I. Course Description

HLTH 3342: Many aspects of human sexuality: physiology and function of human reproductive system, factors involved in learning sex roles, biological and emotional motivations associated with the sexual aspects of life and their relationships to marriage and family planning.

II. Rationale

This course is in the sequence of courses for a student to earn a Bachelor of Science Degree in Interdisciplinary Studies and EC-12 Health Certification. Learners in this course will gain the health content and apply the teaching/learning process as preparation to become effective health educators.

III. State Adopted Proficiencies for Teachers and/or Administrators/Counselors; and

IV. TExES Competencies

Alignment of Course Goals and Assignments with State Learner Proficiencies and TExES Competencies:

<table>
<thead>
<tr>
<th>State Learner Proficiency</th>
<th>TExES Competency</th>
<th>HLTH 3342 Course Goals</th>
<th>HLTH 3342 Course Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learner-Centered Knowledge</td>
<td>005</td>
<td>A. Increase understanding of health content related to family and interpersonal relationships, sexuality, and sex education</td>
<td>• Chapter readings</td>
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<td></td>
<td>006</td>
<td>B. Increase understanding of the teaching/learning process</td>
<td>• Classroom lectures and activities</td>
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<td></td>
<td>007</td>
<td>C. Gain experience in promoting a positive student learning environment</td>
<td>• Group discussions</td>
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<td>• Self-assessments</td>
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<td>• Website evaluations</td>
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<td>• Research projects and presentations</td>
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<td>• Guest speakers</td>
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<td>• A/V presentations</td>
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<td></td>
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<td>• Quizzes and exams</td>
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<td></td>
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<td>• Resource handouts</td>
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</tbody>
</table>

The teacher possesses and draws on a rich knowledge base of content, pedagogy, and technology to provide relevant and meaningful learning experiences for all students.
### Learner-Centered Instruction

To create learner-centered community, the teacher collaboratively identifies needs and plans, implements, and assesses instruction using technology and other resources.

- B. Increase understanding of the teaching/learning process
- C. Gain experience in promoting a positive student learning environment
- D. Examine strategies to deliver content
- E. Utilize evaluations for classroom teaching
- G. Demonstrate instructional planning skills

### Equity in Excellence For all Learners

The teacher responds appropriately to diverse groups of learners.

- B. Increase understanding of the teaching/learning process
- C. Gain experience in promoting a positive student learning environment
- D. Examine strategies to deliver content
- F. Apply strategies for planning health instruction that reflects the abilities, needs, interests, developmental levels, and cultural backgrounds of all students

### Learner-Centered Communication

While acting as an advocate for all students and the school, the teacher demonstrates effective professional interpersonal communication skills.

- B. Increase understanding of the teaching/learning process
- C. Gain experience in promoting a positive student learning environment
- H. Improve understanding of teaching as a profession and overall professional competence

### Learner Centered Professional Development

The teacher, as a reflective practitioner dedicated to all students’ success, demonstrates a commitment to learn, to improve the profession, and to maintain professional ethics and personal integrity.

- H. Improve understanding of teaching as a profession and overall professional competence
V. Course Objectives/Student Learning Outcomes

This course is designed to enable students to:

A-1 Examine the role of human sexuality as a healthy aspect of life throughout the lifespan.
A-2 Gain a thorough understanding of the Six Core Elements of Human Sexuality, including 1) sexual development throughout the lifespan, 2) personal/life skills, 3) healthy (and not so healthy) relationships, 4) sexual behavior, 5) sexual health and 6) sexual issues in society and culture.
A-3 Develop a personal knowledge base related to the various subtopics subsumed under the Six Core Elements of Human Sexuality.

B-1 Become familiar with the Ten Elements of Effective Sexuality Education.
B-2 Synthesize and restructure information related to human sexuality into age-appropriate lessons for all developmental levels of learning.
B-3 Identify personal values and attitudes toward human sexuality and understand how this affects the process of teaching sex education.
B-4 Incorporate the Texas Essential Knowledge and Skills (TEKS) into lesson planning.

C-1 Demonstrate comfort and confidence when talking about and teaching human sexuality topics in a classroom.
C-2 Practice facilitating question and answer sessions, developing responses for difficult questions.
C-3 Identify strategies to create and monitor a safe environment for teaching sexual topics in a group of diverse learners.

D-1 Analyze and compare various teaching strategies used throughout this course.
D-2 Within planning groups, develop “engaging” lesson plans and interactive learning activities that are relevant, factual, and age-appropriate for a range of grade levels.

E-1 Practice evaluating sexual health curriculum to become familiar with “best practices.”
E-2 Evaluate sexual health resource websites on the internet to determine information that may (or may not) be factual, reliable and age-appropriate.
E-3 Participate in self-assessments and process-assessments throughout this course.

F-1 Appreciate the diverse and complex nature of sexuality.
F-2 Practice adapting lessons for special populations, recognizing the variable nature of developmental abilities (and disabilities), and life experiences.

