I. Course Description:
This course entails reviewing, exploring and analyzing the various physical, psychological, social/emotional and behavioral aspects of human sexuality with an emphasis on interpersonal and family relationships throughout the lifespan. Topics to be addressed include but not limited to: the reproductive system, gender roles, sexual identity and sexual orientation, sexual values and decision-making within the context of individual and family relationships.

Prerequisite: HMS 336 Human Growth Development, Aging and the Family

II. Intended Learning Outcomes/Goals/Objectives:
The mission of the College of Education is to prepare competent, successful, caring, and enthusiastic professionals dedicated to responsible service, leadership and continued professional and intellectual development.

In the College of Education at Stephen F. Austin State University, we value and are committed to:

- Academic excellence through critical, reflective and creative thinking
- Life-long learning
- Collaboration and shared decision making
- Openness to new ideas, culturally diverse people and innovation and change
- Integrity, responsibility, diligence, and ethical behavior, and
- Service that enriches the community

Program Learning Outcomes

- Learners will identify social and cultural influences affecting family life.
- Learners will recognize healthy and unhealthy characteristics pertaining to family relationships.
- Learners will apply appropriate practices based on theories of human growth and development to individuals and families.
- Learners will apply strategies based on the child’s age/stage of development to promote effective developmental outcomes.
• Learners will demonstrate professional behaviors that are reflective of ethical standards and practice.
• Learners will develop culturally competent educational materials and learning experiences.

Student Learning Outcomes:

• Explain the physical, psychological, social aspects of sexual development across the lifespan within the context of interpersonal and family relationships
• Examine the professional literature and research findings related to human sexual orientation, behavior and sexual relationships.
• Identify sexual health practices, contraception methods, and the child-bearing decision.
• Analyze cultural influence on sexual values, behaviors, gender role development, and decision-making.

Family Life Educator Certification

Course content in HMS 350 emphasizes the following Family Life Educator Content Areas identified by the National Council on Family Relations:

IV: Human Sexuality

An understanding of the physiological, psychological, and social aspects of sexual development throughout the lifespan, so as to achieve healthy sexual adjustment.

Notes from HMS 350 should be retained to review for the CFLE exam.

III. Course Assignments, Activities, Instructional Strategies, use of Technology:

1. HMS 350 is an online course and all content will be delivered through D2L. Information notices will be posted on the course home page. Home page includes tools for class assignments, discussion board questions, and grades. Students may contact the instructor and/or other students by clicking in the mail tool and selecting individual's name or click on class instructor's name or all instructors to send mail.
2. Course content is delivered via class lectures and discussions, assigned textbook readings, assignments and discussion board questions directly relevant to the course content. Students should check the homepage on a daily basis for notices, mail, and assignments.
3. Students should check their grade points at least once a week. Any discrepancies in points must be resolved within one week after assignment grades have been posted otherwise the posted grade points are considered final and will not be reviewed at a later date.

IV. Evaluation and Assessments (Grading):

The course is graded on a letter grade basis (A-F). Final grade will be determined by a percentage of total required points for the course. There are tentatively 490 required points
for the course. The total number of required points may be adjusted at the end of the semester.

Course Points:

**Student Introduction- 10 points.** Students will introduce themselves to classmates through the discussion board by due date/time for credit. Do not e-mail discussion board responses to the instructor. No credit will be given for e-mail responses.

**Discussion board assignments- 30 points (3x10 points).** Discussion questions are related to course content topics, such as parent education, sexuality in the elderly, and attraction, love, and communication. Students must post discussion response **directly to the discussion board** by due date/time for credit. Do not e-mail discussion board responses to the instructor. No credit will be given for e-mail responses. In order to fully engage in discussion, a student must post a response to the discussion question and also reply to 2 other students in the discussion board to obtain full credit. Students will receive 6 points for their post and 4 points for their responses to 2 other students (2 points per response).

Late posts to the discussion board will not be accepted unless there is a compelling reason. Having problems with the computer and/or printer or failing to view the assignment are unacceptable reasons for failing to complete an assignment on the due date. Do not request to turn in a post late for any of these reasons.

**Written Assignments- 110 points.** Assignments pertain to course content, such as research on sexuality, sexual assault, and prostitution. Students are responsible for all course assignments and notices posted on the course home page, and all messages sent to students via e-mail. **All assignments must be typed in 12 font and uploaded to the Dropbox in D2L. Assignments must be submitted as a .doc, .docx or PDF attachment.**

**Quizzes—40 points (2x20 points)** Students will take two vocabulary quizzes related to course material. Quizzes will consist of 20 questions where the student will match the word with its’ definition.

**Exams- 200 points (2 x 100 points).** Students will take a total of 2 exams throughout the course semester. The midterm and final exam will consist of approximately 50 questions worth 2 points each. Questions may consist of, but are not limited to: multiple choice, matching, and true/false.

**Students must contact the professor prior to the exam date if rescheduling is necessary for a compelling reason.** Specifically, students should notify professor as soon as possible, preferably more than a week prior to the regularly scheduled exam date. Missing the scheduled exam date means that a student will earn a zero (0) for the given exam.
Sexual Education Infographic - 100 points. For this assignment, you will choose a concept from the course that was covered in chapters 4-16 or 18-20 of your text. These topics are wide ranging and include but are not limited to, gender identity in preschoolers, teen pregnancy, impact on media on adolescent sexuality, STI's in older adults, and sexual assault on college campuses. Once you choose your topic you will then create an infographic on that topic that illustrates information about the topic including but not limited to, statistics, relevant facts, and suggestions for individuals, parents, or couples.

You may use your text as the primary resource for the infographic, but you will need to include two other sources as well. All sources MUST BE CITED (including your text) in APA format after the infographic.

