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.

Prerequisites: HLTH 1304

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 meet 150 minutes of classroom time/direct instruction per week for 16 weeks and meets for a 2-hour final examination. 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, individual projects, journals, discussion posts, weekly assignments, and other materials related to the human body. These activities average at a minimum 6 hours of work each week to prepare outside of classroom hours.

The PCOE Diversity Statement:

The James I. Perkins College of Education is committed to proactively recruiting and retaining a diverse faculty, staff, and student population. Through open dialogue, mutual respect and shared responsibility, faculty, staff, and students will demonstrate an understanding and sensitivity to ethnicity, race, gender, exceptionalities, culture, language/dialect, age, social class, family structure, sexual orientation, religion, and spiritual values in order to enhance the quality of life in a diverse global community.

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 - Public Health Program:
This is a general education core curriculum course and no specific program learning outcomes for this major are addressed in this course.

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

III. Course Assignments & Activities:

The course syllabus, course assignments, email, and grades will be available on the Brightspace by D2L web page. Students are expected to check the homepage and web mail daily (D2L.sfasu.edu). This is a 16-week online course which lasts from 8/28/23 – 12/15/23. Course assignments will be due on Wednesdays and/or Sundays. Students should keep a calendar of activities and due dates.

Any messaging contact with the instructor should be via email, not D2L. The instructor can be reached via email at kimberly.howard@sfasu.edu. Make sure to include your name and the class in the subject line of the email. Also, the instructor will check emails at least once a day, but not after 5 pm on any given day and varied on the weekends. Students can expect a response to email within 24-48 hours of their contact efforts. If students need to discuss anything with the instructor, email for an appointment or please schedule a telephone or video meeting.

Taking a class online requires the student to be very organized and stay on task. It is the student’s responsibility to complete all requirements on time and in the form that is required. It is easy to fall behind quickly in online classes as assignments are due weekly, but NO LATE WORK WILL BE ACCEPTED. Online quizzes are one method of evaluation in this course, and it is recommended that students take their quizzes in a place that is secure and has reliable internet service. If there is any technical difficulty with a quiz or submission, then the student needs to email the instructor immediately and attempt to resolve the issue.

This is an online distance learning classroom. Most learning will take place via the activities, assignments, and discussions on the course home page. Students may "attend class" at their convenience, when and wherever reliable internet is available. Students are required to meet all course deadlines. Students choose the times and the locations to log on to the course home page. Although the course is self-driven and directed, I am happy to act as a tour guide and facilitator to provide support for learning. Students are encouraged to email me with any questions and/or email me to schedule a face to face or zoom meeting.

Some students mistakenly believe that distance learning (DL) classes require less time than a traditional class, which is not accurate! Distance learning class may require more time investment than traditional classroom-based courses. It is recommended that students keep a timeline for the course and a login schedule of at least 4 times per week. In a DL class, the same amount of classroom participation and engagement is required of each student. In a DL class the same amount of classroom participation and engagement is required of every single
student. DL classrooms feature 100% participation, 100% of the time. As a result, a DL course is MORE work for many students. Students should set aside at least 7 hours per week for this course to succeed. Some students will require less time, and some will require more. Plan to spend 3 hours per week on-line in the virtual classroom and 4 hours per week off-line reading the text, articles, and preparing assignments.

Exams (120 points): There total of two course exams. Each exam will be worth 60 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. Assignments (260 points): Participation activities that may be in the form of quizzes, discussion posts, reflections, research, or out of class assignments that will be reflected in the final grade.

- Discussion Posts:
  A discussion post for each discussion topic should be a minimum of two (2) paragraphs (or as instructed) as well as citing at least one primary reference within the post itself with (author, yr) in APA format (e.g., reliable source article and link with clear title and author) as well as at the end of the post with all the source information. Follow the prompts for clear content instructions.

  The text cannot be used as the only resource support for discussion posts but can be used as an additional source. Reliable sources are typically indicated by national status and a website ending in .org, .gov, or .edu. The sources should be from 2018 or later (within 5 yrs). Any sources that are from 2017 or earlier are not considered current.

  The post should address and answer the entire topic and all prompts indicated. Since everyone is reading the same material, the weekly discussion post SHOULD NOT BE A SUMMARY of the chapter readings. Instead, in the discussion posts, evaluate the questions/prompts thoughtfully and find at least 1 primary resource that supports what is being written. Try to avoid vague or overgeneralized information. Be specific and give examples. The responses should be a combination of the student’s view and that view supported by research. (i.e. What did you find interesting? Was it common sense? Was anything surprising? Did you already know this information? Do you have questions on the material you read? Were there points the author of the resource made that you didn’t agree with? If so, why? Does any of the information relate to you or current events?). All posts and comments that you leave need to be well thought out, organized, supported by research, and grammatically correct. The post is not simply your opinion, but a reflection on the question with reliable documented research support. Students should use academic language and spell check as it is a formal academic submission. A post is not a text to a peer, as we are also working on refining our academic writing skills. An original discussion post is worth 14 points. It is recommended that once a post is written the author go back to the original prompt to assure all points have been addressed prior to submission. In addition to a student’s own original post, the student must review and reply to one (1) peer’s discussion post for each assigned discussion unless instructed otherwise. Each response/reply is worth 6 points. The reply must be
thoughtful and respectful of the peer’s post and should be a **minimum of one (1) full paragraph (at least 3 sentences)**. Simply saying, “I agree with you,” is not a thoughtful response. Supporting a response with research is encouraged. Students should also **address their peers by name** in the response. Failure to address peers by name will result in a loss of points.

