Integral
An approach to life, philosophy, and education that focuses on wholeness and integration of body-mind-spirit. The Sri Yantra symbolizes the integration of the spiritual with the worldly, embracing paradoxes and honoring diversity as part of its method of comprehending unity.

“In Brief
LOCATION
• In downtown San Francisco
• Walk to public transportation

COMMUNITY
• 1,400 students
• Age range from 20 to 75
• 7% international
• 26% students of color
• 71% women
• Online students across 4 continents
• More than 5,000 alumni in 28 countries

COSTS
For a detailed breakdown of costs—full-time, part-time, and per-unit—visit www.ciis.edu/admissions or call Admissions at 415.575.6154.

Contact Us
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AND MAILING ADDRESS
1453 Mission Street
San Francisco CA 94103
415.575.6100
www.ciis.edu

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admissions@ciis.edu
www.ciis.edu/admissions

FINANCIAL AID
415.575.6122
finaid@ciis.edu
www.ciis.edu/financialaid

Accreditation
CIIS is accredited by WASC (Western Association of Schools and Colleges, 985 Atlantic Avenue, Suite 100, Alameda CA 94501; 510.748.9001).

Diversity
California Institute of Integral Studies recognizes and honors the value of a diverse academic community. It is committed by law and by purpose to serving all people on an equal and nondiscriminatory basis.

FACULTY
CIIS faculty is comprised of non-hierarchical, multi-disciplinary professionals from a wide variety of traditions and perspectives. Faculty members have experience in both the classroom and the workplace. They are leaders in their fields and are dedicated to practicing what they teach.

“Human Sexuality is a complex field that requires a holistic approach. CIIS provides the ideal environment for exploring this subject deeply.”

KIERNAN ALLEN, MA, MFT
Faculty Member

An integral approach to human sexuality requires a comprehensive perspective that integrates physical, emotional, psychological, spiritual, and social dimensions. At CIIS, we address all aspects of human sexuality, including but not limited to identity, relationships, and wellness. Our interdisciplinary coursework is designed to provide students with the knowledge and skills needed to navigate the complexities of human sexuality in today’s world.

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With knowledge and practice, realize your aspirations.

A pioneer in integrative teaching and learning, CIIS is known for the following:

- Nationally and internationally recognized professors who expand the traditional boundaries of learning in their classes and scholarship. Study with faculty members who are committed to integrating, with academic rigor, diverse perspectives, and multiple ways of knowing.
- Leading-edge graduate programs in the School of Professional Psychology & Health and the School of Consciousness and Transformation.
- A unique School of Undergraduate Studies that features a Bachelor of Arts Completion (BAC) program offered on weekends in a cohort format. The BAC program enables students with previously earned college credit to earn an undergraduate degree in Interdisciplinary Studies.
- Online graduate programs in the groundbreaking fields of Transformative Studies and Transformative Leadership that expand our borders beyond the Bay Area. Online students benefit from an international community of learners and their reflective interaction with one another.
- A dynamic and supportive learning community—the perfect incubator for innovative ideas and study. The personal attention of faculty and our small classes enable students to express themselves with confidence.
- Internships in the six award-winning CIIS counseling centers and affiliated sites located throughout San Francisco. Students learn by practice under the guidance of trained supervisors.

Engaged and Innovative Community

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A Pioneering Vision

In 1968, San Francisco was the scene of a national revolution in music, politics, culture, and self-awareness. That same year Professor Haridas Chaudhuri and his wife, Bina, established CIIS, developing an equally revolutionary approach to education. They envisioned an integral approach to higher education that drew on the inspiration of the renowned Indian philosopher Sri Aurobindo. Originally focused on the integration of Asian and Western studies, CIIS has grown to include programs that offer a broad array of multicultural perspectives. While expanding the range of its programs, CIIS has retained the intimacy of an academic community rare in U.S. higher education. At the intersection of global and personal responsibility, CIIS has been committed to fulfilling Professor Chaudhuri’s vision: “Humankind can no longer be divided into exclusive segments so that the fortune of one will not affect the fortune of the other.”

San Francisco Is Our Campus

San Francisco is a hub of connections—international, cultural, and professional—within one of the world’s most beautiful natural environments. Diverse neighborhoods make up the city, and CIIS is located in the lively downtown area. Inside our buildings, you’ll find intense learning experiences, a rooftop Zen garden, meditation room, bookstore, art exhibits, and our popular organic café. Outside, a spirit of renewal is invigorating SoMa, our South of Market neighborhood. Parks, shops, and housing are sprouting up in the area between Mission Street and the San Francisco Bay, already anchored by Symphony Hall, the Asian Art Museum, Yerba Buena Center for the Arts, the Museum of Modern Art, San Francisco Public Library, and City Hall.

