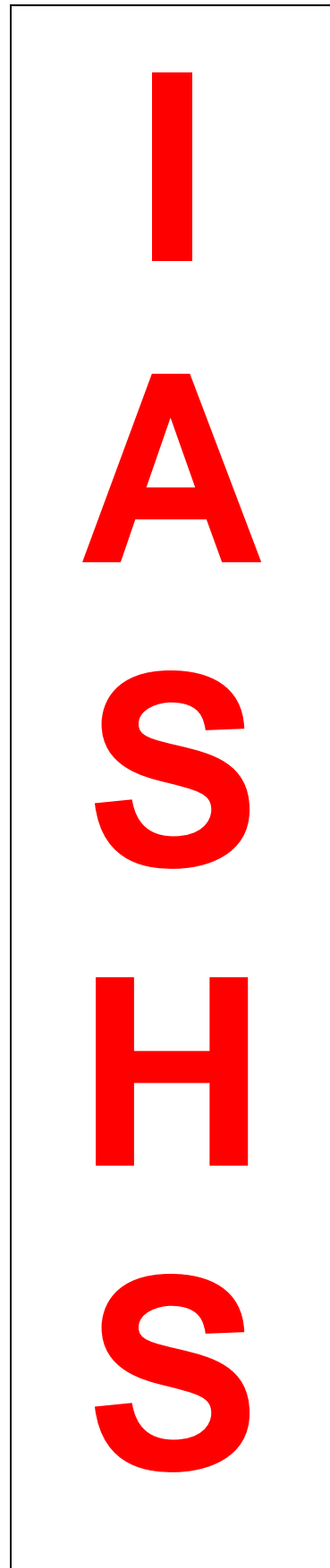


**2016—2017**

**THE INSTITUTE FOR  
ADVANCED STUDY  
OF HUMAN SEXUALITY**



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## INTRODUCTION

The Institute for Advanced Study of Human Sexuality is committed to the development of sexology. Sexology is the scholarly study of sexual behavior in all of its aspects. By definition, a sexologist is a person with expert knowledge in sexual science who devotes him/herself to its objective observations which are logically consistent.

Although attempts at a rational and systematic investigation of sex have a long history dating back at least to the ancient Greeks, sexology in the modern, specific sense is usually said to be about one hundred years old. It grew out of 19th century historical, sociological economic, anthropological, and especially medical research (Kaan, Westphal, Mantegazza, Krafft-Ebbing, Schrenck-Notzing, Havelock Ellis), but was developed and formally established in our century by Iwan Bloch as a distinct new science under the name Sexualwissenschaft (i.e., sexual science or sexology).

During the 1st part of the 20th Century, sexological studies were generally placed in the area of finding cures for pathological situations, matters of enforcement of conduct through legal and theological controls, and endless political turf wars between political and theological belief systems claiming to have the right to control other persons lives. But in the middle of the century, Alfred Kinsey and his associates, along with the humanistic psychology movement changed the focus to the study of what people did sexually and how they felt about what they did sexually. By the last of the 20th century, the Information Age said loudly and clearly that people wanted to know about sex and that what was lacking were skills and reasons for management of sexuality. In other words the focus became of the meaning and pleasures of sexuality. Now there was a need for experts and resource centers for the training of experts. Departments of Sexology were developed in a number of Universities and the first graduate school granting legal degrees was established in San Francisco as The Institute for Advanced Study of Human Sexuality.

## THE INSTITUTE

The Institute for Advanced Study of Human Sexuality offers five graduate degree programs for persons wishing professional training in sexology. These programs are designed specifically for persons who intend to make the field of sexology and erotology a major focus in their professional careers.

Under the Institute's programs it is possible for students to continue their professional education without leaving their present employment. Reading, watching video courses, writing papers and similar work required during the trimester may be done in private study at home. Because sexology has emerged as a separate academic and professional field in this country only in the last fifty years, students admitted to the Institute will bring with them backgrounds widely different in experience and training. This requires that the process of acceptance into the program and the evaluation of work already completed be as comprehensive as possible. It is not the wish of the Institute for persons to duplicate work already completed. Therefore, the Institute will give a limited amount of credit for previous academic work and professional experience in the field of sexology.

The Institute restricts its programs to the field of sexology and erotology.

### STUDENTS

The Institute's students come from all over the world, creating a multilingual, multicultural mix which in itself is a learning experience. Most students already have graduate training when they enter the Institute, and many are involved professionally in the field of sexology or related helping professions. Current students include teachers, ministers, writers, physicians, social workers, nurses, psychologists, actors, film producers, retailers, and others. They range in age from the early twenties to the mid-sixties. As in many other emerging fields of study, 70 percent of our students are women.

Graduates of the Institute are located throughout the world. They are teachers in high schools, colleges and medical schools. Many are in private practice as therapists, while others combine therapy with teaching and workshops. Some graduates have continued in their previous professions, as clergy, social workers, researchers, psychiatrists and physicians, but now do specialized work in sexology. Some have found a place in the commercial world as writers, filmmakers and in the media.

### MENTORS

We found all students need help in understanding the vast amount of information and resources at the Institute. The Institute recommends that every student take advantage of the mentor program so that they will have a friend in sexology to help them understand sex education networking, where to find advice, help and new technological services to students. We encourage all students to talk to their assigned mentors and to faculty. If you do not have a mentor, Dr. Marilyn Lawrence, Dean of Students, will recommend one.

**INSTITUTE FACULTY**

The Registrar's office maintains all the student records; the Student Services Director handles the distribution of course materials; the Media Director is in charge of media services; the Comptroller maintains all financial records and financial planning.

**LIBRARY**

The Institute's Library System is made up of 7 major libraries, 10 specialty libraries and numerous collections. The major libraries are The Lyle Stuart Sex Science Library, the Harry Mohny Arts and Sciences Library, the Clark Taylor Memorial Library, the Wardell B. Pomeroy Lecture Library, the Fithian Library, the Aphrodite Erotic Art Library, and the Erotological Library of Fine Art and Literature.

There are many specialty libraries and collections consisting of the:

- Laird Sutton Film Production Library
- The Great DeRenzy Photography and Film Library
- Jack Spund Library of Hollywood Memorabilia
- David C. Whitney collection
- Tim Connelly Sex Industry Library
- William Meagher Collection
- Dr. Richard L. Bennett, Dr. Thomas Erwin Gertz & Akron Forum Collection
- Alternative Lifestyle Library made up of many smaller collections
- Aphrodite Collection
- Ralph Whittington Collection

## HISTORY OF THE INSTITUTE

The Institute for Advanced Study of Human Sexuality was formally incorporated as a private nonsectarian graduate school on June 8, 1976. On August 13, 1976, the State of California qualified the Institute to grant graduate degrees in the field of human sexuality. The first class of students began work on October 1, 1976. About one year later, following evaluation by a committee on postsecondary educational standards appointed by the State of California, the Institute received approval of the following degrees by the Superintendent of Public Instruction of the California State Department of Education under California Education Code Section 94310(b): Master of Human Sexuality (M.H.S.), Doctor of Arts in Human Sexuality (D.A.), Doctor of Human Sexuality (D.H.S.) and Doctor of Philosophy (Ph.D.). In June 1981, after an on-site visit, the degrees were reapproved, and the Doctor of Arts degree was changed to a Doctor of Education in Human Sexuality (Ed.D.) degree. In 2002, the Institute received approval for the Master of Public Health in Human Sexuality (M.P.H.) degree.

In June 1982, The Institute was granted full accreditation status by the National Association of Private Nontraditional Schools and Colleges (NAPNSC). In 1987, the Institute was granted full institutional approval by the State of California.

For an understanding of the Institute, it is important to look at its early beginnings and development.

In 1962, the United Methodist Church, in cooperation with the United Church of Christ, the United Presbyterian Church, the American Baptist Church and the Southern Presbyterian Church, commissioned a study of the nature and needs of persons in early adulthood. Four cities were chosen to field the study, and The Rev. Ted McIlvenna, a United Methodist minister with considerable social research background, was chosen to direct the San Francisco arm of the project. The issue of sexual identity, especially homosexuality, was a primary area of the project's research. The main conclusion of the findings was that one cannot understand homosexuality without understanding human sexuality. Further consultations were held at the Institute for Sex Research in Bloomington, Indiana; at the headquarters of the United Methodist Church in Nashville, Tennessee; at the National Institutes of Mental Health in Washington, D.C.; and in London, England, with representatives from the Dutch Ministry of Culture, World Council of Churches, the British Department of Health, a representative from the Vatican, a Bishop of the Church of England, a representative of the French Ministry of Health and five delegates from the United States. At the London meeting, it was decided that persons in the helping professions were woefully lacking in knowledge about human sexuality and that a center specifically designed for training professionals should be initiated.

In the spring of 1967, a meeting was held at the Institute for Sex Research in Bloomington, which included representatives from the original sponsoring church bodies, the National Institutes of Mental Health, the Glide Foundation (an operating foundation) and four other funding foundations. It was concluded that the Glide Foundation in San Francisco would be the home of the National Sex Forum (NSF). The Forum would have as its main tasks the study of what helping professionals needed to know about human sexuality and the development of effective educational methodologies and design of innovative training materials. The National Sex Forum began officially in October 1968, as part of the Glide Urban Center.

By the end of the first year, it was obvious that most professionals needed specific training in human sexuality, that there was a lack of educational material and that the available information had not been organized in any specific way. In October 1969, a team of twelve persons committed themselves to the formal study of sexology. Each of these persons brought to this study a unique background and each chose a specialty in addition to general sexological study. This group consisted of two clergy, three physicians, three therapists, one child psychologist and three sex educators. Of this group, nine persons finished their committed study by 1974, and six of these nine became the core faculty of the Institute. In 1975, the political and economic pressures of the church relationship became so severe that NSF sponsorship was transferred to the Exodus Trust, a California non-profit trust which has as its sole and exclusive purpose to perform educational, scientific and literary functions relating to sexual, emotional, mental and physical health.

The Forum is perhaps best known for developing the Sexual Attitude Restructuring (SAR) Process, a revolutionary method for educating adults about what people do sexually and how they feel about it. Although the SAR Process has been misunderstood and misused by untrained imitators, it has proven very effective when used by competent sexologists. The Forum also is the largest supplier of professional educational material dealing specifically with human sexual behavior. These films, slides, audio tapes and videos are used by more than 8,000 professionals and institutions throughout the world.

It is important to mention that during the years from 1969 to 1973, the National Sex Forum and the sexological study team worked closely with the University of Minnesota Medical School Program in Human Sexuality, directed by Richard Chilgren, M.D., and the University of California Medical School Program in Human Sexuality, directed by Herbert Vandervoort, M.D. By the beginning of 1974, it became obvious to the NSF staff and the sexological study team that there needed to be an interdisciplinary institute for the education and training of sexologists. In order to ensure academic freedom, it was imperative that the proposed institute be free-standing and not under the control of an outside board of directors.

Four tasks were assigned to the sexological study team. Ted McIlvenna was assigned the task of moving the National Sex Forum and the "future" Institute into a new structure. Herb Vandervoort was given the task of the academic organization of work completed by the sexological study team. Laird Sutton was assigned to build the graphic resource library, and Marguerite Rubenstein, Loretta Haroian and Phyllis Lyon accepted the challenge of defining the professional training requirements in the emerging field of sexology. All of these tasks were completed and became the foundation upon which the Institute was built. The planning group then identified the steps of the second phase: a facility, which was acquired; a library, which was developed; and a faculty, which was expanded to include the dean of American sexologists, Wardell B. Pomeroy, Ph.D., and a leading sexological historian, Erwin Haeberle, Ph.D., as resident faculty. In addition, the Rev. Lewis E. Durham, former head of the Glide Foundation and expert on alternate lifestyles, became the Dean of Students. The Institute also contracted for the part-time services of other leading experts.

The gathering of expertise in dispersion was the final task of the second phase. Three times each year, the Institute invites ten experts who have contributed to the emerging field of sexology. These experts are asked to lecture and document on video their contribution. These lectures are now the best oral history of contemporary sexology available. In addition, another 8,000 hours of materials have been gathered to supplement the basic core curriculum. The last developmental task was to seek out and find the structure and a board that could actively support and protect the objectives of the Institute. The structure that was created had to withstand the changes of the political climate and maintain absolute academic freedom and independence.



The Institute is now over 40 years old. More than 350 persons have received certificates or degrees from the Institute and more than 3000 people have come to the Institute to attend classes or use what is now the largest library of sexological and erotological literature. For these 40 years, the Institute has been under the approval system of the Office of Education of the State of California and now under the Bureau for Private Postsecondary Education. Two years ago, the California legislature voted to require private schools be accredited by private, outside accrediting bodies approved by the U.S. Office of Education in Washington, DC. There are no accrediting bodies for sexology, so the Institute has had to seek out and find an appropriate accrediting body that was willing to look at the Institute, who it was, where it came from, where it was going and to move the Institute towards accreditation. The Institute first tried a local accrediting body that demanded the Institute be something that it was not and could not be for legal and ethical reasons and so the Institute sought out the Accreditation for Career and Occupational Schools, a new and aggressive accrediting professional group from Texas. A visitation examination ended in the candidacy for accreditation and the expectation of full accreditation within the near future. The visiting team recognized that the Institute has always been owned by a non-profit religious trust that has its sole and exclusive purpose to perform educational, scientific and literary functions relating to sexual, emotional, mental and physical health. The trustees of this non-profit trust have been the McIlvanna family and along with many fellow travelers and helpers have made the Institute possible.

The future is to find new ways for the survival of the Institute and its dedication to make sexological and erotological knowledge and materials available throughout the world through new technological means and cooperation with other people throughout the world who are dedicated to the future of sexual health and a commitment to make sexual rights as human rights.

#### **THE MISSION OF THE INSTITUTE**

The mission of the Institute for Advanced Study of Human Sexuality is to provide a graduate course of study for those persons considering and preparing for careers in human sexuality or already working in the field and in so doing, to make a significant contribution to the quality of professional work in the field. The mission requires the maintenance of archives, resource centers and research facilities dealing with primary sexological and erotological material not available elsewhere and a commitment to the highest scientific, academic and ethical standards by administrators, faculty and students.

#### **PURPOSES AND GOALS**

1. The Institute is dedicated to a determined and objective evaluation of its various functions by inside and outside evaluations.
2. The Institute is dedicated to the recruitment and screening of serious and capable persons who have expertise to share or the desire to learn about academic sexology.
3. The Institute is dedicated to provide a graduate course of study leading to two masters and three doctoral degrees in human sexuality that are on the same or higher level of graduate degrees in other fields.
4. The Institute is dedicated to provide students with a full range of research methodologies and skills so that they are prepared to work in their own field as well as work with other persons in allied fields who are working in sexological problem solving.
5. The Institute is dedicated to help students learn the how, why and where sexology impacts on the sexological and the nonsexological aspects of people's lives in their own and other cultures.
6. The Institute is dedicated to help students learn the how, why and where

- sexology impacts in the fields of history, law, anthropology, sociology, education, psychology, art and the various erotological expressions in the marketplace.
7. The Institute is dedicated to serve a worldwide community of school researchers, students, politicians, and artists by providing a center of expertise which will help them develop the several skills and strategy needed in the struggle to alleviate sexual ignorance, mindless sexual intolerance, sexual intolerance religiously or politically reinforced, political and academic hypocrisy and the remedial sexological expertise that will lead to intellectual honesty and human dignity.
  8. The Institute is dedicated to provide the opportunity for all degree students to participate in a thirty-year Basic Research Project which provides the basic behavioral information about what people are doing sexually but also provides an opportunity for each Institute student to become the leading expert on the sex profiles of an affinity group of people and helps the student learn those research skills that they will need in preparing their graduate thesis, project or dissertation. This participation continues to be a primary cause of continued dedication to learning and research in the field for those who have participated.
  9. The Institute is dedicated to provide each student an opportunity to build a portfolio-file that can be constantly evaluated by the faculty and the student. All work done in the field of human sexuality by a student must be kept in their file and duly evaluated by a faculty member including all seminars, workshops, reading, viewing, writing, teaching, participating and creating. In addition, students are required to provide book reports, annotated bibliographies, reports of lectures on video, reports on viewed media, practicum reports, a basic research project, reports on all Pomeroy Lecture Series, and finally two comprehensive exams (one written and one oral) before admittance to the dissertation or project phase of their study. In addition, there must be approval of a project or dissertation proposal and defense of those requirements including unanimous approval of all committee members. Clinical track persons must have a separate battery of tests to show that they have clinical knowledge and skills.
  10. The Institute is dedicated to provide students the opportunity to learn about and use the latest basic informational management technologies. From the stance of expertise and not simply advocacy, students are provided the frameworks and methods to evaluate the political, cultural and economic determinism related to sexual issues that are used by special interest groups to control and manipulate people for other than humanistic reasons. By having primary material and historical and current editorial comment, the actual struggle between free expression and social responsibility can be seen.
  11. The Institute is dedicated to the furtherance of sexual health for all people. Sexual health care has always been available for the rich, the famous, the heroes of entertainment and the powerful in most societies and strategies must be examined that provide sexual health care benefits which include preventive, therapeutic and rehabilitative services. Since sexology is a small field it is obvious that much primary care and service must be provided through allied health care providers and institutions

and so students must learn the strategies of sharing the mission of the Institute with others.

