

Sex and Relationships

Online Course (Asynchronous)

Instructor: Ivy Chen, MPH

Email: ivychen@sfsu.edu

***Please always include your full name, SFSU ID #, and the course you're enrolled in when emailing.*

*** Check the Canvas announcements regularly for updates and reminders.*

*** If you experience any disruption to your learning due to health issues, family emergencies or other hardships, email me so we can make a plan for you to catch up. Please reach out!*

Office Hours: by appointment

Class Website: course Canvas page

Departments Contact Information:

Department of Sexuality Studies: Phone: 415/405-3570 Email: sxsdept@sfsu.edu Web: sxs.sfsu.edu/

Department of Psychology: Phone: 415/338-2167 Email: psych@sfsu.edu Web: psychology.sfsu.edu/

Course Description

This course will examine the lifeline of a romantic relationship from beginning to end. The topics explored during the semester include falling in love, beauty and attraction, Internet dating, communication, jealousy, conflict resolution, safer-sex, sexual behaviors, being single, cohabitation, marriage, divorce, money and romance, polyamory, abusive relationships, and breaking-up. We will explore these topics through lectures, discussions, readings, health workshops with guest speakers, videos, written assignments and exams. The ultimate goal of the class is to provide students with information and skills to enable them to create healthy relationships.

Course Student Learning Outcomes

1. Use the diverse information presented in lectures and supplemental materials (articles, podcasts, videos, guest speaker workshops) to understand and analyze the social, cultural, psychological, economic and health factors that shape our sexual and relational values and behaviors.
2. Identify characteristics of healthy / unhealthy / abusive relationships, and incorporate the knowledge to build healthier relationships in your current life.
3. Explore sexual social justice issues such as marriage equity, reproductive health access, and intimate partner violence in the U.S. and globally. We will examine historical and current power imbalances that create barriers to health and safety, and construct suggestions for systemic solutions, including learning from other countries' policies on these issues.
4. Employ guidelines for communication and conflict resolution, including specific activities to practice mutual self-disclosure and increase interpersonal closeness.
5. Have fun while exploring many personal, relevant and interesting topics in sex & relationships! Share and discuss what you have learned with your partner, close friends or family. Create proactive steps that support healthier and more equitable relationships in your life, community and society.

Course Attributes: This course satisfies the following General Education requirements towards graduation.

- Area 4UD: Upper Division Social and Behavioral Sciences (formerly UD-D)

4UD Student Learning Outcomes

After successfully completing a course designated as fulfilling the Upper Division Area 4 requirement students will be able to:

1. Employ the methodology of at least one social or behavioral science discipline to examine relevant social or behavioral phenomena in contemporary or historical contexts
2. Use external information sources to analyze causal arguments, ethical considerations, and/or value systems in one or more of the social or behavioral science disciplines
3. Construct arguments based upon the examination of a variety of cultural or historical contexts to support social change within contemporary issues confronting local or global communities

- San Francisco States Studies: [Global Perspectives](#) (click to see student learning outcomes)

COURSE REQUIREMENTS at a glance

Quizzes	date
Quiz #1	Fri. 2/13/2026
Quiz #2	Fri. 3/6/2026
Quiz #3	Fri. 4/3/2026
Quiz #4	Fri. 4/24/2026
Quiz #5	Fri. 5/15/2026

	Writing Assignments	Due Date	% of class grade
Essay #1	The 36 Questions that Lead to Love	Mon. 2/16/2026	12%
Essay #2	Article Critique	Mon. 3/16/2026	12%
Essay #3	Cultural Profile	Mon. 4/13/2026	16%
Forum	Course Reflection	Mon. 5/11/2026	5%

**each worth 10% of your class grade*

** you will have 30 minutes & 1 attempt to take each quiz.*

** quiz is open from 7am-11:59pm PST on each quiz date.*

Health Workshop	
Live Zoom Health Workshops/Campus HPW events	Check Canvas for dates/time
SEL Online Modules - 60 mins + Workbook	on your own schedule

** required to take 1 workshop for 5% of class grade*

** you can take a second workshop to earn 3% extra credit.*

Required Readings

- Required readings, videos, and podcasts are linked out through the Canvas page. There is no textbook or additional cost.