In the city and throughout the Bay Area, students gain work experience at challenging practicum sites. There’s an exciting synergy here between personal and communal growth you won’t find anywhere else.

Through CIIS Public Programs & Performances, the Institute offers students and the public a dazzling variety of concerts, workshops, conferences, lecture series, and urban retreats—many granting continuing education credit—that showcase leaders in spiritual practice, interfaith dialogue, psychology, social activism, bodywork, performing arts, dance, movement, and many other areas. The Arts at CIIS sponsors numerous art exhibits and events, and travel tours take alumni and friends to such destinations as India and Costa Rica. A recent major conference, “Expanding the Circle: Creating an Inclusive Environment in Higher Education for LGBTQ Students and Studies” attracted participants from colleges and universities throughout the U.S. and internationally.

Open the Door to Your Future

Our place is yours during CIIS open houses and program information sessions—great ways to experience our community and learn about programs firsthand. You can also call or email our admissions counselors who can answer your questions, put you in touch with specific programs, and schedule a classroom or campus visit.

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For information on application requirements, procedures for admissions, and program-specific application deadlines, or to complete an application online, please visit www.ciis.edu/admissions. Admissions counselors (415.575.6554, admissions@ciis.edu) are pleased to answer your questions.

Academic Programs

SCHOOL OF CONSCIOUSNESS AND TRANSFORMATION

- Asian and Comparative Studies (MA, PhD in Philosophy and Religion)
- Anthropology and Social Change (MA, PhD)
- East-West Psychology (MA, PhD)
- Ecology, Spirituality, and Religion (MA, PhD in Philosophy and Religion)
- Philosophy, Cosmology, and Consciousness (MA, PhD in Philosophy and Religion)
- Transcultural Leadership (MA, online)
- Transcultural Studies (PhD, online)
- Women’s Spirituality (MA, PhD in Philosophy and Religion)
- Creative Inquiry, Interdisciplinary Arts (MFA)
- Writing and Consciousness (MFA)

SCHOOL OF PROFESSIONAL PSYCHOLOGY & HEALTH

- Clinical Psychology (PsyD)
- Community Mental Health (MA in Counseling Psychology)
- Drama Therapy (MA in Counseling Psychology)
- Expressive Arts Therapy (MA in Counseling Psychology)
- Human Sexuality (PhD in Human Sexuality)
- Integral Counseling Psychology (MA in Counseling Psychology)
- Integrative Health Studies (MA)
- Somatic Psychology (MA in Counseling Psychology)

SCHOOL OF UNDERGRADUATE STUDIES

BACHELOR OF ARTS COMPLETION (BAC) PROGRAM

- BA in Interdisciplinary Studies

ONLINE DEGREES

- Transcultural Leadership (MA)
- Transcultural Studies (PhD)

CERTIFICATE PROGRAMS

- Advanced Certificate in East-West Spiritual Counseling
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  - Integral Counseling Psychology (MA in Counseling Psychology)
  - Integrative Health Studies (MA)
  - Somatic Psychology (MA in Counseling Psychology)

- **School of Undergraduate Studies Bachelor of Arts Completion (BAC) Program**
  - BA in Interdisciplinary Studies

- **Online Degrees**
  - Transformative Leadership (MA)
  - Transformative Studies (PhD)

- **Certificate Programs**
  - Advanced Certificate in East-West Spiritual Counseling
A pioneering program in sexual literacy for clinicians and policy leaders

Human Sexuality

PhD in Human Sexuality
with a Concentration in Clinical Practice
or Sexual Policy Leadership

Program Description
visit us online at http://www.ciis.edu/hsx

Academic Years 2013–2015
California Institute of Integral Studies
1453 Mission Street, San Francisco CA 94103
415.575.6100 www.ciis.edu
# Table of Contents

Overview: Doctoral Program in Human Sexuality ................................................................. 3  
   Educational Vision ........................................................................................................... 3
   Concentrations ................................................................................................................. 3
   Clinical Practice ............................................................................................................... 3
   Sexual Policy Leadership ............................................................................................... 4
   LGBTQ Policy ............................................................................................................... 4
   Women’s Sexual and Reproductive Policy ..................................................................... 4
Features of a CIIS Education .............................................................................................. 5
Human Sexuality Curriculum ............................................................................................. 5
   Curriculum Overview .................................................................................................... 5
   Course Format Descriptions ......................................................................................... 6
   List of Required Courses in Sequence ........................................................................ 7
Human Sexuality Course Descriptions .............................................................................. 8
   Required Core Courses ............................................................................................. 8
   Elective Courses .......................................................................................................... 10
   Electives on Human Sexuality Offered through CIIS Public Programs & Performances .. 11
   Relevant Courses in Other Departments .................................................................. 11
Faculty ............................................................................................................................. 11
   Faculty Resources ...................................................................................................... 11
   Core Faculty .............................................................................................................. 12
   Adjunct Faculty .......................................................................................................... 13
Admission to the Program ................................................................................................. 14

Contact the admissions counselor responsible for this program at [www.ciis.edu/admissionsteam](http://www.ciis.edu/admissionsteam) or visit our website: [www.ciis.edu](http://www.ciis.edu).
Overview: Doctoral Program in Human Sexuality

The CIIS graduate program in Human Sexuality (HSX) is 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.

