

1. General Information

1a. Submitted by the College of: PUBLIC HEALTH

Date Submitted: 2/14/2013

1b. Department/Division: Department Of Health Behaviors

1c. Contact Person

Name: Kristen Pickett

Email: kristen.pickett@uky.edu

Phone: 218-2039

Responsible Faculty ID (if different from Contact)

Name: Richard Crosby

Email: crosby@uky.edu

Phone: 218-2039

1d. Requested Effective Date: Semester following approval

1e. Should this course be a UK Core Course? Yes

Inquiry - Social Sciences

2. Designation and Description of Proposed Course

2a. Will this course also be offered through Distance Learning?: No

2b. Prefix and Number: CPH 203

2c. Full Title: Sexual Health

2d. Transcript Title:

2e. Cross-listing:

2f. Meeting Patterns

LECTURE: 3

2g. Grading System: Letter (A, B, C, etc.)

2h. Number of credit hours: 3

2i. Is this course repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester?

2j. Course Description for Bulletin: This course will be an in-depth introduction to the relationship of sex and sexual behaviors to health and wellness.

2k. Prerequisites, if any: none

2l. Supplementary Teaching Component:

3. Will this course taught off campus? No

If YES, enter the off campus address:

4. Frequency of Course Offering: Spring,

Will the course be offered every year?: Yes

If No, explain:

5. Are facilities and personnel necessary for the proposed new course available?: Yes

If No, explain:

6. What enrollment (per section per semester) may reasonably be expected?: 200

7. Anticipated Student Demand

Will this course serve students primarily within the degree program?: No

Will it be of interest to a significant number of students outside the degree pgm?: Yes

If Yes, explain: [var7InterestExplain]

8. Check the category most applicable to this course: Traditional – Offered in Corresponding Departments at Universities Elsewhere,

If No, explain:

9. Course Relationship to Program(s).

a. Is this course part of a proposed new program?: No

If YES, name the proposed new program:

b. Will this course be a new requirement for ANY program?: No

If YES, list affected programs:

10. Information to be Placed on Syllabus.

a. Is the course 400G or 500?: No

b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from 10.a above) are attached: Yes

Distance Learning Form

Instructor Name:

Instructor Email:

Internet/Web-based: No

Interactive Video: No

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?
2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.
3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.
4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?
If yes, which percentage, and which program(s)?
5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?
6. How do course requirements ensure that students make appropriate use of learning resources?
7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.
8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?
9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? NO
If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.
10. Does the syllabus contain all the required components? NO
11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:



eCATS (Curricular Proposal)

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Detailed Navigation

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- Financial Disclosure

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eCATS Request Tracking

No Filter
 Filter By College Name
 Filter By CourseID
 Filter By Date Range

Course/ Prog ID	Display Form	Course/ Program	Request Type	College	Date
<input checked="" type="radio"/> CPH 202	Display Form	Course	New	PUBLIC HEALTH	11/26/2012
<input checked="" type="radio"/> CPH 203	Display Form	Course	New	PUBLIC HEALTH	6/21/2012

Details of Course/Program ID(CPH 203)

WORKITEM ID	Workflow Status	Date	Time
000010337041	Department Received	2012-06-21	15:41 PM
000010337045	Department Approved	2012-06-21	15:49 PM
000010348207	Received by College	2012-06-21	15:50 PM
000010348209	Approved by College	2012-06-21	15:53 PM
000010348212	Received by HCCC	2012-06-21	15:53 PM
000010348214	Approved by HCCC	2012-07-18	13:41 PM
000010485807	RECEIVED BY UKCEC	2012-07-18	13:41 PM
000010485809	Approved by IGEOC	2013-02-04	15:16 PM
000012038548	Received by UGC	2013-02-04	15:16 PM
000012038550	Approved by UGC	2013-02-04	15:19 PM
000012038553	Received by Senate Council	2013-02-04	15:19 PM

<input checked="" type="radio"/> CPH 310	Display Form	Course	New	PUBLIC HEALTH	11/26/2012
<input checked="" type="radio"/> CPH 351	Display Form	Course	New	PUBLIC HEALTH	2/7/2013
<input checked="" type="radio"/> CPH 440	Display Form	Course	New	PUBLIC HEALTH	12/20/2012
<input checked="" type="radio"/> CPH 450	Display Form	Course	New	PUBLIC HEALTH	2/7/2013
<input checked="" type="radio"/> CPH 580	Display Form	Course	New	PUBLIC HEALTH	9/21/2012
<input checked="" type="radio"/> CPH 695	Display Form	Course	Change	PUBLIC HEALTH	8/15/2012

Courses	Request Tracking
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New Course Form

https://myuk.uky.edu/sap/bc/soap/rfc?services=

Open in full window to print or save

Generate F

Attachments:

Upload File

	ID	Attachment
Delete	387	CPH 203 Sexual Health Memo.docx
Delete	389	CPH 203 Sexual Health UKCore form.doc
Delete	1258	CPH 203 Sexual Health syllabus.doc

First 1 2 Last

Select saved project to retrieve...

