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| **School or Division** | School of Arts, Humanities, and Social Sciences |
| **Program or Certificate or** | Associate in Arts |
| **New degree or certificate program** | N/A |
| **Proposed by (faculty only)** | Terri L. Heck |
| **Presenter (faculty only)** | Terri L. Heck |
| Note that the presenter (faculty) listed above must be present at the Curriculum Committee meeting or the proposal will be returned to the School or Division and must be submitted for a later date. | |
| **Submission date** | 12/12/2014 |
| **Course prefix, number, and title** | SOP 2770- Introduction to Human Sexuality |

**Section I, New Course Information (must complete all items)**

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| **List School or Division** | School of Arts, Humanities, and Social Sciences |
| **List course prerequisite(s) and minimum grade(s) (must include minimum grade if higher than a “D”)** | None. |
| **Will students be taking any of the prerequisites listed for this course in different parts of the same term (ex. Term A and Term B)** | No |
| **List course corequisites** | None. |
| **Is any corequisite for this course listed as a corequisite on its paired course?**  (Ex. CHM 2032 is a corequisite for CHM 2032L, and CHM 2032L is a corequisite for CHM 2032) | No |
| **Course credits or clock hours** | 3 credit hours |
| **Contact hours (faculty load)** | 3 contact hours |
| **Select grade mode** | Standard Grading (A, B, C, D, F) |
| **Credit type** | College Credit |
| **Course description** (provide below) | |
| This course will provide students with an opportunity to explore the many facets of human sexual behavior. It will address the biological, psychological, and social factors of sexuality, and capitalize on how those factors influence personality and interpersonal relationships. By exploring the various course topics students will gain insight to their own sexual philosophy, become skillful at evaluating sexual information, and establish an understanding about the significance and relevance of human sexuality in everyday life. | |

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| **General topic outline** (type in outline below) |
| * Studying human sexuality * Sexual anatomy * Human sexual responding * Love, intimacy, sexual communication * Contraception * Sexual behaviors * Sexual problems and solutions * Sexually transmitted infections * Pregnancy * Gender roles, expectations, behaviors * Sexual orientation * Sexual development * Sexual aggression * Paraphilias * Prostitution and pornography |

**Learning Outcomes:** For information purposes only. Type in all learning outcomes, assessments, and general education competencies as they should be displayed in the syllabus. More rows can be added if necessary.

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| **Learning Outcomes** | **Assessments** | **General Education Competencies** |
| Describe methods for studying human sexuality | Successful completion of exam, quiz and/or course activity |  |
| Locate and explain the functions of the male and female sexual anatomy | Successful completion of exam, quiz and/or course activity |  |
| Outline the physiology of human sexual responding | Successful completion of exam, quiz and/or course activity |  |
| Discuss the role of love, intimacy, and sexual communication in the development of sexual relationships | Successful completion of exam, quiz and/or course activity | COM |
| Identify and explain the use of various contraceptives | Successful completion of exam, quiz and/or course activity |  |
| Describe various types of sexual behaviors | Successful completion of exam, quiz and/or course activity |  |
| Discuss sexual difficulties and describe treatments/solutions | Successful completion of exam, quiz and/or course activity |  |
| Research, categorize, and describe sexually transmitted infections | Successful completion of exam, quiz and/or course activity | TIM |
| Explain the process of conception, pregnancy, and birth | Successful completion of exam, quiz and/or course activity |  |
| Identify and define various types of sexual orientations, and evaluate and discuss matters and attitudes toward each | Successful completion of exam, quiz and/or course activity | GSR |
| Compare and contrast gender expectations, roles, and behaviors | Successful completion of exam, quiz and/or course activity | CT |
| Discuss sexual development as it relates to childhood, adolescence, and adulthood | Successful completion of exam, quiz and/or course activity |  |

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| **ICS code for this course** | ADVANCED AND PROFESSIONAL - 1.17.20 - PSYCHOLOGY |
| **Should any major restriction(s) be listed on this course? If so, select "yes" and list the appropriate major restriction code(s) or select "no".** | No |
| **Is the course an “International or Diversity Focus” course?** | No, not International or Diversity Focus |
| **Is the course a General Education course?** | Yes |
| **Is the course a Writing Intensive course?** | No |
| **Is the course repeatable\*?**  (A repeatable course may be taken more than one time for additional credits. For example, MUT 2641, a 3 credit hour course can be repeated 1 time and a student can earn a maximum of 6 credits).  \*Not the same as Multiple Attempts or Grade Forgiveness | No |
| **Do you expect to offer this course three times or less (experimental)?** | No |

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| **Impact of Course Proposal** | |
| **Will this new course proposal impact other courses, programs, departments, or budgets?** | No |
| **If the answer to the question above is “yes”, list the impact on other courses, programs, or budgets?** |  |
| **Have you discussed this proposal with anyone (from other departments, programs, or institutions) regarding the impact? Were any agreements made? Provide detail information below.** | |
| N/A | |

**Section II, Justification for proposal**

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| **Provide justification (below) for this proposed curriculum action** |
| There are several reasons for proposing this course: (1) the psychology department would like to expand its course offerings, (2) it tends to be appealing and valuable to students of all majors, (3) it complements the onset of the SafeZone Ally program at FSW, and (4) it can serve as one of many psychology courses at some point in the future to establish an AA and/or a BA program in psychology. |

**Section III, Important Dates and Endorsements Required**

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| **List all faculty endorsements below. (Note that proposals will be returned to the School or Division if faculty endorsements are not provided).** |
| Terri L. Heck, Sabine Maetzke, Dawn Kulpanowski, Jacquelyn Davis, Eric Seelau, Sheila Seelau, Cynthia Chausse, Brian Page |

**nOTE:** Changes for the Fall 2015 term must be submitted by the January 3, 2015 deadline and approved no later than the February 28, 2015 Curriculum Committee meeting. Changes during mid-school year are NOT permitted. Extreme circumstances will require approval from the appropriate Dean or Assistant Vice President as well as the Provost and Vice President of Academic Affairs to begin in either the Spring 2015 or Summer 2015 term.

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| **Term in which approved action will take place** | Fall 2015 |

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| **Required Endorsements** | **Type in Name** | **Select Date** |
| **Department Chair or Program Coordinator** | Brian Page | 12/12/2014 |
| **Academic Dean or Assistant Vice President** | Dr. Emery E. Alford, SoAHSS | 12/16/2014 |
| **Dean’s Council Representative** | Dr. Mary Myers | 2/3/2015 |

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| **Select Curriculum Committee Meeting Date** | February 28, 2015 |

Completed curriculum proposals must be uploaded to Dropbox by the deadline. Please refer to the *Curriculum Committee Critical Dates for Submission of Proposals* document available in the document manager in the FSW Portal:

* Document Manager
* VP Academic Affairs
* Curriculum Process Documents

**Important Note to Faculty, Department Chairs or Program Coordinators, and Deans or an Assistant Vice President:**

Incomplete proposals or proposals requiring corrections will be returned to the School or Division. If a proposal is incomplete or requires multiple corrections, the proposal will need to be completed or corrected and **resubmitted to the Dropbox for the next Curriculum Committee meeting** (no later than January 3, 2015 to be effective for the Fall 2015 term). All Curriculum proposals require approval of the Provost and Vice President of Academic Affairs. Final approval or denial of a proposal is reflected on the completed and signed Summary Report.