This new program, beginning in fall 2013 (pending WASC approval), has a deep commitment to sexual and gender diversity and human rights, and to bridging the gap between the academy and advocacy.

Many societal challenges related to sexuality are currently positioned as wedge issues in culture, the media, law and policy, and current views of human development and clinical treatment. This program responds to the crucial need to develop knowledgeable clinicians, policy leaders, educators, 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 both clinical practice and LGBTQ and women’s sexual policies at the local, state, national, and global levels. By engaging the knowledge and best practices of both the clinical and policy perspectives, students learn to bridge the gap from academic theory to clinical and best policy practices, and from principled intentions to helping people with real world challenges. Students become experts in sexual literacy.

Sexual literacy consists of the knowledge and skills needed to attain sexual well-being. Students learn how to integrate this holistic awareness into their practice and policy work as thought leaders and change agents. The degree responds to the increasing need for sexual literacy in society due to changes in culture, individual sexual expression and sexual development, and sexual relationships and family formation; and to challenges to sexual health and well-being. The graduate program in Human Sexuality provides a unique context in San Francisco in which to study and examine cultures, attitudes, norms, and values surrounding LGBTQ people’s well-being and rights. The Bay Area is at the cutting-edge of 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, and women’s sexual and reproductive rights and health.

Educational Vision
The new PhD provides a broad and holistic degree to advance scholarship and interdisciplinary scientific research and practice in two groundbreaking 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, including race and ethnicity, social class, gender, national origin, and the role of religion or spirituality in communities, is all part of how students will experience current and developing understanding of human beings, human rights, and well-being in human development.

Concentrations
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 high priority in 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 LGBTQ 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 identity-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, for comparable reasons.

**Sexuality Policy Leadership**
Preparation of leaders to implement sexual literacy in policy arenas to solve the major social issues of our time is another top priority of the graduate program in Human Sexuality. We aim to help educate 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 Policy.** 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 in communities of faith, the formation of new LGBTQ families, coming out and expressing sexual orientation in the workplace or in communities of faith, 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 Policy.** 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, spirituality, 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 integrate 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, contraceptives and birth control, transgender identities, 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.
Features of a CIIS Education

• Experiential
  The CIIS commitment to integral education challenges students to deepen their own perspectives on the self and the world through inquiry, research, reflection, and experiential learning. The Institute's unique learning environment combines experiential work, rigorous academics, research, and a deep commitment to community.

• Diversity
  Fundamental to the program is the combination of existing areas of diversity—including ethnicity/race, gender, and social class—with studies of the spectrum of human sexual development across the life cycle and global cultures. The program's curriculum is threaded throughout with an awareness of the many forms of cultural, ethnic, and gender diversity, as expressed from the perspective of sexual orientation and gender identity diversity. The focus on human sexuality provides a lens for a deeper understanding of and inquiry into diversity in all its manifestations.

Human Sexuality Curriculum

Curriculum Overview
The PhD in Human Sexuality requires 36 semester units, 18 units or equivalent each year, for two years. The required units are spread across three types of courses: core required courses, concentration required courses, and electives.

The group of fourteen core required courses listed below are for the program as a whole; each student's concentration in the program will determine which of these courses will be needed to complete the program according to the student's specialization.

One of the innovative features of this curriculum is the unique nature of its cohort experience, enabling students to learn from and teach each other, and create long-term professional networks to facilitate their professional development and success in the field.

The focus in Year 1 is to build the cohort experience, lay down an intersectional foundation of knowledge, concepts, theory, and methodology, emphasizing diversity of all kinds. The first year aims to advance professional development through awareness of the interdisciplinary field of human sexuality, its intellectual history, primary scientific societies and organizations, controversies, and contemporary public and private concerns in relation to each concentration.