(*denotes required fields)

1. General Information

- a. * Submitted by the College of: PUBLIC HEALTH Today's Date: 2/14/2013
- b. * Department/Division: Department Of Health Behaviors
- c.
 - * Contact Person Name: Kristen Pickett Email: kristen.pickett@uky.edu Phone: 218-2039
 - * Responsible Faculty ID (if different from Contact): Richard Crosby Email: crosby@uky.edu Phone: 218-2039
- d. * Requested Effective Date: Semester following approval OR Specific Term/Year 1: _____
- e. Should this course be a UK Core Course? Yes No
 If YES, check the areas that apply:
 - Inquiry - Arts & Creativity Composition & Communications - II
 - Inquiry - Humanities Quantitative Foundations
 - Inquiry - Nat/Math/Phys Sci Statistical Inferential Reasoning
 - Inquiry - Social Sciences U.S. Citizenship, Community, Diversity
 - Composition & Communications - I Global Dynamics

2. Designation and Description of Proposed Course.

- a. * Will this course also be offered through Distance Learning? Yes No
- b. * Prefix and Number: CPH 203
- c. * Full Title: Sexual Health
- d. Transcript Title (if full title is more than 40 characters): _____
- e. To be Cross-Listed ² with (Prefix and Number): _____
- f. * Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours³ for each meeting pattern type.

<input type="checkbox"/> 3 Lecture	<input type="checkbox"/> Laboratory ⁴	<input type="checkbox"/> Recitation	<input type="checkbox"/> Discussion
<input type="checkbox"/> Indep. Study	<input type="checkbox"/> Clinical	<input type="checkbox"/> Colloquium	<input type="checkbox"/> Practicum
<input type="checkbox"/> Research	<input type="checkbox"/> Residency	<input type="checkbox"/> Seminar	<input type="checkbox"/> Studio
<input type="checkbox"/> Other	If Other, Please explain: _____		
- g. * Identify a grading system: Letter (A, B, C, etc.) Pass/Fail
- h. * Number of credits: 3
- i. * Is this course repeatable for additional credit? Yes No
 If YES: Maximum number of credit hours: _____
 If YES: Will this course allow multiple registrations during the same semester? Yes No

J. * Course Description for Bulletin:

This course will be an in-depth introduction to the relationship of sex and sexual behaviors to health and wellness.

K. Prerequisites, if any:

none

I. Supplementary teaching component, if any: Community-Based Experience Service Learning Both3. * Will this course be taught off campus? Yes No

If YES, enter the off campus address:

4. Frequency of Course Offering.

a. * Course will be offered (check all that apply): Fall Spring Summer Winter

b. * Will the course be offered every year? Yes No

If No, explain:

5. * Are facilities and personnel necessary for the proposed new course available? Yes No

If No, explain:

6. * What enrollment (per section per semester) may reasonably be expected? 200

7. Anticipated Student Demand.

a. * Will this course serve students primarily within the degree program? Yes No

b. * Will it be of interest to a significant number of students outside the degree pgm? Yes No

If YES, explain:

Proposed course fulfills UK Core curriculum requirement in the Social Sciences Area of Inquiry.

8. * Check the category most applicable to this course:

- Traditional – Offered in Corresponding Departments at Universities Elsewhere
 Relatively New – Now Being Widely Established
 Not Yet Found in Many (or Any) Other Universities

9. Course Relationship to Program(s).

a. * Is this course part of a proposed new program? Yes No

If YES, name the proposed new program:

b. * Will this course be a new requirement⁵ for ANY program? Yes No

If YES⁵, list affected programs:

10. Information to be Placed on Syllabus.

a. * Is the course 400G or 500? Yes No

If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in 10.b. You must include: (i) identify additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR

b. * The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable above) are attached.

¹⁰ Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

¹¹ The chair of the cross-listing department must sign off on the Signature Routing Log.

¹² In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, is two hours per week for a semester for one credit hour. (from SR 5.2.1)

¹³ You must also submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.

¹⁴ In order to change a program, a program change form must also be submitted.

