

**WESTERN KENTUCKY UNIVERSITY  
DEPARTMENT OF PUBLIC HEALTH AND COMMUNITY HEALTH**

**PH 468: Human Sexuality Education  
Course Syllabus**

Course Information

<b>Class Location:</b>	Online - Asynchronous
<b>Instructor:</b>	Gary English - PhD, CHES
<b>Office Hours:</b>	Virtually Mondays by appointment
<b>Instructor Email:</b>	<a href="mailto:gary.english@wku.edu">gary.english@wku.edu</a>
<b>Department Office Phone:</b>	270-745-2015

- If you have any questions about the course content, assignments, or logistics, please contact the instructor.
- **Please make sure you include your name and which class you are in.**
- Communications received outside of 8:00 am—5:00 pm CT will typically be responded to the following workday during the work week.
- If your message is sent over the weekend, please allow 48 hours for a response.
- If you **DO NOT** receive an email response within the time periods listed above, please follow up.
- For technical support with Blackboard or Zoom please contact [\*\*IT Services \(270-745-7000\)\*\*](tel:270-745-7000).

Course Description

**PH 468: Human Sexuality Education** A critical review of programs designed to promote sexuality education in community and school settings. Forces that impact on the adoption of various curricula and the development of new curricula are examined. Students are taught to utilize scientific and cultural considerations in preparing and adopting curricula for various populations.

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Prerequisite Cavate - It is assumed that prior to this class you have a reasonable background in anatomy and physiology or have taken the course PH-365 Human Sexuality. If this is not the case, I strongly encourage you to complete the suggested readings in addition to the required readings.

Required and Optional Texts and Tools

<b>Required Textbook</b>	<p>Exploring the Dimensions of Human Sexuality, Sixth Edition by Jerrold Greenberg, Clint Bruess, and Sara Oswalt ISBN: 978-1-284-08154-1</p> <p>IMPORTANT: The e-book is provided by the Big Red Backpack program. If you opt out of the Big Red Backpack you will need to buy the e-book from The WKU Store or elsewhere. You will lose access to the Big Red Backpack e-book shortly after the opt-out deadline passes for the semester.</p> <p>Accessing the E-book: Login to Blackboard and select this course. Click on the "Books and Tools" link. From the options that appear click on "Course Materials."</p>
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	For more information about the Big Red Backpack, please visit this link: <a href="https://www.wku.edu/bigredbackpack/">https://www.wku.edu/bigredbackpack/</a>
<b>Optional Resources</b>	In addition to the textbook, there will be links to websites, videos, articles, and other supplemental materials posted in the course content on Blackboard. Students are expected to read all materials posted unless explicitly marked as optional.
<b>Optional Tools</b>	Students will also need Microsoft Word and PowerPoint (or another program that is compatible with Blackboard).
<b>Technology</b>	This course uses <a href="#">Blackboard</a> . Make sure your computer system requirements meet the <a href="#">WKU requirements for online learners</a> .

## Course Objectives

Upon completion of this course, students will be able to:

1. Deconstruct the contemporary and historical views on human sexuality and describe how these views have shaped current sexuality education curricula,
2. Describe and differentiate psychosexual development throughout the lifespan and related theoretical perspectives related to sexual development.
3. Examine and reflect upon individual sexuality and relationships, including sexual identity, sexual values, gender roles, gender identity, sexuality through the lifespan, sexuality and communication.
4. Critique contemporary societal concerns related to solitary and shared sex, same-gender orientation and behavior, same-sex marriage, and homo-/bi-phobia.
5. Outline the influence of culture, religion, politics, and the media on the planning, implementation, and evaluation of sexuality education programs.
6. Examine and critique various community and school sexuality programs.
7. Demonstrate effective skill development strategies.
8. Demonstrate knowledge regarding planning, implementation, and evaluation of various sexuality education programs.

## Course Grading

Graded Items	Points Possible	Grading
Quizzes	140	90-100% (A)
Discussions	50	80-89% (B)
Reflections	90	70-79% (C)
Educational Materials Review	20	60-69% (D)
Draft Learning Plan	20	
Final Learning Plan	80	
Total Possible	400	

## Course Activity Descriptions

All assignments are due **11:59 pm Sunday evening CT** unless otherwise stated. Written assignments are to be double-spaced, one-inch margins, and in a standard font. References and citations should be used and should be in APA format. The [WKU citation guide](#) is an excellent tool for assistance with APA if you are unfamiliar. This link is also included in Blackboard.

### **Class Readings**

Students are responsible for textbook reading as well as reading/watching weekly material posted on Blackboard. Content may include power points, videos, podcasts, or other medium. Content will be checked for accessibility; however, if there are issues accessing any content, please notify me immediately so I can fix it. **Anything posted in course content is required reading** unless otherwise noted by me.