All students will be required to take core-required courses in Year 1, including a foundational course that involves writing a major scholarly paper, the core of which may serve as the student’s dissertation research. In the second semester, students further develop their expertise and express this in a major integrative paper reflecting what they learn in specialized courses. Each of the two cohorts (clinical, policy) will be required to develop a critical perspective on the policy and/or clinical implications of their chosen line of study. The two cohorts will critique each other’s work through an appropriate rubric so that the strengths of each, including distinct approaches and evidence, are brought to bear on the final products. This also will serve to foreground the dual focus of the program as a generative nexus of new thinking and thought leadership, rather than as a “problem.”

The focus in Year 2 is to allow for concentration and specialization, including clinical case conference under supervision for clinical practice students, and specified internships in policy and leadership settings and organizations for sexuality policy students. The focus in Year 3 is qualifying exams and preparation of a dissertation proposal. The focus of Year 4 is the dissertation and completion of the original research project and its entailments.
There is a mixture of traditional face-to-face classroom courses and hybrid courses, with a small number of online courses. All required courses are traditional classroom or hybrid in nature, beginning with the foundational seminar in Year 1, semester 1.

Spring semester, Year 1, and after, each concentration has specific required courses. The Clinical Practice concentration requires a clinical methodology course, and the two-sequence (6 units total) proseminar in clinical practice to provide mentoring and case supervision. The Sexuality Policy Leadership concentration requires a policy methodology course, and an internship (6 units total). The internships can be at local, state, regional, national, or even global organizations, such as the LGBTQ centers of San Francisco or Los Angeles, the National Gay and Lesbian Task Force in New York, Human Rights Watch, Amnesty International, Planned Parenthood, Latino Health Network, Reproductive Equity, or many others. Electives will be based upon the unique needs and interests of each student, and upon advisement.

Doctoral Program in Human Sexuality
PhD in Human Sexuality (HSX)

Course Format Descriptions
HSX courses will be offered in three formats: traditional (face-to-face), “hybrid” (face-to-face, supplemented by online), and wholly online. The proseminar courses (HSX 008 and 009) will be traditional with weekly meetings; three courses (HSX 005, 010, and 011) will be online; and all of the remaining courses will be hybrid. Students will be limited to taking only one of the online courses in any given semester. Course formats are listed in the description of each course below.

All students and faculty in the program will gather for a face-to-face weeklong 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.
<table>
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<tr>
<th>COURSE NUMBER/NAME/UNITS</th>
<th>FORMAT</th>
<th>CLINICAL CONCENTRATION</th>
<th>POLICY CONCENTRATION</th>
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<td><strong>YEAR 1 COURSEWORK</strong></td>
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<td>Adulthood and Later Life Sexual Development in Context (3)</td>
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<td>HSX 011</td>
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<td>Women and Reproductive Health and Rights (3)</td>
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<td>Sexualities Across Diverse Ethnicities and Cultures (3)</td>
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<td>HSX 005</td>
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<td>Caring for the Sexual Body: STIs—Research, Treatment, and Policy (3)</td>
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Human Sexuality Course Descriptions

Required Core Courses
(See table above for a list of which courses are required for your program.)

HSX 001: Introduction to Human Sexuality
This course offers an introduction to the interdisciplinary field of human sexuality and sexual literacy. The course reviews theoretical, methodological, epistemological, historical, clinical, policy, and public health areas of knowledge in understanding the spectrum of sexual meanings and practices across time and space. The course also examines social and cultural theories of sexuality in the context of historical, psychosocial, media, and public health social changes in Western society since the time of the American Revolution, with emphasis upon changes that have occurred since 1960. Additionally, major paradigmatic thinkers are contrasted in relation to sexual essentialism versus social constructionism. We will look at how changes in society, the self, the state, public health, the media, and science in the nineteenth and twentieth centuries led to fixations and controversies surrounding medicalized sexuality and the disease model of sex, followed later by the social construction of sexuality. Course goals are: 1) mastering a body of scholarly knowledge, 2) becoming aware of the range or spectrum of sexuality across cultures and human development, 3) applying clinical and policy skills to understanding human sexual development, and 4) helping to support and transform the role of sexual literacy in society.

HSX 002: Sexual and Gender Orientation: Research, Policy, Society, and Self-Awareness
This course is a comprehensive examination of theoretical, methodological, clinical, policy, and sexual literacy aspects of sexual orientation and gender identity development and expression. Sexual orientation is the structure of a person’s sexual and/or romantic attractions in people of the same or opposite sex, or toward both sexes, while gender identity is a person’s basic sense of being a man or boy, a woman or girl, or another gender (e.g., transgender, bigender, or gender queer—a rejection of the traditional binary classification of gender). Researchers have found that there is a spectrum of diverse sexual orientations and gender identities in the United States and across cultures ranging from being exclusively homosexual or lesbian, gay, bisexual, transgender, queer, and questioning. Also considered is the cultural and historical range of sexual orientation and gender identity. Attention is devoted to the theories, causes, contexts, and expressions of diverse sexualities and sexual fluidity. Policy and clinical processes related to being open and out; forming a family or family of choice; and dealing with issues of discrimination, stigma, homophobia, sexual and gender conforming
and nonconforming behaviors, across the life course, will also be examined as they impact on society, the law, self-awareness, and interpersonal and social relations.