Rev 8/09

Submit as New Proposal Save Current Changes Delete Form Data and Attachments

About this new course proposal:

This course is set up for the STEM - Physics Major for Secondary Education program (College of Education). Students in the STEM program will be advised to take this course and this course will satisfy the STEM physics requirement.

Physics BA students are required to take one PHY3XX and one PHY4XX course as major requirement. However, we do not have many 300 and 400 level courses appropriate for these students. This new course is a good option and we expect many BA students will take this course as an elective.

The UPCC proposed this new course after thorough discussion and the proposal was approved by the general faculty in a faculty meeting on April 2, 2012.



UNIVERSITY
OF KENTUCKY

College of Public Health

Office of Academic Affairs
121 Washington Avenue, Suite 110
Lexington KY 40536-0003
(859) 218-2092 phone
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<http://www.mc.uky.edu/PublicHealth>

MEMORANDUM

TO: Health Care Colleges Council

FROM: William G. Pfeifle, EdD
Associate Dean for Academic Affairs

SUBJECT: New Course Proposal – CPH 203 Sexual Health

DATE: June 19, 2012

The Department of Health Behavior has submitted a new course proposal for CPH 203 Sexual Health. It is also being proposed as a UKCore course in the Social Sciences Area of Inquiry.

This course change proposal has been reviewed and approved by the Academic Affairs Committee and the Faculty Council, according to our college's established bylaws.

Further information about this course can be obtained by contacting the course director, Dr. Richard Crosby, via phone at 218-2039 or via email at crosby@uky.edu.

**Course Review Form
Inquiry in the Social Sciences**

Course: CPH 203 Sexual Health

Reviewer Recommendation

Accept Revisions Needed

Using the course syllabus as a reference, identify when and how the following learning outcomes are addressed in the course. Since learning outcomes will likely be addressed multiple ways within the same syllabus, please identify a representative example (or examples) for each outcome.

Readings, lectures, or presentations that promote students' ability to define and distinguish different theoretical approaches associated with a social science discipline, either broadly or as applied to an important social science topic.

Example(s) from syllabus:

Chapter 15 (sexually transmitted infections)

Brief Description:

This chapter provides a multidimensional approach to understanding the etiology, biology, and behavioral science aspects of sexually transmitted infections. In the lecture that accompanies the chapter emphasis will be placed on importance of social networks in the spread of these infections as well as the role of socio-ecological approach to the prevention of these infections.

Processes or assignments where students apply their understanding of methods and ethics of inquiry which lead to social scientific knowledge.

Example(s) from syllabus:

Four papers are required -- each will follow the same template (to be provided to the students). The template will require students to "link" news stories about sexual health to empirical findings from journal articles. Students will need to reconcile the differences between what is reported/perceived by the media and what is actually supported by scientific investigation.

Brief Description:

An example will be optimally efficient here. Imagine that a news story suggests that "dropping estrogen levels" may be the cause of low sexual libido among women over the age of 45 years. Students would then use this news story to link into the associated empirical literature. As a result of their investigation some students may discover that this hypothesis is flawed based on key confounding factors such as age and libido of partners, increased vaginal discomfort during penetrative sex based on decreased vaginal lubrication, and natural loss of libido with declining health among obese women.

Artifacts of assignments or exercises that require students to demonstrate the ability to identify and use appropriate information resources to substantiate evidence-based claims.

Example(s) from syllabus:

The four papers (see above) serve as these artifacts.

Brief Description:

Each of the four papers will be highly structured (based on a provided template) and thus students will, by necessity, create a logical argument predicated on empirical support.

Processes, assignments or exercises that demonstrate students' application of the knowledge of how a social science discipline influences society.

Example(s) from syllabus:

The midterm and final exams are the ultimate "process" that demonstrates students' acquisition of knowledge.

Brief Description:

Exam questions will be composed by Dr. Crosby (an educator with 27 years of experience in the classroom) to assess higher order learning in Bloom's taxonomy. Simple recall, for example, is a low-level of knowledge in this taxonomy; whereas synthesis and application are considered advanced levels of learning. Dr. Crosby has always focused his examinations on synthesis and application and will do for this course as well.

Artifacts of assignments or exercises that require students to demonstrate an ability to identify a well-formulated question pertinent to a social science discipline and to employ the discipline's conceptual and methodological approaches in identifying reasonable research strategies that could speak to the question.

