Course Information

Date Submitted: 3/11/2013

Current Prefix and Number: KHP - Kinesiology and Hlth Promotion , KHP 220 - SEXUALITY EDUCATION

Other Course:

Proposed Prefix and Number: KHP 220

What type of change is being proposed?

Major – Add Distance Learning

Should this course be a UK Core Course? No

1. General Information

a. Submitted by the College of: College of Education

b. Department/Division: Kinesiology - Health Promotion

c. Is there a change in 'ownership' of the course? No

If YES, what college/department will offer the course instead: Select...

e. Contact Person

Name: Kristen Mark

Email: kristen.mark@uky.edu

Phone: 257-8935

Responsible Faculty ID (if different from Contact)

Name: Kristen Mark

Email: kristen.mark@uky.edu

Phone: 257-8935

f. Requested Effective Date

Semester Following Approval: No OR Effective Semester: Summer 2013

2. Designation and Description of Proposed Course

a. Current Distance Learning (DL) Status: Please Add

b. Full Title: SEXUALITY EDUCATION

Proposed Title: SEXUALITY EDUCATION

c. Current Transcript Title: SEXUALITY EDUCATION

Proposed Transcript Title:

1

d. Current Cross-listing: none

   Proposed – ADD Cross-listing :

   Proposed – REMOVE Cross-listing:

e. Current Meeting Patterns

   LECTURE: 2

   Proposed Meeting Patterns

   LECTURE: 2

f. Current Grading System: ABC Letter Grade Scale

   Proposed Grading System: PropGradingSys

g. Current number of credit hours: 2

   Proposed number of credit hours: 2

h. Currently, is this course repeatable for additional credit? No

   Proposed to be repeatable for additional credit? No

   If Yes: Maximum number of credit hours:

   If Yes: Will this course allow multiple registrations during the same semester? No

2i. Current Course Description for Bulletin: The course is designed to prepare educators to offer sexuality education in the schoools. Emphasis is placed on justification of sexuality education, relevant content, appropriate teaching techniques, and precautions to take when teaching sexuality education.

   Proposed Course Description for Bulletin: The course is designed to prepare educators to teach sexuality education in the schoools. Emphasis is placed on justification of sexuality education, relevant content, appropriate teaching techniques, and precautions to take when teaching sexuality education.

2j. Current Prerequisites, if any:

   Proposed Prerequisites, if any: None

2k. Current Supplementary Teaching Component:

   Proposed Supplementary Teaching Component: No Change

3. Currently, is this course taught off campus? No

   Proposed to be taught off campus? No

   If YES, enter the off campus address:

4. Are significant changes in content/student learning outcomes of the course being proposed? No

   If YES, explain and offer brief rational:

5a. Are there other depts. and/or pgms that could be affected by the proposed change? No

   If YES, identify the depts. and/or pgms:

5b. Will modifying this course result in a new requirement of ANY program?   No

   If YES, list the program(s) here:

6. Check box if changed to 400G or 500: No

Distance Learning Form

Instructor Name: Kristen Mark

Instructor Email: kristen.mark@uky.edu

Internet/Web-based: Yes

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? This course offers students the option of interacting with one another and the instructor in online discussion forums created in Blackboard. Additionally, students will have access to the instructor via phone, email, or video conferencing by appointment. The syllabus does conform to University Senate Syllabus Guidelines and 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. The textbook will be used in addition to articles found through eReserves for students to engage in critical thinking. The course goals will remain the same as the face-to-face version of the course. In addition, the participation in online forum discussions will allow for students to interact with one another in a setting that can be compared to an in class discussion.

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. Students will have password-protected course portals through Blackboard and will be made aware through the syllabus of the implications of plagarism. Additionally, exams will be open-book and students are made aware of the academic offense policy.

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? No.

If yes, which percentage, and which program(s)? N/A

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? Students are given the contact information for Distance Learning and can contact the instructor for any resources necessary. The discussion forums offer an outlet for discussing the class material with other classmates and the instructor in an interactive way.

6.How do course requirements ensure that students make appropriate use of learning resources? The paper, exams, and quizzes require that students study the material provided. In addition, the participation grade relies on the students' use of Blackboard's discussion forum.

7.Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.   Laboratories are not required for this course. The only requirements are access to Blackboard and the requirements that accompany that (e.g., Internet connection, computer, etc.).

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/)?   The syllabus does contain contact information for the IT Customer Service Center in addition to the instructor's contact information.

9.Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)?   YES

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.   Not Applicable.

10.Does the syllabus contain all the required components?   YES

11.I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name: Kristen Mark

SIGNATURE|MNOLA01|Melody P Noland|Dept approval for ZCOURSE_CHANGE KHP 220|20121010

SIGNATURE|MYRT|Martha L Geoghegan|College approval for ZCOURSE_CHANGE KHP 220|20121010

SIGNATURE|JMETT2|Joanie Ett-Mims|Undergrad Council approval for ZCOURSE_CHANGE KHP 220|20121115

e

| Courses | Request Tracking |

Course Change Form

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

<u>Open in full window to print or save</u>

Generate F

Attachments:

[Browse...] Upload File

	ID	Attachment
Delete	1081	KHP 220 face-to-face Syllabus.pdf
Delete	1373	KHP_220_Distance_Learning_Syllabus_FINAL_revised.p

First   1   Last

Select saved project to retrieve...   [   ]   Get   New

NOTE: Start form entry by choosing the Current Prefix and Number
(*denotes required fields)

	Current Prefix and Number:	KHP - Kinesiology and Hlth Promotion KHP 220 - SEXUALITY EDUCATION	*Proposed Prefix & Number:*	KHP 220
*	What type of change is being proposed?	☐ Major Change ☑ Major – Add Distance Learning ☐ Minor - change in number within the same hundred series, exception 6f same "hundred series" ☐ Minor - editorial change in course title or description which does not im content or emphasis ☐ Minor - a change in prerequisite(s) which does not imply a change in cc or emphasis, or which is made necessary by the elimination or significant a the prerequisite(s) ☐ Minor - a cross listing of a course as described above		

