Submission to WASC for approval of the
Graduate Program in Human Sexuality

December 2012

I. Institutional and Program Overview

A. Program Overview

1. Name of proposed degree program.

PhD in Human Sexuality

2. Initial date of offering.

Fall semester 2013 (August 2013)

3. Percent of the program being offered via distance education and/or off-campus, if applicable.

Less than 25%.

B. Descriptive Background, History, and Context

1. Provide a brief description of the institution(s), including the broader institutional context in which the new program will exist. Connect the anticipated substantive change with the mission, purpose, and strategic plan of the institution(s).

CIIS was founded in 1968 as an outgrowth of the Cultural Integration Fellowship, an organization formed in 1951 to promote intercultural understanding and harmony, nonsectarian universal religion, and creative self-development and self-fulfillment. The Institute was later incorporated as an independent, non-profit, non-sectarian graduate school named the California Institute of Asian Studies in 1974, and renamed the California Institute of Integral Studies in 1980. The Institute's original emphasis on graduate education and on Asian religions and cultures has evolved to include comparative and cross-cultural studies in philosophy, religion, psychology, counseling, cultural anthropology, organizational studies, health studies, and the arts, as well as an interdisciplinary Bachelor of Arts completion program. CIIS offers programs leading to the Bachelor of Arts, Master of Arts, Master of Fine Arts, Doctor of Psychology and Doctor of Philosophy degrees.

According to the CIIS Mission,

California Institute of Integral Studies is an accredited institution of higher education that strives to embody spirit, intellect, and wisdom in service to individuals, communities, and the Earth. The Institute expands the boundaries of traditional degree programs with interdisciplinary, cross-cultural, and applied studies in psychology, philosophy, religion, cultural anthropology, transformative learning and leadership, integrative health, and the arts. Offering a personal learning environment and supportive community, CIIS provides an extraordinary education for people committed to transforming themselves and the world.
The Mission is guided by the following seven ideals:

- Practice an integral approach to learning and research
- Affirm spirituality
- Commit to cultural diversity
- Foster multiple ways of learning and teaching
- Advocate feminism and sustainability
- Support community
- Strive for an integral governance

CIIS has held WASC accreditation since 1981. CIIS currently conducts its operations in Institute-owned facilities at 1453 Mission Street in the Central Market area of San Francisco. The Clinical Psychology program is housed in leased space at Fox Plaza, 1390 Market Street. Six counseling centers are located in various leased locations throughout San Francisco.

The new PhD in Human Sexuality program (HSX) will be housed within the Institute's School of Professional Psychology and Health. The program will join two other programs that share administrative functioning and leadership: the Integrative Health Studies Program and the Somatic Psychology Program. These two programs were merged into one department in Fall 2012 and, with the graduate program in Human Sexuality, form the new Department of Somatic Psychology, Health and Sexuality.

For more than 40 years, CIIS has pioneered forward-looking, multi-disciplinary education. The vision of the new PhD in Human Sexuality is connected to the mission and values of CIIS through its emphases on social justice, human rights, ethnic and sexual diversity, self-awareness, and transformation. The new program will be deeply committed, as is CIIS at-large, to interdisciplinary study, holistic integration of health, mind, body, culture, and spirituality, and excellence in research and original scholarship.

The notions of *holistic sexuality* and *sexuality literacy* are critical to the CIIS mission, as a vision of sexuality that integrates body and mind, health and heart, culture and spirituality, and societal policies. When applied to pedagogy, this vision has been translated into holistic knowledge and skill sets needed to achieve a happy and healthy sexual life.

While CIIS has a long history of providing many rich and diverse traditions of psychotherapy and psychosocial training, and gender and social justice courses, its offerings in sexuality, LGBTQ studies, and women’s sexual and reproductive health have been more limited. The new program will capitalize on the breadth of faculty resources and undeveloped potential of CIIS to add value to its present curricula. It will fill a void in the current education of psychologists which includes little on human sexuality or gender identification. As such it is a complement to the programs and curricula we already offer in psychology. Similarly, the content in policy development enhances what CIIS already addresses in its Anthropology & Social Change and Women's Spirituality programs.

The new program will connect interdisciplinary research, practice, and policy in several core areas – self, culture, health, mind, body, spirituality, and policy formation in society. This interdisciplinary foundation is crucial; as society has witnessed the emergence of new emergent areas of relationships, functioning and well-being, such as same-sex marriage, LGBT
family formation, reproductive technologies, or transgender policies, it has not kept pace with the mandate to educate people and increase public awareness. For example, the knowledge and rights mandated by State of California legislation that requires inclusion of LGBT history and perspectives into high school education, sexual orientation and gender identity diversity training in many public and private sector workplaces, and regulations and policies regarding same sex marriage are all examples of this intersection of new awareness and holistic knowledge required for best practice.

Prospective graduate students in the area of human sexuality have a range of job opportunities that intersect with these evolving market place needs, and these areas of education meet the strategic goals of CIIS’ historic commitment to social justice. To illustrate, there is an increased demand for individual, couple, and group treatment surrounding issues of human sexuality, LGBTQ lives, and women’s changing sexual and reproductive needs. there are also myriad needs around LGBTQ and women's health and reproductive rights.

The new program will thus continue the CIIS tradition of providing students with education in support of personal and community transformation. Additionally, the PhD helps advance all four of the Institute's strategic goals as defined in its 2010-2015 Strategic Plan: 1) be a leader in integral education; 2) embody and model a diverse, inclusive, and socially just community; 3) increase and broaden the Institute's impact in the San Francisco Bay Area community and beyond; and 4) ensure economic sustainability and expand capacity through balanced growth. CIIS is uniquely situated to develop this opportunity and market the new PhD to a variety of individuals locally, regionally, nationally, and globally. This will also enrich its present programs. There is no accredited degree program in Human Sexuality on the West Coast, and none in the U.S. that offers the unique mixture of courses that intersect clinical practice, LGBTQ sexuality, and women’s sexual health and needs.

2. If this is a joint program, identify the roles and responsibilities of each institution in developing, delivering, and assessing the program. N/A

3. List the number, variety and longevity of other doctoral programs currently being offered, including student enrollment and projected time to graduation, if applicable, for each doctoral program. At least three and no more than five years of data should be provided. If this is a joint doctoral program, provide this data for each institution.

See Attachment E - Existing CIIS Doctoral Programs: Inception Date & Enrollment

See Attachment F - Existing CIIS Doctoral Programs: Median Years Until Degree

4. If any part of the program will be offered via distance education, describe the institution's prior experience offering distance education. For joint programs, provide this information for each institution.

HSX courses will be offered primarily as hybrid courses with monthly face-to-face extended weekend meetings (3 days), and online activities that integrate the work between. Two pre-seminar courses (HSX 8 and 9) for clinicians will be traditional with weekly meetings, and three courses (HSX 5, 10, and 11) will be online. All of the remaining courses will be hybrid. Students will be limited to taking only one of the online courses in any given semester.

CIIS has a long history with successful online offerings. Its department of Transformative Inquiry has the second largest enrollment at the Institute and offers a wholly-online MA in Transformative Leadership and PhD in Transformative Studies. Many of the courses in other programs incorporate an online component to complement the face-to-face meetings, in the same mode projected for the majority of courses in the new HSX program.
5. If the institution currently offers a joint doctorate(s) in this discipline, indicate whether the program(s) will continue and provide details on how the proposed program fits into the strategic plan of the institution. If the joint program will be discontinued, refer to Section VI on teach-out requirements. N/A

C. Institutional Accrediting History Relevant to Substantive Change

1. Provide a brief response to issues noted in prior substantive change reviews since the institution's last comprehensive review, even if the programs reviewed were at a different degree level or offered in a different discipline. If this is a joint program, provide this information for each institution. N/A

2. Provide the institutional response to issues relevant to doctoral level education noted in the last Commission or Interim Report Committee letters or in related team reports. If this is a joint program, provide this information for each institution.

There were no issues specific to doctoral level education cited in WASC's 2008 letter or team report, nor in the 7/17/12 letter regarding the CIIS Spring 2012 Interim Report.

3. If the proposed program is within a school accredited by a professional accrediting agency, or is related to a program that is accredited by a professional accrediting agency, list the agency, year accredited, and attach a copy of the most recent team evaluation report and agency action. Also, indicate whether the specialized agency needs to review and approve the proposed program prior to implementation and when the review will be completed. N/A

II. Program Need and Approval

A. Program Need

1. Identify the program need/rationale framed by the institution's mission and strategic goals. Local program need should be documented in addition to any national or statewide need. For joint programs, provide this information for each institution.