### **Quizzes (140 points possible).**

There will be seven quizzes throughout this bi-term course. Students will access these via Blackboard. These quizzes are designed to ensure students are keeping up with and comprehending course materials. Students may use their notes and course material for the quizzes; however, answers must be in the student's own words. These are untimed and may only be completed once. *Objectives 1-8*

### **Discussion Posts (50 points possible).**

Students will participate by completing discussion board posts in response to questions related to what we are learning. When there is a discussion board assignment, you will post **three times**. One will be a direct response to the question in the forum that must be submitted **by Wednesday night** of the week the discussions are due, and the other two will be additional posts commenting on your classmates' posts or comments that are due by the end of the week. *Objectives 1-8*

### **Self-Reflections (90 points possible.)**

There will be three self-reflection assignments. These self-reflections are meant to help you reflect on your own thoughts, opinions, and knowledge of human sexuality. The first reflection is required as it is a self-assessment of your past, current, and future desire for learning about human sexuality. For the remaining self-assessment topics, there will be 8 topics to choose from, and you will need to choose 2 topics to complete by the due dates in the course schedule. *Objectives are dependent on which reflections are chosen.*

### **Educational Materials Review (20 points possible)**

You will be asked to critically review a series of health-related brochures and pamphlets for content and appeal. In addition, you will be asked to identify the strengths and weaknesses of the materials and suggest ways to improve the existing materials.

### **Final Project: Learning Plan (100 points possible).**

The learning plan assignment is due in two phases. At the conclusion of week six a draft of your learning plan will be due (20 points possible). Your plan will be evaluated, and suggestions will be made for your consideration prior to turning in your final draft. The final draft is due week 8 and will be your final project worth an additional 80 points possible) The due dates for this project are listed in the course schedule and blackboard; however, you may turn it in at any point PRIOR to the due date. Detailed instructions can be found on Blackboard. *Objectives 5-8.*

## Course Policies

### **General Statement**

I understand that college can be a very difficult and stressful time. Please know that I am here to work with you, and I am here to support you. I can only help you to the extent you are willing to communicate and work with me. Do not be afraid to reach out to me with questions or concerns. I want everyone to succeed.

### **Inclusion Statement**

Western Kentucky University (WKU) is committed to ensuring all members of our campus community have access to equitable and inclusive learning, working, and living environments. At the heart of our mission, we seek to provide holistic education and employment experiences that prepare students, faculty, and staff to become effective scholars, contributors, and leaders in our diverse and evolving communities. Consistent with our campus purpose statement and creed, this classroom will be a respectful space, welcoming all sexes, races, ages, national origins, ethnicities, gender identities/labels/expressions, intellectual and physical abilities, sexual orientations, faith/non-faith perspectives, income levels and socio-economic classes, political ideologies, educational backgrounds, primary languages, family statuses, military experiences, cognitive styles, and communication styles. If at any time during this course you are excluded or feel a sense of alienation from the course content, please feel free to contact me privately without fear of reprisal.

### **Land Acknowledgement Statement**

The history of our community and land gives us the opportunity to recognize, respect, and appreciate our place within that history. Western Kentucky University (WKU) honors and acknowledges the Indigenous peoples' land on which this University was built. All land in the state of Kentucky was once Indigenous territory, which is why it is our duty to acknowledge that WKU exists on Native land. This particular region of Kentucky was home to both the Shawnee (Shawandasse Tula) and Cherokee East (CWJᏍᏍᏍᏍ Tsalaguwetiyi) tribes.

We also honor and acknowledge the former residents of Jonesville. According to the Jonesville History Project, "Jonesville was a predominantly African American community in Bowling Green, Kentucky, which was demolished in the 1960s to make way for the expansion of the WKU campus. This incident echoed a pattern across the country where the power of eminent domain was utilized to seize property from minority communities for large public works projects under the guise of urban revitalization."

### **Late/Makeup Work & Extra Credit**

Due dates for every assignment are provided on the course schedule and posted on Blackboard. Unless otherwise stated, assignments are due on those days. Also, please note that there are no extra credit opportunities available to students for this course. However, during the week of finals you will have the opportunity for a mulligan. (A mulligan is a second chance to perform an action, usually after the first attempt went wrong through bad luck or a blunder). This mulligan can be used for ONE missed assignment OR quiz, it can also be used to resubmit an assignment to improve your grade for that assignment.

### **ADA Policy**

In compliance with university policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in

Downing Student Union, 1074. SARC can be reached by phone number at 270-745-5004 [270-745-3030 TTY] or via email at [sarc.connect@wku.edu](mailto:sarc.connect@wku.edu). Please do not request accommodations directly from the professor or instructor without a Faculty Notification Letter (FNL) from The Student Accessibility Resource Center.

