The mission of SFASU's Health Science Program is to provide quality academic education and structured professional experiences designed to prepare students to promote health and enhance the quality of life for individuals and their communities.

I. Course Description: Principles of human sexuality. A biological, psychological and sociological perspective. Emphasis on problematical concepts and methods for facilitating human sexuality education in public/community health setting will be covered in this course.

Course Justification: This is an online course that will require 150 minutes of online interaction per week for 15 weeks. This course is linked to the National Commission for Health Education Credentialing standards of a health educator as well as Council for Education of Public Health. Students will have out of class assignments such as chapter readings, chapter assignments, journals, and other materials related to the content of the course. These activities average at a minimum 6 hours of work each week.

Prerequisites: HSC 121

II. Intended Learning Outcomes/Goals/Objectives:
- This course links with SFA Initiative #4: Develop a learner-centered environment.
- This course links with SFA's COE Goal and Initiative #2: Prepare educators and industry professionals.
- This course links with SFA Initiative #5: Create new learning opportunities through additional interdisciplinary, international, service learning, and civic engagement experiences.
- This course links with SFA's COE Goal and Initiative #6: Collaborate with external partners.

Program Learning Outcomes:
Community Health Program
1. The student will be able to plan and evaluate a community based health lesson.
2. The student will construct a professional portfolio to be used as a personal career-marketing tool for employment opportunities.
3. The student will write a grant and submit the grant’s request for funding proposal (RFP).
4. The student will be able to communicate health information.
5. The student will design and implement a health behavior change plan that they will monitor for the semester.

Student Learning Outcomes: At the conclusion of this class, the student will be able to:
1. Learn, identify and present human sexual anatomy components. (AAHE Standards I & VII, CH PLO 4 & EC-12 PLO 2)
2. Plan and implement an interactive teaching activity with the class. (AAHE Standards I, IV & VII, VIII, CH PLO 4 & EC-12 PLO 4).
4. Learn and identify the complex issues, including legal, cultural and socioeconomic status, surrounding sexual health. (AAHE Standards I, II, VII, & VIII CH PLO 4 & EC-12 PLO 2).
5. Learn the differences between gender roles, sexual orientation and gender identity and the biological, psychological and social factors that contribute to them (AAHE Standards I, II, & VII).
6. Understand the contributing factors and components of healthy relationships (AAHE Standards I, VII, & VIII).

III. Course Assignments & Evaluation Requirements:
A. Exams (260 points/34% of final grade): There will be a total of four online exams to be completed via D2L. Each exam will be worth 65 points. Make-up exams will only be administered and scheduled for absences excused prior to the exam date! Content of tests will include, but is not limited to, materials covered in the class text, material discussed/presented in class, material presented in media format (i.e., videos or video clip segments used in presentations), material from handouts provided by the instructor, materials gathered by students to complete homework assignments, and material presented by guest speakers. Both specific content and application of content are stressed on examinations. Exams are NOT open book nor open note and are to be completed individually.

B. Content Reflections (125 points/16% of final grade): Students will be required to write and complete reaction papers/journals based on prompts provided by the professor during the semester (student will choose ONE of several prompts for most journals). Students must use at least one reputable resource (think .gov or .org, religious texts are not considered reputable) to support their view/assertion/opinion and cite their source(s) using APA format. Papers will be 375-500 words (not including reference page), 12 point, Arial or Times Roman font, double-spaced, with one-inch margins and NO header (name, class, date, etc) or title page. Topics will be assigned and turned in through D2L. Grades will be based on formatting (did you follow the instructions?), writing (grammar, spelling, punctuation), content (did you provide support for your beliefs/ assertions?), the resource used, and correct APA formatting. Please see detailed instructions and grading rubric in D2L.

C. Discussion Boards (130 points/17% of final grade): Students will be assigned discussion boards intermittently throughout the semester. Discussion boards will be assessed based on compliance with instructions, thoroughness and accuracy of responses, and appropriateness of replies to peers.

D. Chapter Assignments (210 points/27% of final grade): Students will be required to complete weekly activities related to the content in each module. Assignments are due at the end of each module. Assignment details will be available via D2L. Assignments will be graded based compliance with instructions, thoroughness and detail of responses, and accuracy.

E. Individual Project Paper (50 points/6% of final grade): Students will complete an interactive assignment and write a reflection of their experience. Assignment details including grading rubric available in D2L.