Course Requirements Description

Writing Assignments: *All rubrics & instructions are on Canvas.*

- must be uploaded to Canvas as Word docs, Pages, or PDF files
- SF State students are eligible for a FREE copy of MICROSOFT OFFICE <https://its.sfsu.edu/service/office365students>

Assignment #1: The 36 Questions Interview & Analysis Write-Up – due Monday, Feb 16, 2026 (12% of class grade)

**Fulfills the 4UD student learning outcome #1.*

Instructions: Find the list of the 36 Questions and the Write-up Rubric on Canvas

Part 1: Conduct the Interview

- Review all 36 questions and select **at least 18** to use for your interview, selecting from all 3 sections.
- Select a person from your life to participate in this conversation.
- The exercise requires both you & your interviewee to answer the same questions.
- Plan to spend at least 1 hour on this conversation.
- Talk in person or use phone or video-conferencing for the conversation rather than email/text.
- You don't have to record the interview but should take some notes.
- Due to the personal nature of the questions, you do not need to submit a transcript of the interview itself.** Your assignment submission is an analysis of the process & your feelings about this intimate conversation.

Part 2: Fill in the Interview Analysis Form -Download the rubric in Canvas and type in your answers onto the document.

Address each of the 10 questions below completely, using full sentences.

- What is the relationship you have to your interviewee? *You don't have to identify the person by name.* (1 pt.)
- How would you describe your relationship or level of intimacy with this person before the interview? (1 pt.)
- Why did you select this person to interview for this assignment? (1 pt.)
- Which question generated the most surprising answer, and why did it surprise you? (2 pts).
- Which question caused you to feel most vulnerable when you were sharing your answer & why? (2 pts).
- At the end of the interview, ask your person how they **felt** (emotions) during the conversation (you can quote them) (1 pt).
- How did your interviewee feel about you selecting them for this exercise (you can quote them): (1 pt).
- How do you think this exercise affected your relationship with this person? (2 pts).
- What is one specific proactive way that you will integrate any new information you've learned about this person through the questions in your future interactions with this person? (2 pts).
- Based on your experience with the 36 Questions, do you feel that this is a useful tool to increase intimacy? Why/why not? (1 pt).

Save the completed document as a Word doc, Pages, Gdoc, or PDF file under your name & "36 questions write-up" and upload it on the Canvas assignment link.

Assignment #2: Article Critique - due Monday, March 16, 2026 (12% of class grade)

** Fulfills the 4UD student learning outcome #2.*

Find an article from a reliable and appropriate source about a sex and relationships topic covered in our course. Sources may include peer-reviewed journal articles, and articles from news organizations known for journalistic integrity such as Associated Press, Reuters, New York Times, Washington Post, ProPublica, and Time Magazine, etc. The article must be **published after October 1st, 2025**, and be 2-8 pages long, not counting citation pages or pictures/ads. After choosing and reading the article, write a **two full page**, double-spaced, brief description and analysis of the information, answering the 8 questions on the rubric. Number your answers #1-#8. and write 2-3 sentences to answer each question. Do not include the question prompts again in your paper; just number and answer.

Questions:

1. List the title and author of the article. Write the publication date and the name of the newspaper/magazine/journal/website, etc where it was published.
2. Provide a summary of the article
3. Identify the article as a primary, secondary or tertiary source. Explain **why** it is identified as primary, secondary or tertiary. (*check Canvas rubric for definitions of primary, secondary and tertiary sources*)
4. Why did you select this article? Does it have personal meaning to you – why or why not?
5. Who do you think is the intended audience for the article, and how can you tell?
6. What did you learn from the article? How will you incorporate this new info to benefit your life or relationship.
7. What were the author's biases, and what can be changed to make the article more inclusive or practical? (Look at the article critically, what can be improved?)
8. Based on your overall evaluation of the article, does this article provide valid and valuable information about factors that shape our values and behaviors about sexuality & relationships? Why or why not?

Save the completed critique paper AND a copy of your full article (not just the Internet link) as Word documents, Pages or PDF files under your name & "article critique" and upload it on the Canvas assignment link.