Example(s) from syllabus:
not included in this course

Brief Description:

Reviewer's Comments

Pending Senate Review

UNIVERSITY OF KENTUCKY
COLLEGE OF PUBLIC HEALTH

Course Syllabus

Sexual Health

CPH 203-001
Spring 2013

Location: Chemistry-Physics Building, Room 153
Days and Time: Tuesday and Thursday, 3:30 pm – 4:45 pm

Contact information

Instructor: Dr. Richard Crosby
Bowman Hall, Suite 355
Telephone: 257-5620
E-mail: crosby@uky.edu (preferred method of contact)
Office Hours: Mondays from 2:30 to 5:00 or by appointment

Instructor: Dr. Connie White
Bowman Hall, Suite 345
Telephone: 257-8911
E-mail: connie.white@uky.edu (preferred method of contact)
Office Hours: Mondays from 2:30 to 5:00 or by appointment

Course description

This course will provide students with an in-depth treatment of all sex-related topics that influence the health and wellbeing of humans. Emphasis is placed on healthy sexual expression in the context of global HIV and STD epidemics as well as global issues with unintentional pregnancy and cervical cancer – all of which are highly preventable. Students will also gain an in-depth education about human sexual functioning (physiology and neural pathways), sexual pluralism (diversity in sexual expression), issues pertaining to gay and lesbian health, and the science of understanding relational issues and gender role issues in US culture.

Course prerequisites

None

Course objectives

Upon completion of this course, the learner will be able to:

- explain the principles of transmission/acquisition for ten sexually transmitted infections, including HIV
- explain the anatomy and physiology of ten sexually transmitted infections, including HIV

- describe the sexual response cycle in males and in females and differentiate between the two cycles
- provide examples of contextual and social factors that place sexual minorities at increased risk of ten sexually transmitted infections, including HIV
- explain the principles of human conception and the principles of at least 7 methods of contraception
- explain the anatomy and physiology of the ovarian cycle and the menstrual cycle and differentiate between the two cycles
- provide examples of contextual and social factors that place sexual minorities at increased risk of unintentional pregnancy
- describe the function and protective value of vaccines against STIs
- identify key concepts relevant to sexual pluralism
- articulate the acquisition and limitation of gender roles in the US
- explain the concept of sexual variance
- compare and contrast effective screening procedures for cancer of sexual organs
- understand cervical cancer and its prevention
- describe the social issues that surround gay, lesbian, and bisexual health in the US
- explain at least 6 different forms of sexual identity and sexual expression in the US
- identify key aspects of the mind-body connection regarding orgasm
- illustrate the relationship of sexual health with the field of public health
- identify effective programs for the promotion of sexual health

Student learning outcomes:

- Students will gain an in-depth understanding of the relationship between health and sexuality.
- Students will be able to identify risks and benefits to health of sexual behaviors.
- Students will understand and appreciate the complex relationships between sexual behaviors, prevailing social norms, psychosocial perceptions, and cultural factors.

Textbooks

Yarber, W. L., Sayad, B. W., & Strong, B. Human Sexuality: Diversity in Contemporary America. (8th ed.), McGraw-Hill, 2012.

Course requirements and learner evaluation

Course grades will be based upon evaluation of the following activities:

- Papers: There will be a total of four (4) papers required for this course, each worth 8% of the final grade. For the papers, your task is to keep up with current news, specifically national news (not just local news) regarding sexual health issues and write a reflective paper synthesizing an article of your choosing and the course materials. Papers should be no than 4 pages, double spaced. Each paper should be regarding a new article. Papers should be submitted in hard copy at the beginning of class. Papers are expected to be done individually, group work is not acceptable. Due dates are noted in the course schedule below. Late papers will be penalized 10% each day they are past the deadline.
- Examinations: There will be two (2) examinations, both of which are non-cumulative. Each examination will each be worth 34% of the final grade. Exams will require you to synthesize and apply information learned from class and the assigned readings.
- Class participation, group work, and student collaboration: Although class participation, group work, and student collaboration are not a grade per se, active participation in these ways helps ensure that maximum learning is taking place and may influence grades within a point of the next letter grade.

Grades will be assigned according to the following scale:

90 – 100	A
80 – 89	B
70 – 79	C
60 – 69	D
< 60	E

Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (<http://www.uky.edu/Registrar/AcademicCalendar.htm>)