There has never been a greater need for higher education and advanced training in human sexuality and sexual literacy due to the combination of changes in society, culture, individual sexual expression and sexual development, sexual relationships and family formation, and challenges to sexual health and well-being. More than a decade ago, the Surgeon General's Call to Action to Promote Sexual Health and Responsible Sexual Behavior (2001) pointed to the increasing need for “basic research” in human sexual development, social and reproductive issues, and to support public awareness of such issues, especially through education.[i] Presently there is no accredited university in the Western United States or Pacific Islands that offers a PhD in human sexuality to address this comprehensive set of changing individual and community needs, health, and rights in higher education (See Attachment B).

Society is in a time of dramatically changing attitudes, norms, and values surrounding human sexuality. This change is due in part to the transformations in basic norms of sexual intimacy, relationships, family formation, domestic partnership and legal marriage, increasing diversity in sexuality and gender identities, LGBTQ policies and rights. It is also due to the rise of reproductive technology over the past 50 years. Recently, too, American society has witnessed huge historical challenges to women’s sexual and reproductive rights and health that have put in motion new needs to understand how policies and ignorance of sexual literacy have altered the social policy. This presents continuing challenges to women’s sexual health, reproductive rights and well-being in the current political and social context of the United States.
Challenges to sexual well-being and health, including the physical and mental correlates of sexual development throughout life, including the increased number of unintended pregnancies in the United States, the rise of sexually transmitted infections, including HIV/AIDS, in all segments of the population, but especially among gay and bisexual men, heterosexual women, and, young African American gay men, are all causes for concern.[ii] Additionally, advances in sexual medicine in the treatment of sexual dysfunction among women and men, new forms of reproductive intervention, and emergent forms of clinical treatment for a variety of sexually related psychosocial issues associated with sexual literacy and well-being have all contributed to the growing sense in which comprehensive graduate training is lacking in the United States.

The public has also shown increasing interest in sexual literacy and related challenges to society and the individual more broadly, as evidenced by polls that assess attitudes in the arena of the effects of internet exposure to sexual development and well-being, reproductive well-being among women, same-sex marriage and family formation, and the role of the policy formation surrounding these issues.[iii]

Higher education has lagged far behind the market for human sexuality courses and degrees for years (DiMauro, 1995).[iv] To address this need in higher education, the Social Science Research Council in New York was awarded major funding by the Ford Foundation for a decade to embed new young scholars of sexuality in the social sciences through competitive fellowships. The program director sat on the resulting program committee, the Social Science Research Fellowship in Sexuality Committee, for many years and served as its anthropological consultant as well (1996-2006). During this time 600 applications for PhD and Postdoctoral awards were received and read, and 160 awards were conferred in the U.S at numerous universities such as Indiana University, UCLA, The University of Texas at Austin, UCB, NYU, Boston University, The University of Chicago, The University of Washington, City University of New York, Georgia State University, The University of Arizona, and many others. This program has helped to launch the careers of many academic experts in sexuality who now teach full or part-time at universities.

Since then, there has been a growing interest on the part of undergraduates and graduate students at public and private institutions in areas such as sexuality research clinical training that includes sexual and gender diversity, sex education, and public policy issues that address societal and individual processes of transformation in the changing landscape of employment, personal relationships, health, and even citizenship.[v] Consequently, some new programs have emerged, as illustrated in Attachment B. However, these have not kept up with the demand, especially on the Western United States and Hawaii, which currently do not have an accredited degree at the PhD level in human sexuality. The program director was, however, instrumental in helping to create the proposal for the first Master of Arts in Human Sexuality in the California State University system at San Francisco State University in 2000.

CIIS is uniquely situated to strengthen and provide innovation in the broader and deeper interdisciplinary understanding of human sexuality in the coming decades in three critical arenas: a) training the next generation of culturally competent clinical practitioners by providing enhanced depth and breadth of knowledge, research, and methodology in human sexuality, including sexual minorities, and women’s sexual and reproductive issues; b) training the next generation of LGBTQ thought-leaders by providing depth and breadth of knowledge, research, and methodology in public policy formation, program and organizational leadership, and sexual literacy education facing sexual minority individuals, families, and communities; and c) training the next generation of leaders on women’s sexual and reproductive policies through breadth and depth of knowledge, research, and methodology in women’s sexual and reproductive well-being, health and rights. (These issues are spelled out at greater length in Attachment A.)

2. Describe the process and results used to establish the need. Please provide a summary of the findings, not the full study.

**Background.** There is increasing awareness on the part of educators in institutions that confer graduate degrees, as well as practitioners, and policy-makers regarding the gaps between clinical, academic, and scientific preparation, whether involving government and/or private sector support, and actual policy leadership in public and community settings, corporate and non-profit, as well as work in government agency settings. For example, there is a large number of LGBTQ centers in communities around the U.S. that are in need of better prepared and experienced leaders and staff; these centers are prospective employers of PhD graduates with a concentration in LGBTQ issues. Consequently, there is a growing belief in both the clinical and policy arenas that today's graduates are entering the profession under-trained and ill-equipped to work with diverse issues related to sexual minorities, sexual and gender diversity, LGBT family formation, same-sex marriage, and the relevant policies and laws, such as the presence of homophobia and bullying in public education classrooms, treatment of sexual minority Armed Forces Veterans who have returned from the Iraq and Afghanistan wars, human resource training in the public and private sectors that deals with changing issues of sexual orientation and gender identity, etc. For example, many corporations and governmental organizations now require sexual and gender diversity training as part of continuing professional development.

In the Western United States there are no stable relationships between existing academic institutions and the national professional organizations that currently provide continuing education and certification for a broad range of professionals who might be attracted to this program. For example, AASECT (American Association for Sex Educators, Counselors, and Therapists) has more than 2,000 members who must meet annual continuing education needs for recertification, and there is a lack of West Coast resources in particular to fill this need. There is a gap in continuing education courses in LGBTQ identities, relationships, family formation, policies, and women's sexual and reproductive health and rights. This presents both a big market and critical opportunity for CIIS.

**Methods.** To assess the projected market, several different approaches were taken in 2010-2012. These included: 1) academic leaders interviewed via one-to-one interviews at established faculties in US public and private universities; 2) networking at the major annual sexuality conferences (Scientific Society for the Study of Sexuality); 3) staging focus groups with small groups of prospective students; 4) canvassing a wide range of LGBTQ and women’s reproductive and sexual health and rights organizations; 5) conducting a survey of LGBTQ academic experts in higher education to assess their support and interest in a new PhD program at CIIS; and 6) assessing a Pacific Islands network of academics, advocates, NGOs, and funders at a significant workshop of the Australian National University College of Asian and Pacific Studies in July 2012.
Findings. 1) We conducted a series of 29 face-to-face interviews with academic and research leaders in the field of sexuality, representing academic, non-profit, clinical and policy experts in both concentrations drawn from a broad range of local, regional, national and global organizations or institutions. We spoke with individual faculty leaders, and some clinical practice professionals, as well as some policy leadership individuals, for at least one hour or more. The institutions sampled included faculty at the University of Washington, the Kinsey Institute, New York University, Columbia University, Widener University, Morehouse College School of Medicine, Rutgers University, UC-San Diego, San Diego State University, San Francisco State University, San Jose State University, The University of Chicago, UC-San Francisco, City University of New York, and The University of Minnesota, and City College of San Francisco. These individuals and institutions all play an important role within the field of human sexuality.

These leaders voiced strong support and endorsement for the continuing and long-term addition of higher education degrees and courses in human sexuality. For example, Dr. Pepper Schwartz from the University of Washington suggested that it was vital to enhance the West Coast presence of accredited courses and degrees. Dr. Sean Cahill, a national LGBTQ policy expert at the Gay Men’s Health Crisis in New York, expressed strong endorsement for creation of a much-needed advanced degree in LGBTQ policy studies. Dr. Diane DiMauro at Columbia University, who conducted the first study of higher education needs and resources in this area, strongly endorsed the need for these programs and applauded the addition of women’s sexual and reproductive health and needs. (The names of these individuals and their identities are displayed in Attachment C.)

Some experts voiced concern that existing programs face structural and financial challenges, including the aging of academic leaders, and the need for training the next generation. Others expressed concern about the diversity of faculty and students and the need to expand the offerings for sexual minority and gender minority people. Still others pointed to the lack of resources at the Doctor of Philosophy level in the U.S. Three of the faculty interviewed believed that it was better to embed sexuality within existing academic departments rather than interdisciplinary programs; however, when it was pointed out that some academic disciplines have few courses and opportunities for training, these individuals tended to acknowledge that a new advanced degree program could help improve opportunities for the field.

