

PUBH 134: UNDERSTANDING HUMAN SEXUALITY

In Workflow

1. HLSC Committee Chair (m.mink@csus.edu)
2. HLSC Chair (m.mink@csus.edu)
3. HHS College Committee Chair (knam@csus.edu)
4. HHS Dean (maguirem@csus.edu)
5. Academic Services (torsetj@csus.edu;%20212408496@csus.edu;%20cnewsome@skymail.csus.edu)
6. Senate Curriculum Subcommittee Chair (curriculum@csus.edu)
7. GE Crs Rev Subcommittee Chair (parshb@csus.edu)
8. Dean of Undergraduate (james.german@csus.edu;%20celena.showers@csus.edu)
9. Dean of Graduate (cnewsome@skymail.csus.edu)
10. Catalog Editor (212408496@csus.edu;%20torsetj@csus.edu;%20cnewsome@skymail.csus.edu)
11. Registrar's Office (w lindsey@csus.edu)
12. PeopleSoft (PeopleSoft@csus.edu)

Approval Path

1. Wed, 19 Sep 2018 00:14:07 GMT
Julie Kuehl-Kitchen (jkitchen): Approved for HHS Committee Chair
2. Wed, 19 Sep 2018 00:14:53 GMT
Mary Maguire (maguirem): Approved for HHS Dean
3. Wed, 03 Oct 2018 15:11:32 GMT
212408496: Approved for Academic Services
4. Tue, 09 Oct 2018 21:13:44 GMT
Katherine Chalmers (chalmers): Approved for Senate Curriculum Subcommittee Chair
5. Wed, 24 Oct 2018 23:06:18 GMT
Stephanie Mizrahi (smizrahi): Rollback to Senate Curriculum Subcommittee Chair for GE Crs Rev Subcommittee Chair
6. Fri, 26 Apr 2019 21:21:55 GMT
212408496: Approved for Senate Curriculum Subcommittee Chair
7. Mon, 13 May 2019 17:08:13 GMT
Celena Showers (celena.showers): Rollback to HHS Committee Chair for GE Crs Rev Subcommittee Chair
8. Wed, 18 Sep 2019 22:27:04 GMT
Kisun Nam (knam): Rollback to Initiator
9. Tue, 01 Oct 2019 23:25:31 GMT
Michael Mink (m.mink): Approved for HLSC Committee Chair
10. Tue, 01 Oct 2019 23:26:13 GMT
Michael Mink (m.mink): Approved for HLSC Chair
11. Tue, 15 Oct 2019 22:10:32 GMT
Kisun Nam (knam): Rollback to Initiator
12. Wed, 16 Oct 2019 00:08:23 GMT
Michael Mink (m.mink): Approved for HLSC Committee Chair
13. Wed, 16 Oct 2019 00:09:08 GMT
Michael Mink (m.mink): Approved for HLSC Chair
14. Wed, 16 Oct 2019 16:06:29 GMT
Kisun Nam (knam): Approved for HHS College Committee Chair
15. Wed, 16 Oct 2019 23:59:13 GMT
Mary Maguire (maguirem): Approved for HHS Dean
16. Wed, 13 Nov 2019 16:39:33 GMT
Janett Torset (torsetj): Approved for Academic Services
17. Wed, 27 Nov 2019 04:10:17 GMT
Julie Fogarty (fogarty): Approved for Senate Curriculum Subcommittee Chair
18. Thu, 05 Dec 2019 00:17:26 GMT
Bridget Parsh (parshb): Rollback to Initiator
19. Wed, 11 Mar 2020 19:09:20 GMT
Michael Mink (m.mink): Approved for HLSC Committee Chair
20. Wed, 11 Mar 2020 19:10:40 GMT
Michael Mink (m.mink): Approved for HLSC Chair
21. Tue, 17 Mar 2020 23:15:37 GMT
Kisun Nam (knam): Rollback to Initiator
22. Wed, 25 Mar 2020 22:23:59 GMT