Assignment #3: Cultural Profile - due Monday, April 13, 2026 (16% of class grade)

** Fulfills the 4UD student learning outcome #3 and the Global Perspectives SF State Studies student learning outcomes.*

Select a **country other than the United States**. Research the country through international statistics websites, international periodical databases, books, newspapers, magazines, films and personal interviews from family or friends whom you feel are qualified to speak about the culture, based on living in the country for a significant amount of time.

Write your chosen country's name as your paper's title, and start with a short introductory paragraph about WHY you had chosen this country to profile, especially if it has personal meaning to you. Structure your paper by listing #1-#8 and addressing each of the questions listed in the above rubric completely (5-6 sentences per question #). **Some questions have 2-3 parts - be sure to answer all parts completely.** Do not include the question prompts in your paper; just number and answer. The paper should be 3 full pages in length, double-spaced, 12 point font, 1 inch margins all around.

Use at least SIX different sources for your research (you can use more). **Please phrase the information in your own words. Do not simply cut and paste big chunks of info from a website. Your answer for each question should be only 5-6 sentences, even if the question has 2-3 parts, so you'll need to condense and summarize the info you're finding.** Include a works cited page and in-text citations using APA format. You can easily create correct APA citations using a Citation online See the USA sample paper for correct structure and citations.

Questions: *Some questions have 2-3 parts - be sure to answer all parts completely.*

- 1.) How do people in this country meet a potential romantic / marriage partner?
- 2.) What is the average age of first marriage, and what is the cultural attitude about premarital sex?
- 3.) Describe a few wedding ceremonial customs (*clothing, colors, foods, symbols, dance, etc.*) of your chosen culture.
- 4.) Is it legal or illegal to be gay & is same-sex marriage legal in this country? If yes, what year was it legalized? If no, what cultural attitudes/laws prevent it?
- 5.) What is the birth rate in the country, and what are at least 2 social factors that are causing your chosen country's birth rate to increase or decrease?
- 6.) Is abortion legal in the country? If yes, what year was it legalized & are the services restricted or are they accessible – explain? If it is illegal, what cultural attitudes/laws prevent it?
- 7.) What is the country's attitude and policies towards domestic violence?
- 8.) In your evaluation, does your chosen country have practices and policies that promote sexual / relationship health and human rights BETTER OR WORSE than the United States?
 - * If BETTER than the U.S., what is at least one policy from your chosen country that the U.S. can adopt to improve our sexual health outcomes or social equity?
 - * If WORSE than the U.S., what is a policy change you would suggest the country make?
(reference the U.S. cultural profile sample on the class Canvas page.)

Save your essay under your name & Cultural Profile. Upload your essay as a Word doc, Pages, or PDF file to the Canvas assignment link.

Assignment #4: Class Reflection Forum: due Monday, May 11, 2026 (5% of class grade)

Instructions:

- Click on the Forum link and then click the "add a new discussion topic" button to post. You can add to or edit your post for up to 30 minutes after you post.
- Number your answer for each prompt below. You do not need to rewrite the questions, just number and answer.
- Write a short paragraph (at least 3-4 sentences per prompt or you can write more) answering each of the following questions in depth. Use full sentences, not phrases.
- Be sure to address all the parts of each question.

Class Reflection Forum Prompts:

1. Which topic covered in the course affected you the most (1 pt.), and why (1 pt.)? Cite a specific reading /podcast /embedded video /health workshop about your chosen topic that moved or enlightened you (1 pt.).
- 2., Based on what you learned, what personal relationship change do you want to make (1pt.)? Identify one concrete action you can do to effect that change (1 pt.).

**** You may read other students' posts and respectfully reply (not required).**

Ground-rules for the Forum:

- * Be respectful.
- * Read others' posts with curiosity, compassion, and an open mind.
- * Be open to learn not just from the course content but one another.
- * Keep confidentiality within the class.