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

1.	General Information		
a.	Submitted by the College of: College of Education		Today's Date: 3/11/2013
b.	Department/Division:	Kinesiology - Health Promotion	
c.*	Is there a change in "ownership" of the course?		
	○ Yes ◉ No If YES, what college/department will offer the course instead? Select...		
e.*	* Contact Person Name: Kristen Mark Email: kristen.mark@uky.edu Phone: 257-8935 * Responsible Faculty ID (if different from Contact) Kristen Mark Email: kristen.mark@uky.edu Phone: 257-8935		
f.*	Requested Effective Date:	☐ Semester Following Approval	OR	Specific Term: ² Summer 2013
2.	Designation and Description of Proposed Course.		

a.	Current Distance Learning(DL) Status:	○ N/A ○ Already approved for DL* ◉ Please Add ○ Please Drop
	*If already approved for DL, the Distance Learning Form must also be submitted <u>unless</u> the department affirms (by checking this box) tha proposed changes do not affect DL delivery.	
b.	Full Title:	SEXUALITY EDUCATION	*Proposed Title:* *	SEXUALITY EDUCATION
c.	Current Transcript Title (if full title is more than 40 characters):		SEXUALITY EDUCATION

c.	Proposed Transcript Title (if full title is more than 40 characters):					
d.	**Current Cross-listing:**	☑ N/A		OR	Currently³ Cross-listed with (Prefix & Number):	none
	Proposed – ADD² Cross-listing (Prefix & Number):					
	Proposed – REMOVE ³⁴ Cross-listing (Prefix & Number):					

e. Courses must be described by **at least one** of the meeting patterns below. Include number of actual contact hours ¹ for each meeting pattern type.

Current:	Lecture 2	Laboratory⁵		Recitation	Discussion	Indep. Study
	Clinical	Colloquium		Practicum	Research	Residency
	Seminar	Studio		Other	Please explain:	

Proposed: *	Lecture 2	Laboratory⁵		Recitation	Discussion	Indep. Study
	Clinical	Colloquium		Practicum	Research	Residency
	Seminar	Studio		Other	Please explain:	

f.	**Current Grading System:**	ABC Letter Grade Scale	
	Proposed Grading System:*	⦿ Letter (A, B, C, etc.) ○ Pass/Fail ○ Medicine Numeric Grade (Non-medical students will receive a letter grade)	

g.	**Current number of credit hours:**	2	Proposed number of credit hours: *	2

h.*	**Currently, is this course repeatable for additional credit?**	○ Yes ⦿ No
*	Proposed to be 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

i.	**Current Course Description for Bulletin:**
	The course is designed to prepare educators to offer sexuality education in the schoools. Emphasis is placed on justification of sexuality education, relevant content, appropriate teaching techniques, and precautions to take whei teaching sexuality education.
*	Proposed Course Description for Bulletin:
	The course is designed to prepare educators to teach sexuality education in the schoools. Emphasis is placed on justification of sexuality education, relevant content, appropriate teaching techniques, and precautions to take whei teaching sexuality education.

j.	**Current Prerequisites, if any:**
*	Proposed Prerequisites, if any:
*	None

k.	**Current Supplementary Teaching Component, if any:**	○ Community-Based Experience ○ Service Learning

			○ Both
	Proposed Supplementary Teaching Component:		○ Community-Based Experience ○ Service Learning ○ Both ◉ No Change

3.	Currently, is this course taught off campus?	○ Yes ◉ No
*	Proposed to be taught off campus?	○ Yes ◉ No
	If YES, enter the off campus address:	
4.*	Are significant changes in content/student learning outcomes of the course being proposed?	○ Yes ◉ No
	If YES, explain and offer brief rationale:	
5.	Course Relationship to Program(s).	
a.*	Are there other depts and/or pgms that could be affected by the proposed change?	○ Yes ◉ No
	If YES, identify the depts. and/or pgms:	
b.*	Will modifying this course result in a new requirement[2] for ANY program?	○ Yes ◉ No
	If YES[2], list the program(s) here:	
6.	Information to be Placed on Syllabus.	
a.	☐ Check box if <u>changed to</u> 400G or 500.	If <u>changed to</u> 400G- or 500-level course you must send in a syllabus and you must include the different between undergraduate and graduate students by: (i) requiring additional assignments by the graduate and/or (ii) establishing different grading criteria in the course for graduate students. (See SR 3.1.4.)

Distance Learning Form

This form must accompany <u>every</u> submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for **fields are required!**

Introduction/Definition: For the purposes of the Commission on Colleges Southern Association of Colleges and Schools accreditation review, *distance learning* is defined as educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instruc the same place. Instruction may be synchronous or asynchronous. A distance learning (DL) course may employ correspondence study, or audio, video, or computer technolo

A number of specific requirements are listed for DL courses. **The *department* proposing the change in delivery method is responsible for ensuring that the require are satisfied at the individual course level.** It is the responsibility of the instructor to have read and understood the university-level assurances regarding an equivalent 4 students utilizing DL (available at http://www.uky.edu/USC/New/forms.htm).

Course Number and Prefix:	KHP 220	Date:	10/10/2012
Instructor Name:	Kristen Mark	Instructor Email:	kristen.mark@uky.edu

Check the method below that best reflects how the majority of the course content will be delivered.

Internet/Web-based ☑   Interactive Video ☐   Hybrid ☐

Curriculum and Instruction

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to Universit Syllabus Guidelines, specifically the Distance Learning Considerations?

   This course offers students the option of interacting with one another and the instructor in online discussion forums created in Blackboard. Additionally, students will have access to the instructor via phone, email, or video

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 goal of student learning outcomes, etc.

The textbook will be used in addition to articles found through eReserves for students to engage in critical thinking. The course goals will remain the same as the face-to-face version of the course. In addition, the

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; acade policy; etc.

Students will have password-protected course portals through Blackboard and will be made aware through the syllabus of the implications of plagarism. Additionally, exams will be open-book and students are made aware of the academic

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 an as defined above?

No.

If yes, which percentage, and which program(s)?

N/A

*As a general rule, if approval of a course for DL delivery results in 50% or more of a program being delivered through DL, the effective date of the course's DL delive months from the date of approval.

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 sett

Students are given the contact information for Distance Learning and can contact the instructor for any resources necessary. The discussion forums offer an outlet for discussing the class material with other classmates and the

Library and Learning Resources

6. How do course requirements ensure that students make appropriate use of learning resources?

The paper, exams, and quizzes require that students study the material provided. In addition, the participation grade relies on the students' use of Blackboard's discussion forum.

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

Laboratories are not required for this course. The only requirements are access to Blackboard and the requirements that accompany that (e.g., Internet connection, computer, etc.).