- Michael Mink (m.mink): Approved for HLSC Committee Chair
23. Wed, 25 Mar 2020 22:43:15 GMT
Michael Mink (m.mink): Approved for HLSC Chair
24. Wed, 25 Mar 2020 22:43:57 GMT
Kisun Nam (knam): Approved for HHS College Committee Chair
25. Wed, 25 Mar 2020 22:55:50 GMT
Mary Maguire (maguirem): Approved for HHS Dean
26. Wed, 08 Apr 2020 18:32:49 GMT
Janett Torset (torsetj): Approved for Academic Services

Date Submitted: Wed, 25 Mar 2020 21:11:20 GMT

Viewing: PUBH 134 : Understanding Human Sexuality

Formerly known as: HLSC 134

Last edit: Wed, 25 Mar 2020 21:11:19 GMT

Changes proposed by: Heather Diaz (102088868)

Contact(s):

Name (First Last)	Email	Phone 999-999-9999
Heather Diaz	diazh@csus.edu	(916) 278-2503

Catalog Title:

Understanding Human Sexuality

Class Schedule Title:

Understand Hum Sexuality

Academic Group: (College)

HHS - Health & Human Services

Academic Organization: (Department)

Public Health/Health Science

Will this course be offered through the College of Continuing Education (CCE)?

No

Catalog Year Effective:

Fall 2021 (2021/2022 Catalog)

Subject Area: (prefix)

PUBH - Public Health

Catalog Number: (course number)

134

Course ID: (For administrative use only.)

139381

Units:

3

In what term(s) will this course typically be offered?

Fall, Spring

Does this course require a room for its final exam?

Yes, final exam requires a room

Does this course replace an existing experimental course?

No

This course complies with the credit hour policy:

Yes

Justification for course proposal:

The course has been revised to be moved from Area E to Area D GE. This was an elective course for the Health Science Community Health Education (CHE) concentration in the 2017-2018 catalog and is now a required course for the Health Science degree starting in Fall 2018.

Based on Executive Order 1100, the course has been redesigned to focus on issues and topics relating to, but not limited to, sexual health, gender, and diversity within or between groups, and "infused with content, materials, readings, examples or assignments intended to develop an understanding and appreciation of the diversity of the human community and of the contributions and perspectives of women and of ethnic, religious, and other minorities." Based on the changes, the course meets the General Education Area D-2. Major Social Issues of the Contemporary Era.

Course Description: (Not to exceed 80 words and language should conform to catalog copy.)

This course is designed to explore gender and social issues associated with human sexuality. The course will examine the impact of physiological, psychological, social, and cultural differences and similarities on the sexual health of diverse groups. The course will explore issues related to age, ability/disability, sexual identity, sexual myths, misconceptions, gender and gender expression.

Are one or more field trips required with this course?

No

Fee Course?

No

Is this course designated as Service Learning?

No

Does this course require safety training?

No

Does this course require personal protective equipment (PPE)?

No

Does this course have prerequisites?

No

Does this course have corequisites?

No

Graded:

Letter

Approval required for enrollment?

No Approval Required

Course Component(s) and Classification(s):

Lecture

Lecture Classification

CS#02 - Lecture/Discussion (K-factor=1WTU per unit)

Lecture Units

3

Is this a paired course?

No

Is this course crosslisted?

No

Can this course be repeated for credit?

No

Can the course be taken for credit more than once during the same term?

No

Description of the Expected Learning Outcomes: Describe outcomes using the following format: "Students will be able to: 1), 2), etc."

Students will be able to:

1. Describe the basic concepts and issues of human sexuality including the integration of psychological, physiological, historical and cultural influences on sexual functioning.
2. Describe important internal and external factors influencing sexual functioning.
3. Recognize differences in sexual function as it relates to culture, age, ability/disability, gender, gender expression, sexual orientation, and varying sexual practices.
4. Critically examine and compare both sides of some of the current controversial issues in human sexuality.
5. Critically examine social dynamics and issues related to sexuality from historical, anthropological, psychological and cultural contexts.
6. Identify common informational resources to understand human sexuality issues related to fact and myth.