12. The Institute is dedicated to the belief that sexual rights are basic human rights and it is appropriate to help students understand that many people have been hurt, falsely imprisoned, harassed and persecuted because of laws and misinformation about the role and place of sexuality and its many expressions by individuals in our society. The sexual artifacts created in the last two hundred years are mostly gone or hidden. Not a single university library in the United States has an acceptable erotology library for scholarly research except the Institute. Helping the criminal justice system to be more humane and responsible and at the same time providing the understanding and skill necessary to bring about restoration, reconciliation and sexual health for victims and offenders is part of specialized sexological education.

### **GENERAL OBJECTIVES**

To provide a faculty of persons who are both academically trained and professionally competent in the field of human sexuality.

- To provide the means whereby people working in the area of human sexuality may receive additional academic and professional training and recognition for quality work and where they, as students in the field, may assist each other in increasing their competence and effectiveness.
- To provide suitable resource materials consisting of a large library of films, slides, audio tapes and videos; a research and basic source library of books, publications and original research; and physical facilities for counseling, classroom work, and media development and viewing.
- To provide courses, seminars, supervised practica in counseling and educational methods, supervised research, guided study, training in media development and use.
- To provide academic guidance to projects and dissertations of candidates that will make contributions to the understanding of human sexuality.
- To create materials.
- To create and evaluate new educational methodologies.
- To develop and maintain access to institutions, networks, and individuals.
- To integrate information systems with allied professions and, from a centralized sexological standpoint, gather the data on sex, which are spread through the fields of history, art, literature philosophy, the social sciences, religion, law and law enforcement, medicine, and through the quantity of materials in the contemporary marketplace served by modern media and technology.
- To create an archive of historical and contemporary sexological material and to sort, catalog and preserve it for the future.
- Through video and audio recording, to record: 1. The history of our own Institute. 2. The contemporary history of our field. These recordings include formal, scientific presentations and autobiographical and anecdotal material by important contributors to sexology.
- To create an environment for the objective study of human sexuality— independent of outside interference. To provide protection to people and materials in the field of sexology.

The Exodus Trust is a non-profit California Trust that has as its sole and exclusive purpose to perform educational, scientific and literary functions relating to sexual, emotional, mental and physical health. The Exodus Trust owns 100% of the stock of the Institute and guarantees protection against outside interference. Like all graduate institutions, subsidy is needed to assure a high quality of education. Two funds have been set up to receive charitable contributions. These funds are: The Exodus Trust General Support Fund, and The Scholarship Fund.

### **BASIC SEXUAL RIGHTS**

The ethical guidelines for the Institute are based on the belief that sexual rights are human rights.

1. The freedom of any sexual thought, fantasy or desire.
2. The right to sexual entertainment, freely available in the marketplace, including sexually explicit materials dealing with the full range of sexual behavior.
3. The right not to be exposed to sexual material or behavior.
4. The right to sexual self-determination.
5. The right to seek out and engage in consensual sexual activity.
6. The right to engage in sexual acts or activities of any kind whatsoever, providing they do not involve non-consensual acts, violence, constraint, coercion or fraud.
7. The right to be free of persecution, condemnation, discrimination, or societal intervention in private sexual behavior.
8. The recognition by society that every person, partnered or unpartnered, has the right to the pursuit of a satisfying consensual sociosexual life free from political, legal or religious interference and that there need to be mechanisms in society where the opportunities of sociosexual activities are available to the following: disabled persons; chronically ill persons; those incarcerated in prisons, hospitals or institutions; those disadvantaged because of age, lack of physical attractiveness, or lack of social skills; the poor and the lonely.
9. The basic right of all persons who are sexually dysfunctional to have available nonjudgmental sexual health care.
10. The right to control conception.

## PROFESSIONAL AND ACADEMIC DEGREES

### THE PROFESSIONAL DEGREES

The Institute offers three professional degrees for sexological professionals.

#### MASTER OF HUMAN SEXUALITY

The Master of Human Sexuality degree is especially designed for persons who have not previously had an opportunity to pursue graduate level studies. It is a step toward professional qualification in the field of human sexuality and may be sufficient in many situations, such as teaching about human sexuality in public schools. The Master's degree requires academic proficiency and demonstrable professional skills.

The requirements for this degree are:

1. Completion of a Bachelors Degree or the equivalent from an accredited or approved college or university.
2. Acceptance by the Admissions Committee after evidence is shown that the student is capable of work on the graduate level.
3. Completion of three trimesters of acceptable graduate study including preparation and completion of a Master's thesis or project (51 units including thesis/project).
4. Passing a written Comprehensive Examination.
5. Satisfactory completion of a Master's thesis or project.

The Master's Program Requires the following course work:

1. Successful Completion of the following courses:
  - a. **6 Units of Practical General Education Courses**
    - i. 101 Introductory Course in Human Sexuality .....2 Units
    - ii. 201 Advanced Human Sexuality.....3 Units
    - iii. 561 Practical Skills Workshop.....2 Units
    - iv. 571 Personal Sexual Enrichment Education .....2 Units
2. Successful Completion of the following General Education Programs:
  - a. Associate in Sex Education .....8 Units
  - b. Clinical Sexology Certificate .....8 Units
  - c. Erotology Certificate .....12 Units
3. **3 Basic Lecture Series** (1 Each trimester) .....6 Units
4. **Written Comprehensive Examination** after the above requirements are completed.
  - a. 20% of Examination Grade: Every student in the program must submit 30 questions to faculty that they believe cover the field of Human Sexuality. Of those 30 questions, faculty will select 10 questions and distribute them to the students.
  - b. 80% of Examination Grade: Successfully answering the 10 questions.
5. **Completion of Basic Research Project** .....5 Units
  - a. Required for all doctoral students, the project consists of obtaining a sample of at least 100 persons in a homogenous group, i.e., alcoholics, S/M, elders, members of an organization, etc., to fill out the Institute Sex Profile. Data from the profiles must be analyzed in

comparison with similar data, and presented and accepted before Comprehensive Examinations are taken. 5 units credit upon completion. Specific details can be found in the Student Handbook.

6. Satisfactory completion of a **Master's thesis or project**.....8 Units
- a. To be acceptable, the thesis or project must:
- i. Provide a thorough scholarly or scientific treatment of a limited topic or area of sex research, sex education or sex therapy. This treatment does not necessarily have to yield new insights, or new theories, or make any other original contribution to professional knowledge but it must be comprehensive within the limits chosen.
  - ii. Demonstrate the mastery of at least one scientific, scholarly or educational method or mode of presentation.
  - iii. Demonstrate a familiarity with existing pertinent theory and research in the field.
  - iv. Present the research findings clearly, systematically, in good English and in such a way that they can be examined for their validity by other researchers.

As a rule, Master's theses follow the standard style as set forth by Kate Turabian's Manual of Style (University of Chicago Press) or the APA Publication Manual. The written parts of a Master's project usually also follow this format, unless special considerations make this inadvisable

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## MASTER OF PUBLIC HEALTH IN HUMAN SEXUALITY

The Master of Public Health is designed for persons in the helping profession who wish to add sexological expertise to their existing skill base.

The requirements for this degree are:

1. Completion of a Bachelors Degree or the equivalent from an accredited or approved college or university.
2. Acceptance by the Admissions Committee after evidence is shown that the student is capable of work on the graduate level.
3. Completion of three trimesters of acceptable graduate study including preparation and completion of a Master's thesis or project (62 units including thesis/project).
4. Passing a written Comprehensive Examination.
5. Satisfactory completion of a Master's thesis or project

The Master's Program Requires the following course work:

1. Successful Completion of the following courses:
  - a. **5 Units of Practical General Education Courses**
    - i. 101 Introductory Course in Human Sexuality .....2 Units
    - ii. 201 Advanced Human Sexuality.....3 Units
    - iii. 350 STI: Sexological Health Perspective .....3 Units
2. Successful Completion of the following **General Education Programs**: Total of 18 Units
  - a. Associate in Sex Education .....8 Units
  - b. Clinical Sexology Certificate .....8 Units
  - c. Erotology Certificate .....12 Units
3. **Completion of courses in Public Administration and Epidemiology**.....1 Unit each.
4. **3 Basic Lecture Series**.....6 Units
5. **Book Report Credits**.....4 Units each
  - a. **Required book reviews**, two of the following:
    - i. Appleton and Lange's Review of Epidemiology and Biostatistics for the

- USMLE by Edward Hanrahan, Gangadhar Madupu, Gangadhar Madupu
- ii. Strategic Planning for Public and Nonprofit Organizations: A Guide to Strengthening and Sustaining Organizational Achievement by John Bryson
- iii. The Wages of Sin: Sex and Disease, Past and Present by Peter Lewis Allen
- iv. Health Dimensions of Sex Reproduction: The Global Burden of Sexually Transmitted Diseases HIV Maternal Conditions Perinatal Disorders and Congenital Anomalies by Christopher J.L. Murray and Alan D. Lopez, Editors
- v. Not in Front of the Children by Marjorie Heins

6. Written **Comprehensive Examination** after the above requirements are completed.
- a. 20% of Examination Grade: Every student in the program must submit 30 questions to faculty that they believe cover the field of Human Sexuality. Of those 30 questions, faculty will select 10 questions and distribute them to the student.
  - b. 80% of Examination Grade: Successfully answering the 10 questions.
7. Completion of **Basic Research Project** .....5 Units
- a. Required for all doctoral students, the project consists of obtaining a sample of at least 100 persons in a homogenous group, i.e., alcoholics, S/M, elders, members of an organization, etc., to fill out the Institute Sex Profile. Data from the profiles must be analyzed in comparison with similar data, and presented and accepted before Comprehensive Examinations are taken. 5 units credit upon completion. Specific details can be found in the Student Handbook.
8. Satisfactory completion of a **Master's thesis or project**.....8 Units
- a. To be acceptable, the thesis or project must:
    - i. Provide a thorough scholarly or scientific treatment of a limited topic or area of sex research, sex education or sex therapy. This treatment does not necessarily have to yield new insights, or new theories, or make any other original contribution to professional knowledge but it must be comprehensive within the limits chosen.
    - ii. Demonstrate the mastery of at least one scientific, scholarly or educational method or mode of presentation.
    - iii. Demonstrate a familiarity with existing pertinent theory and research in the field.
    - iv. Present the research findings clearly, systematically, in good English and in such a way that they can be examined for their validity by other researchers.

As a rule, Master's theses follow the standard style as set forth by Kate Turabian's Manual of Style (University of Chicago Press) or the APA Publication Manual. The written parts of a Master's project usually also follow this format, unless special considerations make this inadvisable.

## DOCTOR OF HUMAN SEXUALITY

The Doctor of Human Sexuality is a degree requiring a background in therapy or counseling, or an allied sexological, erotological or health field as a prerequisite to admission.

Candidates for this degree must meet the following requirements:

1. Completion of a Bachelors Degree or the equivalent from an accredited or approved college or university.
2. Acceptance by the Admissions Committee after evidence is shown that the student is capable of doctoral-level professional work in human sexuality.
3. Completion of 9 trimesters of acceptable graduate work. A maximum of 3 trimester credits may be given for previous graduate work or professional work in the field of Sexology. (93 Units of Required Course Work and 27 Units of Elective Course Work)
4. Completion of a Basic Research Project.
5. Passing the Comprehensive Examination.

**Four Basic Lecture Series** .....2 Units each

**4 Book Report Credits** .....4 Units each  
(Book reports and annotated bibliographies must be in before 20 units of credit is given)

**Required book reports**, four of the following:

The Sex Researchers

Sexual Behavior in the Human Male Sexual Behavior in the Human Female

Treatment of Sexual Dysfunction

What Wild Ecstasy: The Rise and Fall of the Sexual Revolution

**36 annotated bibliographies or lectures (4/1)**

**Practica Courses** (Credit is not given until reports are turned in)

101 Orientation to Sexology .....2 Units

101 Introductory to Intamacy .....2 Units

201 Advanced Human Sexuality .....3 Units

201 Advanced Intimacy .....4 Units

350 STDs: A Sexual Health Perspective .....3 Units

430 Sexual Anthropology .....3 Units

561 Practical Skills Workshop .....2 Units

571 Personal Sexual Enrichment Education .....2 Units

**Basic Research Project**.....20 Units

**Certificates**

Associate in Sex Education .....8 Units

Clinical Sexology Certificate .....8 Units

Erotology Certificate .....12 Units



## THE ACADEMIC DEGREES

The Institute offers two academic degrees for sexological professionals who choose teaching or research as their main focus. Only persons who have completed one of the Institute's professional degrees or completed three professional certificates will be advanced into the academic degree candidacy.

### DOCTOR OF EDUCATION

The Doctor of Education offers a broad background in the field of human sexuality for those who wish to become educators and/or generalists in the field. The Ed.D. has particular relevance for those who may teach courses, design educational training programs for special populations, or utilize writing, filmmaking or other communication media as their form of service in human sexuality. It is a degree requiring both academic and professional skills.

The requirements are:

1. Completion of a Bachelors Degree or the equivalent from an accredited or approved college or university.
2. Acceptance by the Admissions Committee after evidence is shown that the student is capable of mature scholarship and creativity.
3. Completion of nine trimesters of acceptable graduate study including one trimester for the preparation of a doctoral project (120 Units Total, 106 Required Courses and 14 Courses Elective). A maximum of one trimester credit may be given for previous graduate work.
4. Completion of a Basic Research Project.
5. Admission into degree candidacy after passing the written and oral Comprehensive Examination.

**Five Basic Lecture Series** .....2 Units Each

**Five Book Report Credits** .....4 Units Each

(Book reports and annotated bibliographies must be in before 25 units of credit is given)

**Required book reviews**, five of the following:

The Sex Researchers

Sexual Behavior in the Human Male

Sexual Behavior in the Human Female

What Wild Ecstas : The Rise and Fall of the Sexual Revolution

Treatment of Sexual Dysfunction

**36 annotated bibliographies or lectures (4/1)**

**Practica Courses** (Credit is not given until reports are turned in)

101 Orientation to Sexology .....2 Units

201 Advanced Human Sexuality .....3 Units

311 Sexual Attitude Restructuring .....4 Units

350 STDs: A Sexual Health Perspective .....3 Units

561 Practical Skills Workshop .....2 Units

571 Personal Sexual Enrichment Education .....2 Units

**Basic Research Project** .....20 Units

### Certificates

Associate in Sex Education .....8 Units

Clinical Sexology Certificate .....	8 Units
Erotology Certificate .....	12 Units

**Doctor of Education in Human Sexuality Project**.....12 Units

As a rule, doctoral theses follow the standard style as set forth by Kate Turabian's Manual of Style (University of Chicago Press) or the APA Publication Manual. The written parts of a Doctor of Education project usually also follow this format, unless special considerations make this inadvisable.

## DOCTOR OF PHILOSOPHY

This degree follows the tradition of stressing new knowledge and scientific inquiry. The requirements are:

1. Completion of a Bachelors Degree or the equivalent from an accredited or approved college or university.
2. Acceptance by the Admissions Committee after evidence is shown that the student is capable of mature scholarship and creativity.
3. Completion of nine trimesters of acceptable graduate study including one trimester for the preparation of a doctoral project (120 Units Total, 106 Required Courses and 14 Courses Elective). A maximum of one trimester credit may be given for previous graduate work.
4. Completion of a Basic Research Project.
5. Admission into degree candidacy after passing the written and oral Comprehensive Examination.
6. Presentation of a dissertation demonstrating analytical treatment, original and independent investigation of a subject in the field of sexology.

**Five Basic Lecture Series**.....2 Units Each

**Five Book Report Credits** .....4 Units Each  
(Book reports and annotated bibliographies must be in before 25 units of credit is given)

**Required book reviews**, five of the following:

The Sex Researchers

Sexual Behavior in the Human Male

Sexual Behavior in the Human Female

What Wild Ecstasy: The Rise and Fall of the Sexual Revolution

Treatment of Sexual Dysfunction

**36 annotated bibliographies or lectures (4/1)**

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101 Orientation to Sexology .....	2 Units
201 Advanced Human Sexuality .....	3 Units
311 Sexual Attitude Restructuring .....	4 Units
350 STDs: A Sexual Health Perspective .....	3 Units
561 Practical Skills Workshop .....	2 Units
571 Personal Sexual Enrichment Education .....	2 Units

**Basic Research Project**.....20 Units

### Certificates

Associate in Sex Education .....8 Units

Clinical Sexology Certificate .....8 Units  
 Erotology Certificate .....12 Units

**Comprehensive Examination**

- a. 20% of Examination Grade: Every student in the program must submit 30 questions to faculty that they believe cover the field of Human Sexuality. Of those 30 questions, faculty will select 10 questions and distribute them to the students.
- b. 80% of Examination Grade: Successfully answering the 10 questions

**Doctor of Philosophy in Human Sexuality Dissertation** .....12 Units

As a rule, doctoral dissertations follow the standard style as set forth by Kate Turabian's Manual of Style (University of Chicago Press) or the APA Publication Manual. The written parts of a doctoral dissertation usually also follow this format, unless special considerations make this inadvisable.

