina: Family Life Publication, 1973.

Pomeroy, D.E., Your Child and Sex, North Carolina: Family Life Publication, 1974.

E.C. Pierson and W.V. D'Antonio, Female and Male, New York: Lippincott, 1974.

E.C. Pierson, Sex is Never an Emergency, New York: Lippincott, 1973.

SEICUS, 122 E. 42nd St., Suite 922, New York, New York, 10016
(All Publications).

Wilson, Roe, and Autrey, Readings on Human Sexuality, New York: Human Services Press, 1977.

PERIODICALS

Archives of Sex Behavior (to be ordered).

Journal of American Medical Association.

Journal of Sex Education and Therapy (to be ordered)

Journal of School Health.

Medical Aspects of Human Sexuality (to be ordered).

Psychology Today.

School Health Review.

U.S. Journal of Marriage and Family.



State of New Jersey
GLASSBORO STATE COLLEGE
GLASSBORO NEW JERSEY 08028

DEPARTMENT OF SECONDARY EDUCATION

February 14, 1979


Dr. Shirley O'Day
Health & Phys. Ed. Department
Esby Gym

Dear Shirley,

I have examined the course proposal for Teaching Strategies for Sex Education. I feel that this is a much needed graduate level course, and should be a very worthwhile elective for any graduate students in Subject Matter Programs who desire to take it.

This is an area that has not been adequately treated in the public schools and in teacher education, and I am hopeful that your proposed course will fill in a gap that has been present in our offerings for a long time.

Sincerely,


John J. Schaub, Chairman
Department of Secondary Ed.



State of New Jersey

**GLASSBORO STATE COLLEGE
GLASSBORO, NEW JERSEY 08028**

TO: Dr. Shirley O'Day
FROM: Dr. Marion Hodes
RE: New Course Proposal: Teaching
Strategies for Sex Education
DATE: February 20, 1979

I have had an opportunity to circulate your course proposal to more than six faculty members of our Department who wish to have input. Reaction from the faculty members is most supportive. They--and I--feel that this is a worthy elective for Elementary Education graduate students and heartily endorse your proposal.

We would be happy to assist in circulating information about this course to our students after the adoption process has been completed and the course is scheduled.

We would appreciate your keeping us advised regarding the status of your proposal.

/dlb

LOGUE DESCRIPTION

Teaching Strategies for Sex Education - 3 Graduate Credits

This course examines the teaching strategies appropriate for sex education, including materials and techniques for specific grade levels. Activities will be designed to include the physiological and psychological aspects of sexuality and the development of teaching units and curriculum guides for sex education.