2) Networking at the largest national annual sexuality conference held by the Scientific Society for the Study of Sexuality in 2010 and 2011 has helped to identify individuals, needs, and potential communities that the proposed PhD might serve. These included established clinical practitioners and aspiring graduate students in 2012, which expressed the need for and specific interests in a new PhD in human sexuality. Also contacted were individuals who represent special populations, especially people with disabilities for whom there are very few offerings in human sexuality and who seek enhanced resources and services. People with disabilities are one of the areas in which online and hybrid courses seem particularly relevant and needed due to issues of access. Further networking is planned at the Scientific Society for Sexuality Meeting in Tampa, Florida, that will occur in November 2012.

3) Focus groups with small groups of prospective students were convened in 2011-12. To get a better grasp of the global, national, regional, and local market for this new PhD program, we staged a series of interviews and focus groups between July 2011 and April 2012. Recruitment was through networks, word of mouth, and then referrals. Through these groups we learned of the growing need in the clinical market for practitioners based in sexuality issues. Also, more than half of San Francisco's established clinical practitioners in long-time practice are expected to retire within the decade, a trend reflected across the country. Some of these individuals also hold adjunct positions of various kinds in Bay area organizations. Additional numbers of culturally competent clinicians and psychotherapists are required to meet the needs of the Bay Area’s increasingly multicultural and sexual minority population. Nationally and regionally as well, there is a rising demand for sexual minority people who have been trained in policy
issues and who have the recognition of advanced degrees to fill significant leadership positions in the private and public sectors.

Here is an executive summary of the focus group results:

- Participants expressed unanimous support for the proposed PhD program and believed that it will fill a major gap in the training of culturally-competent clinical training, especially for Marriage and Family Therapists (MFT) currently in practice, providing needed credibility, authority, and recognition.
- Participants voiced unanimous support for the LGBTQ Policy Training concentration and the need to de-medicalize thinking about sexual and gender diversity, LGBT family formation, sexually transmitted infections, and emergent developments in rights, especially as supported by the links between researchers and interdisciplinary knowledge.
- Participants voiced deep and strong needs for rigorous training in the areas of the body, sexual functioning, and the need to address pleasure and dysfunctional aspects of sexual development and functioning, and family and couple processes.
- Some participants voiced strong interest and leadership aspirations in the area of women’s and reproductive rights and health, especially in the face of current controversies surrounding birth control and abortion.
- Participants seeking a PhD program endorsed the need for rigorous supervision in the areas of the erotic aspects of individual and couple therapy, sexual communication, ethical clinical case management, and scholarly support for clinical training in sexuality teaching, research, and publication.
- All interview subjects agreed that a combination of traditional and hybrid online courses, and some online courses would enable recruitment of the necessary student population.
- Participants endorsed the proposed curriculum, particularly courses having to do with psychosocial and cultural perspectives on clinical treatment, case management, sexual orientation and gender diversity, LGBTQ identity and community formation, people with disabilities, sexual communication, cultural-competent psychotherapy and delivery of care, human rights, and policy leadership.
- Participants endorsed the strong need for creation of a continuing education and certificate program as an adjunct of the new Program in Human Sexuality to meet diverse needs of professionals from the national, regional, and local areas.
- Given the current struggling global economy, nevertheless, many individuals voiced strong belief that rigorously trained PhD graduates will find employment in their institutions or comparable agencies in the face of the growing needs noted above.

4) Canvassing a wide range of LGBTQ and women’s reproductive and sexual health and rights organizations. Twenty-two people participated in these groups, most recently, at the SSSS meeting in Los Angeles, where there were three aspiring graduate students living in California who approached the program director for suggested PhD programs in human sexuality. (See Attachment D.)

Most of these focus group participants were clinicians in practice, or students enrolled in a broad range of existing clinical programs; all of them were intrigued by the idea of the new PhD degree. A few have expressed strong interest to make immediate application to the new PhD program.

The projected market includes individuals who are already trained and licensed practitioners, and individuals working in organizations, government, and private sector who aspire to become thought-leaders regarding LGBTQ issues, and women’s sexual and reproductive issues. The clinicians most likely to aspire to this program include Marriage and Family Therapists. Individuals who aspire to the policy leadership program include individuals working in LGBTQ programs and organizations, or a women’s sexual and reproductive health and rights organization, such as Planned Parenthood Federation of America. To understand these
changing markets, the programs that are already existing in the areas of sexuality, LGBTQ issues, and women’s reproductive issues have been extensively studied through national organizations, such as the Society for the Scientific Study of Sexuality, and online venues, such as the Kinsey Institute’s updated listings of U.S. based training programs, that list and articulate courses. Further marketing of the PhD will take advantage of CIIS’ Public Programs and Performances, the CIIS LGBTQ higher education studies conference (Expanding the Circle) and kindred conferences in the U.S., existing networks of the program director, and new collaborations with national organizations such as AASECT (American Association for Sexuality Educators, Counselors, and Therapists) that remain to be developed. Thus far, AASECT has established only one “formal” training relationship with an institution of higher education in the United States (i.e., Widener University). The Society for the Scientific Study of Sexuality (SSSS) is another good prospect for survey of its annual conference of 2,000 plus attendees, which is being held this year in Tampa, Florida. (The program director will be a keynote speaker there.)

5) A survey of LGBTQ academic experts in higher education to assess their support and interest in a new PhD program at CIIS during the Expanding the Circle Conference in June 2011. There were 26 responses coded on a 5-point scale.

The overall support from the survey respondents was overwhelmingly positive and enthusiastic across a number of questions. There appears to be strong endorsement of the need for a new PhD in human sexuality now. The highest support was in the areas of the need for a new program, the need to provide new thought leaders in LGBTQ policy and women’s sexual and reproductive policy, and clinical practice. The clinical practice support was not quite as strong, but it would appear that many of the respondents were not familiar with the clinical side as much, coming more out of education, research, and the social sciences and humanities. Respondents voiced strong need for human rights based sexuality program as well. The highest response was voiced in the need for diversity in terms of underserved populations in the arena of sexuality, a point that will be helpful in fund-raising and applying for grants to foundations.

Respondents did voice some concern about these issues: the number of years to completion; the cost; as well as how traditional and hybrid courses would be combined with online courses. Spelling out the aggregate time and cost of the program will address many of these issues in marketing. Finally, several respondents said they saw a great need for the new PhD, many would like to support its development through referring students for application, and others offered to teach a course or serve in another capacity.


3. What evidence (surveys, focus groups, documented inquiries, etc.) was used to support enrollment projections and to support the conclusion that interest in the program is sufficient to sustain it at expected levels? See answer to question #2 above.
4. Attach the recruitment and/or marketing plan for the program. Describe the geographic scope of the program. (Note that all materials regarding this program should clearly state, "Pending WASC approval" prior to Commission approval.)

The HSX marketing/recruitment plan is focused on two quite different but related niches, the clinical area, and the policy area. Over the next 1-2 years, we will develop these two inter-related niches and they in turn will support recruitment and education in each other.

The key initiatives of the marketing and recruitment plan:

1) Attending conferences and workshops: hosting recruitment tables.

   - American Association of Sexuality Educators, Counselors and Therapists (AASECT): June 2013, Miami -- this is the largest gathering of clinicians and students.
   - International Academy of Sex Research (IASR): July 2013, Chicago -- main research group internationally in sexuality field
   - Scientific Society for the Study of Sexuality regional meetings.
   - Answer/Sex Ed National meeting: November 2013, Newark -- large gathering of sex education professionals and students.

2) The Office of Admissions has assigned an admissions counselor to work closely with the Program director to recruit for the program, to work with all prospective students and attend graduate recruitment fairs on behalf of the program.

3) Development of print marketing materials (see Attachment S).

4) Development of program information on the CIIS website:  http://www.ciis.edu/Academics/Graduate_Programs/Human_Sexuality.html

5) Creating a virtual presence through the website which will be linked to an email network for email advisories about the program and Public Programs.

6) Working with Scientific Society for the Study of Sexuality (SSSS) to offer a two- day symposium and program launch on September 27-28, 2013.

7) Exploring the possibility of hosting a national meeting in 2015.

8) Creating an Annual Lecture, e.g., "The Annual Harvey Milk Lecture."

9) Creating a local advisory committee and a national advisory committee (honorary). The committee members create a masthead of prominent people who will help recruit for the program.

B. Planning/Approval Process

1. Describe the planning and approval process within the institution(s), indicating how the faculty and other groups (administrators, trustees, stakeholders, etc.) were involved in the review and approval of the
The planned graduate program in Human Sexuality has successfully completed the following stages of the CIIS process for new program planning and approval:

1) Preliminary discussion with the Academic Vice President and the President.

2) Continued discussion with relevant academic program chairs and faculty members.

3) Submittal of a formal proposal to the Institute's Curriculum and Academic Review Committee (CARC), and subsequent approval by CARC

4) Submittal of a formal proposal to the Institute's Board of Trustees, review by the Board's Academic Affairs Committee and Finance Committee, and subsequent approval by the full Board.