Curriculum Alignment

<table>
<thead>
<tr>
<th>Assignments/Assessments</th>
<th>SHAPE/CAEP</th>
<th>TEA Standards</th>
<th>ISTE</th>
<th>InTASC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Journals/Discussions</td>
<td>VIII.A/1.1</td>
<td>4.c</td>
<td>3.a, 3.b, 3.g, 3.h, 3.k, 3.m, 3.q, 3.r, 4.b, 4.c, 4.d, 4.q, 5.b, 5.d, 5.e, 5.g, 5.j, 6.f, 6.i, 9.e, 9.i</td>
<td>7.g</td>
</tr>
<tr>
<td>Chapter Assignments/Content Reflections</td>
<td>I.C, I.D, I.E/1.1</td>
<td>1.3s, 1.6s, 1.7s</td>
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<tr>
<td>Exam 1 Perspectives on Sexuality, Sex Research, Female &amp; Male Sexual Anatomy &amp; Physiology, Gender Issues</td>
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<tr>
<td>Exam 2 Sexual Arousal and Response, Love and Communication in Intimate Relationships, Intimate Partner Violence, Sexual Behaviors</td>
<td>I.C, I.D, I.E/1.1</td>
<td>1.6k, 1.7k, 1.1s, 1.2s, 1.32s, 1.12s, 1.16s, 1.17s, 1.14k, 1.19s</td>
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<td>7.g</td>
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</tbody>
</table>
### Exam 3
**Sexual Orientations, Contraception, Conceiving Children: Process and Choice, Sexuality During Childhood and Adolescence, Sexuality and the Adult Years, Sexual Difficulties and Solutions**

| I.C, I.D, I.E/1.1 | 1.2s, 1.12s, 1.3s, 1.5s | 7.g |

### Exam 4
**Sexually Transmitted, Infections, Atypical Sexual Behavior, Sexual Coercion, Sex for Sale**

| I.C, I.D, I.E/1.1 | 1.1s, 1.2s, 1.32s, 1.12s, 1.16k, 1.19s | 7.g |

### IV. Evaluation and Assessment (Grading):

**Evaluation Criteria: Grading Criteria:**

<table>
<thead>
<tr>
<th>Exams (65 points each)</th>
<th>260 points (34%)</th>
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<tbody>
<tr>
<td>Content Reflections</td>
<td>125 points (16%)</td>
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<tr>
<td>Chapter Assignments</td>
<td>210 points (27%)</td>
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<tr>
<td>Discussion Boards</td>
<td>130 points (16%)</td>
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<tr>
<td>Individual Project Paper</td>
<td>50 points (7%)</td>
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<td><strong>Total Points</strong></td>
<td><strong>775 points</strong></td>
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**Grading Scale:**

- **A=89% or higher** (685+ points)
- **B=79%-88%** (608-684 points)
- **C=69%-78%** (531-607 points)
- **D=59%-68%** (454-530 points)
- **F=Below 59%** (453 points or less)

