UNIVERSITY OF MICHIGAN-FLINT
COURSE CHANGE REQUEST for GenEd Distribution

* * * This change is not effective for registration or publication until this request has been reviewed by the Provost.* * *

Change Effective for Term: Fall 2010  
School/College: School of Health Professions and Studies  
Department: Health Sciences and Administration (HSA)

Subject: HCR  
Course Number: 204  
Check here for NO CHANGE: □

☐ INACTIVATE Course  
☐ INACTIVATE Crosslisting(s)

INSTRUCTIONS: Only where a change is requested, please complete the Requested Change column below; leave other lines blank. Add separate page(s) if space provided is not sufficient for your response.

AS CURRENTLY OFFERED

1. Title: Contemporary Issues in Sexual Health
2. Credit Hours: (3).
3. Repeat Status: (see CURRENT Course Description below)
4. Crosslisting(s):
5. GE Distribution:

REQUESTED CHANGE

to:
to: Total ____ -or- Variable ____ to ____
to: Max of ____ credits -or- ___________
to:

6. CURRENT Course Description:
   Introduction to the study of sexuality and sexual health. Contemporary trends and issues in sexual behavior, including theoretical perspectives and research methods in sexuality from the biological basis of sexuality to sexual development through the lifespan. The social context of sexuality, gender roles, intimacy and love, sexually transmitted infections, HIV, contraception, and sexual assault’s impact on healthy decision making.

7. NEW Course Description (as it should appear in the Catalog):

REQUESTED BY:

Department Chair  
Date: 10-20-09

Department Chair of Crosslist(s) or Prerequisite(s)  
Date: Barbara L Hamblin 11/6/09

Dean  
Date

Dean of Crosslist(s) or Prerequisite(s)  
Date

GECAC  
Date

REVIEWED BY:

Catalog Editor  
Date

Provost  
Date

Catalog Coordinator (Registrar’s Office)  
Date

I:\Catalog\Course Change Request Form for GenEd Dist.doc  Revised 7/22/09
REQUEST FOR GENERAL EDUCATION DISTRIBUTION DESIGNATION in Health and Well-Being

Directions: Please indicate which learning outcomes will be addressed in this course (place the corresponding number and outcome where indicated). A minimum of five learning outcomes must be addressed for a course to be eligible for general education distribution designation. Please provide a brief narrative as to how the course objectives/key concepts address each learning outcome selected, and indicate what tools for assessment will be used.

| Course Title: Contemporary Issues in Sexual Health |
| Department: HSA | Course Prefix: HCR | Course Number: 204 |
| No. 3 | Learning Outcome: Demonstrate the ability to think critically |
Narrative: Students are required to construct deductive arguments based on premises supported in the text and assigned reading. Students investigate cause and effect relationships related to sexual health by completing case study assignments. For example students complete a media based case study. This assignments challenge students to discuss current trends in human sexuality and summarize possible effects that the media has on body image.

Assessment tools: Assessment tools include discussion board questions, essay questions, quizzes, and case studies.

| No. 6 | Learning Outcome: Participate in dialogue that involves respectful and careful listening |
Narrative: Topics related to human sexuality are approached in a delicate manner and ground rules are established at the beginning of the course to create a safe learning environment. Students ascertain skills necessary to lead discussions and articulate ideas and thoughts related to course material. Students will exhibit openness to new ideas or perspectives of diverse groups in an open forum.

Assessment tools: Assessment tools include discussion board questions, group debate presentations and case studies.

| No. 8 | Learning Outcome: Demonstrate knowledge of culture and the arts, social structure and process, and the physical and natural world |
Narrative: The course spans from the biological basis of sexuality to sexual development through the lifespan. The social context of sexuality including gender roles, intimacy and love, and contemporary issues such as sexually transmitted infections, HIV, contraception, and sexual assault as it relates to healthy decision making. Students will discuss cultural, social and political aspects of sexuality and examine the impact of sexually transmitted infections at the personal and political level. Wellness synthesis/personal exploration focus on dimensions of wellness connected to course materials. Personal Exploration Activities are designed to be thought provoking exercises that help students learn more about their own personal attitudes toward sexual issues.

Assessment tools: Assessment tools will include discussion board questions, wellness synthesis/personal exploration, quizzes and assignments.

| No. 9 | Learning Outcome: Demonstrates knowledge of economics, finance and quantitative literacy; health and well-being; and science and technology |
Narrative: Students will learn contemporary trends in sexual behavior including theoretical perspectives and research methods in sexuality. The social context of sexuality including gender roles, intimacy and love, and contemporary issues such as sexually transmitted infections, HIV, contraception, sexual assault as it relates to healthy decision making. Students will examine the physiologic and psychological aspects of human sexuality and the relationship of sexual risk taking behaviors.

Assessment tools: Assessment tools will include discussion board questions, wellness synthesis/personal exploration, quizzes and assignments.

| No. 12 | Learning Outcome: Apply knowledge to complex issues such as social justice, globalization, economic growth and distribution, environmental sustainability, public health, etc., in increasingly broad spheres of influence |
Narrative: Students are asked to debate course related issues based on readings and additional research. Students must arrive at rational conclusions related to their debate topic. Debate topics are centered on societal and political impacts of sex and sexuality i.e. Should Female Circumcision be banned? Or Should Sexuality Research Receive Public Funding? Students are required to explain conclusions and support them with references found in the literature. Discussion board topics require students to think critically about topics like the economic and social pros and cons associated with legal prostitution and pornography.

Assessment tools: Assessment tools will include discussion board questions, Wellness synthesis/Personal exploration, debate projects, written reports and case studies.