GE Area D Learning Outcomes

7. Describe and evaluate ethical and social values in their historical and cultural context.
8. Explain and apply the principles and methods of academic disciplines to the study of social and individual behavior.
9. Demonstrate an understanding of the role of human diversity in human society, for example, race, ethnicity, class, age, ability/disability, sexual identity, gender and gender expression.
10. Explain and critically examine social dynamics and issues in their historical and cultural contexts.

Attach a list of the required/recommended course readings and activities:

HLSC 134_Reading list.docx

Assessment Strategies: A description of the assessment strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers) which will be used by the instructor to determine the extent to which students have achieved the learning outcomes noted above.

Students will meet the objectives listed above through a combination of the following activities in this course:

1. Exams (ELO 1, ELO 2, ELO 7, ELO 8, ELO 9, ELO 10)
2. Journal Submissions (ELO 3, ELO 4, ELO 5, ELO 7, ELO 9, ELO 10)
3. Analytical Topic Paper (ELO 6, ELO 8, ELO 9, ELO 10)

Is this course required in a degree program (major, minor, graduate degree, certificate?)

Yes

Has a corresponding Program Change been submitted to Workflow?

No

Identify the program(s) in which this course is required:

Programs:

BS in Public Health (Community Health Education)

Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer)?

No

Will there be any departments affected by this proposed course?

Yes

Indicate which department(s) will be affected by the proposed course:

Department(s)

Gerontology

Family and Consumer Sciences

I/we as the author(s) of this course proposal agree to provide a new or updated accessibility checklist to the Dean's office prior to the semester when this course is taught utilizing the changes proposed here.

I/we agree

University Learning Goals

Undergraduate Learning Goals:

Knowledge of human cultures and the physical and natural world
Personal and social responsibility

Is this course required as part of a teaching credential program, a single subject, or multiple subject waiver program (e.g., Liberal Studies, Biology) or other school personnel preparation program (e.g., School of Nursing)?

No

GE Course and GE Goal(s)

Is this a General Education (GE) course or is it being considered for GE?

Yes

In which GE area(s) does this apply?

D. The Individual and Society

Which GE objective(s) does this course satisfy?

Possess a significant and useful understanding of peoples from a diversity of cultures and backgrounds, including women and ethnic and other minority groups who have been the objects of prejudice and adverse discrimination within our society.

Attach Course Syllabus with Detailed Outline of Weekly Topics:

Syllabus____HLSC 134 For GE Area D March 2020_DiazV2.docx

Syllabi must include: GE area outcomes listed verbatim; catalog description of the course; prerequisites, if any; student learning objectives; assignments; texts; reading lists; materials; grading system; exams and other methods of evaluation.

Will more than one section of this course be offered?

Yes

Provide a description of what would be considered common to all sections and what might typically vary between sections:

All sections will share common ELOs and texts. The Analytical Topic Paper will serve as the signature assignment for PUBH 134 and required across all sections. Basic assessment strategies will be similar among instructors. The weekly course schedule, style of delivery, exams, quizzes, and journal activities might vary between instructors.

Please write a statement indicating the means and methods for evaluating the extent to which the objectives of the GE Area(s) and any writing requirements are met for all course sections:

The Public Health Department has created a course syllabi workgroup that will review course syllabi ELOs and assessment methods for compliance with the university and GE standards. All course sections will contain a 1500-word Analytical Topic Paper. The syllabi workgroup will assure consistency across sections, and implementation of the Analytical Topic Paper as the signature assignment for the course.

What steps does the department plan to take to ensure that instructors comply with the respective category criteria and who is responsible?

The Public Health Department's course syllabi workgroup will review course syllabi ELOs and assessment methods for compliance with university and GE standards. The workgroup will provide feedback, direction, and recommendations to the course instructor(s).

General Education Details - Area D: The Individual and Society

Section 1.

Please provide a statement indicating the means and methods for evaluating the extent to which the objectives of Area D, the cultural diversity requirements, and writing requirements are met for all course sections.

The Public Health Department has created a course syllabus workgroup that will review course syllabi ELOs and assessment methods for compliance with the university and GE standards. All course sections will contain a 1500-word Analytical Topic Paper. The syllabi workgroup will assure consistency across sections, and implementation of the Analytical Topic Paper as the signature assignment for the course.