### V. Tentative Course Calendar (subject to changes, any changes will be posted on D2L)

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC/MODULES</th>
<th>ASSIGNMENTS DUE (all assignments due Sunday at 11:59 PM). <em>Late assignments will not be accepted.</em></th>
</tr>
</thead>
</table>
| 1/15-1/26| **MODULES 1 & 2**<br>*Course Introduction*<br>Student and instructor introductions, course content and syllabus review.<br>*Chapter #1: Perspectives on Sexuality*<br>Covers sexual rights, definition of sexual intelligence, controversies and diversity in sexuality, cultural aspects of sexuality, historical perspectives of sexuality and media and politics.<br>*Chapter #2 Sex Research*<br>Covers goals of sexology, methods of sexuality research, technology and research, ethics of sexuality research and evaluation guidelines for sex research. | *Introduce Yourself DB*  
*First meeting to first sex DB*  
*History of Sex 20th Century Film Worksheet*  
*Sex Research Activity-Research Detective*  
*Sex Research Activity-Article Summary*  
*Content Reflection #1* |
<table>
<thead>
<tr>
<th>Date</th>
<th>Module</th>
<th>Chapters/Activities</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/27-2/2</td>
<td><strong>MODULE 3</strong></td>
<td><strong>Chapters #3 &amp; #4 Female &amp; Male Sexual Anatomy &amp; Physiology</strong></td>
<td>• Male and Female Reproductive Systems Activity</td>
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<td>Covers anatomical structures of male and female sexual anatomy, functions of these</td>
<td>• Is it harder to be a man or a woman DB</td>
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<td>structures and physiological responses of anatomical structures.</td>
<td>• The Mask You Live In Video &amp; Worksheet</td>
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<td>2/3-2/9</td>
<td><strong>MODULE 4 (con’t) &amp; MODULE 5</strong></td>
<td><strong>Chapter #5-Gender Issues</strong></td>
<td>• Reaction to gender issues videos DB</td>
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<td>Covers difference between sex and gender,</td>
<td>• Gender Revolution Video and Worksheet</td>
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<td>gender identity formation, gender roles and transcending gender roles.</td>
<td>• Exam #1 Available</td>
</tr>
<tr>
<td>2/10-2/16</td>
<td><strong>MODULE 5 (con’t) &amp; MODULE 6</strong></td>
<td><strong>Chapter #6-Sexual Arousal and Response</strong></td>
<td>• Exam #1 Due</td>
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<td>Covers how the brain influences sexual arousal, senses involved in sexual arousal,</td>
<td>• What makes you stop, what makes you stay?</td>
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<td>substances that influence sexual arousal, role of hormones, physiological changes</td>
<td>• Secrets of Sex Appeal Video and DB</td>
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<td>during sexual arousal, age and sexual arousal and difference in sexes.</td>
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<tr>
<td>2/17-2/23</td>
<td><strong>MODULE 7</strong></td>
<td><strong>Chapter #7 Love and Communication in Intimate Relationships</strong></td>
<td>• 5 Love Languages Assessment and DB</td>
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<td>Covers the definition of love, types of love and relationships, factors influencing</td>
<td>• What Would You Do? DB</td>
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<td>choice of mates, styles of attachment, definition of intimacy, factors in</td>
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<td>relationship satisfaction, effective communication and its role in relationships,</td>
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<td>and how to say “no”.</td>
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<td><strong>Intimate Partner Violence (IPV)</strong></td>
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<td>2/24-3/1</td>
<td><strong>MODULE 8</strong></td>
<td><strong>Chapter #8-Sexual Behaviors</strong></td>
<td>• Common Terms and Their Meanings DB</td>
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<td>Covers various sexual behaviors including but not limited to celibacy, fantasy, self-</td>
<td>• Levels of Sexual Interaction</td>
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<td>stimulation and coitus and the importance of context in sexual expression and how</td>
<td>• Individual Project Paper Available</td>
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<td>it influences sexual behaviors.</td>
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<tr>
<td>3/2-3/8</td>
<td><strong>MODULE 9 &amp; MODULE 10</strong></td>
<td><strong>Chapter #9-Sexual Orientations</strong></td>
<td>• Guessing Sexual Orientation and Heterosexual Privilege Checklist</td>
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<td>Continuum of sexual orientations, determinants of sexual orientation, social</td>
<td>Reflection</td>
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<td>attitudes and influences, gay rights movement, the process of coming out and how</td>
<td>• Exam #2 Available</td>
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<td>to support someone in their process/be an ally and research about the differences</td>
<td>• Individual Project Paper Available</td>
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<td>between heterosexual and homosexual relationships.</td>
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<tr>
<td>Date</td>
<td>Module</td>
<td>Information</td>
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<tr>
<td>3/9-3/15</td>
<td>SPRING BREAK</td>
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</tbody>
</table>
| 3/16-3/22  | MODULE 10 & MODULE 11         | **Chapter #10-Contraception**  
  *Historical and social perspectives, sharing responsibility, choosing a birth control method, hormone based contraception, barrier and spermicide methods, intrauterine devices, emergency contraception, fertility awareness, sterilization and new directions*  
  **Exam #2 Due**  
  **Access to Contraception and Global Health DB**  
  **Contraception Scenarios**  
  **Individual Project Paper Available** |
| 3/23-3/29  | MODULE 12                     | **Chapter #11-Conceiving Children: Process and Choice**  
  *Pros and cons of parenting and remaining child-free, causes of infertility and artificial reproductive technologies, spontaneous and elective abortion, pregnancy and sexuality, components of a healthy pregnancy, childbirth and after childbirth.*  
  **Do You Want to Have Children Someday DB**  
  **Legal Elective Abortion Podcast Reaction or Research Paper**  
  **Individual Project Paper Available** |
| 3/30-4/5   | MODULE 13                     | **Chapter #12-Sexuality During Childhood and Adolescence Process and Choice**  
  *Sexual behaviors during infancy and childhood, physical changes in adolescence, sexual behavior during adolescence, adolescent pregnancy, sex education and age appropriate sexuality education.*  
  **Chapter #13-Sexuality and the Adult Years**  
  *Single living trends in the US, differences in sexual activity between single people and married couples, cohabitation, marriage in collectivist and individualistic cultures, nonmonogamy, polyamory, divorce and sexuality and aging.*  
  **How Would You Answer?**  
  **Choosing Wrong Podcast Introduction Reaction DB**  
  **Individual Project Paper Available** |
| 4/6-4/12   | MODULE 14 & MODULE 15         | **Chapter #14 Sexual Difficulties and Solutions**  
  *Covers various forms of sexual difficulties including incidence, prevalence, symptoms and causes as well as treatment, sexual enhancement and therapeutic interventions.*  
  **EXAM #3 Available**  
  **Individual Project Paper DUE** |
VI. Required Readings and Course Materials:


2. Video and audio files as assigned by instructor and provided in the course content on D2L.

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.

<table>
<thead>
<tr>
<th>Date</th>
<th>Module</th>
<th>Topics</th>
<th>Assignments</th>
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</thead>
</table>
| 4/13-4/19  | MODULE 15 (cont') & MODULE 16 | Chapter #15-Sexually Transmitted Infections  
Covers risks, symptoms, treatments and prevention of viral, bacterial, manageable and curable sexually transmitted infections.  
Chapter #16 Atypical Sexual Behavior  
Covers definition of atypical sexual behavior, coercive and non-coercive paraphilias, and sex addiction including potential causes and treatment. | • UCSB STI Quiz Results and Reaction  
• Exam #3 DUE |
| 4/20-4/26  | MODULE 17 | Chapter #17 Sexual Coercion  
Covers the definitions of sexual assault, rape and coercive behaviors, childhood sexual abuse, and sexual harassment. | • The Hunting Ground Video and Worksheet  
• Sexual Harassment Scenario DB |
| 4/27-5/3   | MODULE 18 | Chapter #18 Sex for Sale  
Covers the characteristics of pornography versus erotica, how online pornography has influenced sexual behavior, the “pornification” of mainstream culture, prostitution and sex work and human trafficking and the sex trade. | • Be the One Video and Worksheet  
• Porn-Helpful or Hurtful? Podcast and DB |
| Finals Week | MODULE 19 |                                                                               | • EXAM #4 Due Thursday, May 7th @ 11:59 PM |
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:

A. 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 (including the first 12 day attendance report) 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.

B. 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/

C. Student Academic Dishonesty: Policy 4.1

Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.

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; - 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; - 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 http://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936-468-2703.

F. Food and Beverages in Academic Areas Policy (B-8)
Limited consumption of food or beverages is permitted in the public areas of the Steen Library. Consumption of food or beverages is prohibited in all indoor classrooms and laboratories. NO FOOD OR DRINK IN THE HPE CLASSROOMS.

Additional Information Specific to Educator Preparation:

Code of Ethics for the Texas Educator:
The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.


To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:

1. Candidates must undergo a criminal history background check prior to clinical teaching and prior to employment as an educator. The public school campuses are responsible for completing the criminal background check. A person who is enrolled or planning to enroll in a State Board for Educator Certification-approved educator preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person's potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

A Preliminary Criminal History Evaluation is a non-mandatory, non-binding evaluation of an individual’s self-reported criminal history. In addition, the agency obtains your name-based Texas criminal history information. The service is provided to the requestor for a non-refundable fee. The requestor will receive an evaluation letter by email from agency staff advising of potential ineligibility for educator certification.

You are eligible to request a Preliminary Criminal History Evaluation if:

• You enrolled or planning to enroll in an educator preparation program or
• You are planning to take a certification exam for initial educator certification, and
• You have reason to believe that you may be ineligible for educator certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

You are not eligible for a preliminary evaluation of your criminal history if you do not have a conviction or deferred adjudication for a felony or misdemeanor offense.
In addition, you must complete the fingerprinting process when you apply for certification. Participation in the evaluation does not preclude you from submitting to a national criminal history review at the time you apply for your educator certification. Your criminal history will be reviewed and you may be subject to an investigation based on that criminal history, including any information you failed to submit for evaluation.

Additional information can be found at https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/.

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 http://www.tx-nesinc.com/PageView.aspx?f=GEN_Tests.html. 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 Martin at 936-468-1740 or snyderke1@sfasu.edu.