**HSX 003: Childhood and Adolescent Sexual Development in Context**
This is a comprehensive introduction to the interdisciplinary study of childhood and adolescent sexuality in social, cultural, and psychological context. The course is designed to cover basic areas of theory, methodology, ethics, critical scientific knowledge, and certain elements of clinical practice and social policy as they pertain to child and adolescent sexuality. Knowledge and skills are introduced in the following areas: infant and childhood sexuality; childhood sexuality, curiosity, masturbation, and play; childhood sexual abuse; adolescent sexual development; romantic and sexual relationships; adrenarche, gonadarche, and pubertal processes ages 6–12; adolescent sexual identity development, mainstream and LGBTQ; STIs and adolescent sexual risk; the roles of family, school, media, places of worship, community, and culture in sexual expression during early, middle, and late adolescent development; sexual education processes; and policy and clinical implications.

**HSX 004: Adulthood and Later-Life Sexual Development in Context**
This course is a comprehensive overview of sexuality in adulthood, midlife, and aging, including the study of young adulthood, being single, cohabitation, marriage, mental well-being in relationship formation, heterosexual and same-sex marriage, midlife sexual expression, and elders’ sexuality in the context of psychosocial and psychosexual development, well-being, disability, and sexual dysfunction. Additional topics to be announced.

**HSX 005: Caring for the Sexual Body: STIs—Research, Treatment, and Policy**
This course is a comprehensive overview of sexually transmitted infections and diseases in human sexuality, culture, and societal policy. Sexually Transmitted Infections (STIs) are caused by bacteria, viruses, protozoa, fungi, and parasites. STIs are easy to acquire and relatively easy to prevent, manage, and treat. However, sexual illiteracy and structural factors including poverty, racism, and homophobia in young people, adults, and seniors continue to pose individual and structural challenges to effective education, treatment, prevention, and the role of STI stigma in the formation of global sexuality, public health, and human rights. The course is aimed to equip and prepare students to engage in clinical counseling, policy analysis, and policy formulation; and to engage in creative inquiry into the global crisis of sexually transmitted diseases.

**HSX 006: Diverse Sexuality Across Ethnicities and Cultures**
This seminar is a comprehensive overview of the role of human sexuality and sexual literacy in the formation of diverse ethnicities and cultures in the United States and globally. It introduces the spectrum of diverse sexual functioning and expression as distributed across ethnic groups, and as intersected by race, social class, national origin, gender, sexual orientation, and gender identity expression. The interdisciplinary approach considers cross-cultural, cross-societal, cross-ethnic group, and related socioeconomic factors, including social class, in understanding how sexual meanings and practices are expressed, change, and become recognized as part of group identity, religion, or spirituality, and culture. The course is taught from the synergistic theoretical perspectives of contemporary social, cultural, historical, psychological, and public health theory as they ground and pertain to human sexuality. The curriculum is rooted in historical and cultural accounts of diverse ethnicities, including African American, Hispanic, Mexican American, Puerto Rican, Cuban, Asian American, Native American, Pacific Island, and related constructs of sexual literacy and cultural life.

**HSX 007: Research Methodology in Sexuality for Clinicians**
This course is a comprehensive introduction to research methods, qualitative and quantitative, as applied to human sexual functioning and expression, with respect to individual, couples, families, and communities in terms of research that bears upon their treatment, clinical management, and well-being in the context of culture and society. Particular emphasis is placed upon the clinical case method, life stories, scripts, meanings, and narrative, at the intrapsychic, interpersonal, and cultural levels.

**HSX 008: Proseminar in Sexuality and Clinical Practice (Sequence 1)**
This course is a clinical proseminar that is designed for in-depth supervision of practicing clinicians who will learn culturally competent knowledge and skills, as reflected in self-awareness and the clinical encounter, and in relation to the treatment of all areas of sexual functioning and expression. Topics to be considered include romantic, sexual, and relationship formation; family formation; spirituality and sexual conflict; sexual
functioning and sexual dysfunction; LGBTQ identities and expression among children, adolescents, and adults; and aspects of sexual coercion, abuse, and the paraphilias. Also considered in depth are issues of erotic and sexual transference and treatment.