G-1 Locate and utilize a broad spectrum of educational resources including professional journals, associations, databases, curricula, and appropriate websites.
G-2 Present a “creative learning” lesson on a sexual health topic that has been thoroughly researched and planned.

H-1 Understand and support the need for appropriate and effective sexual health education for all learners.
H-2 Recognize the role that teachers play in advocating for and implementing sexual health education programs in the classroom.
H-3 Become familiar with ethical and political issues that will necessarily guide and limit the teaching of sexual health in the classroom.
VI. Course Topics

The major topics to be considered are:

1. Sex Education: Ethical Issues & Considerations for Teachers
2. Sex Education: Planning & Teaching Strategies for Teachers
3. Historical and Cultural Aspects of Human Sexuality
4. Reproductive Anatomy, Pregnancy, & Birth
5. Understanding Sexual Identity Development
6. Gender Stereotypes and Diversity
7. Relationships, Love, Intimacy, Abuse
8. Choices for Family Planning
9. Community Health Issues: Sexually Transmitted Diseases
10. Community Health Issues: Sexual Harassment, Sexual Assault

VII. Instructional Methods and Activities

Methods and activities for instruction include:

A. Traditional: class discussion/lecture; online assignments; demonstrations; videos
B. Clinical: cooperative groups; student presentations

VIII. Evaluation and Grade Assignment

The methods of evaluation and the criteria for grade assignment are:

A. Methods and Percentage of Final Course Grade Each Assessment Constitutes

<table>
<thead>
<tr>
<th>I. Class Participation (20%)</th>
<th>Percentage</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Attendance</td>
<td>20%</td>
<td>100</td>
</tr>
<tr>
<td>b. Participation</td>
<td>20%</td>
<td>100</td>
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</tbody>
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<thead>
<tr>
<th>II. Student Portfolio (40%)</th>
<th>Percentage</th>
<th>Points</th>
</tr>
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<tbody>
<tr>
<td>a. Self-Assessment Surveys (Pre/Mid/Final)</td>
<td>5%</td>
<td>50</td>
</tr>
<tr>
<td>b. Health Information Packets</td>
<td>10%</td>
<td>100</td>
</tr>
<tr>
<td>c. Special Topics</td>
<td>5%</td>
<td>50</td>
</tr>
<tr>
<td>d. Final Project (research paper &amp; presentation)</td>
<td>20%</td>
<td>200</td>
</tr>
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</table>

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<thead>
<tr>
<th>III. Exams (40%)</th>
<th>Percentage</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>a. Midterm Exam</td>
<td>20%</td>
<td>200</td>
</tr>
<tr>
<td>b. Final Exam</td>
<td>20%</td>
<td>200</td>
</tr>
</tbody>
</table>

Total Course Grade 100% 1000
B. Grading Scale

- 900 – 1000 POINTS = A
- 800 – 899 POINTS = B
- 700 – 799 POINTS = C
- 600 – 699 POINTS = D
- 599 POINTS or below = F

IX. Course Schedule and Policies

A. Tentative Course Schedule (attached at the back of this syllabus)

B. Class Policies

1) Attendance/Tardiness: The instructor’s time is valuable but the learner’s participation in this course is equally valuable. Attend every class! Points are assigned for BOTH attendance and classroom participation so missing a class will result in points lost for both criteria. Only three kinds of absences can be excused: 1) illness, 2) death in immediate family, and 3) class field trip (with prior written authorization). An excused absence should be reported to the instructor before class begins. An e-mail, a phone call, or a phone message will be sufficient. Be sure to include your name, the date, the time, and the reason you will miss class.

   - A student’s THIRD absence, for any reason, excused or otherwise, will result in a B as the best possible grade for the course.
   - A student’s FOURTH absence, for any reason, excused or otherwise, will result in a C as the best possible grade for the course
   - A student’s FIFTH absence, for any reason, will result in a failing grade for the course.

Regardless whether absences are excused or not, students are responsible for ALL course work including class notes, assignments, deadlines, etc.

2) Late Work and Make-up Exams: The instructor has indicated deadlines for all assignments, and these are for your benefit to help you keep moving forward with all other course work. Students are accountable to complete all coursework in the timeliest manner possible and turn in assignments by their deadlines. Late work will be accepted and full credit will be given, but be aware of the dangers of procrastinating and letting work pile up until the end…it doesn’t work! Trust me on this! Attendance for exams is mandatory and tests cannot be made-up without making prior arrangements with the instructor. Rescheduling will be at the instructor’s discretion (typically after class).

3) Extra Credit: The instructor may provide extra credit assignments to the class in general as opportunities arise, however individual students can request such extra work to help improve their course grade at any time throughout the semester. Points will be assigned at the instructor’s discretion.