Student Services

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/o the course, such as the Information Technology Customer Service Center (http://www.uky.edu/UKIT/)?

The syllabus does contain contact information for the IT Customer Service Center in addition to the instructor's contact information.

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)?

◉ Yes
○ No

If no, explain how students enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said tec

Not Applicable.

10. Does the syllabus contain all the required components, below? ☑ Yes

- Instructor's *virtual* office hours, if any.
- The technological requirements for the course.
- Contact Information for Distance Learning programs (http://www.uky.edu/DistanceLearning) and Information Technology Customer Service Center (http://www.uky.edu/UKIT/Help/; 859-218-HELP).
- Procedure for resolving technical complaints.
- Preferred method for reaching instructor, e.g. email, phone, text message.
- Maximum timeframe for responding to student communications.
- Language pertaining academic accommodations:
    - "If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Reso The Center will require current disability documentation. When accommodations are approved, the Center will provide me with a Letter of Accommodat details the recommended accommodations. Contact the Disability Resource Center, Jake Karnes, Director at 859-257-2754 or jkarnes@email.uky.edu."
- Specific dates of face-to-face or synchronous class meetings, if any.
- Information on Distance Learning Library Services (http://www.uky.edu/Libraries/DLLS)
    - Carla Cantagallo, DL Librarian
    - Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6)
    - Email: dllservice@email.uky.edu
    - DL Interlibrary Loan Service: http://www.uky.edu/Libraries/libpage.php?lweb_id=253&llib_id=16

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name: Kristen Mark

Abbreviations: DLP = Distance Learning Programs ATG = Academic Technology Group Customer Service Center = 859-218-HELP (http://www.uky.edu/UKIT/Help)

Revised 2-09

[1] See comment description regarding minor course change. *Minor changes are sent directly from dean's office to Senate Council Chair.* If Chair deems the change as "r form will be sent to appropriate academic Council for normal processing and contact person is informed.

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

[3] Signature of the chair of the cross-listing department is required on the Signature Routing Log.

[4] Removing a cross-listing does not drop the other course – it merely unlinks the two courses.

[5] Generally, undergrad courses are developed such that one semester hr of credit represents 1 hr of classroom meeting per wk for a semester, exclusive of any lab me meeting generally represents at least two hrs per wk for a semester for 1 credit hour. (See SR 5.2.1.)

[6] You must *also* submit the Distance Learning Form in order for the course to be considered for DL delivery.

[7] In order to change a program, a program change form must also be submitted.

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

KHP 220: SEXUALITY EDUCATION
Department of Kinesiology & Health Promotion University of
Kentucky
Spring 2013

Professor:	Kristen P. Mark, Ph.D., M.P.H.
Office:	122 Seaton Building
Telephone:	257-8935
Office Hours:	Tuesday: 2-4; Wednesday: 1-3; others by appointment
Class Meeting:	TBD
	TBD
Email:	kristen.mark@uky.edu

COURSE DESCRIPTION

This course is designed to prepare educators to teach sexuality education in the schools. Emphasis is placed on justification of sexuality education, relevant content, appropriate teaching techniques, and precautions to take when teaching sexuality education.

The course reinforces the College of Education's Conceptual Framework of, "*research and reflection for learning and leading*".

- *Research* serves as one of the major ways for the health promoter to locate and access current and scientifically valid health content information to be taught to students. Also, research provides the basis for planning and developing as well as selecting health promotion programs based upon what researchers have found to be the most effective in influencing health behavior. All elements of a health promotion program (needs assessment, program impact and outcomes, strategies, resources, program implementation, and assessment / evaluation) should be planned, developed, implemented, and evaluated based upon research.
- *Reflection* is emphasized for the purpose of decision-making in order to gain health related knowledge and skills and to learn how to most effectively enable and empower others to develop health literacy. Reflection also enables the health promoter to refine teaching and learning processes. Reflection requires one to evaluate learning processes and to make adaptations to improve the quality of the health promotion program.
- *Leading* is an expectation for all health promoters and health educators. Those trained in health promotion must become leaders in their classroom and school, community agency or organization, in worksite health promotion programs, as well as in health care organizations. Health promoters serve as leaders for curriculum development in schools, health promotion program planning and implementation, policy development, creating environmental changes conducive to health, in addition to many other leadership roles.
- *Learning* must be committed to by all health promoters for all program participants and attention paid to the need to address different learning styles and the effectiveness of various teaching strategies in dealing with diverse and changing populations in a multicultural environment.

COURSE OBJECTIVES

1. Demonstrate current, factual content related to sexuality education.
2. Offer justifications for including sexuality education in a K-12 curriculum.
3. Demonstrate thorough, basic knowledge of the female and male reproductive system.
4. Thoroughly research and present a logical argument regarding a controversial topic related to sexuality education.

5. Describe professional rules of conduct related to sexuality education and the importance of following these rules.
6. Describe the difference between abstinence-only and comprehensive sexuality education programs and what research says about each of these types of programs.
7. Answer typical questions that children have about sex.

Brief Course Outline

Concepts of sexuality
What is sexuality education?
Justification for including sexuality education in the curriculum and opposition arguments
Characteristics/components of effective sexuality education
Human development and adolescents
Sexual anatomy and physiology
Sexual response
Contraception
Conception, pregnancy and childbirth
STI/HIV
Family life and relationships
Intimacy and love
Effective communication
Childhood and adolescent sexuality
Rules for conducting sexuality education
Answering questions from children and adolescents about sex
Personal and social skills

These topics will be covered **as time permits.**

Readings

Most of the readings are contained in the textbook. Any additional readings will be posted to Blackboard. As we progress through the topics listed above, students should read the articles associated with each topic. The professor often will not remind the class to do the reading--students should do the reading as each topic arises. Students will be held responsible for the reading on the exams and in class discussion.

Kentucky Teaching Standards

This course will address the following **Kentucky Teacher Standards** published by the Kentucky Education Professional Standards Board (EPSB):

Standard 1: The teacher demonstrates applied content knowledge.
Standard 2: The teacher designs and plans instruction
Standard 3: The teacher creates and maintains learning climate
Standard 4: The teacher implements and manages instruction
Standard 5: The teacher assesses and communicates learning results
Standard 6: The teacher demonstrates the implementation of technology
Standard 7: Reflects on and evaluates teaching and learning
Standard 8: Collaborates with colleagues/parents/others
Standard 9: Evaluates teaching and implements professional development
Standard 10: Provides leadership with school/community/profession

This course also addresses our professional association standards (AAHE – **American Association for Health Education**):

Standard I: Content Knowledge. Candidates demonstrate the knowledge and skills of a health literate educator.