### **Title IX Discrimination, Harassment, and Sexual Misconduct/Assault**

Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding [WKU's Title IX – Discrimination, Harassment and Sexual Misconduct](#) policies. Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Andrea Anderson, 270-745-5398 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121.

Please note that while you may report an incident of sex/gender-based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are “Responsible Employees” of the University and **MUST** report what you share to WKU’s Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU’s Counseling and Testing Center at 270-745-3159. Sexual Assault Resources: <https://www.wku.edu/titleix/>

### **Pregnant and Parenting Students**

Western Kentucky University does not discriminate against any student or exclude any student from its educational programs or activities, including classes or extracurricular activities, on the basis of pregnancy and/or pregnancy-related conditions such as, but not limited to, childbirth, false pregnancy, termination of pregnancy, or recovery therefrom. Students who seek pregnancy or pregnancy-related accommodations should make their requests as soon as possible via WKU’s Title IX Website at [www.wku.edu/titleix/](http://www.wku.edu/titleix/) under the heading, “Pregnancy or Pregnancy-Related Conditions.” Students can also contact the Title IX Coordinator, Ena Demir, via email at [ena.demir@wku.edu](mailto:ena.demir@wku.edu) or by phone at (270) 745-6867 to request accommodations or seek assistance. We encourage students and faculty to work together to establish a plan that allows the student to complete the class and coursework without jeopardizing academic integrity and course standards. The Title IX Coordinator can help facilitate conversations between students and faculty regarding appropriate and reasonable accommodations.

If you are a WKU student and believe that you have experienced an incident(s) of discrimination or harassment based on pregnancy (or pregnancy related conditions or issues), please report it to the Title IX Coordinator via email at [ena.demir@wku.edu](mailto:ena.demir@wku.edu) or by phone at (270) 745-6867.

Additional resources for pregnant and parenting students can be found on WKU’s Title IX Website at [www.wku.edu/titleix/](http://www.wku.edu/titleix/).

### **WKU Policy on Plagiarism**

To represent ideas or interpretations taken from another source as one’s own is plagiarism. Plagiarism is a serious offense. The academic work of students must be their own. Students must give the author(s) credit for any source material used. To lift directly from a source without giving credit is a flagrant act. To present a borrowed passage after having changed a few words, even if the source is cited, is also plagiarism. **Students’ work may be checked using plagiarism detection software.**

### **WKU Policy on Cheating**

No student shall receive or give assistance not authorized by the instructor in taking an examination or in the preparation of an essay, laboratory report, problem assignment, or other project that is submitted for purposes of grade determination. Cheating will result in an automatic zero on the assignment.

### **Policy on ChatGPT and Generative AI Tools**

In general, I expect that the work you submit in this class will be your own and you are not authorized to use artificial intelligence (AI) tools such as ChatGPT, Grammarly, Tutor.ai, etc. for completing assignments. However, there may be specific assignments or activities in which we may utilize these tools to enhance your learning experience. In these instances, I will provide you with additional information about the assignment and how AI will be employed and cited. Again, unless permission is granted, you are expected to complete assignments **without substantive assistance** from others, including AI tools. If you are unsure if you are using AI tools appropriately in this course, I encourage you to visit with me. Examples of how to cite AI tools are available at <https://libguides.wku.edu/stylewrite/ai>. Any submitted assignment/activity found to have been entirely generated through AI will result in ZERO points.

### **WKU Writing Center**

Students are encouraged to use the services of the [Writing Center](#) for their projects/papers. Face-to-face and online reviews are available.

### **Policy on Regular and Substantive Interaction**

The U.S. Department of Education requires that distance education courses must include regular and substantive interaction between students and faculty. For more information about Regular and Substantive Interaction at WKU, please visit the [Regular and Substantive Interaction in Online and Distance Learning webpage](#).

In this course, regular and substantive interaction will take place in the following ways:

- Weekly announcements with information about upcoming course materials, reminders, and updates
- Timely and constructive feedback on assignments provided within one week of submission
- Weekly office hours availability
- Faculty-responses and facilitation with discussion board conversations
- Providing information related to course content to further student understanding

### **Additional Resources for Students**

- Academic Integrity: <https://www.wku.edu/handbook/academic-dishonesty.php/>
- Student Handbook: <https://www.wku.edu/handbook/index.php>
- Student Resource Portal: <https://www.wku.edu/online/srp/>
- Syllabus Information: <https://www.wku.edu/syllabusinfo/>
- Student Tutoring Services: <https://www.wku.edu/startcenter/>
- Free Tutoring at the WKU Learning Center: <https://www.wku.edu/tlc/>
- Public Health and Medicine Library Guides: <https://libguides.wku.edu/publichealth>
- WKU Counseling Center: <https://www.wku.edu/heretohelp/>
- WKU Student Accessibility Resource Center: <https://www.wku.edu/sarc/>