4) Cell Phone/Electronic Device Usage: If I can’t use mine, you can’t use yours! It’s not fair and, frankly, it is just plain inconsiderate. That said, please bring your cell phones to class as they may be useful during certain class discussions. Therefore, you may use your cell phones when instructed to do so. Otherwise, off and away with them!

5) Academic Integrity/Plagiarism: University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which
a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity, or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.)

Please refer to the University Catalog for more information regarding consequences of cheating and/or plagiarism.

6) **Preferred methods of scholarly citations:** There is one assignment, the Final Research Project, which will require students to appropriately cite any and all professional sources used for facts, statistics, quotes, and theoretical underpinnings included in their reports. APA format is preferred for all citations; however MLA will be accepted. Whichever format is used, please remain consistent throughout. **Do not include footnotes** on the pages of the body of the report. Attach an additional “References” or “Works Cited” page at the end of the report.

X. **Textbook**

*The textbook adopted for this course is (required):*


*There are no other supplemental materials for this course at this time.*
XI. Bibliography

The knowledge bases that support course content and procedures include:


XII. Grade Appeals

As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University
Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at \text{http://www.tamucc.edu/provost/university_rules/index.html}. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

XIII. Disabilities Accommodations
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in CCH 117. If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

XIV. Dropping a Class
Sometimes things happen that make it necessary or even wise to drop a course. No one wants to do this, but every student has at least one bad semester and we can’t predict what the coming weeks and months will bring…hopefully it’s an A! If you find yourself questioning your ability to complete this course at any time, please consult with the instructor before you decide to drop. Together we can be sure it is the best thing to do.

Should dropping the class be the best course of action, you, the student, must initiate this process by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT result in automatically being dropped from the class. Please refer to the current Academic Calendar (online at \text{http://www.sail.tamucc.edu}) to determine the last day to drop a class with an automatic grade of “W” for this term.

XV. Statement of Civility
Texas A&M University-Corpus Christi has a diverse student population that represents the population of the state. Our goal is to provide you with a high quality educational experience that is free from repression. You are responsible for following the rules of the University, city, state and federal government. We expect that you will behave in a manner that is dignified, respectful and courteous to all people, regardless of gender, ethnic/racial origin, religious background, age, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated. \text{http://falcon.tamucc.edu/~students/JAffairs/ja_hndbk_academic_info.htm}

XVI. Statement of Academic Continuity
In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.
### HLTH3342.002 Human Sexuality in Health Education
Spring 2017 / Mondays / 7 – 9:30 pm / IH 164

Instructor: Cinda Sabia-LeBus  
Telephone: (361) 739-7777 - mobile  
E-Mail: cinda.sabia-lebus@tamucc.edu

**Tentative Semester Schedule** (subject to change)

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Classroom Topics</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1/23/17</td>
<td><em>Introduction - Syllabus / Activities &amp; Open Discussion</em></td>
<td>SELF ASSESSMENT 1</td>
</tr>
<tr>
<td>2</td>
<td>1/30/17</td>
<td><em>Sex Education in the Schools - Overview</em></td>
<td></td>
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<tr>
<td>3</td>
<td>2/6/17</td>
<td><em>Movie Night: ???</em></td>
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<tr>
<td>4</td>
<td>2/13/17</td>
<td><em>Sex 101 / Anatomy &amp; Reproduction</em></td>
<td>LEARNING PACKETS</td>
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<tr>
<td>5</td>
<td>2/20/17</td>
<td><em>Questions Teens Ask / An Everyday Miracle</em></td>
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<tr>
<td>6</td>
<td>2/27/17</td>
<td><em>Sexual Identity Development, Gender &amp; Diversity</em></td>
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<tr>
<td>7</td>
<td>3/6/17</td>
<td><em>MIDTERM</em></td>
<td>MIDTERM ESSAYS</td>
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<tr>
<td>8</td>
<td>3/13/17</td>
<td><em>No Class: Spring Break</em></td>
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<td>9</td>
<td>3/20/17</td>
<td><em>Relationships: Love and Abuse</em></td>
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<td>10</td>
<td>3/27/17</td>
<td><em>Family Planning / Contraception</em></td>
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<td>11</td>
<td>4/3/17</td>
<td><em>Community Health: STI’s</em></td>
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<tr>
<td>12</td>
<td>4/10/17</td>
<td><em>Consent, Communication, &amp; Coercion</em></td>
<td>FINAL PROJECT REPORTS (including 15 Q&amp;A’s)</td>
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<tr>
<td>13</td>
<td>4/17/17</td>
<td><em>Sex, Culture, Media &amp; Technology</em></td>
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<td>14</td>
<td>4/24/17</td>
<td><em>No Class: Final Project Prep</em></td>
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<td>15</td>
<td>5/1/17</td>
<td><em>Final Project Presentations: Not So Trivial Pursuits!</em></td>
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<tr>
<td>16</td>
<td>5/8/17</td>
<td><em>FINAL</em></td>
<td>FINAL ESSAYS &amp; SELF ASSESSMENT 2</td>
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