**HSX 009: Proseminar in Sexuality and Clinical Practice (Sequence 2)**
Continuation of HSX 008.

**HSX 010: Sexual, Gender, and Reproductive Rights**
This is a comprehensive introduction to the advanced study of sexual, gender, and reproductive rights in the context of the culture and history of rights- and identity-based movements in the U.S.A., including the law and public policy, the media, and society. Knowledge and skills focus both upon individual and group-level research and policy evidence in medicine and public health, the law, government, scientific research, and the media. The historical introduction of rights since the American Revolution also highlights the link between society, the law, and rights-based discourse as applied to human sexuality. Media case studies are analyzed in the USA and globally, for example, in the areas of same-sex marriage rights, HIV/AIDS, contraceptives, and sex education, in relation to the cultural reasoning that affirms or challenges rights, including through study of moral and sex panics.

**HSX 011: Women and Reproductive Health and Rights**
This course offers a comprehensive advanced introduction to women’s sexual and gender health, sexual well-being, and reproductive health and rights, in the U.S. and globally. Historical review of knowledge, laws, policies, and individual expressions in relation to contraceptive use in the U.S. from the Comstock Law (1873) to Roe v. Wade (1973) and beyond. Of particular concern are women’s individual and group rights as supported by current research knowledge and challenges to these in local, state, federal, and global policies.

**HSX 012: Research Methodology in Sexuality for LGBTQ and Reproductive Policy**
This is a comprehensive advanced course in research methodologies related to policy study and formation, with respect to LGBTQ issues, such as same-sex marriage rights; and women’s sexual and reproductive health, such as contraceptive rights. Qualitative and quantitative methods are both studied. Case studies are utilized in understanding polling, attitude formation in the general population, policy and behavior change, and the roles of the media and best policy practices online and in actual societal institutions. Each student will conduct a detailed analysis of one policy area considered both in historical and cultural perspective and with attention to the impact on individuals, families, and communities.

**HSX 013: Policy, Leadership, Identities, and Community Formation (Sequence 1)**
This course provides for a deep immersion internship experience in either LGBTQ, or women’s sexual and reproductive policy, leadership, identities, and communities. Individuals will engage in a nine-month internship contract with an appropriate community-based organization, non-governmental organization, or government agency within the U.S. or globally. Students will create a case study of this institution based upon appropriate theory, methodology, research data, and write-up. Students will be supervised on-site by an appropriate staff member of the organization, as well as by a CIIS faculty member. Besides providing detailed work-related policy experience and networks, many students will actually focus on this material in their doctoral dissertation.

**HSX 014: Policy, Leadership, Identities, and Community Formation (Sequence 2)**
Continuation of HSX 013.

**Elective Courses**

**HSX 015: Sexuality, Spirituality, and Religion**
This course is a comprehensive seminar on sexual attitudes, social practices, cultures, as experienced and expressed through the great world religions.

**HSX 016: Transgender Experiences, Identities, Policies, and Communities**
This class provides a general introduction to the emergent area of practice and policies regarding transgender people.
HSX 017: Sexuality Education and Teaching
This class offers an introduction to issues of comprehensive sex education and sexuality in the classroom from K–12, including bullying, homophobia, and heterosexism, as well as best practices via training to equip teachers to handle these challenges.

Electives on Human Sexuality Offered through CIIS Public Programs & Performances
Midlife and Aging: Sexual Development in Context (3)
Sexual Function, Physiology, Hormones, and Brain (1–3)
Current Concepts in Clinical Treatment and Sexuality (1–3)
Love, Arousal, Communication, and Pleasure (1–3)
Sexual Coercion and Resiliency (1)
Changing Sexual Norms and Paraphilias (1)
Contraception and Reproduction: Conception, Pregnancy, and Childbirth (1–3)
Sexuality and Disability (1–3)
Sexual Medicine—New Developments (1–3)
Embodyment and Healing (1–3)
Sexuality and Spirituality (1–3)

Relevant Courses in Other Departments
ANTH 6804 Language and Sexuality
EWP 6219 Integrating Sex and Gender: An Embodied Inquiry (1)
EWP 7515 Holistic Sexuality (3)
EWP 7514 Transpersonal Perspectives on Sexuality and Relationships (3)
EWP 7511 Sexuality, Spirituality, and Human Evolution (3)
EWP 6874 Sexuality and Spirituality: A Necessary Unity (3)
MCP 6101 Human Sexuality (1)
MCPC 5201 Human Development and the Family (3)
PSY 5014 Gender and Sexuality In Clinical Practice (3)
SOM 6721 Queer Bodies in Psychotherapy

Faculty Resources
The PhD in Human Sexuality is a new program led by a new foundational chair and professor at CIIS, Gilbert Herdt, PhD. Professor Herdt is an internationally known cultural and clinical anthropologist with very extensive research and administrative experience in the field of sexuality, sexual orientation development, HIV, mental health, and culture (see additional credentials below). He is responsible for faculty and student recruitment, formation of the teaching curricula, articulation of the curricula with clinical supervision and policy internships, and support of graduate students’ research plans and professional development. He is also responsible for articulation with the broader academic department and school, as well as with other programs in the other schools at CIIS, especially the psychology programs.