## CERTIFICATES

Students must apply to and be accepted by the Institute to take most certificate courses.

### **ASSOCIATE IN SEX EDUCATION CERTIFICATE**

This certificate prepares professionals to answer sexual questions and provide relevant sex education to their respective clientele. The required 150 hours of credit will focus on sex education media, the history of sexology, and developmental sexology throughout the life span. It will include courses on DVD and textbooks which the student will keep for further use, and a comprehensive work book of monographs, the SAR Guide for a Better Sex Life, personal exercises, and self-testing forms. Tuition is \$4,150.00, plus a \$100.00 application fee.

STUDENTS RECEIVE ALL PRINTED MATERIALS AND DVDS AT THE TIME OF ENROLLMENT, THEREFORE THERE WILL BE NO REFUNDS ISSUED.

### **CLINICAL SEXOLOGY CERTIFICATE**

This certificate is awarded upon completion of the Associate in Sex Education and 150 additional hours of study in the following program areas: socio-cultural implications of sexology; sexual anatomy and physiology; health perspectives; sexual dysfunctions; legal/ethical issues; erotology. Attendance at a one-week Wardell B. Pomeroy Basic Lecture Series or an eight-day Sexual Attitude Restructuring (SAR) program in June or two weekend courses at the Institute is a requirement. All texts and DVDs will be retained by the student. Tuition is \$4,150.00 or \$7,875.00, plus a \$100.00 application fee for preregistration in both courses. STUDENTS RECEIVE ALL PRINTED MATERIALS AND DVDS AT THE TIME OF ENROLLMENT, THEREFORE THERE WILL BE NO REFUNDS ISSUED.

If the Associate in Sex Education and Clinical Sexology certificates are paid for separately, the entire Clinical Sexology Certificate will cost \$425.00 more.

### **SEXOLOGICAL INSTRUCTOR/ADVISOR OF AIDS/STI PREVENTION CERTIFICATE**

The purpose of this State approved certificate is to upgrade the skills of those working in AIDS or other STI prevention programs who presently lack advanced formal training in sexology and to prepare those planning to enter the field of AIDS/STI prevention with sex education and therapy skills presently unavailable at other institutions of higher learning. This is the only professional sexologically-oriented AIDS/STI prevention credential available at this time.

The credential requires 20 hours of "at home" preparation, successful completion of Course #350 STI's: A Sexological Health Perspective, a 5-day, 3 unit practicum, and Course #311 SAR or equivalent. This program will provide basic information about the divergent sexual lifestyles and special sexual problems AIDS educators encounter daily; help participants develop an effective sexual comfort level; teach participants the relevant sexological theory and practical strategies for AIDS prevention work; address the symptoms of STIs with differential diagnosis and treatment modalities; and give participants extensive direct practical experience using sexological techniques, teaching strategies and explicit materials for AIDS/STI prevention. Cost of this program is \$3,950.00 plus a \$100.00 application fee and includes the books *SEXUAL STRATEGIES FOR PLEASURE AND SAFETY* and the *SARGUIDE FOR A BETTER SEX LIFE*.

### **EROTOLOGY CERTIFICATE**

One trimester of graduate study in Erotology. 15 trimester units (500 contact hours). This is a survey course of the history of our erotic heritage of the 20th Century. The materials for this course are provided to each participant, and are drawn from the 15 libraries of the Exodus Trust

Archives of Erotology. Workbooks, text, DVDs, and/or audiotapes are provided for each student to develop their own library.

Students keep all materials provided to them. A project report is required. Tuition is \$5,000.00 plus a \$100.00 application fee. **STUDENTS RECEIVE ALL PRINTED MATERIALS AND DVDS AT THE TIME OF ENROLLMENT, THEREFORE THERE WILL BE NO REFUNDS ISSUED.**

### **SEXOLOGICAL BODYWORK CERTIFICATE**

This training provides direct experiential learning opportunities that emphasize embodiment. Participants use touch, breath, and movement to become familiar with, articulate about, and competent in the uses of profound ecstatic and erotic states. This course allows practitioners to bring new levels of creativity and insight from their own direct experience to their clients and students as well as to the entire field of sexology.

This course was specifically designed for men and women certified in bodywork or related somatic fields. Students who are not enrolled in a degree program at the Institute, must possess more than a beginner's competence in massage and must interview with the Instructor.

This training is a half-trimester, 150-hour course. Students participate in six weeks of online home study before attending 100 classroom hours in a two-week intensive format. Tuition for the Sexological Bodywork Certificate Program is \$4,325.00 plus a \$100.00 application fee. **THERE WILL BE NO REFUNDS ISSUED UPON REGISTRATION TO THE ONLINE ACCESS.**

### **PAYMENT**

Tuition is payable in US dollars, with a check drawn on a U.S. bank, by international money order or credit card (VISA or MasterCard). Please note that a 4% surcharge will be added if paying with a credit card.

The Institute offers a variety of courses open to the general public. For more information write to: Continuing Education Courses, The Institute for Advanced Study of Human Sexuality, 1966 Tice Valley Boulevard #514, Walnut Creek CA 94595-2203, or call 925.349.9050.

## CURRICULUM AND INSTRUCTION

The year at the Institute consists of three trimesters of four months each, beginning October 1, February 1, and June 1. During the first trimester, each student meets with an assigned faculty member to work out a Memorandum of Understanding. The Memo is not a contract but an agreement that serves as a guideline for the student's academic program at the Institute. In order to facilitate the entry of new students into the Institute, a half-day orientation session is held at the beginning of each trimester and handbooks are distributed which explain resources, Institute policies, etc.

The Institute uses the Comprehensive Examinations as a primary source of knowledge rather than just the accumulation of units. However, each full-time degree student is expected to complete at least 12 units of work each trimester. One unit/credit is the equivalent of approximately 15 classroom hours, or one semester hour and represents, for the average student, 45 hours, including work performed off campus.

All papers, projects and reports are due in the Registrar's office by the last day of each trimester. All grades at the Institute are either "pass," "fail", "no credit", or "incomplete". Degrees and certificates are awarded upon completion of all requirements and graduation ceremonies are held as needed.

The Institute for Advanced Study of Human Sexuality believes that an interdisciplinary, functional approach to human sexuality is necessary. Following are the required parts of the curriculum required for various degree and professional certificates:

### 1. THE WARDELL B. POMEROY LECTURE SERIES #100

The lecture series is offered three times a year, once each trimester and consists of 30 hours of general lectures covering the core areas in the field of human sexuality. Time for individual consultation with faculty and guest lecturers presenting each Wardell B. Pomeroy Lecture Series will be available during the series. All lectures are recorded and a copy is placed in our library. This affords students an opportunity to view past lectures as well as to refresh their memories about current issues.

Each lecture in the series is designed to help the student prepare for the Comprehensive Examinations by providing a takeoff point for further study. Each series during the year is different and is designed to give students basic and advanced information, including lists of books, media and other available resources, on the topic under discussion. In some cases, the information given in the lecture will be all the student needs; in other cases, additional courses and study will be necessary.

Credit for the Pomeroy Lecture Series will not be given until all book reports and annotated bibliographies are completed and accepted for the specific degree tract.

## 2. PRACTICA

Practica (courses in practical theory) are required for all degree students. These courses are the result of 22 years of careful testing and evaluation on how to help people learn about and understand their own sexuality and the sexuality of others in the shortest possible time. The educational methodology used in these courses is only possible because of the unique media resources available at the Institute.

## 3. BOOK REPORTS, ANNOTATED BIBLIOGRAPHIES AND DVD REVIEWS

All degree students are required to write 4 book reports from the following 5 books:

*The Sex Researchers* by  
Edward Brecher

*Sexual Behavior In  
The Human Male* by  
Alfred Kinsey

*Sexual Behavior In  
The Human Female* by  
Alfred Kinsey

*What Wild Ecstasy: The  
Rise and Fall of the Sexual  
Revolution* by John Heidenry

*Treatment Of Sexual  
Dysfunction* by William  
Hartman and Marilyn Fithian

In addition, Master's degree students must do 24 and Ph.D., Ed.D. and D.H.S. students must do 36 annotated bibliographies or media reviews before the Comprehensive Examinations can be taken.

To become a qualified sexologist, a considerable understanding of the field is necessary. This includes history, theory, research, therapy, education, anatomy and physiology, religion, anthropology, sociology, psychology, law, art (to name only some of the important areas). The reviews and papers not only serve as a study aid but also tell the Institute when students are ready to take their Comprehensive Examinations.

Books are to be selected by the student and must be acceptable books on human sexuality. It is suggested that students use the current recommended bibliography; however, other books on human sexuality may also be selected, particularly if they are recent ones published after the bibliography was printed.

All media reviews must be of past lecture series or approved Independent Study Program media. Each media review must be based on 15 hours viewing..

It is expected that all students will read many more books than those actually reviewed.

**4. SEX HISTORIES: INTERVIEWING AND CODING #421**

This course is recommended for all Institute students. See listing of academic courses for a description.

**5. CLINICAL STUDY AND SUPERVISION**

Clinical sexology, which is essentially the application of the knowledge base to the sexual concerns of the individual, is the logical extension of sexology into the helping professions. Classes in history, theory, therapeutic techniques and clinical research are available to all students and required for those on a clinical track.

**6. BASIC RESEARCH PROJECT #110**

Required for all doctoral students, the project consists of obtaining a sample of at least 100 persons in a homogenous group, i.e., alcoholics, S/M, elders, members of an organization, etc., to fill out the Institute Sex Profile. Data from the profiles must be analyzed in comparison with similar data, and presented and accepted before Comprehensive Examinations are taken. 5 units credit upon completion. Specific details can be found in the Student Handbook.



## **7. COMPREHENSIVE EXAMINATIONS**

These examinations are the capstone to the total curriculum. There is a basic body of knowledge that all professional sexologists must have at their disposal; the examinations test the student's grasp of this material. The student is eligible for examination upon completion of all required work and approval of the faculty. Further details can be found in the Student Handbook.

## **8. DISSERTATIONS, PROJECTS AND THESES**

The procedure for doctoral dissertations and projects, and masters' theses, is outlined in the Student Handbook.

## **9. ACADEMIC DEGREE CANDIDACY**

All degree students must complete at least three certificate programs or complete a professional degree before they can petition for acceptance for academic degree candidacy.

## FINANCIAL COSTS AND POLICIES

Tuition for all degree students is \$7,875.00 per trimester or \$23,625.00 for the three trimesters in any twelve-month period. The Institute reserves the right to change tuition and fees at any time. Tuition payments and other financial matters are administered by the Comptroller's office.

Payment of tuition is due, along with the trimester registration form, **ON THE 15TH OF THE MONTH PRECEDING THE BEGINNING OF A TRIMESTER.** The registration form is combined with the trimester sign-up sheet for courses which is mailed to all students 1-1/2 to 2 months before the beginning of each trimester. For the trimester beginning October 1, tuition is due September 15; for the February 1 trimester, due January 15; for the June 1 trimester, due May 15. Registration forms and tuition must arrive together. No registration will be accepted without tuition.

All tuition payments received after the date due will have a \$100.00 late fee added. If tuition, late fee and registration are not received by the date the trimester begins the student will be dropped. **NO EXCEPTIONS WILL BE MADE.** Students are responsible for paying tuition on time, in US dollars, with a check drawn on a U.S. bank, or by international money order. Tuition can also be paid using a credit card (VISA or MasterCard). Please note that a 4% surcharge will be added if paying with a credit card.

**NEW STUDENTS MUST PAY THE FIRST TRIMESTER'S TUITION IN FULL BEFORE TAKING ANY CLASSES.** After the first trimester, students may make payment in full, in two equal installments or monthly payments. Students who opt for the two-payment or monthly payment plan must get approval from the Comptroller's Office before registering. **MONTHLY PAYMENTS ARE AT THE DISCRETION OF THE INSTITUTE.** The first installment is due as detailed above, and the second installment is due on November 15, March 15, or July 15, depending on the trimester. Students who are late paying the second half of the tuition will have the two-payment privilege revoked. Non-payment of the second half of tuition within the trimester due will result in the student being dropped without credit being given for any work done during that trimester.

Students who plan to change status must so inform the Institute on the trimester registration form. This means changing from full-time to leave of absence status. If a request for leave of absence is made, the **TOTAL** fee for the period of absence must accompany the request.

### **DISSERTATION/PROJECT/THESIS TRIMESTER**

Tuition for the first four trimesters following the passing of the Comprehensive Examinations is \$4,145.00 per trimester. If additional time is needed the tuition is \$2,075.00 per trimester. During this time the candidate may take courses as desired, unless they are repeats of courses previously taken. Attendance at the Wardell B. Pomeroy Lecture Series will be credited on the candidate's transcript at 2 units only, since written work will have been completed.

The \$4,145.00 tuition presumes that all required work has been completed before the student takes the Comprehensive Examinations. If the student is allowed to take the examinations before finishing all required work, regular tuition will apply for the next trimester and for as long as the student's work is delinquent unless written permission is given to delay certain work to a specific time.

Tuition covers all courses given during a trimester, but for one time only. Courses may be repeated only with the approval of the course instructor and if space is available. The eight-day summer SAR course may be repeated on space available basis for a fee of \$400 to cover actual costs.

Students are expected to be continuously enrolled for their program of studies until all requirements for a degree are completed and the faculty has recommended the granting of a degree. Any exceptions will be subject to the policies listed.

### **ENROLLMENT AGREEMENT**

The student has a right to cancel the enrollment agreement and obtain a refund of charges paid through attendance at the first class session, or the seventh day after enrollment, whichever is later.

### **THE TUITION IS AS FOLLOWS:**

Full time tuition is \$7,875.00 per trimester

Dissertation tuition is \$4,145.00 per trimester for four consecutive trimesters

Continuation tuition is \$2,075.00 per trimester until completion of dissertation or project

Leave of Absence is \$850 for first – all subsequent Leaves are \$2000 per trimester

#### **Certificate Tuition:**

\*Associate in Sex Education Certificate is \$4,150.00

\*Clinical Sexology Certificate is \$4,150.00

Erotology Certificate is \$5000.00

AIDS/STI Prevention Certificate is \$3950.00

Sexological Bodywork Certificate is \$4,025.00

\*If the student enrolls for both Certificates at the beginning the total price is \$7,875.00. If paid for one at a time, the cost is \$4,150.00 each.

### **PAYMENT PLANS**

There is no payment plan for first trimester students. From second trimester on, you may arrange a payment plan with the Comptroller. All payments are due no later than the 15th of the month. If not received by that date a \$100.00 late fee will apply. NO EXCEPTIONS.

For students required to pay the Student Tuition Recovery Fund, the fee is non-refundable.

The Institute does not participate in any state or federal aid program.

The Institute has never filed for bankruptcy or Chapter 11.

### **STUDENT REFUND POLICY**

The student has a right to a full refund of all charges less the amount of \$100.00 for the registration fee if he/she withdraws prior to or on the first day of instruction.

In addition, if a student withdraws from a course during the first week of the trimester, 50% of the tuition will be

refunded. During the second week of the trimester, the student is entitled to 25% tuition refund. After that, no refunds will be made.

Students receiving educational media for the various certificate programs will not be eligible for a refund once the media has been received.

Any request for a refund is required to be made in writing to:

The Institute for Advanced Study of Human Sexuality  
ATTN: Office of the Comptroller  
1966 Tice Valley Boulevard  
#514, Walnut Creek CA 94595-2203.

Refunds will be paid within 30 days of cancellation or withdrawal.

### **REFUND POLICY FOR VETERANS**

This school has and maintains a policy for the refund of the unused portion of all tuition, fees, and other charges in the event the veteran fails to enter the course or withdraws or is discontinued therefrom at any time prior to completion and provides that the amount charged to the veteran for tuition, fees, and other charges for a portion of the course does not exceed the approximate pro-rata portion of the total charges for tuition, fees, and other charges that the length of the completed portion of the course bears to its total length.

The student has a right to a full refund of all charges less the amount of \$10.00 for the registration fee if he/she cancels this agreement prior to or on the first day of instruction.

### **OTHER COSTS**

Students need to plan for such costs as travel and housing

while in residence at the Institute. There will also be additional costs for books, copies of media and other learning resources as desired by the student. The Institute will plan with the student on developing access to resources.

Although the Institute does not have student housing, staff will work with entering students to find housing for the first time they are in San Francisco. A listing of hotels and residence inns near the Institute is available from the Registrar.

### **LEAVE OF ABSENCE**

Students enrolled in the Institute are entitled to one trimester Leave of Absence at tuition of \$850.00 prior to the time of taking the Comprehensive Examinations for degree students. No consecutive leaves are allowed unless arranged at the time of admission. Students who arrange to take additional leaves will pay \$2,000.00 per trimester. For degree students **NO LEAVE MAY BE TAKEN AFTER COMPREHENSIVES HAVE BEEN PASSED.** Request for Leave of Absence is made on the trimester registration form and must be received with the Leave of Absence fee at the time tuition is due. Students on Leave of Absence will be considered "nonstudents" for that trimester and no faculty time will be available to them. The library will be open to students on Leave but they may not check out books or media. Any reports turned in while on Leave will be put on hold until the student registers for full-time again.