2. If the institution(s) is/are part of a university system, describe the review process at the system level, including any system requirements for doctoral level work. Attach documentation of approval. N/A

C. Collaborative/Cooperative Agreements

1. If the proposed program includes collaboration or cooperation with outside agencies, institutions or other entities, please describe the purpose and nature of the relationships. Attach relevant signed Memoranda of Agreement or other documentation. Please see WASC’s Policy for Contracts with Unaccredited Organizations.

N/A

III. Program Description

A. Curriculum

1. Provide an overall description of the program including the alignment of the program philosophy, curricular design, pedagogical methods, and degree nomenclature selected. Identify the program’s emphasis as a professional-practice (applied research, practice-oriented, or clinical) degree or a scholarly research-oriented degree.

The CIIS graduate program in Human Sexuality (HSX) would be the first PhD of its kind at an accredited university in the Western United States, and the only program in the world that provides doctoral concentrations both in clinical sexuality and sexuality policy studies. The program is grounded in a deep commitment to sexual and gender diversity and human rights. Many societal challenges related to sexuality are currently positioned as wedge issues in the media and in our culture. This program responds to the crucial need to develop knowledgeable leaders and researchers in this field to promote sexual literacy and sexual well-being.

The small-program environment allows for intensive learning and teaching, centered around a curriculum that is evidence- and research-based. It provides advanced training to deepen either clinical practice; or LGBTQ and women’s sexual policies at the local, state, national, and global levels. By being exposed both to clinical and policy perspectives, students can help bridge the gap from theory to practice, and from principled intentions to helping people with real world challenges. Students become experts in sexual literacy.
The new PhD provides a broad and holistic degree to advance scholarship and interdisciplinary scientific research and practice in two concentrations: 1) clinical practice, and 2) sexuality policy leadership. Students will become thought leaders and/or culturally competent clinicians. They will gain knowledge to address personal needs, LGBTQ issues, and women’s reproductive and sexual issues; and to promote excellence in research and scholarship, advocacy, and organizational leadership. A standout feature of the program is that it allows students to connect these threads to personal transformation and social and intellectual practice in the real world. Intersectionality of identity is a part of how students will experience current and developing understanding of human beings, human rights, and well-being in human development.

Concentrations

1) Clinical Practice: Most graduate psychology programs in the U.S. allow their graduates to go into private practice without significant or explicit knowledge and training in human sexuality. While there may be a minimal requirement for some understanding of sexuality, clinicians such as Marriage and Family Therapists (MFTs) are seldom knowledgeable and skilled in handling issues of sexuality as they intersect with socioeconomic class, religion, sexual orientation, gender identity, reproductive health, and physical ability. Building sexual literacy and cultural competence in these areas of practice is a major focus of this concentration.

By studying sexual literacy in practice, we prepare diverse graduate psychology, counseling, marriage and family life, and social work graduate students to work with complex issues relating to sexuality. These issues include sexual orientation and gender identity, sexual decision-making, sexual coercion and gender violence, and same-sex marriage or LGBT family formation. For example, one of the experts in our focus groups who has been in academic and professional practice for twenty-five years expressed the view that parents today are under-prepared for sexual and gender socialization when it comes to all youth, especially sexual and gender-minority youth. Also, therapists are seldom prepared to deal with the impact of social and cultural forces that include homophobia, heterosexism, transphobia or bi-phobia, the client’s history of exclusion from his or her family due to sexual orientation or gender identity issues, and the rejection from church or community social network.

2) Sexuality Policy Leadership. Being able to implement sexual literacy in policy arenas to solve major social issues of our time is another top priority of the graduate program in Human Sexuality. We aim to help prepare the next generation of thought leaders in two key areas in sexuality policy: LGBTQ policies, and women’s sexual and reproductive policies. These interest areas are as follows:

LGBTQ. As society has changed, so too has its understanding and acceptance of critical issues related to inclusion of lesbian, gay, bisexual, transgender, and questioning people in all areas of psychological and social development and community organization. Whether it is bullying and homophobia in primary school, family exclusion of sexual minority youth, the challenge of people being labeled and stigmatized in high schools and churches, the formation of new LGBTQ families, coming out and expressing sexual orientation in the workplace or in church, the double stigma of being a person of color and a sexual minority, having atypical gender behavior or expressing diverse gender identity in public spaces, the negotiation of sexual and gender identity diversity in the military, public health policies that support or deny sexual minority rights, and of course the desire to form same-sex relationships and strive for marriage equality rights—these policy areas remain controversial, hugely challenging to society, and in great need of thought leadership in our society. This interest area brings together scholarly knowledge, theory, culture, and policies related to LGBTQ individuals and their advocates or allies into critical perspective with an eye toward practical solutions.

Women’s Sexual and Reproductive Policies. For more than a half-century, American society and law have contested the awareness of and expression of women’s sexual and reproductive
health and rights. The need has never been greater for understanding of women's sexual lives; intimate relationships; and the fit between marriage, sexual expression, faith, race, social class, career and professional development, and family inclusion. Increasingly it is clear that a basic need exists to educate a whole new generation on women's sexual and reproductive health and needs, including contraceptives, reproductive decision making, the relationship between birth control and contraceptive use and basic sexual and social health for women, and controversies surrounding the issues related to various forms of abortion in the context of people's life circumstances. The circumstances include how women's families and communities view these issues, how this impacts a woman's well-being, and societal inclusion. Holistic sexual literacy also suggests the important need to consider the range of health and insurance provision options involved in these sexual and reproductive policies and rights by medical and government authorities at all levels.

In both areas of interest, students learn how to implement and lead these areas of policy study, teach and learn from each other, and create a more dynamic synthesis in the field of human sexuality. They also find out how to implement policy developments at the local, national, or global levels over the coming generation, in such areas as same-sex marriage policy, birth control, and human rights. This implementation takes advantage of the rich variety of internship opportunities that may turn into job opportunities in think tanks and service centers, such as the many LGBTQ community centers, and social and clinical support centers in U.S. and globally. In addition, there are a variety of private and public sector jobs in the human resource area, and in the professional development and training area. There is also growth in health care, and in medical, and quasi-medical volunteer services that support job training or continuing education that are in need of state-of-the-art human sexuality and sexual literacy training. A particular focus of the faculty is to help graduates locate jobs and careers in the field.

2. If any part of the program will be offered via distance education, provide a detailed description of the modality and format being proposed (i.e., synchronous, asynchronous, online, correspondence, teleconference, video on demand, etc.).

Three courses (HSX 5, 10, and 11) will be online. Students will be limited to taking only one of the online courses in any given semester. Online classes at CIIS utilize an asynchronous seminar-style modality.

All students and faculty in the program will gather for a face-to-face week-long Intensive in late Summer, just prior to the start of the Fall semester. The hybrid courses will meet face-to-face three times a semester per 3-unit course, providing 45 hours of instruction in a schedule that spans Saturday/Sunday/Monday; students and faculty will connect online in the intervening weeks when students focus on discussions of readings, collaborative projects, and preparation for the face-to-face meetings.

3. If any part of the program will be offered via distance education, describe how the curricular design and pedagogical approach has been adapted to the modality of the program.

The distance components will be conducted in the "Jenzabar e-Learning" LMS (Learning Management System). This platform is integral with the CIIS student information system and is similar in design and operation to Blackboard, Moodle, and other widely-adopted LMS's. The founding director of HSX has already been working closely with the Manager of Educational Technology and Online Services to plan for optimal use of the online environment. Due to the anticipation that students' homes will be in different time zones, the online learning activities and interaction are constructed for an asynchronous environment. Please see the course syllabi (Attachments G and J) for details of the curricular design in the classes utilizing a hybrid or full-online modality.

4. If applicable, describe each track within the program being proposed including the capacity of the institution to support each track. Each track will be acted on independently.  N/A
5. Describe how a doctoral level culture will be established to support the proposed program, including such elements as doctoral level course requirements, nature of the research environment, balance between applied and research components of the degree, and type of culminating experience (full dissertation or a culminating project). Also include plans for faculty research, faculty hires, library resources, and peer and campus collaboration. Discuss how students (both full-time and part-time) will be integrated into the intellectual community of the department and institution. If this is a joint program, provide this information for each institution.

With almost 40% of its students in doctoral programs and almost 60% of its core faculty teaching in such programs, CIIS already has a well-established doctoral culture. Faculty members at CIIS are productive, published scholars. The commitment to scholarship is supported by a generous sabbatical program (faculty are eligible for a sabbatical every seventh semester) and a review process that considers scholarship as one of the primary criteria (along with teaching and service). CIIS provides a rich intellectual environment with numerous speakers and events throughout the semester. Most events are open to students across the Institute, thereby enriching the intellectual climate and building community across academic programs.