Because of its interdisciplinary nature, human sexuality requires complementary perspectives on scholarship, research, and teaching across the human sciences. Thus, the program in Human Sexuality will be housed within the Department of Somatic Psychology, Health, and Sexuality, as part of the Institute’s School of Professional Psychology & Health. The program will share administrative functioning and leadership with two older and more established programs within the department: the Integrative Health Studies program and the Somatic Psychology program. Professor Meg Jordan from Integrative Health Studies, and Professor Don Hanlon Johnson from Somatic Psychology, respectively, will provide support for the teaching and administrative needs of the Human Sexuality program.

Professor Herdt will provide leadership in the graduate curriculum by teaching some of the foundational courses, including Introduction to Human Sexuality: Theory, Research, and Knowledge, HSX 001. Additional instructional strength comes from existing core faculty and planned appointments in the future in the department and across programs.
Core Faculty

**Gilbert Herdt** (Program Chair) has an international profile and distinction that spans the United States, Australia, the Pacific Islands, and Western Europe through more than thirty years’ research, teaching, policy and clinical studies. Herdt’s foundational studies of the Sambia people of Papua New Guinea were among the first in anthropology and the social sciences to examine the role of same-sex practice, sexual orientation, and cultural context across the life course. His study, *Children of Horizons* (Beacon, 1993) is the first major community-based study of LGBT youth and their families in cultural context in the U.S. Herdt is a graduate of Sacramento State College (honors, medical anthropology), the University of Washington (MA, cultural anthropology), the Australian National University (PhD, anthropology), and UCLA (postdoctoral certificate, psychiatry). He was a Fulbright Scholar to Australia (1974–78), an individual NIMH Scholar at UCLA’s Neuropsychiatric Institute, and has been the recipient of Guggenheim, NEH, and Rockefeller Foundation fellowships. He was assistant professor at Stanford University (1979–1985), professor at the University of Chicago (1985–1998), and foundational professor of human sexuality studies at San Francisco State University (1998–2012). He has held major grants from the NIMH, Spencer Foundation, Ford Foundation, and others. He founded the Department of Sexuality Studies and the master of arts in Human Sexuality Studies at SFSU, the first in the nation. He is the founder of the University of Amsterdam Summer Institute on Sexuality and Culture and was its scientific director (1996–2001), and founder and director of SFSU’s Summer Institute on Sexuality, Health and Society (2001–2010). Additionally, he was director of the Ford Foundation-supported National Sexuality Resource Center at SFSU (2001–2010), where he raised $8 million, and supervised fourteen full- and part-time faculty, and twenty-two staff. His publications include thirty-five books, monographs, and anthologies, and more than one hundred scientific papers. Herdt continues to conduct fieldwork among the Sambia and is a champion of sexual literacy and human rights in Pacific Island countries.

**Alzak Amlani**, PhD (Institute of Transpersonal Psychology), associate professor, Integral Counseling Psychology. Sexual development, spirituality, and counseling of individuals and couples, cultural diversity and ethnic diversity.

**Matthew Bronson**, PhD (University of California, Davis), associate professor, Center for Writing and Scholarship; director of Academic Assessment. Language and sexual culture; sexual expression across societies.

**Richard Buggs**, PhD (California Institute of Integral Studies); dean of alumni. Sexuality clinical proseminar coordinator; long-term psychotherapy practice specializing in LGBTQ issues, couples counseling, recovery from childhood trauma, grief and bereavement, and life transitions, sexuality and cultural psychology.

**Andrew Harlem**, PhD (University of Chicago); associate professor, Clinical Psychology. Cultural psychology and sexual expression in psychotherapy, adult clinical therapy and psychoanalysis, South Asian culture.

**Don Hanlon Johnson**, PhD (Yale University); professor, Somatic Psychology; founding director, CIIS program in Somatic Psychology. Sexuality and somatics; international expert on mind/body, embodiment, spiritual intersections with somatic experience, and treatment modalities.

**Meg Jordan**, RN, PhD (Union Institute & University); professor, Integrative Health Studies; department chair, Integrative Health; specialist in integrative healing modalities in South America and the U.S. Sexuality and medical anthropology, women’s health and holistic treatment.