Exceptions to the above policy are: reasons of serious illness or serious illness in the student's immediate family; need for maternity or paternity leave.

Unpaid emergency leave must be applied for in writing and accompanied by a letter from a physician.

Students who drop out of the academic program and then reapply for admission will reenter under the terms of the new catalog and be required to add one full trimester to the number of trimesters required by their original Memorandum of Understanding. To be readmitted, the student must fill out a new application, submit the application fee, and update his or her resume to cover the time, which has passed since withdrawal.

### **INDIVIDUAL CONSIDERATION**

It is necessary for the Institute to have general procedures which students will follow. However, the Institute is aware of the needs of individuals and will make every effort to work with a student on the basis of his/her unique situation.

### **GRIEVANCE PROCEDURES**

The Institute's grievance procedures are available to students who believe the Institute has acted unfairly toward them or has failed to follow its stated policies.

1. If for any reason student has a grievance, that student may put that grievance in writing and present it to the Dean of Students.
2. The Dean of Students will meet with the student to determine if the problem can be resolved easily. Primarily this will be a fact-finding meeting.
3. A meeting will be scheduled with the administrator or a faculty representative and student. The Dean of Students will be present. Primarily this will be a

resolution or course-action meeting.

4. If there is no resolution, the written grievance is sent to one of three administrators: financial matters go to the Comptroller, academic or curriculum matters go to the Academic Dean, and administrative matters go to the President.
5. If there is no resolution, the written grievance, along with a written report from one of the chief administrators, then goes to the Board of Directors. The Board will provide a hearing or name an investigative committee, which will make a report to the Board. A copy of this report is provided to the student. The Board's decision, based on the hearing or investigative report, is final.
6. If the student still feels that the grievance has not been resolved satisfactorily, he/she may contact the Bureau for Private Postsecondary Education.

Students are free to first and immediately contact the Bureau.

### **TRANSCRIPTS AND STUDENT RECORDS**

The Registrar's Office maintains all graduate records, copies of papers and projects, performance evaluations, and records of courses completed. Transcripts are updated at the end of each trimester.

The Institute has a rather elaborate system of keeping records. Three sets of records are kept for current students.

- A. Transcripts of work completed are kept in a fireproof cabinet.
- B. Work product including reports and papers, records of courses completed,

research projects and committee evaluations are kept in a master file in the Registrar's Office. Financial records are kept in the Business Office.

- C. Confidential records are kept in the office of the Academic Dean and are only viewed with the student's approval and appropriate institutional representation. Confidential records of the students are either destroyed at the time of graduation or given to the students if they choose to withdraw from the program.

It is the policy of the Institute to keep all students records in the several files in the Registrar and Comptroller's offices for a period of five years; transcripts are kept indefinitely. At that time student's records are put into a storage facility in the basement of the Institute and are to remain there for the required fifty-year period.

Students may have access to their own records as needed, as may members of the faculty. Student files are not accessible to any other person unless the student so requests in writing.

The custodian of records is Winnie McIlvenna who is at 1966 Tice Valley Boulevard #514, Walnut Creek CA 94595-2203. Her phone number is 925.349.9050. Her email is winnie@iashs.edu.

### **POLICY CHANGES**

The Institute reserves the right to change or modify academic, administrative and financial policies as necessary, while recognizing its obligation to give students adequate notice of any changes. Any questions about any of the above must be submitted in writing.

### **STUDENT SERVICES**

The majority of the learning resources used by the Institute students are available only at the Institute. A special orientation and training for students is necessary so that they can take advantage of what is available. Four methods are used:

1. An initial orientation when students first enter.
2. A 300-page standard operating manual is provided.
3. A special session for new students with older students is scheduled.
4. A Student Services Director, Dr Lori Zemaitis, is available at the Institute at least 20 hours per week and by special appointment if needed.

The Institute does not have dormitory facilities. Students are responsible in securing their own housing. A list of short-term places to stay that are near the Institute is available to students. Some residence clubs and hotels offer weekly rates ranging from \$190 - \$350 per week.

Archived lectures can be viewed by special arrangement with faculty. All matriculated students at the Institute have available to them all primary material needed for the academic and professional study of sexology and erotology.

### **STUDENT TUITION RECOVERY FUND (STRF)**

The State of California created the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic losses suffered by students in educational programs who are California residents, or are enrolled in a residency program attending certain schools regulated by the Bureau for Private Postsecondary Education.

You must pay the state-imposed assessment for the Student Tuition Recovery Fund (STRF) if all of the following applies to you:

1. You are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition either by cash, guaranteed student loans, or personal loans, and
2. Your total charges are not paid by any third-party payer such as an employer, government program or other payer unless you have a separate agreement to repay the third party.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if either of the following applies:

1. You are not a California resident, or are not enrolled in a residency program, or
2. Your total charges are paid by a third party, such as an employer, government program or other payer, and you have no separate agreement to repay the third party.

You may be eligible for STRF if you are a California resident or are enrolled in a residency program, prepaid tuition, paid the STRF assessment, and suffered an economic loss as a result of the following:

1. The school closed before the course of instruction was completed.
2. The school's failure to pay refunds or charges on behalf of a student to a third party for license fees or any other purpose, or to provide equipment or materials for which a charge was

- collected within 180 days before the closure of the school.
3. The school's failure to pay or reimburse loan proceeds under a federally guaranteed student loan program as required by law or to pay or reimburse proceeds received by the school prior to closure in excess of tuition and other costs.
  4. There was a material failure to comply with the Act or this Division within 30 days before the school closed or, if the material failure began earlier than 30 days prior to closure, the period determined by the Bureau.
  5. An inability after diligent efforts to prosecute, prove, and collect on a judgment against the institution for a violation of the Act.
1. The federal or state government or a loan guarantee agency may take action against the student, including applying any income tax refund to which the person is entitled to reduce the balance owed on the loan.
  2. The student may not be eligible for any other federal student financial aid at another institution or other government assistance until the loan is repaid.

If the student has received federal student financial aid funds, the student is entitled to a refund of the moneys not paid from federal student financial aid program funds.

The Institute has never filed for bankruptcy or Chapter 11.

However, no claim can be paid to any student without a social security number or a taxpayer identification number.

Questions regarding the STRF may be directed to the Bureau for Private Postsecondary Education, 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833, Phone 916.431.6959 or 888.370.7589.

### **STUDENT LOAN**

The Institute does not participate in any state or federal student loan programs.

If the student obtains a loan to pay for an educational program, the student will have the responsibility to repay the full amount of the loan plus interest, less the amount of the refund.

If the student is eligible for a loan guaranteed by the federal or state government and the student defaults the loan, both of the following may occur:

## APPLICATION PROCEDURE

Basic requirements for admission into any of the Institute's programs include a baccalaureate degree or equivalent and good skills in speaking, writing and understanding the English language. Those seeking entrance based on equivalency must detail such experience in their application and will be considered for admission to the Master's or certificate programs only. Evaluation will be made by the Admissions Committee. The Faculty Council must concur.

Applications must be complete and at the Institute at least one month before the trimester in which the applicant hopes to begin. Most professional certificates require full enrollment in the school before a certificate can be given.

All application materials must be sent to the Registrar.

1. Obtain an application form by writing the Registrar, The Institute for Advanced Study of Human Sexuality, 1966 Tice Valley Boulevard #514, Walnut Creek CA 94595-2203.
2. Send the completed application form to the Registrar at the above address.
3. Enclose an application fee of \$100.00 payable in US dollars, with a check drawn on a U.S. bank, by international money order or credit card. Applications will not be processed without the fee. If application is denied, the fee will be refunded.
4. Enclose a detailed resume, including education and work in the field of human sexuality.
5. Enclose a letter of intent and interest including your reasons for applying, education and learning goals, research interests, statement on human sexuality and professional aims.
6. Enclose a current photograph.
7. Arrange for graduate and undergraduate transcripts to be sent directly to the Registrar from each school attended.
8. Arrange for two letters of recommendation to be sent directly to the Registrar.

Admission is held active for three years, following which, a student must reapply if not enrolled in a course of study.

All class sessions are held at the Institute's main campus. All courses are taught in English only. The Institute does not provide English language services.

**NOTICE CONCERNING  
TRANSFERABILITY OF  
CREDITS AND  
CREDENTIALS EARNED AT  
OUR INSTITUTION**

The transferability of credits you earn at The Institute for Advanced Study of Human Sexuality is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the degree or certificate you earn in the educational program is also at the discretion of the institution to which you may seek to transfer. If the degree or certificate you earn at this institution is not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. For this reason you should make certain that your attendance at this institution will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending The Institute for Advanced Study of Human Sexuality to determine if your degree or certificate will transfer.

**TRANSFERRED CREDITS  
POLICY**

A. The process of evaluation of transfer credit is done by a committee appointed by the Academic Dean. Since most of the Institute students are mid-career professionals and many have extensive backgrounds both experientially and academically it is often difficult to sort out if

what students have done fits into the Institute's program. Only one trimester of credit will be given but a readjustment of courses may be made to fit the needs of particular students.

- B. Specification for Granting Academic Credit. One of the objectives of the Institute is to give credit to people in the sex field for what they have already done. We ask persons to document and provide verification for workshops, training, seminars, study programs and job experiences in the field of human sexuality. The procedure is as follows:
1. During the initial inquiry, students are asked about what experience they have had and document that experience at the time they submit the application materials.
  2. The Admissions Committee recommends to whoever is working out the Memorandum of Understanding with the student the amount of credit, which the Admissions Committee feels, should be granted.
  3. A frank discussion is held with the student, at which time the recommendations are made and the student is given a chance to respond, challenge or ask for time to provide additional verification.
4. A few students who have vast experience as well as extensive academic professional backgrounds are allowed to be in a special honors program. These students are given two calendar years, but are allowed to finish in three trimesters if they can, plus a dissertation trimester to a two academic team program.
5. Given the amount of material to be covered it is almost impossible for a student to finish in less than two years even if they already have a doctoral degree.
- C. The person responsible for this process is the Academic Dean.
- D. At the times of Comprehensive Examinations the committee and the Academic Dean will reexamine the file and make any report of deficiencies or remedial work needed or irregularities in the process.
- E. The Institute no longer gives credit for life experience. Over a period of years of evaluation, we have decided that there is no way of doing this in an objective way that works for both the student and the institution.

There is no licensure in sexology except by the



State of Florida. Many of our graduates, however, are employed in the field of sexology.

The Institute does not provide placement services.

**FACTS ABOUT RECEIVING CREDIT FOR PRACTICUM COURSES AND ATTENDANCE POLICY**

This section is to clarify the procedure whereby students receive credit for attendance at practicum courses (such as #101, #201, #311, #350, #561, #571 and #902). The following are the requirements for passing and receiving credit for a practicum:

1. You must a) register for each specific practicum course, b) turn in an attendance slip (see below, "Attendance Slips"), and c) turn in a practicum report. Credit will not be given until the practicum

report is turned in and accepted.

2. Arrive promptly for all sessions. Full-time, total participation in practica is required. This is integral to the educational process and experience, and it is simple courtesy to other participants.
3. Reports are due in the Registrar's office within 4 weeks after you take each practicum, unless special arrangements have been made. The Registrar will transfer them to the appropriate instructor. You will not get these back unless they are inadequate or there is some question about them. Please keep copies for your own records.
4. Practicum reports should reflect what the course mean to you in a personal sense, focusing on each area

covered during the course. The personal focus helps ensure that, though you are professionals, you can also apprehend how the courses may be experienced by non-professionals. Be aware that by "personal" we do not mean that we wish you to include names of others with whom you may have interacted with during the practicum. For two-day courses, two pages is sufficient, for longer courses, at least two pages is required. A critique of the course is NOT what is wanted.

5. A "PASS" will be noted on your transcript when you have turned in the report. If no report is handed in, a "N/C" will be noted on your transcript.

## COURSES

The Pomeroy Lecture Series and practica are required for all students:

### **#100 WARDELL B. POMEROY LECTURE SERIES**

The lecture series is offered three times a year, once each trimester and consists of 30 hours of general lectures covering the core areas in the field of human sexuality. Credit for the Pomeroy Lecture Series will not be given until all book reports and annotated bibliographies are completed and accepted for the specific degree tract.

### **PRACTICA**

In the required practicum courses, credit will be awarded when the student turns in a brief written report on what the course meant to him/her in a personal sense. A critique of the course is not what is wanted.

### **#101 INTRODUCTORY COURSE IN HUMAN SEXUALITY 1 Unit**

A comprehensive view of human sexuality and an introduction to the Sexual Attitude Restructuring (SAR) process, covering endorsement, communication, fantasy, masturbation, homosexuality and bisexuality, desensitization and resensitization, female and male sexuality, sexual enrichment, special problems, sex therapy and cultural expression.

### **#201 ADVANCED SEXUALITY 1 Unit**

This course covers areas of human sexuality not discussed, or discussed only briefly, in the #101 course. This includes adolescent sexuality, sadomasochism, group sex, transsexualism, and transvestism, and more on sex and disability and on sex counseling. #101 is a prerequisite.

### **#311 SAR 4 Units**

An intensive 8-day educational and experiential program for sex educators, therapists, counselors. Each year's SAR focuses on new methodologies in the sex field and new applications of the SAR process. An integral part of SAR is the opportunity for interaction with professionals from throughout the world who attend.

### **#350 STIs: A SEXOLOGICAL HEALTH PERSPECTIVE 3 Units**

A five-day study of symptoms, prevention and treatment of sexually transmitted infections (STIs). A study of the latest research findings, multiple diagnoses and co-factors, epidemiological programs and advanced intervention strategies. Completion of this course and the SAR entitles the academic student to the Sexological Instructor/Advisor of AIDS/STI Prevention certificate.

### **#561 PRACTICAL SKILLS WORKSHOP 1 Unit**

Concentrates on learning skills rather than theory. Included are the use of media, massage, psychodrama, exercises, fantasy, development, body awareness, communication skills, why the SAR process works, and how to run a sex workshop.

**#571 PERSONAL SEXUAL ENRICHMENT/EDUCATION**  
2 Units

A course designed to train professionals to use Personal Sexual

Enrichment/Education, a structured SAR process, educational and therapeutic program using videos and the *SAR GUIDE FOR A BETTER SEX LIFE* as a workbook. Prerequisite paper required before attendance.

**ELECTIVES**

The following courses are not required for all students, but some may be required for specific objectives, e.g., counseling or therapy. In some courses books may be assigned, in others a paper integrating what the student has learned may be required. Some of the courses are on DVD and may be viewed by the student at the Institute or, by special arrangement, at home. Students must contact faculty before beginning a DVD course. Other courses will be given from time to time, either around the Wardell B. Pomeroy Lecture Series block of courses or at another time during a trimester. Students are urged to choose elective courses covering those areas in which they feel they are the least knowledgeable.

If students wish to do work in areas not covered by the listed courses, they may do so with the written approval

of a faculty member. Courses may be added, deleted, or changed as deemed appropriate by the Institute and based upon the needs of the students.

**#331 SEX EDUCATION PROGRAMS** 1 Unit

A variety of sex education programs are presented by leaders in the field of sex education. Populations dealt with include children, adolescents and adults. The course gives a broad background in a variety of methodologies.

**#402 HISTORY OF SEXOLOGY** 1 Unit

An introduction to the history of the rational and systematic investigation of sexual problems from ancient Greece to contemporary Europe and America. Among the historical figures covered are Hippocrates, Soranus, Galen, Ibn Sina, Leonardo da Vinci, Fallopio de Graaf, de Sade, Malthus, Kaan, Morel, Magnan, Burton, Krafft-Ebbing, Schrenck-Notzing, Ellis, Freud, Forel, Bloch, Moll, Hirschfeld, Steinach, Reich, Kinsey, and Masters and Johnson.

**#411 RESEARCH DESIGN AND IMPLEMENTATION**  
2 Units

A basic course for students needing to learn about, or review, design and research methods and elementary statistics.

**#421 SEX HISTORIES: INTERVIEWING AND CODING** 2 Units

This course has two facets. The first is concerned with how to obtain sexual and social information from a wide variety of people. This will be done through role playing in the classroom and practicing with others outside the classroom. The techniques developed at the Institute for Sex Research (where over 18,000 sex histories were taken) will be used. At the same time, a system of coding these data will be taught by which the equivalent of 25 typewritten pages can be recorded on one 8-1/2" x 11" sheet. This course is of particular interest to therapists, sex educators, anthropologists, and sociologists.

**#430 SEXUAL ANTHROPOLOGY** 1 Unit

A look at the ways that sex is shaped by culture from tribal to industrial societies. Topics include culture and biology, sex and aging, rape, gender, sex and power, sex and family structure, male and female menopause, and puberty rites.