Quizzes

Quizzes	date
Quiz #1	Fri. 2/13/2026
Quiz #2	Fri. 3/6/2026
Quiz #3	Fri. 4/3/2026
Quiz #4	Fri. 4/24/2026
Quiz #5	Fri. 5/15/2026

- ❖ Each Quiz is worth 10% of your class grade
 - ❖ You will have 30 minutes & 1 attempt to take each quiz.
 - ❖ Quiz is open from 7am-11:59pm PST on each quiz date.
 - ❖ You must COMPLETE the quiz by 11:59pm
 - ❖ Each quiz contains material only from each section of class material. For example, Quiz #1 only has questions for topics covered in section 1 (first 3 weeks of class).
 - ❖ Each quiz contains 30 questions, comprised of multiple choice, true/false, and matching questions.
 - ❖ The quiz is open-notes.
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Health Workshop

- You're required to attend ONE health workshop - worth 5% of your class grade.
- You can do a second workshop for 3% extra credit.

Options:

- Health Promotion & Wellness Zoom Workshops: You can attend any [Health Promotion & Wellness](#) (HPW) online or on-campus event. Check my weekly announcements to see the topics, dates/time, registration info, and how to get credit for the Zoom workshops. You can also participate in on-campus HPW events. Info for proof of attendance for live events will be posted on announcements for each event.
 - "Exploring What Matters" Psychology Survey (45 minutes to do): Click on the link on the Canvas page titled "Psychology Study" to see a description and to register for the study. About 2 days after you complete the survey, the study team will send BOTH you and me a confirmation email as proof of participation. The online survey is done on your own schedule. Doing the survey counts for the workshop. Only THIS psych survey counts for my class workshop credit.
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Schedule

- * The course material is covered in 5 sections, each lasting 3 weeks.
- * The lectures are pre-recorded videos, with accompanying lecture notes. Learning the material is self-paced within each 3-weeks block. The course is "asynchronous".
- * Additional readings/videos/podcasts are listed with each topic on Canvas, which are included in the quiz questions.
- * There is a quiz at the end of each 3-weeks block, covering only material from that section.

3 unit asynchronous lecture: Students in this class can expect to spend 150 minutes per week in direct instructional activities through watching recordings of lectures or videos. Additionally, students can expect to spend, on average, approximately 300 minutes per week doing assigned readings, studying for quizzes, doing research for written assignments, contributing to class forum, attending online health workshops, etc.

SCHEDULE

Section #1: Lecture Materials. Dates: Jan. 26, 2026 - Feb. 13, 2026

- Topic 1: Initiating a Relationship: How Do People Meet Each Other, Workplace Romance
- Topic 2: Development of a Relationship
- Topic 3: Falling in Love
- Topic 4: Sexual Attraction & Beauty; Arousal & Our Senses
- Topic 5: Lovers from Friends; Friends with Benefits, Ex-sex / long-lost love reunions

Quiz #1: Friday, Feb. 13, 2026

Assignment #1: The 36 Questions Write-Up – due Monday Feb. 16, 2026

Section #2: Lecture Materials. Dates: Feb. 16, 2026-March 6, 2026

- Topic 6: Internet dating
- Topic 7: Types of Love, Styles of Loving
- Topic 8: Being Single
- Topic 9: Cohabitation
- Topic 10: Marriage

Quiz #2: Friday, March 6, 2026

Assignment #2: Article Critique - due Monday, March 16, 2026

Section #3: Lecture Materials. Dates: March 19, 2026-April 3, 2026

- Topic 11: Divorce
- Topic 12: Balancing your Romantic Relationship with Family & Friends
- Topic 13: Communication and Conflict Resolution; Maintaining Intimacy in Relationships
- Topic 14: Interracial Relationships
- Topic 15: Long-Distance Relationships

Quiz #3: Friday, April 3, 2026

Assignment #3: Cultural Profile - due Monday April 13, 2026

Section #4: Lecture Materials. Dates: April 6, 2026-April 24, 2026

- Topic 16: Sexual Behaviors & Communication
- Topic 17: Contraception
- Topic 18: The Choice to Parent & The Choice to Not Parent
- Topic 19: Sexually Transmitted Infections
- Topic 20: Pregnancy Options

Quiz #4: Friday, April 24, 2026

Section #5: Lecture Materials. Dates: April 27, 2026-May 15, 2026

- Topic 21: Infidelity
- Topic 22: Finances & Romantic Relationships
- Topic 23: Jealousy & Polyamory
- Topic 24: Abusive Relationships
- Topic 25: Ending a Relationship: How to Break Up with Someone & How to Survive a Break-Up

Forum: due Monday May 11, 2026

Quiz #5: Friday, May 15, 2026

Plagiarism Policy

Plagiarism is a form of cheating or fraud; it occurs when a student misrepresents the work of another as their own. Plagiarism may consist of using the ideas, sentences, paragraphs, or the whole text of another without appropriate citations, but it also includes employing or allowing another person to write or substantially alter work that a student then submits as his or her own. You may not use the same paper you are writing for or have already submitted to another class.