- **Quizzes:**
- **Research Reflection:**

**IMPORTANT**

**Writing Quality/Assignments:** All assignments shall be typed using Microsoft Word. Student writing should be of the highest quality in terms of appearance, grammar, spelling, punctuation, and organization. If an assignment is poorly written, I reserve the right to return it to you and request that you visit the Writing Center before I issue a grade. Visiting the Writing Center to receive some good feedback and assistance with your written assignments is a good idea for all students.

**Respect and Privacy** is extremely IMPORTANT: Students from many different backgrounds and majors may enroll in this course. People have a variety of experiences and opinions regarding the material covered in this class. It is critically important that all students respect others’ opinions as well as respect the privacy of students who share their thoughts and experiences in class. If you do not show respect for others in the course, you may be asked to leave and/or steps may be taken to permanently remove you from the course (see the Student Conduct Code, policy D-34.1)

IV. Evaluation & Assessments (Grading):

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<thead>
<tr>
<th></th>
<th>Points</th>
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<tbody>
<tr>
<td>Exams (60 points each)</td>
<td>120</td>
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<tr>
<td>Assignments or Quizzes</td>
<td>260</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td>380</td>
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</tbody>
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**Grading Scale:**
- A=90% or higher
- B=80%-89%
- C= 70-79%
- D=60%-69%
- F=Below 59%

V. Tentative Course Outline

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
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<tbody>
<tr>
<td>Week 1: August 28th – Sept. 3rd</td>
<td>Perspectives on Sexuality</td>
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<tr>
<td>Week 2: Sept. 4th – 10th</td>
<td>Sex Research: Methods &amp; Challenges</td>
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<tr>
<td>Week 3: Sept. 11th – 17th</td>
<td>Female Sexual Anatomy &amp; Physiology &amp; Male Sexual Anatomy &amp; Physiology</td>
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<td>Week 4: Sept. 18th – 24th</td>
<td>Sexual Arousal and Response</td>
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<td>Week 5: Sept. 25th – Oct. 1st</td>
<td>Gender Issues</td>
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<tr>
<td>Week 6: Oct. 2nd – 8th</td>
<td>Love and Communication in Intimate Relationships</td>
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### Attendance & Participation:

Attendance is demonstrated by completing online assignments during the semester. If a student fails to submit any online submissions during the first two weeks of school, then that signifies that the student has not participated in the class. For reporting purposes, a student who does not attend class and/or shows participation will be dropped from financial aid for that course.

### VI. Recommended Readings:


   The book is not required for class but is suggested.

### VII. Course Evaluations:

Near the conclusion of each semester, students in the Perkins College of Education (PCOE) 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. **Your response is critical and appreciated.**

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:

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.

Academic Accommodations 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/

Academic Integrity (4.1)
Please copy and paste the following information regarding Academic Integrity into your syllabus. In addition, you may include your guidelines for academic integrity as appropriate.

The Code of Student Conduct and Academic Integrity outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer
code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.

**Withheld Grades Semester Grades Policy (5.5)**
*Add additional information as needed to meet your departmental or course needs.*

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the coursework 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. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course to compute the grade point average. For additional information, go to [https://www.sfasu.edu/policies/course-grades-5.5.pdf](https://www.sfasu.edu/policies/course-grades-5.5.pdf).

**Students with Disabilities**

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, 468-3004 / 468-1004 (TDD) 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 promptly may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/).

**Student Wellness and Well-Being**

SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

If you are experiencing concerns, seeking help, SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

**On-campus Resources:**

**The Dean of Students Office** (Rusk Building, 3rd floor lobby)
[www.sfasu.edu/deanofstudents](http://www.sfasu.edu/deanofstudents)
936.468.7249
dos@sfasu.edu

**SFA Human Services Counseling Clinic** Human Services, Room 202
[www.sfasu.edu/humanservices/139.asp](http://www.sfasu.edu/humanservices/139.asp)
936.468.1041
The Health and Wellness Hub “The Hub”
Location: corner of E. College and Raguet St.

To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:

- Health Services
- Counseling Services
- Student Outreach and Support
- Food Pantry
- Wellness Coaching
- Alcohol and Other Drug Education

www.sfasu.edu/thehub
936.468.4008
thehub@sfasu.edu

Crisis Resources:
- Burke 24-hour crisis line: 1.800.392.8343
- National Suicide Crisis Prevention: 9-8-8
- Suicide Prevention Lifeline: 1.800.273.TALK (8255)
- johCrisis Text Line: Text HELLO to 741-741