**#501 CONCEPTS AND METHODS OF SEX THERAPY** 1 Unit

This course includes basic counseling skills, a survey of historic methods of sex therapy, and extensive

examination of current sex therapy methods and procedures. Several different philosophies of sex therapy are compared. ON DVD

**#502 HISTORY AND THEORY OF THE HELPING PROFESSIONS**

*1 Unit*

A survey course of the history, philosophy and justification for the establishment of the major helping professions in the 20<sup>th</sup> Century and the theoretical framework in which they continue to exist as socially valuable. The evolution of clinical sexology.

**#504 METHODS OF SEX THERAPY** *2 Units*

A review of sex therapy techniques, how they were developed, the rationale for their use, implementation strategies, and assessment of effectiveness.

Comparisons among the different theoretical approaches will be stressed to allow the student to develop an eclectic approach. Role playing techniques with an emphasis on the resistant client will be used. A paper will be required.

**#505 CLINICAL SEXOLOGY: A DEVELOPMENTAL PERSPECTIVE** *3 Units*

An introductory survey course beginning with the historical and theoretical

roots of the discipline. Considers the developmental sequencing of sexual systems from the subcellular to the social levels. The course provides a foundation in the basic biomedical and psychosocial sciences essential for clinical practice. #101 and #201 are prerequisite.

**#506 CLINICAL SEXOLOGY: CLINICAL SYNDROMES** *3 Units*

A systematic examination of the clinical syndromes in the areas of sexual dysfunction, sexual disorder, and gender dysphoria which the clinician will encounter in practice. The approach will continue the developmental perspective of #505 and focus on behaviors, cognition, phenomenology, value structures and social scripting as they apply to syndrome development and expression throughout the life cycle. #101 and #201 are prerequisite.

**#507 CLINICAL SEXOLOGY: THERAPEUTIC INTERVENTIONS** *3 Units*

An examination of the process and techniques of differential diagnosis and treatment of sexual problems from the perspective of major models of clinical sexology. The emphasis of the course is on gaining the practical skills necessary to diagnose and treat sexual problems in

clinical practice. #101 and #201 are prerequisite.

**#511A CLINICAL SEXOLOGY (SUPERVISED)** *4-8 Units*

A counseling practicum under supervision requiring 100 classroom hours and 100 hours of seeing clients. Entrance to the course is by permission of the instructors. Students will be required to make case presentations; the course will include role playing, general discussion and didactic information. Course prerequisites may be required.

**#511B CLINICAL SEXOLOGY (SUPERVISED) FOR NON-RESIDENTS** *1-8 Units*

A counseling practicum as above, except under the supervision of a sex therapist who is not a member of the Institute's clinical faculty. Approval of the supervising therapist by the Institute clinical faculty and documentation of cases to the clinical faculty are required. The amount of credit given will be determined by the clinical faculty when the work is evaluated.

**#515 SMALL GROUP FACILITATION** *2-4 Units*

For students who wish to facilitate a small group during SAR #311 (4 units), or Practical Skills Workshop #561 (2 units). Prerequisites

are prior small group leader experience, prior attendance at the practicum in question, and permission of the instructor. Full-time attendance and participation in the practicum is required. Facilitators will be supervised during the time of the workshop.

**#517 SEXUAL PLEASURE EDUCATION** *1 Unit*

Videos in this course are useful on a personal basis as a therapeutic tool with clients. Includes strategies for a better sex life, sex aids, sexual approaches, male and female pleasuring. Paper required as outlined in the study guide. ON DVD

**#521 SEX, ANATOMY AND PHYSIOLOGY** *1 Unit*

A technical look at the body and its sexual function.

**#522 BASIC GYNECOLOGY FOR SEXOLOGISTS** *1 Unit*

A survey of the anatomy and functioning of the female genitalia; physiological etiology of sexual dysfunction; impact on functioning of medications, sexually transmitted diseases (including treatment); and surgical techniques.

**#523 BASIC UROLOGY FOR SEXOLOGISTS** *1 Unit*

Sexological implications of medical interventions, i.e., penile implants, hormone injections.

**#525 SOCIAL EPIDEMIOLOGY FOR SEXOLOGISTS** *2 Units*

An examination of the distribution and determinants of various states of health populations, including HIV/STI. ON DVD

**#576 SEXOLOGICAL BODY THERAPY** *3 Units*

A 50-hour course in basic massage.

**#581 ADVANCED TECHNIQUES IN BODY WORK** *6 Units*

A practicum stressing the value of various bodywork techniques for persons intending to work in the field of sex therapy and counseling.

**#585 ROLE PLAY AND PSYCHODRAMA TECHNIQUES** *1 Unit*

Discussion of the theory of role play and psychodrama techniques followed by demonstration and practice. Aimed at assisting sexology students with interpersonal and intrapsychical issues that may come up in counseling, therapy and education classes.

**#601 MEDIA REVIEW** *3 Units*

A thorough review and analysis of sexually explicit material with particular emphasis on films and videotapes in the archives of

the Institute. Coding of sexual activity will be taught and used. 15 classroom hours, 30 hours film/tape viewing and coding.

**#605 ARCHIVAL CURATION** *1 Unit*

This is an individual course of study which focuses on the method and application of preserving the material in the Exodus Trust Archives of Erotology. It involves sorting, identifying, preserving and transferring material to a video or slide format as well as entering the material into a computer data base.

**#611 PRACTICAL USES OF MULTI-MEDIA TECHNIQUES** *1 Unit*

Explores the historical and current relation of sex and media. Various hardware and software media options will be demonstrated and discussed as to how they relate to sex education and therapy.

**#612 MEDIA PRODUCTION** *3 Units*

Explores the process and production of a multi-media project by the members of the class. 15 classroom hours, 30 hours outside class over a six-week period. Course #611 is a prerequisite.

**#613 SEXUAL ARTIFACTS** *1 Unit*

A sexological exploration of objects which have been created in response to sexual desire and experience. Sexual artifacts, e.g., erotic playing cards, postcards, music, painting and sculpture, will be examined within their historical and cultural contents.

**#644 ADOLESCENCE AND SEXUALITY 1 Unit**

Physical and psychological aspects of adolescent sexual development and activity.

**#651 ATTITUDES TOWARDS SEX AND DISABILITY 1 Unit**

This course examines various disabilities including physical (and “invisible” disabilities), acquired and congenital, and mental health issues. Discussions and guest speakers, videos and role-play are combined to educate the student about the historical background and fight for disabled rights (ADA), the issues of chronic illness/pain, the challenges and impact of disability on family, relationships, lifestyle and sexuality.

**#655 SEX, GERIATRICS, ILLNESS AND DISABILITY 1 Unit**

An examination of the sexual potential and rights of older persons, disabled persons and those suffering from chronic illness. A general survey of the myths

concerning these classes of people.

**#677 MALE AND FEMALE HOMOSEXUALITY AND BISEXUALITY 1 Unit**

A course designed to expose the student to the range of diversity of women and men who identify as homosexual or bisexual. In addition to basic reading, the student will hear from gay men, lesbians, and bisexual women and men about how they perceive their lives both personally and politically; the joys and problems encountered. Discussions will include sexuality, safer sex issues, coming out, parenting, myths and realities, history, and the legal ramifications of leading alternative lifestyles.

**#701 SEX AND SOCIETY 1 Unit**

An examination of human sexuality in various societies including contemporary society. Among the topics covered are the social role of men and women, conformity and deviance (moral, legal and medical), marriage and the family, the sexually oppressed, sex education and sexual ethics. ON DVD

**#711 SEX, RELIGION AND THE LAW 2 Units**

A survey of sexual oppression in our society in relationship to the law. Included will be a careful examination of the Commission on Obscenity

and Pornography report as well as the history of religious attitudes toward sexual behavior and their influence on the law.

**#715 SEXUALITY, RELIGION AND POWER 1 Unit**

Students will develop an ability to analyze sexual issues as they relate to religion, to create options for choice and strategies for dealing with power tactics, and to develop a professional commitment that may affect sexual change in cultural values.

**#721 FORENSIC SEXOLOGY 1 Unit**

The step-by-step process involving the place and purpose of the sexologists in court proceedings.

**#731 SEX AND RELIGION 1 Unit**

A historic and current look at the many and varied ways in which Western and non-Western religions view the role of human sexuality.

**#741 SEX AND ETHICS IN THE HELPING PROFESSIONS 2 Units**

Ethical issues between client and practitioner examined in the context of the history and development of sex counseling, therapy and education.

**#791 ANALYSIS OF THE KINSEY REPORTS** *1 Unit*

Co-author and Institute Academic Dean Emeritus Wardell B. Pomeroy discusses SEXUAL BEHAVIOR IN THE HUMAN MALE (1948) and SEXUAL BEHAVIOR IN THE HUMAN FEMALE (1953) chapter by chapter, summarizing and explaining the data. Male and female data are compared in terms of age, educational level, age at puberty, prepubescent sexuality, rural and urban differences, etc. Both volumes should be read before taking the course. ON DVD

**#801 THE SEXUAL VARIATIONS** *1 Unit*

An examination of how people have organized their sexual lifestyles including communal living, swinging, S/M, group marriage and living single.

**#811 BISEXUAL AND ANDROGYNY** *2 Units*

A survey of the emerging concepts of bisexuality and androgyny, including theory, social attitudes, literature and resources.

**#821 CHILDREN AND SEXUALITY** *1 Unit*

Emphasis will be on children's awareness of their bodies and sexual feelings in an exploration of the growth and development of children from birth to adolescence.

**#825 CHILD SEXUAL ABUSE: A PEDIATRIC PSYCHOSEXUAL FOCUS** *1 Unit*

Theoretical and practical approach to understanding the impact of sexual activity in childhood. Specific methods of dealing with age-appropriate sexual interest and behavior, and inappropriate or traumatic sexual experiences.

**#831 GENDER IDENTITY** *1 Unit*

A two-part survey of (1) the field of gender dysphoria (transsexualism) and (2) transvestism. Emphasis will be on understanding and clarifying the two fields, on resources, and on concerns arising in counseling. ON DVD

**#841 SEX OFFENDERS** *1 Unit*

A historical overview of the development of the medico-legal concept of sexual psychopathy and how the "sexual psychopath" statutes have applied. The course will also include a review of the treatment methods, the concept of dangerousness, and the basics of differential diagnosis. ON DVD

**#902 WOMEN'S GROUPS** *4 Units*

A two-part practicum on how to direct groups for women who are preorgasmic or not orgasmic with a partner. The first session, #902A (2 units),

is the leadership training. The second section, #902B (2 units), is supervised leadership of a women's group.

**#950 MALE HOMOSEXUAL EROTICA** *1 Unit*

An exploration of historic and modern visual materials from the 19th and 20th centuries. Students learn methods of homoerotic critique.

**#957 SEX AND CONTEMPORARY LITERATURE** *2 Units*

A survey course on sex as presented in literature available in the contemporary marketplace.

**#960 HISTORY OF EROTICISM** *2 Units*

A survey course covering erotic antiquity, the Middle Ages, Victorianism and modern times. 60 hours of media.

**#965 DIRECTED RESEARCH & VIEWING** *2 Units*

100 hours of classic historic videos and films, and 100 hours of classic erotological literature. All materials annotated. This course must be planned in consultation with an instructor.

**#970A EROTOLOGY AND SEXUAL CULTURE** *2 Units*

An in-depth exposure and evaluation of erotic expression and use in the

last half of the 20th Century.  
60 hours of video.

**#970B EROTOLOGY AND  
SEXUAL CULTURE 2 Units**

A continuation of #970A.

**#980A EROTOLOGY  
APPRAISAL 2 Units**

**#980B EROTOLOGICAL  
EVALUATION AND  
APPRAISALS 2 Units**

A continuation of #980A.

**#980C EROTOLOGICAL  
CURATION AND  
APPRAISAL PRACTICUM 2  
Units**

**#980D WORK STUDY IN  
EROTIC FINE ART  
CURATION 2 Units**



## FACULTY AND ADMINISTRATION

### FACULTY

Michele Angello, Ph.D., ACS (13)	Clint Gould, Ph.D., Ph.D., M.P.H., DACS (12)	Phyllis Lyon, Ed.D., ACS – Registrar Emeritus (30)	Department of Oriental Sexology (21)	Karin Winslow, Ph.D., ACS – Chair, History Department & Erotology (5)
Victoria Austin-Hartmann, Ph.D., DACS (4)	William Granzig, Ph.D., ABS (15)	Mark K. Malan, Ph.D., M.P.H., ACS (5)	Marguerite Rubenstein, Ph.D., M.A., ACS – Dean of Students Emeritus (30)	Loretta Zemaitis, D.H.S., ACS – Director of Student Services (14)
Marianna Beck, Ph.D., ACS (15)	Tamara Rose Griffin, Ph.D., D.H.S., M.S.W. (3)	H. Martin Malin, Ph.D., ACS (16)	Howard Ruppel, Ph.D., Ed.D., M.P.H., DACS, FAACS – Academic Dean Emeritus (28)	Gerald Zientara, Ph.D. – Librarian (20)
William Bell, Ph.D., M.P.H., ACS (10)	Erwin Haeberle, Ph.D., ACS (22)	Sueann Mark, Ph.D., ACS (8)	Lanae St. John, D.H.S., M.H.S., ACS (3)	
Michael Ra Bouchard, Ph.D., ACS (18)	Jack Hafferkamp, Ph.D., ACS (15)	Steve McGough, Ph.D.(c), B.S. (3)	Cliff J. Scheiner, M.D., Ph.D., ACS (18)	<b>SPECIALIZED FACULTY &amp; STAFF</b>
Gloria G. Brame, Ph.D., ACS (12)	Dave S. Hall, Ph.D., ACS (28)	Rand McIlvenna, D.H.S., ACS – Media Director (21)	Gary S. Schubach, Ed.D., ACS (13)	Lise Codde, Assistant Comptroller
Patti Britton, Ph.D., ACS (20)	Danielle Harel, Ph.D., ACS (5)	Ted McIlvenna, M.Div., Ph.D., DACS, ABS – President (30)	William Seabloom, M.Div., Ph.D., M.S.W., L.I.C.S.W. (30)	Rick Liguidliquid, Registrar
Ava Cadell, Ed.D., ACS (15)	James Herriot, Ph.D., ACS (20)	David R. McKenzie, Ph.D., ACS (6)	Judith Seifer, Ph.D., ACS (30)	Kim Mayor, Legal Counsel
Jian Chen, DVM, Ph.D., DACS, RYT – Professor of Clinical Sexology (3)	Heather Howard, Ph.D., M.P.H., ACS (8)	Amanda Morgan, D.H.S. (3)	Judiann Simon, Ph.D., M.A., C.O.T.A., ACS – Director of Practicum Studies (13)	Ryan McIlvenna, Special Assistant
Jackie V. Davison, Ph.D., ACS (20)	Ariadne M. Kane, Ed.D., M.A. (8)	Charles Moser, M.D., Ph.D., ACS – Chair, Department of Sexual Medicine (26)	Liam Snowdon, D.H.S. (4)	Winnie McIlvenna, Comptroller
Robert Ellis Dunlap III, Ph.D., ACS (12)	Susan Kaye, Ph.D., ACS – Professor of Clinical Sexology & Surrogate Trainer (18)	Lionel Nicholas, Ph.D., Ed.D., M.A., ACS (15)	Annie M. Sprinkle, Ph.D., D.H.S., ACS (10)	<b>ADJUNCT FACULTY</b>
Patricia Fawver, Ph.D., ACS (15)	Joseph Kramer, Ph.D. – Professor of Somatic Sexology (15)	Gina Ogden, Ph.D., ACS (15)	William S. Stayton, Th.D., Ph.D., ACS (22)	William R. Baird
Della R. Fitz-Gerald, Ph.D., ACS, ABS (21)	Marilyn Lawrence, Ph.D., M.P.H., DACS, ABS – Dean at Large (25)	Seth Prosterman, Ph.D., ACS (10)	Jack Summers, M.D., Ph.D., ACS, ABS (25)	Dolores Bishop, M.H.S.
E. Max Fitz-Gerald, Ph.D., ACS, ABS (21)	James Yong Li, M.D., Ph.D., ACS (15)	Barbara B. Read, D.H.S., ACS, ABS (21)	Laird Sutton, S.T.M., Ph.D., ACS – Academic Dean Emeritus (30)	Vena Blanchard, D.H.S.
Elaine Floyer, Ph.D., Ed.D., M.A., M.F.T., M.S. (2)	Roger W. Libby, Ph.D., ACS (8)	Margo Rila, Ed.D., ACS (22)	Kate Thomas, Ph.D. (8)	Deborah A. Caust-Bay, Ph.D., ACS, ABS
Albert Z. Freedman, Ph.D., ACS, ABS (26)	Allen Lichtenstein, J.D., Ph.D. (2)	Jallen Rix, Ed.D., ACS (4)	Marilyn Volker, Ed.D., ACS (20)	Simon Shih-Ming Chen, M.D., Ph.D., ACS
Roe Gallo, Ph.D., M.A., ACS (8)	Ariadne H. Luya, Ph.D. (4)	Fang-Fu Ruan, M.D., Ph.D., ACS, ABS, FAACS – Chair,		Tory L. Clark, D.H.S.