AI tools (e.g., ChatGPT, Microsoft Copilot, Google Gemini, etc.) may be used as a part of research for writing assignments in this class, but AI should not replace your own reading, writing, critical thinking, and analysis. AI generators can produce false or inaccurate information, and many of these platforms retain the right to use your information. Any use of AI must be acknowledged in your work, which is standard practice in publishing and professional writing. For further information about how to cite use of AI, see [How to Cite AI-Generated Content](#) or use citation resources shared by your course instructor. You may also review [How to Cite ChatGPT](#)

Submitting any work generated by AI as your own is a form of plagiarism or academic dishonesty and is a violation of SF State's policy on academic honesty and integrity and disciplined in compliance with the university regulations. Please see this policy as described in the university and college policies and procedures in this syllabus.

Course Grade Scale

Ivy's Grade Scale

Letter Grade	Range
A	100% to 92.45%
A-	< 92.45% to 89.45%
B+	< 89.45% to 86.45%
B	< 86.45% to 82.45%
B-	< 82.45% to 79.45%
C+	< 79.45% to 76.45%
C	< 76.45% to 72.45%
C-	< 72.45% to 69.45%
D+	< 69.45% to 66.45%
D	< 66.45% to 62.45%
D-	< 62.45% to 59.45%
F	< 59.45% to 0%

University & College Policies, Deadlines & Resources

When is the deadline to drop a class?

The last day to drop a class without a 'W' grade is Monday, February 16 by 11:59 PM.

Note: [Prorated refund schedule](#) may apply even when dropping by the drop deadline. Click [here](#) for more information or contact the Bursar's Office at (415) 338-1281.

What if I wish to withdraw from a course after the drop deadline?

In compliance with Academic Senate policy [#S20-196](#), students have the right to initiate a course(s) withdrawal during one of the deadlines outlined below. A maximum of 18 units can be withdrawn, and a course can only be repeated once after receiving a failing grade.

*Although instructors are encouraged (not required) to drop students by **Wed. Feb 11th**, faculty drop deadline (either for not attending the first class meeting, not participating in the course during the first three weeks, and/or not meeting course criteria), dropping a course is ultimately the student's responsibility at SF State ([SF State Bulletin](#) and [#S20-196](#)). However, if extenuating circumstances caused you to miss a deadline, please consult with your instructor or the Department Chair.*

Courses that are primarily or exclusively taught using an asynchronous online learning mode during the drop period are required to have at least one activity that captures participation due during the drop period. Students who do not complete these initial activities may be instructor-dropped for non-attendance.

Important note: Withdrawing from a course does not release students from any financial obligation owed for fees, tuition or financial aid. Before submitting a request for withdrawal, please contact the Financial Aid Office at finaid@sfsu.edu or (415) 338-7000 or the Bursar's Office at (415) 338-1281 to fully understand any potential financial implications before withdrawing.

Deadline 1: Withdrawal from Classes or University for Serious and Compelling Reasons

Withdrawal from Classes or University
For Serious and Compelling Reasons

Tuesday, Feb. 17– Monday,
April 20

During the first withdrawal period from the fourth week through the twelfth week of instruction, *“withdrawal from a course will be permissible, for serious and compelling reasons, as defined and specified by the student”* (#S20-196) and will require the approval of the instructor and department chair/program director. Documentation is not required at this time. The student will receive a ‘W’ grade if the withdrawal is approved.

To withdraw from a course, students may initiate a withdrawal request on their Student Center/Gateway. Instructions and more information can be found at <https://cms.sfsu.edu/content/registering-classes#Steps%20to%20Withdraw> and <https://registrar.sfsu.edu/withdrawal>.