This infographic should communicate researched academic information to individuals, parents, or couples in an easy to read and engaging way. You may choose the platform you use to create your infographic. There are many free options available, though for most you will have to register an account. Options include Infogr.am, Easel.ly, Piktochart, & Visme.

Extra-Credit Optional
Opportunities to earn extra-credit will be given during the semester. These assignments may not be announced ahead of time and cannot be made up if missed.

V. Tentative Course Outline/Calendar:

Schedule of Assigned Readings and Assignment Due Dates

**All times in Central Time Zone**

<table>
<thead>
<tr>
<th>Date</th>
<th>Readings/Assignments</th>
<th>Points</th>
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<tbody>
<tr>
<td>Jan 21</td>
<td>MLK Day-No School</td>
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<tr>
<td>Jan 22-25</td>
<td>Getting Started Module</td>
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<tr>
<td></td>
<td>Student Introduction due 1/25 at 11pm</td>
<td>10</td>
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<tr>
<td></td>
<td>Begin Module 1</td>
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<td></td>
<td>Chapters 2 and 3</td>
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<td></td>
<td>Theory and Research</td>
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<tr>
<td>Jan 28-Feb 1</td>
<td>Continue Module 1</td>
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<tr>
<td></td>
<td>Chapters 2 and 3</td>
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</tr>
<tr>
<td></td>
<td>Theory and Research</td>
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<tr>
<td></td>
<td>Major Sex Survey Research Assignment due 2/1 at 11pm</td>
<td>20</td>
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<tr>
<td>Feb 4-8</td>
<td>Module 2</td>
<td></td>
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<td></td>
<td>Chapter 4</td>
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<td></td>
<td>Anatomy and Physiology</td>
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<td></td>
<td>Sexual Anatomy Definition Quiz due 2/8 at 11pm</td>
<td>20</td>
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<tr>
<td>Feb 11-15</td>
<td>Module 2</td>
<td></td>
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<tr>
<td>Date</td>
<td>Module/Chapter</td>
<td>Topic</td>
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<tr>
<td>Feb 18-22</td>
<td>Module 3</td>
<td>Hormones and Sexual Differentiation</td>
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<tr>
<td>Feb 25-Mar 1</td>
<td>Module 3</td>
<td>Conception and ART</td>
</tr>
<tr>
<td>Mar 4-8</td>
<td>Module 4</td>
<td>Contraception and STIs</td>
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<tr>
<td>Mar 11-15</td>
<td>Module 4</td>
<td>Sexuality and Life Cycle-Childhood &amp; Adolescence</td>
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<td>Mar 18-22</td>
<td>SPRING BREAK</td>
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<tr>
<td>Mar 25-29</td>
<td>Module 5</td>
<td>Sexual Response Cycle</td>
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<tr>
<td>Apr 1-5</td>
<td>Module 5</td>
<td>Attraction, Love, and Communication</td>
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<tr>
<td>Apr 8-12</td>
<td>Module 5</td>
<td>Gender, Sexuality, and Sexual Orientation</td>
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<td>Apr 15-17</td>
<td>Module 6</td>
<td>Variations in Behavior and Coercion</td>
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<tr>
<td>Apr 18-21</td>
<td>EASTER BREAK</td>
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<tr>
<td>Apr 22-26</td>
<td>Chapter 14 and 15</td>
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</tbody>
</table>
### Sexual Assault Video Assignment
- **due 4/26 at 11pm**
- **25**

<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment</th>
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</thead>
</table>
| Apr 29-May 3 | Module 6  
Chapter 16  
Sex for Sale  
**Breaking Free from Prostitution**  
**due 5/3 at 11pm** |
| May 6-10    | Module 6  
Chapters 19 and 20  
Ethics, Religion, and the Law  
**Sexual Education infographic**  
**due 5/10 at 11pm** |
| May 13-17   | Final Exam Modules 5 and 6  
**exam closes 5/17 at 11pm** |

### VI. Readings:


**LiveText Statement**-There is no LiveText assessment assignment for this course.

**FEM Statement**-Purchase of the LiveText FEM (Field Experience Module) is not required in this course.

### VII. Course Evaluations:

Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the PCOE. Evaluation data is used for a variety of important purposes including:

1. Course and program improvement, planning, and accreditation;

2. Instruction evaluation purposes; and

3. Making decisions on faculty tenure, promotion, pay, and retention.

As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the Perkins College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.
VIII. Student Ethics and Other Policy Information: These policies are found at https://www.sfasu.edu/policies

Class Attendance and Excused Absence: Policy 6.7

Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 936-468-3004 as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

Student Academic Dishonesty: Policy 4.1

Abiding by university policy on academic integrity is a responsibility of all university faculty and students.

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment; and/or;
- helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:
- submitting an assignment as one's own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source; and/or,
- incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

Penalties for Academic Dishonesty

Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

Student Appeals

A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

Withheld Grades: Policy 5.5

At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Student Code of Conduct: Policy 10.4

Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program. Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This policy applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. Information regarding the iCare program is found at https://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936-468-2703.

Additional Information:

To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:
1. Undergo criminal background checks for field or clinical experiences on public school campuses; the public school campuses are responsible for the criminal background check; YOU are responsible for completing the information form requesting the criminal background check. If you have a history of criminal activity, you may not be allowed to complete field or clinical experiences on public school campuses. At that point, you may want to reconsider your major while at SFASU.

2. Provide one of the following primary ID documents: passport, driver’s license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at www.texas.ets.org/registrationBulletin/ <http://www.texas.ets.org/registrationBulletin/>). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

For further information concerning this matter, contact Katie Snyder 936-468-1740 or snyderke1@sfasu.edu.