The Human Sexuality Doctoral Program will be open to students who have already completed a Masters degree. All courses will be at the doctoral level. Like all CIIS PhD programs, this degree will include 36 units of coursework, two comprehensive examinations, a dissertation proposal, and a research-based dissertation. While the coursework is primarily research-based, the program also includes a two-semester applied sequence in clinical practice and a two-semester applied sequence in policy formation internship.

The program will be headed by a newly hired faculty member, Gilbert Herdt, who has extensive academic and research experience in the field of human sexuality. New core faculty members will be hired in subsequent years. They will join existing CIIS faculty who work in this area. The mix of new faculty and continuing CIIS faculty will help integrate the program into CIIS, ground it in the Institute’s mission and values, and bring new ideas into the campus community. Having it be part of an existing department will accomplish these same goals.

6. Provide the student learning outcomes for the proposed program. See Attachment L

7. Attach a curricular map aligning program learning outcomes with course learning outcomes, and demonstrating the progression from introductory to advanced levels.

Between 15-18 students will be admitted as a cohort annually, in the Fall semester only, to enhance the cohort experience of peer learning and teaching. The debut Year 1, Fall semester, requires that all students take the same set of three required “core” courses to ground them in the holistic paradigm of critical theory, clinical and intellectual and policy history within the field of human sexuality. We are mindful of the special requirement to integrate theory with sound and grounded holistic practice, and of the need to provide critical perspectives on what students bring into the classroom, in order to provide paradigm expanding knowledge, theory, and methodology. Being able to combing existing areas of diversity, including ethnicity/race, gender, and social class with the knowledge of sexual orientation, gender identity, and human sexual development across the life cycle and across cultures is fundamental to the success of the program. All students will also receive scholarly training in the relatively new area of sexuality and human rights as this pertains to critical perspectives on clinical practice and policy analysis.

Year 1, Spring semester, allows for both required and elective courses, as individual students begin to specialize in their chosen career path by concentration.

To fulfill their concentration requirements, Clinical Practice PhD candidates will begin to take a required two-semester clinical proseminar in the classroom entitled, "Critical Perspectives on Sexuality and Clinical Practice."
To fulfill their concentration requirements, Sexuality Policy Leadership candidates will take a required one-semester research methodology seminar that focuses on knowledge and methods related to policy ideas and analysis. Policy students will also begin a two-semester sequence internship at a major institution dealing with either LGBTQ policies or women’s sexual and reproductive health and rights policies. During their internship, policy students will have supervision on-site as well as by CIIS faculty.

Additionally, students in this second concentration will also receive comprehensive theoretical and methodological training in sexual, gender, and reproductive rights, and the intersection between sexuality, health and human rights and policy formation.

**Year 2, Fall and Spring semesters:** Clinical Practice students continue to specialize in their research and clinical skills through required and elective courses. This will include completion of the two-sequence human sexual development, life-cycle, and culture courses.

Sexuality Policy Leadership students continue to develop their research and policy skills through required and elective courses. They will also commence their internship for academic credit at a major LGBTQ policy institution or women’s sexual and reproductive policy institution, facilitating real world experience in policy-making and leadership, job experience and professional networking, as well as opportunities for original dissertation research.

**Year 3** for all students will be devoted to comprehensive exams and a dissertation proposal.

**Year 4** for all students will be devoted to the dissertation.

See Attachment M for a curricular map of course sequencing.

8. Include a list of all courses in the program, identifying which are required. See Attachment N.

9. Describe the process by which syllabi are reviewed and approved to ensure that 1) course learning outcomes are described and are linked to program learning outcomes; 2) materials are current; and 3) pedagogy is appropriate for the modality of the course.

All initial syllabi have been developed by the founding director of the program. The usual process at CIIS is for syllabi to be reviewed by the program director and the department chair. Input to the syllabi creation was provided by the Director of Academic Assessment. Sample syllabi have been reviewed and approved by the Curriculum and Academic Review Committee (CARC).

10. Attach three sample syllabi and the syllabus for the dissertation or culminating experience, which are adapted to the modality of the course. Sample syllabi must demonstrate rigor appropriate to a doctoral-level course in terms of required reading, course content/topics, and assignments/grading policy. Course syllabi should reflect a learning outcomes orientation and be linked to program outcomes. Syllabi should demonstrate that extensive research, including applied research as applicable, is required.

**Syllabi must include:**

- specific student learning outcomes for the course
- a course schedule including a schedule of all assignments
- the number of credit hours earned in the course and expectations for how those hours are earned both in and out of class (seat time, lab time, homework, etc.)
- use of the library
- relevant university/departmental policies
Syllabi must also be adapted to the modality of the course, and be appropriate to the level of the degree. Online courses must include information about the learning management system and expectations for students participating in the online modality, netiquette, and other considerations specific to the modality. (CFR 2.2)

See Attachments G, H, J, and K.

11. Describe the clinical or internship requirements and monitoring procedures, if required. Attach a sample MOU or agreement with a clinical or internship site (if applicable).

Most graduate psychology programs in the U.S. allow their graduates to go into private practice without significant or explicit knowledge and training in human sexuality. Today’s clinicians, such as Marriage and Family Therapists (MFT), have licensure requirements that include human sexuality as part of the core and continuing education needed for practice. Today's psychotherapists need such training more than ever, as the Surgeon General’s “Call to Action to Promote Sexual Health and Responsible Sexual Behavior” (2001) recognized more than a decade ago, and as the Institute for Medicine Report on LGBT health (2011) has recently shown. Since the time of that report however, society has changed further and there is an expanding need to be familiar with diversity as sexuality relates socioeconomic class, religion, sexual orientation, gender identity, reproductive health, and physical ability. Few graduate psychology, counseling, marriage and family life, or social work programs in the U.S. prepare students to work with complex issues regarding sexual orientation and gender identity, sexual decision-making, sexual coercion and gender violence, same-sex marriage or LGBT family formation. Therapists are seldom prepared to deal with the impact of social and cultural forces that include: homophobia, heterosexism, transphobia or bi-phobia; the client’s history of exclusion from his or her family due to their sexual orientation or gender identity issues; and the rejection from their church or community social network, for comparable reasons. The primary target audience for the clinical track is trained clinicians, especially Marriage and Family Therapists (MFT), or those with comparable degrees and licenses, who already are in practice but who would like to widen their lens of understanding, and who seek state-of-the-art scientifically based mentoring, skills, knowledge, and the marketing advantages of having a PhD.

The clinical pro-seminar, “Critical Perspectives on Sexuality and Clinical Practice,” will provide high-quality supervision by clinically trained CIIS faculty experts in sexuality and the life-cycle, LGBTQ studies, and women's sexual and reproductive issues. This will enable the clinicians to hone their practice and skill sets and have modeled for them a variety of interventions that require knowledge of sexuality and LGBTQ issues seldom available to psychology students. The Clinical Practice students will also have a research methodology seminar geared toward their dissertation and publishing needs; they will then continue their research and scientific education through a complement of courses that refine dissertation topics that may well come out of their own practice.

Clinical assignments, supervision, and assessments will be modeled on the best practices employed by CIIS Master of Arts in Counseling Psychology programs for practicum placements and the CIIS Clinical Psychology doctoral program for internship placements.

12. List any special requirements for graduation.

Graduation requirements are detailed in the curricular sections of this proposal.

B. Schedule/Format Requirements

1. Describe the length of time that the typical student is expected to complete all requirements for the program.
4 calendar years: 2 years of coursework, 1 year of comprehensive exams and completion of the dissertation proposal, 1 year of dissertation completion.

2. Describe the cohort or open registration model being used. Provide the minimum attendance/participation requirements and provisions made for students to make up assignments or for students who withdraw and seek to re-enroll. Include a matrix showing the number of students per cohort throughout the first five years of the program and the faculty resources to support such estimates.

The program will use a cohort model similar to five existing cohort-model programs at CIIS (one undergraduate, four Master's).

Students are allowed only one unexcused absence per semester from face-to-face meeting dates. The Institute's policy on Incomplete grades will apply without exception (basically, with approval of a formal Incomplete grade request, a student has the last day of the subsequent semester to make up assignments and complete the course requirements, unless the request is based on a medical or family emergency, verified with supporting documentation, then the deadline is the last day of the subsequent second semester. In all of these instances, instructors have the authority to decline to accept requests for incomplete grades or to establish earlier deadlines than the defaults.)

Students who withdraw and subsequently seek re-enrollment must follow a formal re-admission process. They will be evaluated by the Admissions department and the HSX program director for suitability to be readmitted. If students leave the Institute on academic probation they must submit a formal Plan to Return to Good Academic Standing and have this plan approved by the Dean of Academic Planning & Administration prior to readmission.