Instructor expectations

1. I expect you to attend every class session. The components are highly interrelated; missing a class will detract from the learning potential of subsequent sessions.
2. I expect you to be in the classroom and prepared to begin work at the scheduled starting time for each session.
3. I expect you to be attentive to each class. This means silencing mobile phones and suspending email and texting and phone calling during class. Should a true emergency arise that you must address, please quietly attend to it and return to class as quickly as possible.
4. I expect you to actively participate in the discussions. This is not the type of class where you can “sit back and listen.”
5. I expect you to submit papers using proper English grammar, syntax, and spelling. You are encouraged to use spell check and grammar check prior to submitting your written work. The Writing Laboratory is available to anyone who may need assistance. Grammar, syntax, and spelling will account for 10% of the grade for written work.
6. I expect (and encourage) you to provide honest and timely feedback regarding the content and process of this course throughout the semester.
7. I expect you to interactively engage via Blackboard with the other students and the instructor throughout the semester.
8. I expect you to share in the responsibility for making this course an enjoyable and beneficial learning experience.
9. Wikipedia *cannot* be used as a cited reference as noted by a co-founder of Wikipedia! You may use Wikipedia to identify appropriate source material. Remember Wikipedia is *not* peer reviewed!
10. I require that each learner will utilize the *APA Publication Manual* as a guide for writing papers for this course and the grading rubric will be based on its precepts.

Academic honesty

Academic honesty is highly valued at the University. You must always submit work that represents your original words or ideas. If any words or ideas used in a class assignment submission do not represent your original words or ideas, you must cite all relevant sources and make clear the extent to which such sources were used. Words or ideas that require citation include, but are not limited to, all hard copy or electronic publications, whether copyrighted or not, and all verbal or visual communication when the content of such communication clearly originates from an identifiable sources. Please see the University's policies concerning the consequences for plagiarism.

Source: www.uky.edu/ombud/plagerism.pdf

Policy: www.uky.edu/usc/new/rulesandregulationsmark.htm

Accommodations

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, submit to me a Letter of Accommodation from the Disability Resource Center (www.uky.edu/TLC/grants/uk_ed/services/drc.html). If you have not already done so, please register with the Disability Resource Center (Room 2 Alumni Gym, 257-2754, jkarnes@uky.edu) for coordination of campus disability services available to students with disabilities.

Religious Observances

Students will be given the opportunity to make up work (typically, exams or assignments) when students notify their instructor that religious observances prevent the student from completing assignments according to deadlines stated in this syllabus. Students must notify the course instructor **at least two weeks prior to such an absence** and propose how to make up the missed academic work.

Inclement weather

The University of Kentucky has a detailed policy for decisions to close in inclement weather. The snow policy is described in detail at <http://www.uky.edu/MicroLabs/documents/p-weather.pdf> or you can call (859) 257-5684.

Late work and makeup policy

Cases involving University-excused absences, University-prescribed academic accommodations, or explicit requests from your Assistant or Associate Dean will be handled individually.

Attendance policy

Attendance is highly recommended, but not mandatory. Attendance records will not be kept.

Course schedule and topics

DATE	TOPIC	READING ASSIGNMENTS
January 10	Distribution of Syllabus, Introduction	
January 15	Perspectives in Human Sexuality	Chapter 1
January 17	Studying Human Sexuality	Chapter 2
January 22	Gender and Gender Roles	Chapter 5
January 24	Gender and Gender Roles	Chapter 5
January 29	Love and Communication in Intimate Relationships	Chapter 8
January 31	Love and Communication in Intimate Relationships	Chapter 8 & PAPER DUE
February 5	Sexual Expression	Chapter 9
February 7	Sexual Expression	Chapter 9
February 12	Sexuality in Adulthood	Chapter 7
February 14	Variations in Sexual Behavior	Chapter 10
February 19	Non-viral Sexually Transmitted Infections	Chapter 15

February 21	Viral Sexually Transmitted Infections	Chapter 15
February 26	HIV and AIDS	Chapter 16
February 28	HIV and AIDS	Chapter 16 & PAPER DUE
March 5	Female Sexual Anatomy, Physiology, and Response, <i>Midterm Evaluation & Midterm Grade Report</i>	Chapter 3
March 7	Female Sexual Anatomy, Physiology, and Response	Chapter 3
March 11-16	UK SPRING BREAK	SPRING BREAK
March 19	Male Sexual Anatomy, Physiology, and Response	Chapter 4
March 21	Male Sexual Anatomy, Physiology, and Response	Chapter 4
March 26	Cancers of the reproductive tract in women and men	To be assigned
March 28	Cancers of the reproductive tract in women and men	To be assigned & PAPER DUE
April 2	Sexual Function Difficulties, Dissatisfaction, Enhancement and Therapy	Chapter 14
April 4	Sexual Function Difficulties, Dissatisfaction, Enhancement and Therapy	Chapter 14
April 9	Contraception	Chapter 11
April 11	Contraception	Chapter 11
April 16	Gay and Lesbian health issues	To be assigned
April 18	Gay and Lesbian health issues	To be assigned
April 23	Sex and the law	Chapter 18
April 25	Sex and the law	Chapter 18 & PAPER DUE

The final examination will be on May 2nd at 3:30 pm in CP-153.