2

Standard II: Needs Assessment. Candidates assess needs to determine priorities for school health education.
Standard III: Planning. Candidates plan effective comprehensive school health curricula and programs.
Standard IV: Implementation. Candidates implement health education instruction.
Standard V: Assessment. Candidates assess student learning.
Standard VI: Administration and Coordination. Candidates plan and coordinate a school health education program.
Standard VII: Being a Resource. Candidates serve as a resource person in health education.
Standard VIII: Communication and Advocacy. Candidates communicate an advocate for health and school health education.

This course also addresses our professional association standards (AAHE – **American Association for Health Education**). The following standards are emphasized:

    I: Assess Individual and Community Needs of Health Education
    II: Plan Effective Health Education Programs
    III: Implement Health Education Programs
    IV: Evaluate Effectiveness of Coordinated School Health Programs
    VI: Act as a Resource Person in Health Education
    VII: Communicate Health and Health Education Needs, Concerns, and Resources

Senate Bill 1 Initiatives

This course will provide students an opportunity to advance their knowledge and mastery of the "tools" associated with Kentucky education reform, including the Kentucky Core Academic Standards (as they become available), assessment literacy – assessment *for* learning, Characteristics of Highly Effective Teaching and Learning, College and Career Readiness, and the new accountability system as it becomes available. As students carry out projects and complete assignments that involve instructional activities for P-12 students in Kentucky schools, they will address one or more components of the Senate Bill 1 initiatives.

Characteristics of Highly Effective Teaching and Learning

The characteristics of Highly Effective Teaching and Learning for Practical Living have been identified by the Kentucky Department of Education. Students in KHP 220 will become acquainted with these characteristics. These are posted in Blackboard.

COURSE POLICIES

Attendance/Participation

There are points allotted to attendance and participation in this course. The policy for KHP 220 is that you are required to attend class and be on time. Specifically, each time you have an unexcused absence, you will have 3 points deducted from your participation grade. Additionally, if you are more than 10 minutes late or leave class before it ends, you will lose 1 point from your participation grade. Please note that there are some class activities that will be difficult to make up should you miss class. Excused absences, as defined by S.R.5.2.4.2, are as follows:

    1. Serious illness
    2. Illness or death of a family member
    3. University-related trips
    4. Major religious holidays
    5. Other circumstances you find to be "reasonable cause for nonattendance"

3

Documentation must be provided for any of the excused absences listed above and the student is responsible to inform the instructor of the absence preferably in advance, but no later than one week after it. Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day for adding a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (Room 2, Alumni Gym, 257-2754, jkarnes@uky.edu).

Excessive Absences: According to the Rules of the University Senate, as defined by S.R.5.2.4.2, those students who miss more than 20% of the class FOR ANY REASON may be dropped by the instructor from the class. The student has the right to petition for a "W", and the faculty member may require the student to petition for a "W" or take an "I" in the course. This is true even if you are sick and have medical excuses. The rationale for this rule is that people who miss more than 20% are not really receiving the content of the course.

For UK's full policy on excused absences, see Students Rights and Responsibilities, Part II, Section 5.2.4.2 (http://www.uky.edu/StudentAffairs/Code/part2.html).

It is your responsibility to understand that missing class will be reflected in your attendance and participation points. By missing class you are missing an opportunity to learn.

Technology

Please refer to this syllabus on a regular basis for class dates, assignment info, etc. The use of Blackboard will be employed in this course for the dissemination of course materials such as syllabus, handouts, course notes, and assignments. Therefore, you MUST have access to a computer to partake in this course and need to check the Blackboard on-line learning website for this course on a regular basis (*at least weekly*) for class announcements, discussion forums, etc.

Cell Phones & Laptops

Respect your class time and fellow classmates by turning off and not using pagers, cell-phones, PDAs, etc. If you are using your cell phone in class, you will be asked to leave and your participation/attendance grade for that day will suffer. Using cell-phones during class is disrespectful to the professor and fellow students. Laptops are to be used during class <u>for class purposes only</u>. If students are abusing this right, they will be asked to put their laptop away and refrain from using it in the future. In order to more easily monitor the use of laptops, any laptop users will be asked to sit in the first two rows of the classroom.

Late Assignments

For work that is turned in after the due date, <u>one letter grade will be deducted</u> each day it is late from the final grade. ALL MISSED WORK MUST BE COMPLETED WITHIN ONE WEEK FROM THE ORIGINAL DUE DATE or it will NOT be accepted.

Emailed Assignments

Emailed assignments will <u>NOT</u> be accepted unless specified in the assignment guidelines. Students must submit a hard copy of their assignment the day it is due. Until the instructor receives the hard copy, the assignment will be considered late. See late policy above.

Exam Make-ups

All exams are due on the day they are scheduled unless due to a documented emergency or if a prior arrangement was made with the professor.

Academic Accommodations

If you have a documented disability that requires academic accommodations, please see the professor as soon as possible. In order to receive accommodations in this course, you must provide a Letter of Accommodations from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, jkarnes@uky.edu) for coordination of campus disability services available to students with disabilities. We can then collaborate on the best solution.

Values and Guidelines for Sexuality Education

- Sexuality is a natural and healthy part of living.
- All persons are sexual.
- Sexuality includes physical, ethical, social, spiritual, psychological and emotional dimensions.
- Every person has dignity and self-worth.
- Young people should view themselves as unique and worthwhile individuals within the context of their cultural heritage.
- Individuals express their sexuality in varied ways.
- Parents should be the primary sexuality educators of their children.
- Families provide children's first sexuality education.
- Families share their values about sexuality with their children.
- In a pluralistic society, people should respect and accept the diversity of values and beliefs about sexuality that exist in a community.
- Sexual relationship should never be exploitive or coercive.
- All children should be loved and cared for.
- All sexual decisions have effects or consequences.
- All persons have the right and the obligation to make responsible sexual choices.
- Individuals, families, and society benefit when children are able to discuss sexuality with their parents and/or trusted adults.
- Young people develop their values about sexuality as part of becoming adults.
- Young people explore their sexuality as a natural process of achieving sexual maturity.
- Young people who are involved in sexual relationships need access to information about health care services.