Cohort matrix:

<table>
<thead>
<tr>
<th>Year</th>
<th>New Students</th>
<th>Returning Students</th>
<th>Total Students</th>
<th>Faculty *</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>12</td>
<td>-</td>
<td>12</td>
<td>1 Core</td>
</tr>
<tr>
<td>2</td>
<td>15</td>
<td>11</td>
<td>26</td>
<td>1.5 Core, 4 Adjunct</td>
</tr>
<tr>
<td>3</td>
<td>18</td>
<td>23</td>
<td>41</td>
<td>2 Core, 4 Adjunct</td>
</tr>
<tr>
<td>4</td>
<td>20</td>
<td>37</td>
<td>57</td>
<td>2 Core, 4 Adjunct</td>
</tr>
<tr>
<td>5</td>
<td>20</td>
<td>54</td>
<td>74</td>
<td>3 Core, 4 Adjunct</td>
</tr>
</tbody>
</table>

* Core listings are for those who will be committed exclusively to the HSX program. 3 other core faculty from complementary programs will teach classes, and other core faculty will chair or serve on dissertation committees.

3. Describe the typical class size throughout the program. 12

4. Describe how timely and appropriate interactions between students and faculty, and among students will be assured, including detailed information for online courses. For programs being offered via distance education, describe the provisions available to faculty to ensure that the enrolled student is the student completing the coursework. See Best Practice Strategies for Promoting Academic Integrity in Online Education.

The students and faculty in this program will meet first at an Intensive that will serve as a way to introduce them to each other, to the program, and to the courses for the semester. This Intensive format has been used successfully by CIIS programs as a way to ensure that faculty and students get to know each other and to build community. Students and faculty will also meet for monthly long-weekends for classes and program lectures and other events. Between these weekends they will be in contact in online seminars. Thus, there are three routes to
ensure extensive faculty-student and student-student interactions. Additionally, students will have available to them telephone and email contact lists.

The approach to online learning at CIIS involves a seminar approach with ongoing interactions expected throughout the semester. The platform makes it easy to monitor student involvement and consistency of style. Academic integrity will be discussed early in the program. Grading will be based on student papers, participation and collaboration.

5. Describe the timeframe of courses, i.e. accelerated, weekend, traditional, etc. If courses are not offered in the traditional 10 week quarter or 15-16 week semester system, please explain how credit hour and course content expectations can be met within the timeframe established for the program. An institution must allow adequate time for students to reflect on the material presented in class. Faculty using the accelerated course format should be expected to require pre- and post-course assignments, as appropriate. The Committee will expect course syllabi for accelerated courses to be adjusted accordingly to reflect the pre- and post-course assignments, the accelerated nature of the curriculum, and conform to the institution's Credit Hour policy. (CFRs 2.1, 4.1)

The majority of courses offered in this program will be offered as monthly classes meeting face-to-face over long weekends and supplemented by online seminars between meetings. Faculty are asked to design courses with the expectation of at least 45 hours of work for each unit of credit. Since the courses will be offered over the several months of a semester, there will be adequate time to reflect and research. Papers will be handed in after the last class session.

6. Attach the institution's Credit Hour Policy, in compliance with WASC's Policy on the Credit Hour, adopted in September 2011. See Attachment P.

7. For programs that contain courses that include requirements other than traditional seat time (i.e., laboratory work, internships, practica, studio work, hybrid courses, online courses, and other academic work leading to the award of credit hours), please identify these courses and explain how the time requirements are equivalent to the credit hour requirements as described in WASC’s Policy on the Credit Hour.

The program’s 4 internship courses (HSX 8, 9, 13, and 14) require a minimum of 45 hours of work for each academic unit. Since the internships carry 3 units of credit, 135 hours of work are the minimum expectation in each course.

8. Provide a sample schedule of courses for a full cycle of the program, with faculty assignments if available. See Attachment Q.

C. Admissions Requirements

1. List the admissions requirements. See Attachment R.

2. Identify the type of student targeted and qualifications required for the program.

The projected market includes individuals who are already trained and licensed practitioners, and individuals working in organizations, government, and private sector who aspire to become thought-leaders regarding LGBTQ issues, and women’s sexual and reproductive issues. The clinicians most likely to aspire to this program include Marriage and Family Therapists. Individuals who aspire to the policy leadership program include individuals working in LGBTQ programs and organizations, or a women’s sexual and reproductive health and rights organization, such as Planned Parenthood Federation of America.

Students who do not already possess a Master’s degree will be encouraged to consider the CIIS MA program in Transformative Leadership. As a fully online program this can
accommodate students without needing to relocate to San Francisco and the curriculum of the program is structured so that students can incorporate up to 3 electives in Human Sexuality interest areas and direct some of their inquiry in required courses similarly. The program director of the Transformative Leadership MA and the program director of the Human Sexuality PhD have established a collaborative agreement.

Applicants will be expected to have clearly demonstrated scholarly writing and critical thinking skills; a personal vision that is congruent with the program's mission; the ability to clearly articulate educational and professional goals; demonstration of respect for a diversity of backgrounds, perspectives, and spiritual traditions; and an openness to multiple ways of knowing and whole person learning. Students will be required to participate in an in-person or online interview with the program director.

3. If any part of the program will be offered via distance education, describe how the student's ability to succeed in distance education programs will be addressed and linked to admissions and recruiting policies and decisions.

Program materials and admission interviews will clearly articulate the program's format so that prospective students are aware that success in the program will require full participation in both a traditional face-to-face format and an online environment. Admitted students will be expected to have internet access and basic skills in electronic word processing and online search. Assistance with additional skills necessary to participate in the online learning management platform will be available from the Office of Educational Technology and Online Services via orientation workshops, tutorials, individual consultations, and email and phone support.

4. Describe the residency requirements and policies on the number of credits that students may transfer into the program.

The program will require the student's physical presence in the annual onsite Intensive and in the monthly face-to-face courses. Participation in the other portions of the program will require substantial online presence, as defined in each course's syllabus. Per CIIS policy, students may transfer a maximum of one-sixth of the total number of required graduate level units from another accredited institution. Transfer credit requires the approval of the program director.

5. Attach a sample brochure or admissions material. (Note that this material must clearly state, "Pending WASC approval" prior to Commission approval.) See Attachment S.

IV. Educational Effectiveness

A. Plan for Evaluating Educational Effectiveness

Assessment should be described at three levels:

1. Annual assessment leading to the program review: Describe the annual assessment process for year one and subsequent years leading to the overall program review. Attach an assessment plan for the first several years of the program that describes how core faculty review the performance of the students in each cohort as it progresses annually to determine satisfactory progress. The assessment plan should include the review of student work and achievement of program learning outcomes as well as rubrics for assessment of the qualifying exam, dissertation, and clinical work, as applicable.

The plan for first year assessment is to conduct student focus groups, faculty focus groups, and a student and faculty survey in addition to using course evaluations and the regular doctoral student self-assessment process. CIIS has an annual assessment process for doctoral students that involves a self-assessment before the end of Spring semester each year. After
the student completes the self-assessment, s/he meets with the faculty advisor to discuss it. These assessments can also provide data at the program level. In the second year the program will also have evaluations from the student placements and internships. In the third year there will be additional data from comprehensive examinations and the CIIS dissertation proposal rubric. The dissertation proposal rubric is attached (Attachment T). A rubric for comprehensive examinations is under development.

2. Program review: Describe how and when this program will be incorporated into the department, school and institution’s regular assessment and program review processes.

CIIS has a regular process of program review in which each program is reviewed every seven years. The Human Sexuality Doctoral Program will be placed into that cycle so that it comes up for review once it has students at the dissertation stage (i.e., after year three of the program).

3. External review: Describe any plans for an external review of the program. (External review refers to the evaluation of the program by one or more evaluators unaffiliated with the institution. Please note that professional accreditation reviews can be included, but are not expected to be the sole source evaluating the effectiveness of the program.)

All program review at CIIS includes the participation of two external reviewers who review the program self-study, syllabi, and other material, and come to campus for a day. They produce a formal report that goes to the program, CARC (the Curriculum and Academic Review Committee), and the Academic Vice President. That report is followed by a Memorandum of Understanding between the three parties to the process agreeing on next steps for the program to take prior to the next review.

If the program will be offered via distance education:

4. How will the educational effectiveness of the program (including assessments of student learning outcomes, student retention, and student satisfaction) be evaluated? Include appropriate comparisons with campus-based programs.

All courses at CIIS are subjected to a mandatory course evaluation process. Formative evaluations are conducted at a course’s mid-point, with summative evaluations administered at the final course meeting date. Face-to-face courses utilize a paper assessment form; online classes utilize an online survey instrument (currently SurveyMonkey). CIIS purchased in Fall 2012 a new course evaluation software application (Class Climate by Scantron) and is in the process of converting all course evaluations to this system that will allow for improved administration and results. In addition to making detailed results available to the course instructor, summary results are reviewed regularly by program directors and the Academic Vice President. See Attachments U.1 and U.2 - Course Evaluation Forms.