Catherine H.M. Dukes, Ph.D., M.P.H., ACS	Randy S. Klein, Ph.D., ACS	Sharon Mitchell, Ph.D., ACS	Sharen Shapiro- Williams, Ph.D., ACS	Gorm Wagner, M.D., Ph.D.
Donald Eckerstrom, Ed.D., ACS	Szofia Monika Kribusz, D.H.S.	Walt Pawlowski, Ph.D., ACS	Susan Simpson, Ph.D.	Tammy Ward, D.H.S., ACS
Charley Ferrer, D.H.S., ACS	Tariq Kuraisyh, M.Pharm., Ph.D.	Michael Perry, Ph.D., ACS	Lawrence Stanley, J.D.	
Harold Fiedler, Ph.D., ACS, ABS	Helle Larsen, Ph.D.	Merrily F. Pilot, Ph.D.	K. Ray Stubbs, Ph.D., ACS	
Jacqueline 'Fran' Fisher, Ph.D., ACS	Rae Larson, D.H.S., ACS, ABS	Kaye L. Renshaw, Ph.D., ACS	Robin Taylor, Ph.D., L.P.C., ACS	
Robert Friar, Ph.D.	Lynn Leight, Ph.D.	Gerald Rogers, Ph.D., ACS	Elise S. Turen, Ph.D., ACS	<b>( ) denotes years of teaching</b>
Richard Green, M.D., ACS	Agata Loewe, Ph.D., D.H.S.	Umit Sayin, MD, Ph.D. D.H.S.	Kathleen Van Kirk, Ph.D. ACS	
William Henkin, Ph.D.	Mervyn L. Mason, Ph.D., ACS, ABS	Evelyne S. Schreier, Ph.D., ACS	Diana Villegas, M.D., Ph.D., ACS	
Susan Hyatt, M.A.	Anne E. Mauro, D.H.S.			

## DISTINGUISHED LECTURERS

- Gene Abel, M.D.  
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Elizabeth Allgeier,  
Ph.D.  
Richard Allgeier,  
Ph.D.  
Norma Jean  
Almodovar  
Linda Alperstein,  
L.C.S.W., M.S.W.  
Dennis Altman, M.D.  
Juliet Anderson  
Katherine Angel,  
Ph.D.  
Steven Angel  
Michele Angello,  
Ph.D.  
Jack Annon, M.D.  
Bernard Apfelbaum,  
Ph.D.  
Hon. Richard  
Arneson, J.D.  
Toni Ayres, Ed.D.  
Lonnie Barbach,  
Ph.D.  
Barnaby B. Barratt,  
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Aaron Wolf Baum  
Frank Beach, Ph.D.  
Marianna Beck, Ph.D.  
Alan Bell, Ph.D.  
Sandra Bern, Ph.D.  
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Susie Bright  
Patti Britton, Ph.D.,  
MPH, ACS  
James Broughton  
Steve Brown  
Yvonne Bryson, M.D.  
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 Gina Falkenstrom, Ed.D. 2004  
 Larry Falls, Ed.D. 2002  
 Elaine Floyer, Ed.D. 2016  
 Daniel C. Ford, Ed.D. 1991  
 Thomas Erwin Gertz, Ed.D. 2002  
 Andres Gonzalez-del-Valle, Ed.D. 1991  
 Heather A.E. Good, Ed.D. 2006  
 Howard V. Harris, Ed.D. 1978  
 David Hersh, Ed.D. 1990  
 Anita P. Hoffer, Ed.D. 2010  
 Linda M. Humphries, Ed.D. 1997  
 Anita Jordan, Ed.D. 1980  
 Ari Kane, Ed.D. 1998  
 Lawrence R. Klar, Ed.D. 1998  
 Cheryl F. Laird, Ed.D. 2001  
 Jim G. Lamm, Ed.D. 1992  
 Amy Rebecca Marsh, Ed.D. 2011  
 Robert Morgan Lawrence, Ed.D. 1999  
 Susan Lee, Ed.D. 2002  
 Joan Seif Levi, Ed.D. 1987  
 Stefanie M. Lopacinski, Ed.D. 2009  
 Ronald Michael Mazur, Ed.D. 1986  
 Ron McAllister, Ed.D. 1997  
 Elna N. McIntosh, Ed.D. 2000  
 William R. Meagher, Ed.D. 1992  
 Gloria Mock Montes, Ed.D. 1980  
 Stacy L. Myers, Ed.D. 2011

- Joan Antonia Nelson, Ed.D. 1984  
 Lionel John Nicholas, Ed.D. 1997  
 Sheila Virginia Nicholson, Ed.D. 1986  
 Brian W. Parker, Ed.D. 2002  
 Pauline C. Pearlman, Ed.D. 1978  
 Seth Prosterman, Ed.D. 1990  
 Carol A. Queen, Ed.D. 1998  
 Pega Ren, Ed.D. 1999  
 Jallen Rix, Ed.D. 2007  
 John T. Robinson, Ed.D. 1995  
 David A. Rodriguez Sr., Ed.D. 2016  
 Robert W. Roop, Ed.D. 1997  
 Shay E. Roop, Ed.D. 1997  
 Jaime Ross, Ed.D. 1990  
 Howard James Ruppel, Jr., Ed.D. 1993  
 Deanne Salinger, Ed.D. 2016  
 Gary Schubach, Ed.D. 1996  
 J. Michael Sears, Ed.D. 1998  
 Harvey C. Shapiro, Ed.D. 2010  
 Marsha Lynn Sidwell, Ed.D. 1991  
 Araguari Chalar Silva, Ed.D. 1992  
 Megan Akiyama Stubbs, Ed.D. 2012  
 Libby A. Tanner, Ed.D. 1987  
 Clark Louis Taylor, Ed.D. 1985  
 Jean-Yves L. Thepot, Ed.D. 2016  
 Nadine Kamilah Thornhill, Ed.D. 2015  
 Gloria S. Tipton, Ed.D. 1998  
 Philip O. Toal, Ed.D. 1997  
 Janina Valdez, Ed.D. 1999  
 Marilyn Volker, Ed.D. 1991  
 Bruce Carl Wallin, Ed.D. 1997  
 Harry A. Walsh, Ed.D. 1994  
 Teresa Welborn, Ed.D. 1977
- Toni D. Weymouth, Ed.D. 1994  
 Joanna Gould Whitcup, Ed.D. 1991  
 Siegfried Wolff, Ed.D. 1999  
 Tung-Chia Wong, Ed.D. 1996  
 Lily A. Zehner, Ed.D. 2015  
 Gerald R. Zientara, Ed.D. 1996
- DOCTOR OF HUMAN SEXUALITY**
- Lyubov Abato, D.H.S. 2012  
 Cecilia P. Abotomey, D.H.S. 2003  
 Sayaka Adachi, D.H.S. 2007  
 Yoni Alkan, D.H.S. 2015  
 Arlene Q. Allen, D.H.S. 2000  
 Elizabeth Serenity Allen, D.H.S. 2007  
 Shontae Camesha Allen, D.H.S. 2015  
 Kathryn A. Ando, D.H.S. 2006  
 Sandra E. Arata, D.H.S. 2007  
 Victoria R. Austin, D.H.S. 2010  
 Tanya Krystal Baker, D.H.S. 2007  
 Barnaby B. Barratt, D.H.S. 1995  
 Turhan I. Baykan, D.H.S. 2001  
 Laura Bennett-Cook, D.H.S. 2014  
 Shannon Lee Bertha, D.H.S. 2006  
 Iris Bettan, D.H.S. 2015  
 Britany Antigua Lee Bingham, D.H.S. 2010  
 Vena Blanchard, D.H.S. 2006  
 Charlene Bruhl, D.H.S. 2000  
 Rafineé C. K. Butler, D.H.S. 2010  
 Namita Caen, D.H.S. 2013  
 Neil P. Cannon, D.H.S. 2007  
 Stacy Friedman Cerreta, D.H.S. 2016  
 Melissa L. Chamberlin, D.H.S. 2000
- Lita-Luise Chappell, D.H.S. 2008  
 Vere C. Chappell, D.H.S. 2007  
 Hernando Chaves, D.H.S. 2006  
 Shih-Ming Simon Chen, D.H.S. 2001  
 Tonya Cherry, D.H.S. 2009  
 Felix Clairvoyant, D.H.S. 2008  
 Kaffie R. Clark, D.H.S. 2000  
 Tory Laine Clark, D.H.S. 2010  
 Cheryl T. Cohen Greene, D.H.S. 2004  
 Amy Elizabeth Cooper, D.H.S. 2003  
 Carlen Costa, D.H.S. 2012  
 Tanginika Simone Cuascud, D.H.S. 2014  
 Laura Nancy Deitsch, D.H.S. 2015  
 Danny S. Derby, D.H.S. 2002  
 Anya de Montigny, D.H.S. 2016  
 Stephen Jonathan de Wit, D.H.S. 2011  
 Leonard Dillon-Kaijuka, D.H.S. 2009  
 Lindsey T. Doe, D.H.S. 2007  
 Martin Dragan, D.H.S. 2008  
 Karen J. Dufner, D.H.S. 2002  
 Christopher L. Eden, D.H.S. 2004  
 Jesús M. Estrada, D.H.S. 2003  
 Carmen Martina Fausch, D.H.S. 2008  
 Ronda Fenn, D.H.S. 2012  
 Charley Ferrer, D.H.S. 2000  
 Serena Lynn Fiacco, D.H.S. 2010  
 Paul A. Fleming, D.H.S. 1980  
 Jeffrey M. Fletcher, D.H.S. 2000  
 Kerstine R. Franklin, D.H.S. 2002  
 Julie M. Freedman, D.H.S. 2007  
 Gayle Anne Friend, D.H.S. 2012  
 George Fusco, D.H.S. 2000
- Nicole Goldstein, D.H.S. 2011  
 Audrey P. Gonzalez, D.H.S. 2014  
 Cynthia Smith Goodwin, D.H.S. 2001  
 Patricia J. Gray, D.H.S. 1986  
 TaMara Rose Griffin, D.H.S. 2014  
 Miro Gudelsky, D.H.S. 2006  
 Danielle Harel, D.H.S. 2006  
 Mojgan Haririfar, D.H.S. 2012  
 Amie Nicole Harwick, D.H.S. 2015  
 Sadie Rose Heintz, D.H.S. 2015  
 Laura Lee Henkel, D.H.S. 2004  
 Chelsea Faye Holland, D.H.S. 2012  
 Heather Howard, D.H.S. 2007  
 Antoinette Marie Izzo, D.H.S. 2011  
 Stephanie Marie Jackson, D.H.S. 2012  
 Sadie Allison Jacobs, D.H.S. 2005  
 Rodrigo Jarpa Schacker, D.H.S. 2012  
 Sara Johanna Jirven-Lipton, D.H.S. 2004  
 Gillian S. Joseph, D.H.S. 2016  
 Atiwut Kamudhamas, D.H.S. 2011  
 Susan Kaye, D.H.S. 2000  
 Zbigniew J. Kindela, D.H.S. 2006  
 Sharon M. King, D.H.S. 2011  
 Szofia Monika Kribusz, D.H.S. 2012  
 Debra Lee Laino, D.H.S. 2006  
 Sheila Kay Lamb, D.H.S. 2006  
 Renee Lanctot, D.H.S. 2008  
 Elizabeth Rae Larson, D.H.S. 2001  
 Martha Lee Hwi Chern, D.H.S. 2009  
 James Hung-Shuo Liang, D.H.S. 2009  
 Agata Loewe, D.H.S. 2011
- Stefanie M. Lopacinski, D.H.S. 2009  
 William F. Loveall, D.H.S. 2016  
 Ariadne H. Luya, D.H.S. 2007  
 Reece Michael Malone, D.H.S. 2011  
 Judie J. Manulkin, D.H.S. 2006  
 Oberdan Marianetti, D.H.S. 2016  
 Amy Rebecca Marsh, D.H.S. 2008  
 Frank J. Matone, D.H.S. 2009  
 Anne Mauro, D.H.S. 2011  
 Susana Mayer, D.H.S. 2005  
 Maxwell F. McCullen, D.H.S. 2004  
 Rand Michael McIlvenna, D.H.S. 2005  
 Sara Kate Miller, D.H.S. 2011  
 Kevin Todd Mintz, D.H.S. 2016  
 Sarah A. Moon, D.H.S. 2011  
 Erin A. Moran, D.H.S. 2007  
 Amanda Elizabeth Morgan, D.H.S. 2010  
 Teesha Linn Morgan, D.H.S. 2010  
 Emily Hope Morse, D.H.S. 2013  
 Emma Smith Myers, D.H.S. 2014  
 Yu Na, D.H.S. 2014  
 Marylou Naccarato, D.H.S. 2013  
 Donald L. Neely, D.H.S. 2005  
 Jilian Elizabeth Nugent, D.H.S. 2008  
 Walter Pawlowski, D.H.S. 1999  
 Jenna A. Propp, D.H.S. 1999  
 Adora Diana Provinciano, D.H.S. 2010  
 Erica Marie Quinlan, D.H.S. 2007  
 Anna Marie Randall, D.H.S. 2009  
 Ingeborg Raynham, D.H.S. 2008  
 Victoria Leigh Reuveni, D.H.S. 2013

- Brian Leo  
Rzepczynski,  
D.H.S. 2010
- Barbara Babb Read,  
D.H.S. 1981
- Trina E. Read, D.H.S.  
2004
- Raymond Patrick  
Reilly, D.H.S. 2016
- Tamar Janine Reilly,  
D.H.S. 2016
- Thomas Alan Remble  
II, D.H.S. 2011
- Donna Rencsak,  
D.H.S. 2000
- Anne P. Ridley,  
D.H.S. 2013
- Aracely Rodriguez  
Garcia, D.H.S.  
2013
- David Rodriguez,  
D.H.S. 2014
- Pamela Dare Rogers,  
D.H.S. 2007
- Melanie Rose, D.H.S.  
2009
- Lanae St. John,  
D.H.S. 2015
- Scott H. Sansby,  
D.H.S. 2001
- Raymond J. Schmidt  
Jr., D.H.S. 2011
- Salvatore C. Seeley  
III, D.H.S. 2005
- Pir-Syed Ebrahim  
Shah, D.H.S. 2005
- Clara Y. Shayevich,  
D.H.S. 2006
- Helen Marie Shepard,  
D.H.S. 2014
- John L. Shirley,  
D.H.S. 1977
- Yu Shen Shu, D.H.S.  
2003
- Justine Marie Shuey,  
D.H.S. 2011
- Sheila Silver, D.H.S.  
2009
- Judiann Simon,  
D.H.S. 2000
- Susan Simpson  
LaFave, D.H.S.  
2005
- Katherine Ann Smith,  
D.H.S. 2013
- Liam Captain  
Snowdon, D.H.S.  
2008
- Elizabeth Soskin,  
D.H.S. 2011
- Jennifer Gail  
Spracklin, D.H.S.  
2008
- Graham Stevenson,  
D.H.S. 2016
- Gregory A. Stewart,  
D.H.S. 2003
- Nancy Sutton Pierce,  
D.H.S. 2015
- Wendy J. Sutton,  
D.H.S. 2006
- Lisa Lynn Terrell,  
D.H.S. 2007
- Jean-Yves L. Thepot,  
D.H.S. 2016
- Nadine K. Thornhill,  
D.H.S. 2015
- Ashleigh Turner,  
D.H.S. 2009
- Kimberly A. Uttley,  
D.H.S. 2010
- Leena K. Väisälä,  
D.H.S. 2004
- Kathleen Van Kirk-  
Veon, D.H.S. 2000
- Shelly Varod, D.H.S.  
2011
- Sara Vilhuber, D.H.S.  
2012
- Karina von  
Middendorf, D.H.S.  
2000
- Tammy C. Ward,  
D.H.S. 2006
- Marlene F.  
Wasserman,  
D.H.S. 2000
- Alice E.S. Webb,  
D.H.S. 1999
- Resa S. Weinstein,  
D.H.S. 2014
- Winston Wilde, D.H.S.  
1999
- Christopher M. Wilkie,  
D.H.S. 2003
- Karin I. Winslow,  
D.H.S. 2006
- David B. Wohlsifer,  
D.H.S. 2004
- Creighton Wrenn, Jr.,  
D.H.S. 1999
- Alain Youell, D.H.S.  
1985
- Ivy Ngar-Wei Yung,  
D.H.S. 2006
- Michael L. Yurchisin,  
D.H.S. 2004
- Judith F. Zaruches,  
D.H.S. 2005
- Petra B. Zebroff,  
D.H.S. 1999
- Lily A. Zehner, D.H.S.  
2014
- Loretta J. Zemaitis,  
D.H.S. 1999
- Jodi V. Zieverink,  
D.H.S. 2006
- Laura Joan Zilney,  
D.H.S. 2007
- Juliet Carr, 2007
- Stan Dale, 1992
- Ken Davis, 2012
- Tracy Elise, 2015
- Marilyn Fithian, 1990
- Richard Fontaine,  
1993
- Shell Freye, 2008
- Joe Gage, 2011
- Thomas E. Gertz,  
1997
- Al Goldstein, 1988
- Jane Hamilton, 2014
- Nina Hartley, 2010
- William Hartman,  
1990
- John Heidenry, 1999
- Dennis Hof, 2015
- Dorr Legg, 1994
- Gloria Leonard, 2014
- Del Martin, 1987
- Xiaoqing Martin, 2014
- Ron McAllister, 1992
- Paul Stephen  
McGough, 2016
- Wendy McGough,  
2016
- Winnie O. McIlvenna,  
2001
- Harry Mohny, 1986
- John Money, 1988
- Elizabeth K. Mooney,  
2006
- Yu Na, 2013
- Jeffrey Owen, 2009
- Troy D. Perry, 2008
- Candida Royalle,  
2014
- J.D. Slater, 2012
- April Spicer, 2015
- Ashley Spicer, 2015
- Lyle Stuart, 1985
- Veronica Vera, 2014
- Ralph Whittington,  
2012
- Joe Wilcox, 1986
- Naomi Wilzig, 2011

