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.

II. **Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):**
The complete listing of the standards associated with the PLOs, SLOs, assignments, and assessments are located on the PCOE website.

1. This course links with SFA’s Envisioned Goal 2: Our students will be engaged and empowered.
2. This course links with SFA’s PCOE Goal 1: We will provide transformational experiences for our students. This course links with SFA’s Envisioned Goal 5: We will be an innovative university. This course links with SFA’s PCOE Goal 5: We will provide academic and co-curricular innovations.

- **Program Learning Outcomes:**
  1. The student will design and implement a health behavior change plan. HLTH 1304 - Health Behavior Evaluation (NCHEC I, II & IV)
  2. The student will assess population health and health determinants and identify strategies for population health improvement. HLTH 3360 – PowerPoint Presentation (NCHEC I, III, VI & VII)
  3. The student will apply principles of cultural competence in selecting and/or designing strategies/interventions. HLTH 4320 – Health Lesson (NCEC I, II, VI, & VII)
4. The student will demonstrate the knowledge and skills to develop a health proposal for a specific health issue. HLTH 4389 – Health Proposal (NCHEC I, II, & V)

- **Student Learning Outcomes: Course Specific**
  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, Instructional Strategies, use of Technology:**

- **Assignments/Activities:**
  - Syllabus Agreement
  - Learning Exercises (4)
  - Issue Brief
  - Podcast
  - Quizzes (4)
  - Final Exam

- **ISSUE BRIEF AND AUDIO PODCAST** – Issue briefs and audio podcasts are effective tools to identify and explore social health and sexual interaction issues and challenges. Students will develop one issue brief and one audio podcast according to specific guidelines provided on D2L.

- **FINAL EXAM** - There will be an online CUMULATIVE Final, worth 100 points. The Exam may include multiple choice, true/false, short answer, and/or brief essay questions. The exam will open on July 1 and close on July 5. **There will be no opportunity to make up a missed Final Exam unless prior accomodations or communication occurred with Dr. Wagner-Greene.**

- **QUIZZES** (NCHEC I) – There will be 4 online quizzes (10 points each) administered during the term related to topics addressed in the course. Each quiz will cover material recently presented (i.e., quizzes are not cumulative). Students cannot retake missed quizzes without a valid documented excuse.

- **LEARNING EXERCISES** – Exercises are intended reinforce, supplement, and extend learning module-based learning. There will be a total of 4 exercises, each worth 10 points.
points. All exercises will be posted online and will include detailed instructions and due dates/times.

- **Instructional Strategies:** Instructitional strategies vary based on the site and focus of the student’s internship. Some strategies may include, online videos, personal stories, website links, observation, training, and other engagement approaches.

- **Technology:** This course will utilize D2L by Brightspace. The internship site may use additional technology.

**IV. Evaluation and Assessments (Grading):**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Syllabus Agreement</td>
<td>10</td>
</tr>
<tr>
<td>Quizzes (10 pts each x 4)</td>
<td>40</td>
</tr>
<tr>
<td>Issue Brief</td>
<td>30</td>
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<tr>
<td>Audio Podcast</td>
<td>30</td>
</tr>
<tr>
<td>Learning Exercises (10 pts each x 4)</td>
<td>40</td>
</tr>
<tr>
<td>Final Exam – Cumulative</td>
<td>100</td>
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**Total Course Points** | **250**

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Points Needed</th>
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</thead>
<tbody>
<tr>
<td>A = 90%+</td>
<td>225 or above</td>
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<tr>
<td>B = 80-89.99%</td>
<td>200 – 224.999</td>
</tr>
<tr>
<td>C = 70-79.99%</td>
<td>175 - 199.999</td>
</tr>
<tr>
<td>D = 60-69.99%</td>
<td>150 – 174.999</td>
</tr>
<tr>
<td>F = Below 59.99%</td>
<td>149.999 or below</td>
</tr>
</tbody>
</table>

**V. Tentative Course Outline/Calendar:**
- See last page for tentative course schedule

**VI. Readings (Required and recommended—including texts, websites, articles, etc.):**

- **Recommended Textbook:** N/A

- **Required Readings:** All articles/websites/readings posted to the course D2L page or provided from internship site.

**VII. Course Evaluations:** “Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses (the teaching itself and the
content/assignments) 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 (full-time and part-time) annual evaluation processes, 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 summarized data will not be available to the instructor until after final grades are posted.

VIII. Student Ethics and Policy

- **Institutional Absences (HOP 04-110)**
  
  An Institutional Absence may be granted to a student who participates as a representative of the University in academic (including research), extra- or cocurricular, or athletic activities. Students will be excused for institutional purposes from otherwise required academic activity only when a valid Institutional Absence is approved by the appropriate administrative unit or official and the documentation of approval is provided to the faculty member at least five (5) days in advance.

- Institutional absences will not be approved for keystone events, defined as: a special or unique assignment, test, project, experience, or other academic exercise identified by the Faculty member as critical for successful completion of standards of the class and unable to be missed. These events must be identified on the syllabus at the beginning of the semester and communicated to the students. Events added to the syllabus at a later date will not qualify for Keystone Event status. Keystone Events where the date/time is changed will no longer be considered a Keystone Event. Students should make themselves aware of any Keystone Events identified in the syllabus to ensure there are no conflicts.

- For keystone events where the assignment dates vary, it is incumbent upon the students to work with their faculty member to not select a conflicting date.

- More information on Institutional Absences, including how to apply, can be found at [https://www.sfasu.edu/deanofstudents/student-resources/institutional-absences](https://www.sfasu.edu/deanofstudents/student-resources/institutional-absences).