Save Written Products

Any students in KHP TEP or planning to enter KHP TEP should save all written materials from this class for their KHP Retention Portfolio.

GRADING POLICY, EVALUATION, & ASSIGNMENTS

Grading

The 1-Week Rule—VERY IMPORTANT!
Any inquiry or disputes over test scores or other points must be made within one week after the scores are posted. If you fail to protest any score during this time limit, changes to the score will not be made regardless of the reason. No changes will be made to a grade after it has been posted one week.

Evaluation

Participation and Attendance	10%	50 points
2 Quizzes	20%	100 points
Midterm	25%	125 points
Final	25%	125 points
Paper	20%	100 points
Total	100%	500 points

5

Exit Requirement: Must achieve 90% on special exam before the end of the semester. If this is not achieved, a grade of "E" will be administered.

Assignments

Participation and Attendance   10%   50 points

Success in this course depends heavily on regular and punctual attendance and participation in class, keeping up with assigned readings, and punctual completion of class assignments and exams. Students will be required to attend class and participate actively in discussions and activities that occur during class time.

Quizzes   20%   100 points

Students will take in-class quizzes related to the topics covered in class and in the corresponding reading material. These quizzes will be announced in the class prior to their occurrence.

Midterm & Final Exam   50%   250 points

The midterm exam will be given during class time and will cover the material that was learned in the first half of the class. The final exam will be given during class time and will cover the material that was learned in the second half of the class. Therefore, the final exam is non-cumulative. However, there may be material on the final exam that requires knowledge of the material learned in the first half of the class. So success on the final will be related to success on the midterm.

Paper   20%   100 points

See additional handout for a description of the paper.

Exit Requirement

Students must score 90% or better on a special exam dealing with the anatomy and the reproductive system before a passing grade in KHP 220 will be issued. If a score of 90% is not achieved by the end of the semester, the student will receive an "E" grade. **NOTE:** Misspelled words will be counted wrong. The purpose of this exit requirement is to be sure that all students completing KHP 220 have the minimum knowledge of anatomy and the reproductive system needed to teach sexuality education.

The test will be given the first time in class. After the first test is administered, the test will be administered individually. You may report to Dr. Mark's office hours to take the exam. **The score achieved on the exit exam will not be averaged into the final grade.**

It might be helpful for you to go to http://sexuality.jbpub.com to review for the exit requirement. After going to the website, click on "Anatomical Review." Not all terms on this website will be required. The professor will give you an objective sheet and handouts that will let you know exactly what terms you need to know.

ACADEMIC INTEGRITY, CHEATING, & PLAGIARISM

Students may collaborate on assignments in general terms, but they should individually complete each assignment. Quizzes are to be taken and completed individually. Exams are to be completed on an honor system. You may not contact fellow nor former students (or non-students) for help on such exams. Inappropriate contact during an exam will be considered cheating and will be prosecuted as such via normal UK channels. The minimum penalty for cheating is a disciplinary E, which cannot be removed from one's transcript by a repeat option.

Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: http://www.uky.edu/Ombud A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of Student Rights and Responsibilities (http://www.uky.edu/StudentAffairs/Code/part2.html) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

ADDITIONAL RESOURCES

You should expect to put forth your best possible work when writing your paper assignments. Many students find it helpful to use **The Writing Center** or **Student Support Services** available on the UK campus. To learn more about The Writing Center, see http://wrd.as.uky.edu/writing-center to schedule an appointment or call 257-1368. Student Support Services offers both writing instruction and study skills classes. To learn more, see http://www.uky.edu/Diversity/SSS/contact.html or call 257-9797.

Standards Alignment of Health Education Initial Preparation Program
KHP 220: Sexuality Education

American Association for Health Education (AAHE) Standards for Entry Level Health Educators	
Standard 1: Content Knowledge. Candidates demonstrate the knowledge and skills of a Health literate educator.	x
Standard 2: Needs Assessment: Candidates assess needs to determine priorities for school health education.	
Standard 3: Planning: Candidates plan effective comprehensive school health education curricula and programs.	x
Standard 4: Implementation: Candidates implement health education instruction.	x
Standard 5: Assessment. Candidates assess student learning.	
Standard 6: Administration and Coordination: Candidates plan and coordinate a school health education program.	
Standard 7: Being a Resource: Candidates serve as a resource person in health education.	x
Standard 8: Communication and Advocacy: Candidates communicate and advocate for health and school health educ.	x
Education Professional Standards Board (EPSB) Kentucky Teacher Standards	
Standard 1: The teacher demonstrates applied content knowledge.	x
Standard 2: The teacher designs and plans instruction.	x
Standard 3: The teacher creates and maintains learning climate.	
Standard 4: The teacher implements and manages instruction.	
Standard 5: The teacher assesses and communicates learning results.	x
Standard 6: The teacher demonstrates the implementation of technology.	
Standard 7: Reflects on and evaluates teaching and learning.	
Standard 8: Collaborates with colleagues/parents/others	x
Standard 9: Evaluates teaching and implements professional development	x
Standard 10: Provides leadership with school/community/profession	
UK Educator Preparation Unit Technology Standards	
Standard 1: Candidates integrate media and technology into instruction	x
Standard 2: Candidates utilize multiple technology applications to support student learning.	x
Standard 3: Candidates select appropriate technology to enhance instruction.	
Standard 4: Candidates integrate student use of technology into instruction.	
Standard 5: Candidates address special learning needs through technology.	
Standard 6: Candidates promote ethical and legal use of technology disciplines.	
Functional Skills and Disposition (FSD) of UK Educator Preparation Unit	
FSD 1: Candidates communicate appropriately and effectively.	x
FSD 2: Candidates demonstrate constructive attitudes	x
FSD 3: Candidates demonstrate ability to conceptualize key subject matter ideas and relationships	x
FSD 4: Candidates interact appropriately and effectively with diverse groups of colleagues, administrators, students, and parents in educational settings.	x
FSD 5: Candidates demonstrate a commitment to professional ethics and behavior.	x
Additional Functional Skills and Dispositions for Health Educators	
FSD 1: Candidates demonstrate health literacy.	x
FSD 2: Candidates demonstrate conceptual knowledge and skills.	x
Educational Professional Standards Board (EPSB) Themes	
Diversity	x
Assessment	x
Literacy Education	
Closing the Achievement Gap	
Kentucky Education Reform Act (KERA) Initiatives	
KERA Goals and Academic Expectations	x
Program of Studies	
Core Content for Assessment	x