What steps will the department take to ensure that instructors comply with the category criteria (and who is responsible)? Before a course can be offered in multiple sections, a designated person in the department must provide a description of what would be common to all sections and what might typically vary between sections.

The Public Health Department's course syllabus workgroup that will review course syllabi ELOs and assessment methods for compliance with university and GE standards. The workgroup will provide feedback and recommendations to the course instructor(s). The course syllabi workgroup will designate a faculty member with expertise in the subject area as the lead reviewer. The lead reviewer will be responsible for providing feedback and direction to all section instructors regarding course consistency across sections. All course sections will contain a 1500-word Analytical Topic Paper. The syllabi workgroup will assure consistency across sections, and implementation of the Analytical Topic Paper as the signature assignment for the course.

Section 2.

Indicate in written statements how the course meets the following criteria for Area D. Relate the statements directly to the course syllabus and outline. Be as succinct as possible.

Describes and evaluates ethical and social values in their historical and cultural context.

This criteria is addressed in various components in the course. The course addresses how human sexuality is viewed and expressed in society currently and over historical time periods. In addition, content of the textbook and supplemental course reading focuses heavily on how cultural perception shapes personal sexuality and perspectives on the sexuality of others in American society. Student learning in this area is assessed via exams and the Analytical Topic Paper requirements.

Explains and applies the principles and methods of academic disciplines to the study of social and individual behavior.

This criteria is addressed in various components in the course. The study of human sexuality naturally includes the disciplines of biology, chemistry, sociology and psychology. Student learning in this area is assessed via exams and journal assignments.

Demonstrates an understanding of the role of human diversity in human society, for example, race, ethnicity, class, age, ability/disability, sexual identity, gender and gender expression.

This criteria is addressed in various components in the course. The course addresses how human sexuality is viewed and expressed in society specific to diverse population groups. In addition, content of the textbook and supplemental course reading focuses heavily on how personal sexuality and perspectives on the sexuality of others in American society is expressed in diverse populations. Student learning in this area is assessed via exams and the Analytical Topic Paper requirements.

Explains and critically examines social dynamics and issues in their historical and cultural contexts.

This criteria is addressed in various components in the course. The course addresses how human sexuality is viewed and expressed in society currently and over historical time periods. In addition, content of the textbook and supplemental course reading focuses heavily on how cultural perception shapes personal sexuality and perspectives on the sexuality of others in American society. Student learning in this area is assessed via exams and the Analytical Topic Paper requirements.

Includes a writing component described on course syllabus

- 1) If course is lower division, formal and/or informal writing assignments encouraging students to think through course concepts using at least one of the following: periodic lab reports, exams which include essay questions, periodic formal writing assignments, periodic journals, reading logs, other. Writing in lower division courses need not be graded, but must, at a minimum, be evaluated for clarity and proper handling of terms, phrases, and concepts related to the course.
- 2) If course is upper division, a minimum of 1500 words of formal, graded writing. [Preferably there should be more than one formal writing assignment and each writing assignment (e.g. periodic lab reports, exams which include essay questions, a research/term paper etc.) should be due in stages throughout the semester to allow the writer to revise after receiving feedback from the instructor. Include an indication of how writing is to be evaluated and entered into course grade determination.]

Analytical Topic Paper: Students will write an analytical topic research paper on one of the journal topics they chose as described above. The paper must include the following:

- a) Background description of the popular media source and why it was chosen. How does the source show ethical and social values of our society around human sexuality?
- b) Describe three ways in which the popular media source displays a "healthy" approach to human sexuality that is inclusive of diverse populations and cultural/societal expressions
- c) Describe three ways in which the popular media source displays a derogatory perspective of human sexuality that fails to include diverse populations and cultural/societal expressions
- d) Conclusion about whether or not that popular media source should be distributed widely or viewed and consumed with caution by society. How does the popular media source influence social dynamics and societal expectations?

