

HLSC 134: UNDERSTANDING HUMAN SEXUALITY

In Workflow

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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

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Changes proposed by: 101034423

Contact(s):

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Catalog Title:

Understanding Human Sexuality

Class Schedule Title:

Understand Hum Sexuality

Academic Group: (College)

HHS - Health & Human Services

Academic Organization: (Department)

338

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

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

No

Catalog Year Effective:

Fall 2019 (2019/2020 Catalog)

Subject Area: (prefix)

HLSC - Health Science

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 with an expanded focus on health issues and topics relating to, but not limited to, sexual health, gender, and diversity within or between groups. This is an elective course for the Health Science Community Health Education (CHE) concentration in the 2017-2018 catalog. The course is a required Health Science CHE concentration course in the 2018-2019 catalog. 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

Course Note: (Do not include field trip or fee course notations.)

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 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.

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 3, ELO 4, ELO 5, ELO 6, ELO 7, ELO 9)
2. On Quizzes (ELO 1, ELO 2, ELO 3, ELO 5, ELO 6, ELO 7, ELO 9)
3. Journal Assignments (ELO 1, ELO 3, ELO 4, ELO 5, ELO 6, ELO 8) [Each journal assignment will be a minimum of 300 words to fulfill the 1500 word writing requirement for upper division general education.]

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

Yes

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

Programs:

BS in Health Science (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)

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

Attach Accessibility Checklist: (Optional at submission. Fulfills requirement to file with Dean's office.)

Is this a paired course?

No

University Learning Goals

Undergraduate Learning Goals:

Knowledge of human cultures and the physical and natural world

Personal and social responsibility

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:

HLSC 134 Syllabus F19.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 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 Health Science Department has created a course syllabi workgroup that will review course syllabi ELOs and assessment methods for compliance with the university and GE standards.

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

The Health Science 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 Health Science Department has created a course syllabus workgroup that will review course syllabi ELOs and assessment methods for compliance with the university and GE standards.

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 Health Science 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.

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 will be assessed through the quizzes and exams.

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

This will be assessed through the student journal assignment and through the journal's research requirement component, including the use of APA 6th Edition format.

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 will be assessed through the quizzes, exams, and student journal assignments.

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

N/A

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.]

Assignments:

You are required to submit a journal for this class. Five (5) entries are required. I will not accept any loose page journals (please bind them in some manner).

You will turn in your journal entries two (2) times during the semester. You will turn in your first set of journals the 6th week of class. This will include two (2) entries. Include a copy of the article you are discussing (make sure it is dated!). Do not use journals, newspapers, or magazines published prior to 2010 (no tabloids will be accepted!). It is acceptable to use older books, movies, song lyrics-you get the picture. You may NOT use any of the videos, books required, or commercials shown in class. You will turn in your second set of journals the 11th week of class. This will be the remaining Three (3) entries. You must include in this submission your original submission with my written comments.

These entries must be one typed page per entry & a minimum of 300 words. Use the word count option on your computer and include that count at the end of each entry please.

The intention of this assignment is to acquaint you with the Media's attention devoted to sex & sexuality. I want you to listen to a song, read an article, watch a TV show, read a book, watch a movie and then write one (1) full page entry to me explaining how you feel it relates to our class. You may explain what you have learned from class regarding this topic/article either agreeing or disagreeing with the author. Personal opinions are welcome; however, you must use facts from lecture or your text to substantiate your position regarding the article. Caution: these journals should reflect upper division quality writing. I do not want to receive a 'report' that anyone walking down the hallway might write. By this I mean, each entry must be related in some way to our class...prove through your writing that you are paying attention, and reading!

Failure to Submit either section of your Journal Will Result In An Automatic "F" Grade in The Course. Late journals will not be accepted!

Website for APA help: <https://owl.english.purdue.edu/owl/resource/560/11/>

Each journal entry breakout of assigned points:

Relate to class, lecture, and or textbook - 5 points

Length of write-up - 4 points

Date of the article - 4 points

Critical thinking - 8 points

Copy article, lyrics etc. as appropriate - 2 point

Accurate information in write-up/include copy of 1st set graded - 5 points

Describe and evaluate ethical and social values in their historical & cultural context - 2 points

Proper APA formatting 6th Edition (ELO 8), Times New Roman 12 font - 3 points

Demonstrate an understanding of the role of human diversity in human society, for example, race, ethnicity, class, age, ability/disability, sexual identity, gender & gender expression - 3 points

36 points total

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 additional comments.

Please attach any additional files not requested above:

Minor change in HLSC 134 moving from GE area E to D .pdf

Reviewer Comments:

Key: 2759