5. Describe procedures to evaluate teaching effectiveness in the distance education modality.

Core faculty at CIIS are reviewed for contract renewal and promotion at the program and institutional levels using data from the student course evaluations, the faculty member’s self-narrative, and the evaluation of the department chair. The department chair may visit classes (i.e., observe in the online environment) in addition to talking with students, reading their reviews, and talking with the faculty member.

Adjunct faculty members are reviewed by the program chair using the same approaches.

Since the curriculum in this program follows a progression, it is expected to be relatively easy to see how well one class prepares students for the next series of classes. The assessment
points provided by external placements, comprehensive exams, and proposals will also be able to inform the understanding of educational effectiveness in the program.

V. Resources

A. Faculty

1. List the number and type (full-time, part-time, tenured, non-tenured) of faculty allocated to support the program in terms of developing the curriculum, delivering instruction to students, supervising internships and dissertations, and evaluating educational effectiveness.

The program begins with an allocation of one full-time core faculty position dedicated solely to HSX. Core faculty professors Meg Jordan from Integrative Health Studies and Don Hanlon Johnson from Somatic Psychology will play instrumental roles in meeting the program’s teaching and administrative needs. In addition, core faculty from other programs will be participating. A search for an additional full-time core faculty position solely dedicated to HSX is planned for the 2013-14 academic year.

The inaugural full-time senior core faculty member (Gil Herdt) will serve as director of the program; Professor Herdt has a strong national profile, depth and breadth in human sexuality, research, methodology, policy, and related knowledge and skills. An additional cohort of 5 full-time core faculty from 5 other academic programs will teach in the HSX program; a senior administrator with a strong clinical background will teach the Clinical Practice Pro-Seminars. A variety of adjunct instructors will be hired from a national and local pool to meet specific expertise needed to support the programmatic needs of the two concentrations; commitments have already been secured from two such individuals. Discussions are in progress with other members of the CIIS core faculty and with potential adjuncts to fill in additional instructional needs. See Attachment V for a full list of faculty, their credentials, and the courses they will teach.

2. Provide information about the balance of full- and part-time faculty members involved, and how that balance will ensure quality and consistency in instruction and advising.

As a new program, HSX will rely heavily at the start on full-time core faculty members in an attempt to maximize program quality and ensure full alignment with the program vision. As the program grows in year 3 and beyond the component of part-time core faculty and adjuncts will be increased. At no future time is there planned to be less than 50% of the program’s faculty resources comprised of full-time core faculty.

3. Describe the plan to orient and mentor junior faculty to support their doctoral-level research, scholarship, and dissertation supervision responsibilities.

Both the department chair (Meg Jordan) and the program director (Gil Herdt) will be key in mentoring junior faculty. They have extensive research and teaching experience and are well positioned to help new faculty move into participation in the doctoral program. In addition, there are other faculty at CIIS who are committed to participating in this program and who can also serve as mentors to junior faculty.

4. Provide an analysis of the impact that the proposed program will have on overall faculty workload, including teaching, research, and scholarship. Who will teach courses no longer being taught by the faculty reassigned to this doctoral program? How will units be assigned for dissertation work (i.e., how many for serving as the chair as opposed to serving on the committee)? What will be the maximum number of students that each faculty member can advise? Discuss the implication of the faculty resource matrix included in the program description section, particularly to show the workload implications when one cohort is in the dissertation phase and others are in the coursework phase of the program.
As a relatively small university, CIIS is able to be responsive to evolving programmatic and administrative needs dictating faculty workload. The Academic Vice President closely monitors workload in order to ensure that no core faculty member is under-utilized or over-committed. The new full-time core faculty member and program director dedicated solely to HSX will provide academic advising to all students in the program for the first two years while the number of students makes this possible. When students reach dissertation proposal stage there will be a committee chair from the HSX program (by that time there will be at least two full-time core dedicated exclusively to HSX), a second committee member from any CIIS program, and a third external member.

5. Describe the support/resources for faculty to develop a doctoral-level culture, engage in research, and if applicable, receive an orientation in order to chair dissertation committees.

With its current offering of 7 doctoral programs, CIIS has an established culture that supports appropriate level scholarship and research. Well-established policies, requirements, and procedures guide the processes of selecting a dissertation topic, forming a dissertation committee, crafting a proposal, reviewing and approving the proposal, writing the dissertation, and reviewing and approving the dissertation. A set of explicit expectations is in place for committee chairs, committee members, and dissertation students (see Attachment W). In addition to approvals by the program director and all committee members, proposals must also be approved by the Academic Vice President and final dissertations must also be approved by the Center for Writing & Scholarship.

6. Describe each core faculty member’s workload within and beyond this program.

This program will involve a combination of new and continuing core faculty and so is not expected to have an adverse impact on faculty workload. The continuing core faculty who will be teaching or mentoring in the program are already doing scholarship in human sexuality and so are pleased by the prospect of having doctoral students to work with who have this as their primary focus. At least in the first few years of the program, continuing faculty teaching in it will be replaced by adjuncts.

CIIS core faculty members have 18 unit workloads for the academic year. They receive one-unit of workload credit per semester for every three dissertation committees they chair. They receive half that amount for serving on a dissertation committee. Faculty members are normally limited to working with ten dissertation students. Faculty receive the same workload allocation for working with students on comprehensive exams. As students move out of the coursework phase of study into more independent work, additional faculty will be needed to teach classes.

7. Describe the faculty background and experience to engage in doctoral-level instruction. Attach abbreviated vitae (three to five pages) for core faculty, which include an overview of the key credentials, publications, and if applicable, prior experience supervising dissertation work. Vitae for core faculty should reflect a range of scholarship including theoretical research, applied research in the field, and practice, as relevant. Vitae should distinguish between peer-reviewed articles and non-peer-reviewed articles.

The director of the new program has a long and distinguished career as a core faculty member at Stanford University and The University of Chicago, and created the graduate-level program in Human Sexuality at San Francisco State University. The other core faculty who will be associated with HSX have extensive experience with graduate-level education, three of them at the doctoral level and the others at the Master’s level. CIIS has been awarding doctoral degrees for over 40 years, and has been fully accredited by WASC for all of its Bachelor's, Master's, and doctoral programs for the last 31 of those years.

See attachments for core faculty vitae:

Attachment X - Alzak Amlani

WASC submission – Human Sexuality Program
8. If the program will be offered via distance education, describe the preparedness of faculty to support the modality of instruction. What faculty development opportunities are available? Include any faculty guidelines for online instruction.

Among the HSX core faculty, three (including the program director) have taught online in course formats that are either wholly online or hybrid. One of these individuals, Professor Simons, taught for many years in the CIIS Transformative Study program, a wholly online doctoral program. Another one of the three, Professor Jordan, has extensive experience teaching online and is regarded as one of the lead faculty members at CIIS in adapting traditional course materials and activities to the online environment. All faculty are assisted in developing their online instructional expertise through training and support provided by the Manager of Educational Technology and Online Programs. Due to the small size of CIIS, this training is conducted on an individual basis.

B. Student Support Services

1. Describe the support services available for doctoral-level students, such as financial aid, placement and research opportunities.

Human Sexuality PhD students, like all doctoral students at CIIS, will be supported by a full range of institutional support services including new student orientation, financial literacy and planning workshops and individual counseling, institutional scholarships, federal loans, individual payment plans, campus bookstore and cafe, participation in campus groups, LBGTQ support groups, and educational technology support. The academic program will assist students with internships, research opportunities, career advising, and job placement strategies.

2. Identify the ongoing advising and academic support systems for students in the program.

As with other CIIS doctoral programs, all students will be assigned an academic advisor upon admission. Academic advisors must be core faculty members. In the early stages of the program launch this advisor will be the program director. As enrollment grows other HSX core faculty will serve as academic advisors. The academic advisor may eventually become the dissertation committee chair although this is not always the same faculty member, largely depending on the student’s research interest. Students will also be assisted with their academic planning and Institute administrative needs by a program coordinator, a staff position attached to each academic program.
C. Information Literacy and Resources

1. Describe the information literacy competencies expected of graduates and how they will be evaluated.

All doctoral students have to be able to use and evaluate online resources. The CIIS research librarians work with the academic programs to ensure that students know how to use the online resources. This is normally done in an introductory course and again in a research course. Faculty evaluate student competency in this area in regular course assignments and in the dissertation proposal.

2. Describe the staffing and instructional services that have been put in place, as well as the library and informational resources available to students and faculty in support of the new degree program.