UNIVERSITY REQUIREMENT: Paper must have 1500 words as this is an GE requirement for the university. Failure to submit a topic paper with 1500 words will result in a 0 for the assignment. References are not included in the word count. PAPER will be submitted via the assignment link on CANVAS. YOU MUST SUBMIT YOUR PAPER AS A MICROSOFT WORD DOCUMENT ONLY! No other formats will be graded. You must include at least 5 references and be submitted in APA format (6th edition). No abstract or running header is required for this assignment, please include a title page.

Failure to submit the Analytical Topic Paper In An Automatic "F" Grade in The Course.

Section 3.

If you would like, you may provide further information that might help the G.E. Course Review Committee understand how this course meets these criteria and/or the G.E. Program Objectives found in the CSUS Policy Manual, General Education Program, Section I.B.

No further information

Please attach any additional files not requested above:

Correspondence with GERO_PUBH 134.docx

Correspondence with FACS_PUBH 134.docx

Reviewer Comments:

Katherine Chalmers (chalmers) (Tue, 09 Oct 2018 21:13:39 GMT):Edited typo in Assessment Strategies per Patty Woodward's in-person consent on 10/9/2018.

Stephanie Mizrahi (smizrahi) (Wed, 24 Oct 2018 23:06:18 GMT):Rollback: Please explain how the course's substantive content (instead of just the assignments)addresses all four of the Area D Learning Objectives. One way this might be done is by describing how particular topics link to specific Area outcomes.

212408496 (Fri, 26 Apr 2019 21:21:52 GMT):Rolled back by GECRS in error. Approved to place back in GECRS queue.

Celena Showers (celena.showers) (Mon, 13 May 2019 17:08:02 GMT):Learning objectives state there is not a 4th learning objective which doesn't qualify this as a GE course. Rolling proposal back to chair and requesting a new proposal to review in fall.

Celena Showers (celena.showers) (Mon, 13 May 2019 17:08:13 GMT):Rollback: Rolling proposal back to chair and requesting a new proposal to review in fall.

Kisun Nam (knam) (Wed, 18 Sep 2019 22:27:04 GMT):Rollback: Learning objectives state there is not a 4th learning objective which doesn't qualify this as a GE course. Rolling proposal back to chair and requesting a new proposal to review in fall.

Patty Woodward (woodp) (Fri, 04 Oct 2019 19:54:29 GMT):Please add Gerontology to the Catalog Pages link. They use this course as an elective course item. Thanks- Dr. Woodward

Kisun Nam (knam) (Tue, 15 Oct 2019 22:10:32 GMT):Rollback: Roll back to author per request.

Bridget Parsh (parshb) (Thu, 05 Dec 2019 00:15:09 GMT):Needs fourth GE learning outcome added to syllabus. As described, this course does not meet the writing requirement for evaluated work, such as research term paper, essays, lab reports. About GE outcomes: Course description speaks of ethical values, ability/disability, but we don't see that in the assignments or required readings. It appears the student will be tested on diversity, ethical values, and other GE criteria, but very little mentioned in weekly assignments or readings. Would be helpful to demonstrate which areas in syllabus cover these. . Also, we cannot accept "N/A" when describing how the course meets a GE learning outcome. Cannot be approved if not covering all GE learning outcomes. Writing does not meet the requirement of formal graded writing in an upper division GE.

Bridget Parsh (parshb) (Thu, 05 Dec 2019 00:16:56 GMT):Just to be clear - It's not enough to add the outcome to the syllabus. The D learning outcomes also need to be integrated into the course itself.

Bridget Parsh (parshb) (Thu, 05 Dec 2019 00:17:26 GMT):Rollback: Please see notes. Thank you

Patty Woodward (woodp) (Fri, 31 Jan 2020 20:19:31 GMT):I believe this is ready to move through the HLSC curriculum committee, however, Dr. Mink is unable to OK it. Am I missing something? Thanks for your help. Dr. Woodward

Kisun Nam (knam) (Tue, 17 Mar 2020 23:15:37 GMT):Rollback: Committee approved the form with pending changes. Please refer to the discussion during meeting. Committee members from the department will provide the detailed changes to the chair/author. Once re-submitted, the chair may approve the proposal immediately.

Key: 2759