KHP 220: SEXUALITY EDUCATION
Department of Kinesiology & Health Promotion
University of Kentucky
Summer 2013
Distance Learning Course

Professor:	Kristen P. Mark, Ph.D., M.P.H.
Office:	122 Seaton Building
Telephone:	257-8935
Email:	kristen.mark@uky.edu
Office Hours:	Office hours by appointment via email, phone, or video conference
Class Meeting:	Online

COURSE DESCRIPTION

This course is designed to prepare educators to teach sexuality education in the schools and give a broad knowledge base of human sexuality and sexuality education. Emphasis is placed on justification of sexuality education, relevant content, appropriate teaching techniques, and precautions to take when teaching sexuality education.

The course reinforces the College of Education's Conceptual Framework of, "*research and reflection for learning and leading*".
- *Research* serves as one of the major ways for the health promoter to locate and access current and scientifically valid health content information to be taught to students. Also, research provides the basis for planning and developing as well as selecting health promotion programs based upon what researchers have found to be the most effective in influencing health behavior. All elements of a health promotion program (needs assessment, program impact and outcomes, strategies, resources, program implementation, and assessment / evaluation) should be planned, developed, implemented, and evaluated based upon research.
- *Reflection* is emphasized for the purpose of decision-making in order to gain health related knowledge and skills and to learn how to most effectively enable and empower others to develop health literacy. Reflection also enables the health promoter to refine teaching and learning processes. Reflection requires one to evaluate learning processes and to make adaptations to improve the quality of the health promotion program.
- *Leading* is an expectation for all health promoters and health educators. Those trained in health promotion must become leaders in their classroom and school, community agency or organization, in worksite health promotion programs, as well as in health care organizations. Health promoters serve as leaders for curriculum development in schools, health promotion program planning and implementation, policy development, creating environmental changes conducive to health, in addition to many other leadership roles.
- *Learning* must be committed to by all health promoters for all program participants and attention paid to the need to address different learning styles and the effectiveness of various teaching strategies in dealing with diverse and changing populations in a multicultural environment.

COURSE OBJECTIVES

Student Learning Outcomes

After completing this course, the student will be able to:
1. Demonstrate current, factual content related to sexuality education.
2. Offer justifications for including sexuality education in a K-12 curriculum.

3. Demonstrate thorough, basic knowledge of the female and male reproductive system.
4. Thoroughly research and present a logical argument regarding a controversial topic related to sexuality education.
5. Describe professional rules of conduct related to sexuality education and the importance of following these rules.
6. Describe the difference between abstinence-only and comprehensive sexuality education programs and what research says about each of these types of programs.
7. Answer typical questions that children have about sex.

Readings

Most of the readings are contained in the textbook: Bruess, C., & Greenberg, J. (2009). *Sexuality Education: Theory and Practice.* (5th Ed.). Jones & Bartlett: Sudbury, MA.

Any additional readings will be posted to Blackboard. As we progress through the topics listed above, students should read the articles associated with each topic. The professor often will not remind the class to do the reading--students should do the reading as each topic arises. Students will be held responsible for the reading on the exams and in class discussion.

Kentucky Teaching Standards

This course will address the following **Kentucky Teacher Standards** published by the Kentucky Education Professional Standards Board (EPSB):

       Standard 1: The teacher demonstrates applied content knowledge.
       Standard 2: The teacher designs and plans instruction
       Standard 3: The teacher creates and maintains learning climate
       Standard 4: The teacher implements and manages instruction
       Standard 5: The teacher assesses and communicates learning results
       Standard 6: The teacher demonstrates the implementation of technology
       Standard 7: Reflects on and evaluates teaching and learning
       Standard 8: Collaborates with colleagues/parents/others
       Standard 9: Evaluates teaching and implements professional development
       Standard 10: Provides leadership with school/community/profession

This course also addresses our professional association standards (AAHE – **American Association for Health Education**):

       Standard I: Content Knowledge. Candidates demonstrate the knowledge and skills of a health literate educator.
       Standard II: Needs Assessment. Candidates assess needs to determine priorities for school health education.
       Standard III: Planning. Candidates plan effective comprehensive school health curricula and programs.
       Standard IV: Implementation. Candidates implement health education instruction.
       Standard V: Assessment. Candidates assess student learning.
       Standard VI: Administration and Coordination. Candidates plan and coordinate a school health education program.
       Standard VII: Being a Resource. Candidates serve as a resource person in health education.
       Standard VIII: Communication and Advocacy. Candidates communicate an advocate for health and school health education.

This course also addresses our professional association standards (AAHE – **American Association for Health Education**). The following standards are emphasized:

I: Assess Individual and Community Needs of Health Education
II: Plan Effective Health Education Programs
III: Implement Health Education Programs
IV: Evaluate Effectiveness of Coordinated School Health Programs
VI: Act as a Resource Person in Health Education
VII: Communicate Health and Health Education Needs, Concerns, and Resources

Senate Bill 1 Initiatives

This course will provide students an opportunity to advance their knowledge and mastery of the "tools" associated with Kentucky education reform, including the Kentucky Core Academic Standards (as they become available), assessment literacy – assessment *for* learning, Characteristics of Highly Effective Teaching and Learning, College and Career Readiness, and the new accountability system as it becomes available. As students carry out projects and complete assignments that involve instructional activities for P-12 students in Kentucky schools, they will address one or more components of the Senate Bill 1 initiatives.

Characteristics of Highly Effective Teaching and Learning

The characteristics of Highly Effective Teaching and Learning for Practical Living have been identified by the Kentucky Department of Education. Students in KHP 220 will become acquainted with these characteristics. These are posted in Blackboard.