- **The Code of Student Conduct and Academic Integrity (HOP 04-106)** 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. For additional information, go to https://www.sfasu.edu/docs/hops/04-106.pdf.

Additionally, use of AI for generation of the Podcast project will result in a reduction in points.

- **Withheld Grades Semester Grades Policy (HOP policy 02-206)**
  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/docs/hops/02-206.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/.

- **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.

- **Other important course-related policies:**
  Due Dates: All assignments are due by the designated due date/time. *Late work will not be accepted* unless there is proper/relevant documentation or communication has been made prior to the due date with the instructor. There will be a grace period of 10 mins past 11:59pm to account for upload time. As a student it is important to communicate with me if you are unable to meet a deadline or complete an assignment. Communication prior to due dates can help facilitate discussions about potential extensions or accommodations.

  Final Grades/Assignment Grades: There will be *no rounding* of final grades or individual assignment grades.

  *Again, late work will not be accepted and will receive a grade of 0* unless there is proper/relevant documentation or communication has been made prior to the due date with the instructor. There will be a grace period of 10 mins past 11:59pm to account for upload time.. Submission dates are entered
IX: Resources

- **On-campus Resources:**
  - **The Dean of Students Office** (Rusk Building, 3rd floor lobby)
    - [www.sfasu.edu/deanofstudents](http://www.sfasu.edu/deanofstudents) Phone: 936.468.7249 email: dos@sfasu.edu
  - **SFASU Counseling Services** • [www.sfasu.edu/counselingservices](http://www.sfasu.edu/counselingservices)
  - **SFASU Human Services Counseling Clinic** •
    - [www.sfasu.edu/humanservices/139.asp](http://www.sfasu.edu/humanservices/139.asp) Human Services Room 202 Phone: 936-468 1041
  - **The Health and Wellness Hub** “The Hub”
    - a. Location: corner of E. College and Raguet St.
    - b. 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:
      i. Health Services
      ii. Counseling Services
      iii. Student Outreach and Support
      iv. Food Pantry
      v. Wellness Coaching
      vi. Alcohol and Other Drug Education [www.sfasu.edu/thehub](http://www.sfasu.edu/thehub) Phone:936.468.4008 email: 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)
- Crisis Text Line: Text HELLO to 741-741

X: Other Relevant Course Information:

- Email etiquette (adapted from Dr. John Janowiak at UNC Chapel Hill) and Professionalism: When you e-mail friends, you can be as informal as you wish. However, when you write to your employer, professor, or supervisor you should use proper and polite language. By training yourself to write properly, you develop skills necessary to deal with future clients and supervisors. Please use the following guidelines when e-mailing me and other professors.

- Even telephone conversations start with “Hello” and end with “Goodbye.” Therefore, please use a formal salutation when e-mailing professors, such as: “Dear Dr. Wagner-Greene” or “Dear Dr. W-G”
• When e-mailing faculty, remember that you are not communicating with a friend or relative, therefore do not use informal language in your e-mails.

• If you have a request, say it politely. You can start with “I would like to ...”, “I wonder if you can ...,” “May I...,” “Is it possible to ...,” “Do you mind ....” DO NOT WRITE: “I want to know ....,” “I want you to,” “Send this to me”, Just adding the word “please” does not mean that you are being polite.

• Your identity is an important clue to the context of the message. Every semester I teach hundreds of students in numerous classes; therefore, identify yourself as a student in the class you are enrolled in, such as: “Dear…. I am a student enrolled in your ___ course.”

• Also, please include a brief description of the subject of your email in the subject line of the email.

• Always re-read your emails and check for spelling and grammatical mistakes before sending them.

• When needing to schedule an appointment outside of my office hours, please suggest a few time slots, but always say something like “If these times do not suit you, please feel free to let me know any other time that you prefer / that is convenient to you.” If you cannot make the date suggested, say, “I am sorry, but I cannot come to see you on [Monday].” Do not say, “I am not available on [Monday].

• Weekly reading assignments must be completed prior to class meetings to facilitate discussion.

• Look under “Course Content” in your D2L course for weekly lectures, assignments and other information.

See last page for tentative course schedule
<table>
<thead>
<tr>
<th>Tentative Schedule</th>
<th>Assignments Due</th>
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</thead>
<tbody>
<tr>
<td><strong>Week 1: June 3 - 9</strong></td>
<td>Syllabus Agreement</td>
</tr>
<tr>
<td>Review Syllabus</td>
<td>Quiz 1</td>
</tr>
<tr>
<td>Explore D2L Page</td>
<td>Learning Exercise #1</td>
</tr>
<tr>
<td>Modules 1, 2, 3, 4</td>
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<tr>
<td><strong>Week 2: June 10 - 16</strong></td>
<td>Quiz 2</td>
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<td>Modules 5, 6, 7, 8</td>
<td>Learning Exercise #2</td>
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<tr>
<td><strong>Week 3: June 17 - 23</strong></td>
<td>Quiz 3</td>
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<td>Modules 9, 10, 11, 12</td>
<td>Issue Brief</td>
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<tr>
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<td>Learning Exercise #3</td>
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<tr>
<td><strong>Week 4: June 24 - 30</strong></td>
<td>Quiz 4</td>
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<tr>
<td>Modules 13, 14, 15</td>
<td>Learning Exercise #4</td>
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<td></td>
<td>Audio Podcast</td>
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<tr>
<td><strong>Week 5: July 1 – 5 (SHORT WEEK)</strong></td>
<td>Final Exam <strong>Opens July 1 closes July 5</strong></td>
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</tbody>
</table>