#### **HONORARY GRADUATES**

- Joani Blank, 2008
- Susan Block, 2012
- Alan Jay Bloom, 2011
- Harold Call, 1991



## DISSERTATIONS

**1978**

JUSTINE HILL  
A Study of Male Genitalia

HAROLD S. ROGERS  
Sexual Attitudes and Behavior of  
People in the Process of Divorce: A  
Study of Sexuality and Its Association  
with Loneliness

**1979**

IRENE GAD-LUTHER  
Types of Marital Interaction in Alcoholic  
Family Systems and their Relationships  
with Existing Patterns of Sexual  
Difficulties

CHARLES ALLEN MOSER  
An Exploratory-Descriptive Study of a  
Self-Defined S/M (Sadomasochistic)  
Sample

FRANK JEFFERSON TOMBRELLO  
The Effects of Alkyl Nitrites on Male  
Orgasm

MILDRED L. BROWN  
Initiating Marital Coitus

**1980**

JACKIE V. DAVISON  
Valium and Its Effect on Female  
Sexuality: An Exploratory, Descriptive  
Study

MARIAN E. DUNN  
Women's Perceptions of Male Sexual  
Attractiveness: The Role of Male Eye  
Contact

JAMES EDWARD ELIAS  
Adolescent Exposure to Erotica

JOHN MYRON HOLLAND  
Education and Training of Health  
Professionals in the Provision of Sexual  
Health Care

RICHARD KAVICH-SHARON  
A Comparative Evaluation of Sexual  
Behavior Before and After Acute  
Coronary Events in Selected Patients  
and Their Partners

MERVYN LAWRENCE MASON  
Perceived Sociosexual Compatibility of  
Co-marital (Swinging) Couples as  
Compared to Normative Married  
Couples

SHAREN LEE SHAPIRO  
Sexual Attitudes and Activities of  
Obese Women

SAINT STROUD  
A Study of the Increased Balance in  
Preorgasmic Women's Sex-Role  
Scores After Treatment

**1981**

RICHARD WAGNER  
Gay Catholic Priests: A Study of  
Cognitive and Affective Dissonance

DWIGHT DIXON  
Bisexual and Heterosexual Swinging  
Husbands: Their Androgyny, Orgasms  
and Perceived Sexual Satisfaction and  
Marital Happiness

JOAN K. DIXON  
The Effect of Swinging on Initiating  
Active Bisexual Behavior in Married  
Women Over 30 Years of Age

CAROLYN ANN LIVINGSTON  
Premature Ejaculation in Young Males

ALBERT Z. FREEDMAN  
Extra-Monogamous Sex in Couple  
Relationships

GEORGE DEWEY CANNON, JR.  
The Effect of Topical Estrogen on the  
Superficial Flow of Blood in the Breast  
Area

PHYLLIS WYN O'FLATTERY  
A Correlation Study of Emotional  
Response to the Genitalia; Attitudes  
Toward Masturbation; and the  
Incidence and Frequency of  
Masturbation in a Sample of  
Professional Women

GINA OGDEN  
Perception of Touch in Easily Orgasmic  
Women During Peak Sexual  
Experiences

**1982**

MARGUERITE RUBENSTEIN  
An In-depth Study of Bisexuality and Its  
Relationship to Self-Esteem

MICHAEL EARL PERRY  
The Perceived Utility of Sexually  
Explicit Video in the Sex Education of  
Adolescents

DIANE LOUISE MORRISSETTE  
The Effects of Diabetes and Blindness  
on Female Sexual Response

MILDRED APTER-MARSH  
The Sexual Behavior of Alcoholic  
Women While Drinking and During  
Sobriety

ELAINE S. SELESNICK  
Lifetime Patterns of Ejaculatory  
Frequency in the Human Male as a  
Factor Contributing to Risk of  
Symptomatic Benign Prostatic  
Hyperplasia

**1983**

ERWIN ALBERT SCHILL  
Women With Multiple Sclerosis: A  
Study of Sexual Attitudes and  
Behaviors

EVELYNE SCHREIER  
Study on Endorphin Level in the  
Plasma Before and After Orgasm

LOUANNE C. COLE  
Utilization of Sexual Health-Promoting  
Information by Women: Knowledge and  
Performance of Kegel Exercises and  
Locus of Control

BARBARA J. MERCER  
Anal Eroticism in Women - An  
Exploration of the Relationships  
Between Sexual Preference and Anal  
Sexual Behaviors, Fantasies, and  
Attitudes

**1984**

SHIRLEE M. PASSAU-BUCK  
Sexuality and Self-Concept  
Characterization of Female Gynecology  
Teaching Associates at a Mid-West  
School of Medicine  
BARBARA BERNACHE-BAKER  
The Sexual Attitudes and Behavior of  
Private and Public Secondary Students:  
A Comparative Study

CHARLENE Q. ARBOGAST  
The Effects of Mastectomy on the  
Sexual Behavior of Fifty Women

JANICE BOWLES EPP  
The Orgasmic Frequency and  
Reliability of Assertive and Unassertive  
Women

SYLVIA BABBIN  
Kissing and Its Relationship with Marital  
and Sexual Satisfaction: An Initial  
Perspective

ROGER E. PEO  
Women Who Relate to Male  
Transvestites: A Descriptive Study

YVES DALPÉ  
The Relationship Among Personality  
Characteristics and Sexual Desire and  
Frequency of Coupled Women

**1985**

THOMAS ARNOLD MARTIN  
Correlates of Erotic Fantasy Frequency

ABEL PERARD EDMOND  
The Relationship Between Menstrual  
Cycle, Couple Adjustment, and Female  
Sexual Behavior/Response

JORGE MIGUEL BERMUDEZ  
A Comparison of Nocturnal Penile  
Tumescence (NPT) Measurements

Between Psychogenic Erectile  
Dysfunctional and Non-dysfunctional  
Males

LAWRENCE JAMES FRIESEN  
Core Curriculum: Religious/Biblical  
Sexual Studies

**1986**

J. DUDLEY CHAPMAN  
The Neuropsychoneuroendocrinology of the  
Sexual Response

H. MARTIN MALIN  
Sexual Behavior and Attitudes in the  
Private Lives of Male Sex Surrogates

DAVID PORTER HADERER  
A Correlative Study of Self Concepts  
and Sexual Behaviours of Women 15 to  
17 Years of Age

SIDNEY A. FOGEL  
The Psychosexual Correlates of  
Mastectomy: The Response of  
Mastectomy Patients to their Interaction  
with the Health Care System

SYLVIA FRANCES RHUE  
Women in Love: Bonding Strategies of  
Black Lesbians

JUDITH HUFFMAN-SEIFER  
Characteristics of Families Who Report  
Child/Adult Sexual Activity: A  
Comparative Study

PATRICIA GRAY  
Female Sex Surrogates, Their Personal  
Sexual Behavior and Attitudes

**1987**

GORM WAGNER  
An Evaluation of the Methods of Clinical  
Intervention in Male Sexual Dysfunction

WILLIAM R. WILEY  
Aphrodisiacal Efficacy of Swissoats

STELLA K. MOSTEL  
Sexual Attitudes and Behaviors of  
Middle-class Women in Relation to  
Sexually Transmitted Diseases

DEBORAH ANN CAUST  
Impact of the AIDS Phenomenon on  
Heterosexual and Bisexual Swingers

JACK L. SUMMERS  
The Effects of Multiple Sclerosis on  
Human Sexuality

BARBARA FEDERGREEN  
ANDERSON  
Adolescent Contraception: Relationship  
Factors Influencing Contraceptive Use  
Effectiveness

JUDITH A. MEISNER  
Assessment of Satisfaction, Sexual  
Adjustment and Sexual Functioning in  
Male Patients and Their Partners After  
Penile Prosthesis Implantation

JOAN LEVI  
A Course on the History of Jewish  
Thought on Sexuality for the Therapist

LIBBY TANNER  
Current Status of Sex Education in  
Graduate Schools of Social Work in the  
United States

GEORGE IRVING DEABILL  
An Investigation of Sexual Behaviors in  
Mixed Sexual Orientation Couples: Gay  
Husband and Straight Wife

JOHN T. LAMBERT  
Premarital Sexual Permissiveness of  
Female College Nursing Students

ROBERT J. OLIVER  
An Organization of a Network for the  
Management of Criminal Child Sexual  
Abuse on Guam, U.S.A. Territory

STEVEN J. MALAMUTH  
The Licensing of Erotological  
Technologies and the Certification of  
Qualified Erotologists

**1988**

JAMES WILLIAM FROCK  
Erotosexual Imagery Before and After  
Menopause: A Retrospective Study

JUNE MARTIN  
The Incidence, Frequency and Rate of  
Genital Satisfaction of 64 Post-  
Operative Male-to-Female  
Transsexuals Reported to be  
Experienced During Various Sexual  
Behaviors: A Descriptive Study

PATRICK DEAN GLASSCOCK  
Sexual Behavior of Gay and/or Bisexual  
Males with a Diagnosis of Acquired  
Immunodeficiency Syndrome: An  
Investigative Study

HAROLD FIEDLER  
Diversity in Adult Autoerotic Behaviors:  
A Survey and Comparison Study of  
Pictorial Representations

**1989**

ADELE ZORN  
Similarities and Differences Between  
Gambling Behaviors and Sexual  
Behaviors of Older People

DELLA REAVES and EZRA MAXWELL  
FITZ-GERALD  
Sexual Boredom: Its Impact Upon  
Marriage

MERRILY PILOT  
HIV/AIDS Prevention Education via  
Adult Entertainment/Sexual Discussion  
Booths: Sex Information Sources,  
Perceived Benefits and Privacy Prefer-  
ences

ELAINI GARDINER  
Sexual Desire and Sexual Behavior:  
Their Relationship in 113 Women

OMAIRA MARQUEZ MARIN  
A Descriptive and Exploratory Study of  
the Orgasmic Response of A Female  
Sample From the City of Caracas,  
Venezuela

SAM COLEMAN  
Sexual Variations and the Effects of  
Cross-dressing on the Frequencies of  
Sexual Behaviors of Male Transvestites

**1990**

SANDRA COLE  
Facing the Challenges of Sexual  
Exploitation and Disability

NANCY ANN PAULIC  
Openness to Experience Versus Marital  
Intimacy as the Determinant of Sexual  
Satisfaction

GEORGE GEORGIU  
Sexual Attitudes of Greek Orthodox  
Priests

MICHAEL SANDERSON  
A Descriptive of Quality of Touch  
Between Afro-American Males and  
Caucasian Males as Depicted in  
Sexually Explicit Videos

**1991**

MARY MALCOLM  
An In-depth Psychometric Study of the  
Personality and Occupational  
Characteristics of 10 Female  
Entrepreneurial Sexual Service  
Professionals

- WILLIAM R. FARRALL  
Development of a Stimulus Set for Assessing the Arousal Patterns of Sex Offenders Using a Video Format with Audio Stories and Still Photographs
- MILYNN ANDERSON  
A Phenomenological Study of Youth and Parents From the Simpson United Methodist Church Fort Wayne, Indiana, In Their Evaluation of a Sexuality Education Resource
- AILEEN BETH GOODSON  
Therapy, Nudity and Joy: The Therapeutic Use of Nudity Through the Ages
- FANG-FU RUAN  
Sex in China: Studies in Sexology in Chinese Culture
- PATRICIA ANN PICKETT  
Sexually Explicit Advertisements in Women's Magazines: Characteristics of Erotic Content
- LISA MARIE FIELDS  
A Select Group of Bisexual Males in Michigan: Barriers to Behavior Change in Reducing the Risk of HIV Transmission
- 1992**  
ANITA K. JORDAN  
Sexual Jealousy
- DOROTHY SUE SCOFF  
Sexual Behavior, History and Attitudes in the Private and Professional Lives of Strippers
- ROBIN TAYLOR  
A Correlation Between Perceived Parental Sexual Attitudes in the Family of Origin and Adult Sexual Attitudes
- PAUL SCHENEBECK  
Condoms and Women: Concerns Associated With Their Purchase and Use in 250 College Women
- BETTY ANN DODSON  
Selfloving: A Portrait of a Women's Sexuality Seminar
- MARILYN A. FITHIAN  
Any Man Can: A Multiple Orgasmic Technique for Every Loving Man
- 1993**  
MARTY KLEIN  
The Written Word: A Review and Analysis of Ten Years of Sexuality Education Using the Popular Press
- PATRICIA O. BRITTON  
Comparative Quantitative Analysis of the Similarities and Differences in Female-Versus-Male Directed/Produced/Written Commercial Sex Films and Videos (1980 - 1990)
- LYNN LEIGHT  
A Noble Project Flawed: The Challenge and Disruption (by Christian Fundamentalist Activists) of the Original Doctoral Thesis to Measure the Sexual Knowledge, Behavior and Attitudes of Secondary Students at Specific Dade County Schools
- WILLIAM A. HENKIN  
Differences in Self Reports of Masculinity Among Gender and Gender-Identified Groups
- AMEL ANTHON  
A Study of Sexual Behavior and Menopausal Syndrome on Women with Menopause in Jakarta
- WILLIAM SEABLOOM  
Dragons Beware! Child Sexual Health: The Vision, A New Reality
- KATHRYN THOMAS  
The Perceived Family Sexual Atmosphere During the Upbringing of a Sample of Pedophiles
- CARL SCHWARTZ  
The Internal Perceptual Sensory Systems of Delinquent Adolescents: Observing the Moral and Non-moral Structure
- 1994**  
ALICIA S. BABENCO  
Sexual Satisfaction for Women: A Phenomenological Study and Video Survey
- SETH MICHAEL PROSTERMAN  
Prevalence of Antibodies to Human Immunodeficiency Virus (HIV-1) in a Bay Area Sample of Male and Female Swingers
- CLIFF J. SCHEINER  
An Annotated Anthology of Erotologically Significant Sexually Explicit Literature Published 1527 - 1969
- GÜNTHER HELMUT SCHON  
Sexuality Problems in Berlin: An Evaluation of the Counseling Work of the Centrum fur SexualWissenschaft e.V. (Center for Sexology, Inc.) in Berlin (Germany)
- MICHAEL RA BOUCHARD  
Comparative Content Analysis of the Similarities and Differences in Females and Males Participating on an Uncensored, Membership-based, Adult Telephone Talk Line
- HOWARD RUPPEL, JR.  
Publication Trends in the Sexological Literature: A Comparison of Two Contemporary Journals
- 1995**  
BERNARDO IGNACIO USECHE  
The Sexual Behavior of Colombian Adolescents and Young Adults
- ALAN FLETCHER  
An Erotological Investigation of Male Homosexual Imagery in Contemporary Film
- MARYANN SCHRODER  
New Women: Sexological Outcomes of Gender Reassignment Surgery
- BARNABY B. BARRATT  
Sexual Counseling in Primary Care Medicine: Aspects of Curriculum Development in Residency Education
- DAVID S. HALL  
Consent for Sexual Behavior in a College Student Population
- 1996**  
WALTER MEYER  
Women's Orgasmic Experience: An Investigation of Its Correlates and Its Functional Significance
- DON E. BENT  
Attitudes Toward Sexuality as Predictors of Sexual Functioning in Males
- HELLE LARSEN  
Stress-Tension-Reduction-Training (STRT): A Therapeutic Tool in the Rehabilitation of Women Survivors of Sexual Torture

JAMES W. HERRIOT  
alt.sex: An Initial Exploratory Study of  
Sexual Communication on the Internet

RANDY SUE KLEIN  
Penile Augmentation Surgery

KAYE RENSHAW  
Will Graduate Counseling Students  
Demonstrate an Increased Level of  
Knowledge in the Areas of Human  
Sexuality, Sex Offenders, the  
Treatment of Sex Offenders and the  
Treatment of Developmentally Delayed  
Sex Offenders Following a Brief  
Training Course and Development of a  
Proposed Certification Training Course  
for Professionals

GERALD ROGERS  
Development of a Comprehensive  
Training Program for Treatment  
Providers of Sex Offenders and  
Paraphiliacs

**1997**

CAROL L. CLARK  
A Comparison Between Sex Offenders  
With Mental Retardation and With  
Normal Intelligence on Six Scales of  
Interpersonal Behavior

OONA MOURIER  
Impact of the Knowledge of Woman's  
Sexual Archetypes on the Attitudes  
Toward Sexuality of a Group of Women