**Shoshana Simons**, RDT, PhD (The Fielding Institute); associate professor and program chair, Expressive Arts Therapy. Sexuality, expressive arts, and dance therapy with children and adults in educational, therapeutic, and larger systems.

**Steven Tierney**, EdD (Northeastern University); professor and program chair, Community Mental Health; former member and chair, San Francisco Health Commission; specialist in adolescent addiction issues, new community therapeutic models, and access to care/poverty issues in mental health. Sexuality, mental health, and HIV.
Adjunct Faculty

**Jamison Green**, PhD (Manchester Metropolitan University, England); adjunct professor (proposed). Green was voted president-elect of the World Professional Association for Transgender Health (2014–2016). Sexuality, transsexual, and transgender issues.

**Nicole Polen**, PhD (University of California, Davis); assistant professor, National University; adjunct professor (proposed); specialist in sexual education, sexual trauma, and sexual literacy. Childhood and adolescent sexuality.
Admission to the Program

Students are admitted as a small cohort annually in the fall semester. A master’s degree or equivalent is required. Students lacking a master’s degree may wish to consider the CIIS program in Transformative Leadership, which will allow for three elective courses and other appropriate course foci on Human Sexuality. The Transformative Leadership program is conducted online, supplemented by two face-to-face, week-long intensives each year.

The Clinical Practice track is open to applicants who have completed a master’s program in a clinical field (MFT, LPCC, or LCSW) and are licensed or license-eligible.

Writing sample. Please provide a five-to-ten page or more sample of your professional writing that reflects your focus and work. If you have material that also connects to issues of sexuality, that is preferable. The sample should reflect your ability to synthesize ideas from various sources, as well as lay out a coherent, well thought-out argument.

Letters of recommendation. Two or more letters of recommendation should come from people who can speak directly to your professional ability to successfully undertake work in your chosen concentration in human sexuality. Ideal recommenders include academic advisors, professors, professional supervisors, or colleagues. It is also helpful for you to ask the recommender to notify you when he or she has sent their recommendation. And do not hesitate to follow up with the recommender if he or she has not sent the required document.

Letters of recommendation can be submitted online via the MyCIIS web interface. Your recommender will need to submit the letter of recommendation form and can upload the letter as a Word .doc or PDF file.

Autobiographical statement. The autobiographical statement should not be a generic life story, but rather should reflect your interests, values, attitudes, life goals, and how you might integrate these into the field of human sexuality. Directly address the specific questions that are asked by the program to which you are applying. Also, be sure to limit the length of the piece to four to six pages (i.e., more is not better).

Goal statement. The goal statement should be short and to the point, telling which of the two concentrations you are leaning toward, and whether you see yourself learning and contributing to either clinical practice, or policy study, or both. The goal statement should focus on why you wish to pursue your chosen area of study and why you would like to undertake this study at CIIS. If there are faculty members with whom you would like to work, mention them by name and how you came across their work. You should mention not only what you hope to do academically while enrolled, but what you hope to do once you have completed the program. (Faculty highly value students who will make excellent alumni.)

Address your weaknesses. If you feel there is a weakness in your application, for example a low GPA, address it briefly in your application. You may want to explain why you have the apparent shortcoming and what you have done to overcome it. (Sometimes applicants will address this in a one-page addendum to their application.)

Include official transcripts from universities previously attended, and a resume.

Ask Questions. If you have questions about your application or the application process, do not hesitate to contact the admissions counselor in charge of your program. They are here to assist you on your way. To contact the admissions counselor responsible for the Human Sexuality graduate program, visit www.ciis.edu/admissionsteam.
Integral
An approach to life, philosophy, and education that focuses on wholeness and integration of body-mind-spirit. The Sri Yantra symbolizes the integration of the spiritual with the worldly, embracing paradoxes and honoring diversity as part of its method of comprehending unity.

“What happens at CIIS is very nearly unique in the world of higher education. It is also revolutionary...No one is truly educated until heart and mind have been joined with action.”

PARKER PALMER
Author, educator, activist

Accreditation
CIIS is accredited by WASC (Western Association of Schools and Colleges, 985 Atlantic Avenue, Suite 100, Alameda CA 94501; 510.748.9001).

Diversity
California Institute of Integral Studies recognizes and honors the value of a diverse academic community. It is committed by law and by purpose to serving all people on an equal and nondiscriminatory basis.

In Brief
LOCATION
• In downtown San Francisco
• Walk to public transportation

COMMUNITY
• 1,400 students
• Age range from 20 to 75
• 7% international
• 26% students of color
• 71% women
• Online students across 4 continents
• More than 5,000 alumni in 28 countries

COSTS
For a detailed breakdown of costs—full-time, part-time, and per-unit—visit www.ciis.edu/admissions or call Admissions at 415.575.6154.

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