Instructors are assisted with classroom technology needs by on-call audio visual student assistants under the direction of the Operations Department. Online instruction (both faculty and student support) is assisted by the Manager of Educational Technology and Online Programs and her assistant. The Library Director and 7 library staff members are available to assist students with research. Because CIIS already offers academic programs with curricular content similar to that of the HSX program, many of the desired resources are already in place; the program director and Library director are working to fill in the minimal remaining gaps.

3. Describe the access to library systems (local, national, or global), electronic services, Internet, information utilities, service providers, and document delivery services for both faculty and students.

The CIIS Laurance S. Rockefeller Library provides access to books, magazines, journals, dissertations, and videos through the LibLine Koha open-source integrated library system. CIIS participates in Inter-Library Loan. E-book downloads are available through Ebrary for iPhones, iPods, iPads, Android phones, electronic readers, and electronic tablets. Early journal content is accessible through Jstor.

4. Describe staff and services available to students and faculty for instruction on how to use, access, and support information resources, both on-site and remotely.

Answered above in III-C-2 and II-C-3.

5. Describe the availability of library staff to support research activity.

Of the 8 Library staff members, 3 serve as reference librarians, one serves as Serials and Interlibrary Loans Coordinator, and one serves as Catalog & Technical Services Coordinator. Students can submit reference questions via a dedicated email address, “askref@ciis.edu.”

6. Describe the impact on the maintenance of the institution's library in terms of library and research support appropriate for doctoral-level research. For joint programs, provide this information for each institution.

No significant impact is anticipated other than increased budget for acquisition of additional books, journals, and videos. A substantial number of resources are already available (see III-C-2 above) and staffing levels are sufficient to handle increased student demand, in part due to lower enrollments in other doctoral programs.

7. Explain the need for additional cooperative agreements with other institutions to supplement resources for doctoral work. Copies of the agreements should be attached.

No additional agreements will be necessary.
D. Technology

1. Describe the institution’s technological capacity to support teaching and learning in the proposed program. For joint programs, provide this information for each institution.

CIIS already has one undergraduate, one doctoral, and three Master’s programs that operate in a mix of cohort or online formats similar to the design for the HSX program. Contacts and procedures are already in place for offsite locations that host Intensives. Weekend services (cafe, library, Registrar's office, Financial Aid Office, Bursar's Office, audio visual and facilities support) are already established. The Office of Educational Technology and Online Services, recently expanded in staffing with an additional .5FTE online coordinator, stands ready to assist both students and instructors in the new program.

2. What level of technology proficiency is expected of students? How will students receive training on how to access required technology used in the program?

Admitted students will be expected to have internet access and basic skills in electronic word processing and online search. Assistance with additional skills necessary to participate in the online learning management platform will be available from the Office of Educational Technology and Online Services via orientation workshops, tutorials, individual consultations, and email and phone support.

If any part of the program will be offered via distance education:

3. Describe the institution's provisions for students in the proposed program to gain full access to course materials. For joint programs, provide this information for each institution.

Prior to the start of the semester course materials are posted online on the program page in MyCIIS, the Institute intranet. Students are able to see the requirements and gain access to the reading list and course plan. During the course of the semester, the faculty member will provide materials in person and on the learning platform.

4. Describe how the institution will ensure business continuity during system failures (major or minor) or scheduled service interruptions. For joint programs, provide this information for each institution.

CIIS has an Emergency Response Plan, developed in 2011, that provides for the safety and security of its constituents in the event of any real or perceived emergency (medical, fire, bomb threat, power outage, hazardous or suspicious materials, violence, earthquake). A portion of the plan specifically addresses emergencies in classrooms. Procedures are established for protecting personal safety and communicating with community members, The Institute is in the process of developing a formal Business Continuity Plan. All institutional data, including the student system (that encompasses student records, financial records, course registrations and the Jenzabar e-Learning LMS) is backed up using tapes that are stored at offsite locations; conversion to automatic "cloud"-based backups is anticipated to take place in Fall 2013. Students are notified in advance about scheduled maintenance and are apprised via email alerts when there are unanticipated service interruptions.

E. Physical Resources

1. Describe the physical resources provided to support the proposed program(s) and the impact of the proposed change on the physical resource capacity of the institution(s). This includes, but is not limited to, the physical learning environment, such as classrooms, study spaces, student support areas.

An assessment of capacity prior to formal approval of the new program concluded that existing CIIS physical resources are sufficient to accommodate HSX. The one exception to this
determination was resolved: originally a format of face-to-face courses spanning Friday-Saturday-Sunday was contemplated but this was changed to a Saturday-Sunday-Monday schedule due to classroom availability limitations on Fridays and ample capacity on Mondays. There will be no limitations on the availability of student study spaces, computer lab spaces, support services, and activities; everything that is currently available to students in the Institute's other academic programs will be available to HSX students.

F. Financial Resources

1. Provide the total cost of the program for students, including tuition and any fees. How are students expected to finance their tuition?

Total tuition and registration fees for 4 years = $48,832 (based on established tuition rate for AY 13-14 and presumed 3% annual increase for succeeding 3 years). Additional "cost of attendance" calculations for 4 years: residential Intensives = $3,000; books and supplies = $4,000; personal expenses = $6,000; loan fees = $840; graduation fee (one-time) = $90; dissertation publication fee (one-time) = $300. Total expenses (excluding room and board and transportation, discussed below) for 4 years = $63,062.

CIIS does not offer housing; it is presumed that HSX students will live at home and commute as required to the two Intensives and to face-to-face monthly meetings for the courses conducted in traditional format. The CIIS Financial Aid Office calculates room and board at approximately $12,800 per year (AY 2012-13) and transportation at approximately $2,500 per year (AY 2012-13). Obviously these costs vary greatly depending on where students live and on their individual circumstances.

Most CIIS doctoral students finance their education through a combination of institutional scholarships, federal loans, and personal contributions.

2. Provide a narrative describing all start-up costs for the institution(s) and how the costs will be covered. For distance education programs, include costs for licensing, hardware, software, technical support, training for faculty and students, and instructional design, as appropriate.

Start-up costs are detailed on the attached budget (Attachment GG). No additional costs will be incurred for software licensing, hardware, or software. Year 1 technical support and training for faculty and students is provided for within the existing budget for the Office of Educational Technology and Online Services. Additional budget outlay for this office will be necessary beginning in Year 2 of HSX assuming enrollment projections are met. The operating budget is covering the start-up costs involved in curriculum development.

3. Describe the financial impact of the new program on the institution(s), including evidence that the institution(s) has/have the capacity to absorb start-up costs. If the institution(s) has/have incurred a deficit in the past three years, supplemental information describing the financial capacity of the institution(s) to start and sustain the new program(s) is required.

Initial start-up costs ("Year 0" in the attached budget) (Attachment GG) have already been provided in the AY 2012-13 budget. Succeeding years are projected to operate at positive cash flow, with revenues exceeding expenses from Year 1 based on an initial cohort of 12 students.

4. Identify the minimum number of students necessary to make the program financially viable.

The program is financially viable from the first year of instruction, based on an initial cohort of 12 students.
5. Provide a budget projection, for at least the first three years of the proposed program, based on the enrollment data in the market analysis and including projected revenues and costs. The budget should reflect anticipated attrition. The budget should include all budgetary assumptions. (The attached budget template is provided as a model of the level of detail the Committee expects, but is not required. The template may be modified as appropriate.)

See Attachment GG

6. If the institution has a joint doctorate in the same or a similar disciplinary area and plans to continue to offer it, describe the availability of resources for both programs, and the basis for allocation of resources to support both the joint and the new programs. N/A

VI. Teach-out

A. Plan for Teach-out Provisions

1. Provide a teach-out plan detailing how students who begin this program will finish if the institution(s) determines that the program is to be closed. Please see WASC’s Policy on Teach-Out Plans and Teach-Out Agreements.

In the event that CIIS decides to terminate the PhD program in Human Sexuality, or the program should be ordered terminated by WASC, a state licensing agency, or the U.S. Department of Education, CIIS is committed to ensuring the opportunity for students already matriculated in the program to successfully complete the program or a comparable program without requiring them to move or travel substantial distances or to incur substantial additional charges. If CIIS were to need to teach-out the program the policy is to offer the classes needed for students to complete the program attending on a full-time basis. Students who are continually enrolled would be able to work on their comprehensive examinations and dissertations until successfully completing them.

2. For joint doctoral programs transitioning to independent doctoral programs, describe the nature of the teach-out plan between/among the partnering institutions, including how financial responsibility and expenses will be shared, students served and dissertations supported. Identify the timelines established for the teach-out and the notice to be given to all students enrolled in the program. Copies of formal agreements for teach-out between/among the partnering institutions and the notice provided to students are to be submitted with the proposal. The formal agreement should be agreed upon by all partnering institutions. If the original MOU contains a detailed description of the teach-out responsibilities for each institution, this document may be submitted in lieu of a new formal teach-out agreement.

N/A
List of Attachments

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