Students wishing to withdraw from all their courses for the current semester during the first withdrawal period should complete the process outlined in the link above for all courses enrolled and then submit an appeal to exclude the “W” grades from the 18 unit withdrawal limit. To submit the appeal, email a brief statement (include full name, SID, contact info, and justification for the request) to the Registrar’s and attach supporting documentation to records@sfsu.edu.

Deadline 2: Withdrawal from Classes or University by Exception for Documented Serious and Compelling Reasons

Withdrawal from Classes or University
By Exception for Documented Serious and Compelling
Reasons

Tuesday, April 21– Friday,
May 15

During the second withdrawal period from the thirteenth week through the last day of instruction, *“withdrawals shall not be permitted except in cases, such as accident or serious illness, where the cause of withdrawal is due to circumstances clearly beyond the student’s control and the assignment of an Incomplete is not practicable. Withdrawals of this sort may involve total withdrawal from the university or may involve only withdrawal from one or more courses, except that course grade and credit or an Incomplete may be assigned for courses in which sufficient work has been completed to permit an evaluation to be made.”* (#S20-196).

Requests to withdraw during this time must also be approved by the Dean of Division of Undergraduate Education and Academic Planning and student must attach supporting documentation. The student will receive a ‘WM’ grade if the withdrawal is approved and this will not count towards the 18 unit maximum for withdrawals.

The student may appeal withdrawal decisions by the last day of finals. Contact the Registrar’s at records@sfsu.edu or (415) 338-2350 for more information.

For a complete reading of the Senate policy, please refer to:

<https://sfsu.policystat.com/policy/10929580/latest>

How do I request for a withdrawal from a course taken in a previous semester?

Students who wish to request for a withdrawal from a course taken in a previous semester must follow the instructions outlined on the Registrar’s website under “Appeals” to *appeal of the deadline to submit a request for withdrawal* at <https://registrar.sfsu.edu/withdrawal>. The request must include a brief statement, supporting documentation, and

approval from instructor and department chair/program director (email is fine). Students should submit all materials to the Registrar's at records@sfsu.edu or by fax at 415.338.0588.

How do I take a course for Credit or No Credit (CR/NC) Grade?

Please check the course description in the Bulletin and consult with your major advisor to determine if the class can be taken CR/NC. If it is permitted, then you may change your grading option via your SF State Gateway until Friday, May 8th. (date may change without prior notice, please visit <https://registrar.sfsu.edu/deadlines> for the most accurate dates/deadlines). The Associate Dean will not approve requests for changes if you miss this deadline so please consult with your instructor if you are considering changing the grading option.

What if I want to add a class after registration closes?

To late add a class, please obtain a permission number from your instructor and add the class via your SF State Gateway starting Monday, January 26 through Friday, February 8 until 11:59 PM. Faculty can give you access to Canvas but faculty cannot add you into a class, so you need to properly enroll via Gateway.

Starting the third week which is Monday, February 9 through Monday, February 16 until 11:59 p.m., permission numbers will be required to late add *all classes*. Faculty can give you access to [Canvas](#), but faculty cannot add you into a class, so you need to properly enroll via Gateway.

Important note: Students do not need to officially add a class in which they currently have an "I" or Incomplete in (unless they want to retake this class with a different instructor). Please consult with your original instructor or an advisor if you have questions.

If the period to late add passes, a [Waiver of College Regulations Petition](#) must be submitted. This petition must be signed by the student, instructor, department chair/program director and college associate dean. The completed petition should be emailed to assocdean@sfsu.edu. You can find instructions on how to add, drop, swap, change grading option and withdraw at <https://registrar.sfsu.edu/guides>.

How do I know if any changes in my registration went through?

Always check your registration on your SF State Gateway after making any changes and before deadlines to ensure you are registered properly for your classes. It is always your responsibility to ensure your schedule is correct, even if the instructor indicates they will drop you. All deadlines will be strictly adhered to by the instructor, the Department Chair, and the CHSS Associate Dean.

Where do I go if I have a concern or issue?

For matters to be handled in a timely manner, it is important to follow the proper channels by first connecting with the instructor or department involved. If you are uncertain of what steps to take, you can also contact the Associate Dean's Office for a consultation prior to taking action as we are here to support your success. If the issue has not been resolved at the department level, please contact the Associate Dean's Office by emailing assocdean@sfsu.edu or calling (415) 405-3533.