Brief Course Outline

Content	Timeline	Assignments Due
Concepts of sexuality Justification for including sexuality education in the curriculum Characteristics/components of effective sexuality education	Week 1	Forum Participation
Human development and adolescents Childhood and adolescent sexuality	Week 2	Forum Participation Quiz 1
Sexual anatomy and physiology Sexual response	Week 3	Forum Participation
Contraception Conception, pregnancy, and childbirth	Week 4	Forum Participation Exit Requirement Test Midterm Exam
STI/HIV Family life and relationships	Week 5	Forum Participation
Intimacy and love Effective communication Personal and social skills	Week 6	Forum Participation Quiz 2
Rules for conducting sexuality education	Week 7	Forum Participation Paper Due
Answering questions from children and adolescents about sex	Week 8	Forum Participation Final Exam

These topics will be covered **as time permits**. Exit requirement exam will be offered during Week 4. If student does not pass exit requirement during Week 4, it will be offered during Week 5, 6, and 7.

Organization of Course

Since this is an online course, the course will be administered online and will heavily rely on technology such as Adobe Connect, Blackboard, and online survey tools. Class participation will be assessed through participation in online forum discussions and online activities throughout the semester. Exams will

be administered online through Blackboard, and all assignments will be handed in to the professor online. For more detailed descriptions of the specific assignments associated with the course, see below under the heading "Evaluation".

COURSE POLICIES

Participation

There are points allotted to participation in this course. The policy for KHP 220 is that you are required to participate actively in online discussion forums. Please note that there are some class activities that will be difficult to make up should you not participate in online discussion forums. Excused absences, as defined by S.R.5.2.4.2, are as follows:

1. Serious illness
2. Illness or death of a family member
3. University-related trips
4. Major religious holidays
5. Other circumstances you find to be "reasonable cause for nonattendance"

Documentation must be provided for any of the excused absences listed above and the student is responsible to inform the instructor of the absence preferably in advance, but no later than one week after it. Students anticipating an absence from online forum discussion for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day for adding a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (Room 2, Alumni Gym, 257-2754, jkarnes@uky.edu).

Excessive Absences: According to the Rules of the University Senate, as defined by S.R.5.2.4.2, those students who miss more than 20% of the class FOR ANY REASON may be dropped by the instructor from the class. The student has the right to petition for a "W", and the faculty member may require the student to petition for a "W" or take an "I" in the course. This is true even if you are sick and have medical excuses. The rationale for this rule is that people who miss more than 20% are not really receiving the content of the course.

For UK's full policy on excused absences, see Students Rights and Responsibilities, Part II, Section 5.2.4.2 (http://www.uky.edu/StudentAffairs/Code/part2.html).

It is your responsibility to understand that missing class will be reflected in your participation points. By missing class discussion you are missing an opportunity to learn.

As a 2-credit hour course that is being compressed into an 8 week summer session, students should anticipate spending approximately 5 hours per week on coursework for this course.

Technology

Please refer to this syllabus on a regular basis for class dates, assignment info, etc. The use of Blackboard will be employed in this course for the dissemination of course materials such as syllabus, handouts, course notes, discussion forums, and assignments. Since this is an online distance learning course, you MUST have access to a computer to partake in this course and need to check the Blackboard online learning website for this course on a regular basis (*at least weekly*) for class announcements, discussion forums, etc.

In order to have a successful educational experience in distance learning courses, the minimum technical requirements are 1GB RAM of hardware and 1MBPS Broadband Connection of Internet connection. Additionally, software such as Java, Adobe Acrobat Reader, and Microsoft Office will be useful in your class experience.

Should you encounter problems with technology, resources are available through the Information Technology Customer Service Center (http://www.uky.edu/UKIT/). Teaching and Learning Services Center (http://www.uky.edu/TASC/; 257-8272) and Information Technology Customer Service Center (http://www.uky.edu/UKIT/; 257-1300) may be valuable resources.

Email is the preferred method of contacting the professor, though using the phone or a video conference can also be arranged. All inquiries will be responded to within 48 hours of initial contact with the professor.

Distance Learning Library Services may be a valuable resource throughout this course. This is where you can find information about Distance Learning Library Services (http://www.uky.edu/Libraries/KLLS). The Distance Learning librarian is Carla Cantagallo (859-257-0500, ext. 2171; dllservice@email.uky.edu) and the Distance Learning Interlibrary Loan Service can be found at: http://www.uky.edu/Libraries/libpage.php?lweb_id=253&llib_id=16

Late Assignments

For work that is turned in after the due date, <u>one letter grade will be deducted</u> each day it is late from the final grade. ALL MISSED WORK MUST BE COMPLETED WITHIN ONE WEEK FROM THE ORIGINAL DUE DATE or it will NOT be accepted.

Emailed Assignments

Please submit all assignments in the Blackboard drop box. Emailed assignments will <u>NOT</u> be accepted unless specified in the assignment guidelines or under special circumstances discussed with the professor prior to the due date.

Exam Make-ups

All exams are due on the day they are scheduled unless due to a documented emergency or if a prior arrangement was made with the professor.

Academic Accommodations

If you have a documented disability that requires academic accommodations, please see the professor as soon as possible. In order to receive accommodations in this course, you must provide a Letter of Accommodations from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, jkarnes@uky.edu) for coordination of campus disability services available to students with disabilities. We can then collaborate on the best solution.

Values and Guidelines for Sexuality Education

- o Sexuality is a natural and healthy part of living.
- o All persons are sexual.
- o Sexuality includes physical, ethical, social, spiritual, psychological and emotional dimensions.
- o Every person has dignity and self-worth.
- o Young people should view themselves as unique and worthwhile individuals within the context of their cultural heritage.
- o Individuals express their sexuality in varied ways.
- o Parents should be the primary sexuality educators of their children.
- o Families provide children's first sexuality education.
- o Families share their values about sexuality with their children.
- o In a pluralistic society, people should respect and accept the diversity of values and beliefs about sexuality that exist in a community.
- o Sexual relationship should never be exploitive or coercive.
- o All children should be loved and cared for.

- o All sexual decisions have effects or consequences.
- o All persons have the right and the obligation to make responsible sexual choices.
- o Individuals, families, and society benefit when children are able to discuss sexuality with their parents and/or trusted adults.
- o Young people develop their values about sexuality as part of becoming adults.
- o Young people explore their sexuality as a natural process of achieving sexual maturity.
- o Young people who are involved in sexual relationships need access to information about health care services.

Save Written Products

Any students in KHP TEP or planning to enter KHP TEP should save all written materials from this class for their KHP Retention Portfolio.

GRADING POLICY, EVALUATION, & ASSIGNMENTS

Grading

Grading Scale:	90 – 100%	=	A
	80 – 89%	=	B
	70 – 79%	=	C
	60 – 69%	=	D
	< 60%	=	E

The 1-Week Rule—VERY IMPORTANT!
Any inquiry or disputes over test scores or other points must be made within one week after the scores are posted. If you fail to protest any score during this time limit, changes to the score will not be made regardless of the reason. No changes will be made to a grade after it has been posted one week.

Evaluation

Participation	10%	50 points
2 Quizzes	20%	100 points
Midterm Exam	25%	125 points
Final Exam	25%	125 points
Paper	20%	100 points
Total	100%	500 points

Exit Requirement: Must achieve 90% on special exam before the end of the semester. If this is not achieved, a grade of "E" will be administered.

Assignments

Participation   10%   50 points

Success in this course depends heavily on regular participation in the online discussion forums, keeping up with assigned readings, and punctual completion of class assignments and exams. Students will be required to participate actively in discussions and activities that occur on Blackboard. All content that is discussed in the discussion forums has the potential to be included on the quizzes or exams.

Quizzes   20%   100 points

Students will take two quizzes related to the topics covered in the course. The first quiz will take place approximately half way between the beginning of class and the midterm and the second quiz will take place approximately half way between the midterm and the final exam.

Midterm & Final Exam   50%   250 points

The midterm exam will cover the material that was learned in the first half of the class. The final exam will cover the material that was learned in the second half of the class. Therefore, the final exam is non-cumulative. However, there may be material on the final exam that requires knowledge of the material learned in the first half of the class. So success on the final will be related to success on the midterm.

Paper   20%   100 points

See additional handout for a description of the paper.

Exit Requirement

Students must score 90% or better on a special exam dealing with the anatomy and the reproductive system before a passing grade in KHP 220 will be issued. If a score of 90% is not achieved by the end of the semester, the student will receive an "E" grade. **NOTE:** Misspelled words will be counted wrong. The purpose of this exit requirement is to be sure that all students completing KHP 220 have the minimum knowledge of anatomy and the reproductive system needed to teach sexuality education.

The test will be given the first time online during a scheduled time. After the first test is administered, the test will be offered an additional three times throughout the semester. **The score achieved on the exit exam will not be averaged into the final grade.**

It might be helpful for you to go to http://sexuality.jbpub.com to review for the exit requirement. After going to the website, click on "Anatomical Review." Not all terms on this website will be required. The professor will provide an objective sheet and handouts that will let you know exactly what terms you need to know.

ACADEMIC INTEGRITY, CHEATING, & PLAGIARISM

Students may collaborate on assignments in general terms, but they should individually complete each assignment. Quizzes are to be taken and completed individually. Exams are to be completed on an honor system. You may not contact fellow nor former students (or non-students) for help on such exams. Inappropriate contact during an exam will be considered cheating and will be prosecuted as such via normal UK channels. The minimum penalty for cheating is a disciplinary E, which cannot be removed from one's transcript by a repeat option.

Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: http://www.uky.edu/Ombud. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of Student Rights and Responsibilities (http://www.uky.edu/StudentAffairs/Code/part2.html) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

ADDITIONAL RESOURCES

You should expect to put forth your best possible work when writing your paper assignments. Many students find it helpful to use **The Writing Center** or **Student Support Services** available on the UK campus. To learn more about The Writing Center, see http://wrd.as.uky.edu/writing-center to schedule an appointment or call 257-1368. Student Support Services offers both writing instruction and study skills classes. To learn more, see http://www.uky.edu/Diversity/SSS/contact.html or call 257-9797.

Standards Alignment of Health Education Initial Preparation Program
KHP 220: Sexuality Education

American Association for Health Education (AAHE) Standards for Entry Level Health Educators	
Standard 1: Content Knowledge. Candidates demonstrate the knowledge and skills of a Health literate educator.	X
Standard 2: Needs Assessment: Candidates assess needs to determine priorities for school health education.	
Standard 3: Planning: Candidates plan effective comprehensive school health education curricula and programs.	X
Standard 4: Implementation: Candidates implement health education instruction.	X
Standard 5: Assessment. Candidates assess student learning.	
Standard 6: Administration and Coordination: Candidates plan and coordinate a school health education program.	
Standard 7: Being a Resource: Candidates serve as a resource person in health education.	X
Standard 8: Communication and Advocacy: Candidates communicate and advocate for health and school health educ.	X
Education Professional Standards Board (EPSB) Kentucky Teacher Standards	
Standard 1: The teacher demonstrates applied content knowledge.	X
Standard 2: The teacher designs and plans instruction.	X
Standard 3: The teacher creates and maintains learning climate.	
Standard 4: The teacher implements and manages instruction.	
Standard 5: The teacher assesses and communicates learning results.	X
Standard 6: The teacher demonstrates the implementation of technology.	
Standard 7: Reflects on and evaluates teaching and learning.	
Standard 8: Collaborates with colleagues/parents/others	X
Standard 9: Evaluates teaching and implements professional development	X
Standard 10: Provides leadership with school/community/profession	
UK Educator Preparation Unit Technology Standards	
Standard 1: Candidates integrate media and technology into instruction	X
Standard 2: Candidates utilize multiple technology applications to support student learning.	X
Standard 3: Candidates select appropriate technology to enhance instruction.	
Standard 4: Candidates integrate student use of technology into instruction.	
Standard 5: Candidates address special learning needs through technology.	
Standard 6: Candidates promote ethical and legal use of technology disciplines.	
Functional Skills and Disposition (FSD) of UK Educator Preparation Unit	
FSD 1: Candidates communicate appropriately and effectively.	X
FSD 2: Candidates demonstrate constructive attitudes	X
FSD 3: Candidates demonstrate ability to conceptualize key subject matter ideas and relationships	X
FSD 4: Candidates interact appropriately and effectively with diverse groups of colleagues, administrators, students, and parents in educational settings.	X
FSD 5: Candidates demonstrate a commitment to professional ethics and behavior.	X
Additional Functional Skills and Dispositions for Health Educators	
FSD 1: Candidates demonstrate health literacy.	X
FSD 2: Candidates demonstrate conceptual knowledge and skills.	X
Educational Professional Standards Board (EPSB) Themes	
Diversity	X
Assessment	X
Literacy Education	
Closing the Achievement Gap	
Kentucky Education Reform Act (KERA) Initiatives	
KERA Goals and Academic Expectations	X
Program of Studies	
Core Content for Assessment	X