For some tips on how to communicate to faculty and staff, please visit the Office of Student Conduct's webpage at <http://conduct.sfsu.edu/communicating-faculty-and-staff>. More information can also be found at <https://vpsaem.sfsu.edu/content/student-concerns-and-complaints>.

What resources are available to me on campus?

Disability access

Students with disabilities who need reasonable accommodations are encouraged to contact the instructor. The Disability Programs and Resource Center (DPRC) is available to facilitate the reasonable accommodations process. The DPRC is located in the Student Service Building and can be reached by telephone (voice/415-338-2472, video phone/415-335-7210) or by email (dprc@sfsu.edu).

Notice of Non-Discrimination

The California State University does not discriminate on the basis of gender, which includes sex and gender identity or gender expression, or sexual orientation, in its education programs or activities.

Title IX of the Education Amendments of 1972, and certain other federal and state laws, prohibit discrimination on the basis of gender or sexual orientation in employment, as well as in all education programs and activities operated by the University (both

on and off campus), including admissions. The protection against discrimination on the basis of gender or sexual orientation includes sexual harassment, sexual misconduct, sexual exploitation, dating and domestic violence and stalking.

Any person may report sex discrimination, including sexual harassment (whether or not the person reporting is the person alleged to have experienced the conduct that could constitute sex discrimination or sexual harassment), in-person, by mail, by telephone or by electronic mail, using the contact information for their campus Title IX Coordinator, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report. Such a report may be made at any time (including during non-business hours) by using the telephone number or electronic mail address, or by mail to the office address, listed for the Title IX Coordinator. Email: ocrtitleix@sfsu.edu. Telephone: (415) 338-3892. <https://titleix.sfsu.edu/>

Counseling and Mental Health Services

Counseling provides an opportunity for students to explore personal problems or concerns in a brief treatment model. Students come to CAPS for reasons as varied as the people themselves; personal problems involving relations with parents or peers, emotional or social difficulties, relationship conflicts, anxiety or depression, sexuality and orientation, concerns about academic progress or direction, and other issues. Appointments can be made in person at the Student Services Building Rm 205 and/or calling (415) 338-2208. <https://psyservs.sfsu.edu/>

CHSS Department Advising: For more information on department advising, visit: <https://chss.sfsu.edu/advising> to learn more about how to contact a major advisor in your department.

Undergraduate Advising Center (ADM 211): Provides academic advising and support to ALL undergraduate students. For more information: <https://advising.sfsu.edu/>.

For other resources to support student success, visit <https://www.sfsu.edu/student-success.html> to learn more.

Academic Honesty & Integrity

Academic integrity, the ethical presentation of one's own work in accordance with the rules established for the class, is required. Instances of academic misconduct will be reported to the College in which the course is housed, the Division of Graduate Studies (if a graduate student), and the Office of Student Conduct with the report being kept in those offices until a student earns his/her degree. Any instances of cheating, deceit, fabrication, forgery, plagiarism, unauthorized altering of records or submitting false documents, unauthorized collaboration, unauthorized submission of work previously given credit, or other forms of academic misconduct will be assigned a grade penalty, likely an F or a grade of zero. Failing one or more assignments or examinations for reasons of academic integrity violations may result in a final class grade of F. Students may not withdraw from classes in which they have committed academic misconduct. Consequences for violations of academic integrity may exceed an F on the assignment, examination, or class as determined by the Academic Integrity Review Committee (#[S22-298](#)).

In addition to attending to one's own actions, the Standards for Student Conduct require that students who witness academic dishonesty notify their faculty/ instructor, department chair, or the Office of Student Conduct. Supporting academic integrity enhances the reputation of the University and the value attributed to degrees awarded by the University (#[S22-298](#)).

Students may not post or use the recordings in any form (e.g., audio transcript, chat transcript, screen shots) in any other setting (e.g., social media) outside of the class, for any purpose. Students who violate this will be subject to student discipline, up to and including expulsion (#[S23-264](#)).

Students are not allowed to capture audio, photos, or video from class sessions on their own devices without explicit permission from the instructor or unless specifically requested by DPRC. Recordings cannot be shared by students without explicit consent of the faculty member and anyone present (#[S23-264](#)).