DON SIDELINKER  
Post-operative Orgasm in the Female  
to Male Transsexual

DANIEL WATTELMAN  
The Perceived Inhibiting Factors and  
Sexual Behavior of Child Molesters

KATHLEEN A. CERVENKA  
Reciprocity of Power in the Treatment  
of Sexual Desire Disorder: A Structural  
Systems Approach

AMAIA MONTES  
HIV Risk Reduction Intervention for  
Latino Couples: Sexological Approach

**1998**

ROGER L. GUNDER  
The Sexual Attitudes of Mental Health  
Professionals Providing Clinical  
Services to Sexual Offenders:  
Comparisons by Sex and Academic  
Achievement

MARIANNA BECK and JACK  
HAFFERKAMP  
Essential Erotology, Basic Course in  
Our Erotic Heritage

KARIN E. WEISS  
Sex and the Goddess: Women's Erotic  
Spirit and Sacred Sexual Power

AMY CAPLAN DEMNER  
The Gender-Identity/Role of  
Adolescents Raised by Lesbian/Gay  
Parents

JACQUELINE FRAN FISHER  
Making the Transition Between Elective  
Asceticism and Secular Life: A Life  
Narrative Study of Former Roman  
Catholic Nuns

CLAUDIA A. SIX  
Differentiation in Nontraditional Couples

**1999**

ROBYN McCLAY  
Female Sex Offenders: A Comparative  
Study of Beliefs and Attitudes of Mental  
Health Graduate Students and  
Nonmental Health Graduate Students

HANI MILETSKI  
Bestiality-Zoophilia: An Exploratory  
Study

**2000**

CLAUDIA CONTESSINI  
The Therapeutic and Recreational  
Potential of X-rated Videos for Women:  
A Quantitative and Qualitative Study of  
Australian Women Viewers

GLORIA G. BRAME  
Demographic BD/SM Fetish Survey

BARBARA JORDAN-KNOX  
Long Term Sexual Relationships of  
Lesbian Women on the Internet

MICHELE ANGELLO DE FLAVIA and  
DIANA VILLEGAS  
The Dynamics of Gender Identity

GRACE H. BLODGETT  
Cross-Dressing in Transgendered  
Persons and its Impact Upon the Many  
Aspects of Self

CONNIE BRINTON  
A Comparison of the Sexual Arousal  
Patterns of Female Sex Offenders and  
Nonoffenders

SUSAN L. HESSION  
A Comparison of the Human Figure

Drawing Test (HFDT) Between Male  
Predatory Child Molesters and Male  
Situational Child Molesters

JUDIANN SIMON  
The Effects of Chronic Pain on  
Sexuality and Self-esteem in Women

LILKA ARETON  
Factors in the Successful Sexual  
Relationships of Obese Women

ROMMYE MELLISSA BIRNBAUM  
The First Physiologic Study of Orgasm  
in Postoperative Male-to-Female  
Transsexuals

KELLY J. ACE  
The Sexual and Psychosocial Concerns  
of Adults with Mental Retardation  
Referred for Sexuality Consultation

SUSAN KAYE  
Surrogate Treatment: A Case Study of  
151 Male Clients and Surrogacy  
Coaching

**2001**

JAMES YONG LI  
A Study of Premature Ejaculation

MELISSA L. CHAMBERLIN  
Subjects' Perception of Emotional  
Closeness and Vacuum Tumescence  
Devices

CAROL A. QUEEN  
Consensual Exhibitionistic Behavior for  
Erotic Enhancement in a Group of  
Women: A Descriptive Sexological  
Study

CLINTON A. GOULD  
Social Epidemiology and Sexology

SANDRA L. SAMONS  
Sexual Orientation in High Functioning  
Male to Female Transgendered  
Persons

PATRICIA L. BACON  
The Effectiveness of Canadian Custom  
Inspectors in the Enforcement of  
Obscenity Law

ANNE A. LAWRENCE  
Factors Associated with Satisfaction  
and Regret Following Male-to-Female  
Sex Reassignment Surgery

MARK KIM MALAN  
A Survey of Masturbation-Guilt, Shame  
and Suicidal Ideation: An Evaluation of  
Attitudes of Members of the Church of

Jesus Christ of Latter-Day Saints in a Sample of University Students

PETER L. DANCER  
24/7 SM Slavery: A Descriptive Study from the Slave's Perspective

**2002**

GEORGE FUSCO  
Sexual Interests and Behavior Among an Obscure Male Subculture: A Descriptive Study with Suggested Interpretations

CAITLIN MULLIN  
Voices in the Wind: South African Women Forging New Frontiers in Sexual and Reproductive Health

A. VIRGINIA RODES  
The Effects of Erotophobia on Clergy: Affective Responses and Subjective Arousal Responses to Gay and Lesbian Erotica

ANNIE SPRINKLE  
Providing Education Opportunities for Adult Industry Workers

W. JOSEPH KRAMER  
A Social History of the First Ten Years of the Taoist Erotic Massage: 1982 – 1992

SUEANN MARK  
Erotic Aromas: Underarm Scents and Sexual Attraction in Heterosexuals and Homosexuals

KARINA von MIDDENDORF  
Clients of Sexual Service Providers: Socio-Demographics and Sexual Desires

DON S. LEWIS and JANE H. LEWIS  
Philosophical and Theological Presuppositions and Sex Therapy: An Original Model

ROSEMARY C. GRAVELLE and GREGORY M. MCCREA  
The Role of Physician's Comfort with Sexual Health Issues: Its Impact on the Provision of Sexual Health Care

LISA COOK NIEBLING and PATRICK N. MULHALL  
A Descriptive Study of Men Who Have Anonymous Sex with Men in Public Places in a Tri-County Area of South Florida

ROBERT S. BERKOWITZ  
The Naked Television: The Sometimes

Dysfunctional Relationships Between Sex and TV

JAMIE B. STROUD  
Why Do Gay, Lesbian, and Bisexual United Methodists Remain Loyal to and or Affiliated with the United Methodist Church?

BRIAN W. PARKER  
Consumer Evaluation of Pillow Talk: The Sexual Intimacy Game

KIMBERLY ANN RICHARDSON  
The Body Image and Perceived Life Changes of Gay and Bisexual Men Involved in the Chub and Chaser Community

ELNA N. McINTOSH  
A Clinical Experience of HIV Testing: "The Worried Well Man, HIV Guilt Confessions"

**2003**

CHERNG-JYE JENG  
Clinical Assessment and Management of Unconsummated Marriage – Primary Vaginal Penetration Failure

TURHAN I. BAYKAN  
Sexual Behavior in Anatolia

ALBERT CUTLER III  
Partner Selection, Power Dynamics, & Sexual Bargaining in Self-defined BDSM Couples

DAVID D. ABERNATHY and NAOMI C. BALLARD  
The Design of a Cyber Office for the Practice of Clinical Sexology

ROE GALLO  
The Need and Desire for a Comprehensive Manual Covering Safer Sex and Sexual Pleasure

LEANNA WOLFE  
Jealousy and Transformation in Polyamorous Relationships

JENNA A. PROPP  
The Pedophile

ROBERT E. BEREND  
Perceptions of Chemistry, First Date Selection Criteria, and Factors in First Intercourse from the San Francisco Area

WILLIAM A. BELL  
An Analytic Examination of the Contributing Confounds to the Measure

of the Effects of Incest, Molestation, and Sexual Abuse on Child and Adolescent Subjects

FREDELINA L. ESPEDILLA  
Health and Sexual Issues of Filipino Men Age 40 and Above: Sociodemographics, Analysis, and a Call For Sexual Health

**2004**

SHARON K. MITCHELL  
The Story of the Adult Industry Medical (AIM) Health Care Foundation: Eradicating HIV in a High-Risk Population

JANE SHATTUCK  
An Erotological Study of Erotic Tease

SONIA L. BORG  
Observations of Exotic Dancers and Sexual Coercion in Gentlemen's Clubs

KAROLINE BISCHOF  
Women's Sexuality After Childbirth

FERNANDO LUIZ CARDOSO  
Male Sexual Behavior in Brazil, Turkey and Thailand Among the Middle and Working Social Classes

MIA NAKAMURA  
Towards a Clarification of Gender Identity Disorder: Acknowledging the Social Process of Gender Identity Reformation

CATHERINE D. RAVELLA  
An Exploration of the Use of Personal Photographs as a Catalyst for Change in Sex Therapy

**2005**

JULIAN M. YOUNG  
Experience of Testosterone in the Transition of Female-to-Male Transsexuals

ROCHELLE WALD  
The Enneagram Types: Nine Styles of Expressing Sexuality

DAVID R. MCKENZIE  
A Quantitative Descriptive Study of the Sex Profiles of Anglican and United Clergy in Two Regions of British Columbia, Canada

CHRISTINE BERTRAND HYDE  
Study of Sexual Perfectionism in Female Sex Therapists

**2006**

ROBERT ELLIS DUNLAP III  
Aphrodisiacs: Herbs, Botanicals and Supplements. A Reference Guide to Over-the-Counter Aphrodisiacs Today

CYNTHIA ANN MOYA  
Artificial Vaginas and Sex Dolls: An Erotological Investigation

CATHERINE HÉLÈNE MARIE DUKES  
Women, BDSM, Body Image and Sexuality: A Comparative Analysis

LONNIE JOE KIDD  
An Evaluation of the Usefulness of the Kidd Model for Training Optimal Penile Health and Pleasure Service Providers

ELISE S. TUREN  
The Implications of Internalized Transphobia for the Transitioning MTF Transsexual

DAVID WOHLISFER  
Sexological Aspects of Men Who Have Sex with Men and Use Crystal Methamphetamine

LIMOR BLOCKMAN  
Sexuality Attitudes and Knowledge of Israeli Health Care Practitioners: An Educational Program

**2007**

DANIELLE HAREL  
Sexual Experiences of Women During Childbirth

MARLA RUTH COBIN  
Gay Men of Mexican Descent in the Rio Grande Valley: A Qualitative Study

BAT SHEVA J. MARCUS  
Changes in a Woman's Sexual Experience and Expectations Following the Introduction of Electric Vibrator Assistance

**2008**

CLARA Y. SHAYEVICH  
The Importance of Knowledge About Sexually Transmitted Diseases and Identification and Prevention Recommendations by the Sexologist

HEATHER STACY HOWARD  
The Integration of Arousal and Orgasm in Existing Interventions for Pelvic Pain: An Exploratory Study

ASHOK RUGHANI  
Difficulty in Sexual Function Among Female Diabetics

**2009**

NEIL CANNON  
A Psychological Assessment of Self-Defined BDSM Practitioners

KATHRYN AKEMI ANDO  
Attitudes and Behaviors Concerning Erotic Breath Control

AMY ELIZABETH COOPER  
The Everything Orgasm Book

SUSANA MAYER  
In Pursuit of Sexual Pleasure, Reframing Obsolagnium: What is the relationship among postmenopausal women's sexual desire, sexual arousal, sexual quality of life and experience with explicit sex videos?

DANIELLE DAWN DUPLASSIE  
Critical Incidents that Facilitate and Hinder the Development and Maintenance of Polyamorous Relationships

KELLEY J. WOLFE  
Sexual Attitudes, Beliefs, Practices, and Age-Related Sexual Concerns of Baby Boomer Couples

**2010**

CHRISTINE MILROD  
The Internet Hobbyist: Demographics and Sexual Behaviors of Male Clients of Internet Sexual Service Providers

REBECCA CHALKER  
The Pleasure Revolution: Feminists Popularize Masturbation, Critique Freud, Write Subversive Novels, Open Their Own Sex Shops, Rehabilitate the Clitoris, Do Medical Research, Create Their Own Porn and in the Process, Reinvent Sex!

MARTINA FAUSCH  
Six Pack of Sexual Health: The Effect of a Somatic Sexuality Course on the Sexual Health of Heterosexual Male Baby Boomers

KATHLEEN YOSKO  
A Conceptual Framework for Ecstatic Sexual Response

ARIADNE H. LUYA  
The Erotic Epiphany: Positive Transformation in Sexual Attitudes

JESSICA O'REILLY  
Pre-Service Teacher Training in Sexual Health Education

KARIN I. WINSLOW  
The Dominatrix Defined

FRANK J. MATONE  
When Engaging in Same-Sex Sexual Encounters Men Who Self-Identify as Heterosexual Tend to Assume a Submissive Role

**2011**

SHANNON LEE BERTHA  
Erotophobia Can Be Detrimental to Sexual Health and Sexual Wellness: A Phenomenological Study

FELIX CLAIRVOYANT  
Postnatal Sexual Adjustments of 'New' Gay Fathers: An Exploratory Research Study

JOAN DE VELDER  
Health Protective Communication and Practices of People Who Participate in Swinging and Other Non-Monogamous Lifestyles

GERALD ROY ZIENTARA  
Gay Gems from the Archive

**2012**

VICTORIA R. AUSTIN  
I Love Dead People: A Phenomenological Study of the Online Death Fetish Community

JIAN CHEN  
The Story of the Search for: A Descriptive 3-Dimensional Model of Subjective Orgasm in Sexual Context with Partner(s): Building Components Toward Optimal Orgasm (OO) in Adults Aged 40 and Older (40+)

SHARON M. KING  
Phenomenological Study of Women in Substance Abuse Treatment: Healthy Sexual Behavior and Attitudes Group

ALEIDA HEINZ and PEDRO BRICEÑO  
The Impact of Cyberspace Friendships on Heterosexual Relationships: An Exploratory Study About What Men and Women in Committed Heterosexual Relationships Are Doing on the Internet, and the Impact on Their Sex Lives and Relationships

JILL ELIZABETH McDEVITT  
Community Responses to Online News Reports of Zoning Related Forced Sex Shop Closings – An Exploratory Qualitative Study

**2013**

TINA SCHERMER SELLERS  
Resurrecting the Spirituality of Sexuality - A Qualitative Study Addressing Sexual Shame in Christian Couples

SHELLEY HIESTAND  
Anti-Aging and Health Benefits of Sex

MOJGAN HARIRIFAR  
The Effect of Honor/Shame Society on Female Iranian-American Immigrants' Sexual Behavior and Attitudes

CHRISTOPHER M. DONAGHUE  
Freeing Adult Male Sexuality The Experience of Early Sexuality of an Adult Male: A Conceptual Analysis

KEESHA EWERS  
The Impact of Held-On-To Hurt on Female Sexual Desire

KATHLEEN VAN KIRK  
Media Training for Sexologists/Messaging to Millennials

ATIWUT KAMUDHAMAS  
Sexual Health of Male to Female Transsexual People in Thailand

**2014**

TOVA FEDER  
Sex Is The Least Of It

DAWN MICHAEL  
Clinical Sexology Training in the Field of Intimacy Counseling

AGATA LOEWE  
From Letting Go To Letting In - View on Sexuality in Polish Women Through The Lens of Masturbation

JOSEPHINE J. CAVALLARO  
Mothers and Adult Daughters Recall Their Most Memorable Sexual Experience: The Association Between Physical Response and Spiritual Connection

**2015**

EMMA SMITH MYERS  
An Intersectional-Sexological Analysis of the Postmenopausal Woman's Sexual Experience Compared to the Aging Man's: An Exploratory Study

CHARLA BERYL HATHAWAY  
8 Erotic Nights. A Book that Teaches Intimate Talk, Touch, and Play Based on Choice and Consent

EMILY LOUISE KLEINE  
An Exploratory Case Study Analysis of the Effects of Metamphetamine Use on Sexual Desire and Sexual Behavior: A Case Study of Ten Sober Males Within a 12-Step Community

DIANA URMAN  
Sexual Desire and Differentiation of Self

VALERIA CHUBA  
Cuckolds and Hotwives: A Survey of Sexual Lifestyle and Satisfaction

CLAUDE A. CRUZ  
A Conceptual Model for the Physical, Mental and Emotional Factors that Define the Human Male and Female Sexual Response Cycles

UTA DEMONTIS  
A Mixed-Method Study of Taoist Practices and Their Effect on the Sexual Health of Men

ELAINE FLOYER  
Diagnosis and Treatment of Intimacy Anxiety Disorder

JANE NORMAN GUYN  
Through Bedroom Eyes©: The Comfort and Willingness of Marriage and Family Therapists to Discuss Sexual Issues with Clients Before and After Attending a One-Day Sexuality Education Workshop on The Bedroom Model©

JANET MARIE MORRISON  
Older Women/Younger Men Heterosexual Age Gap Relationships: Implications for Sexual Wellness in Baby Boomer Women

CELINA CRISS MÜLLER  
Contributions to Sex-Positive Culture: The Legacy of The Institute for Advanced Study of Human Sexuality

TAMARA ROSE GRIFFIN  
Sex and the Pulpit: Addressing Sexuality in Black Churches, A Study of the Thoughts, Attitudes, Beliefs, Perceptions and Lived Experiences of Black Male and Female Church Leaders

STEPHANIE TORRES  
Sex, Love & Yoga - Provocative New Musical Brings Sexology to the Public

NORELYN M. PARKER  
The Integration of a New Paradigm of Healthy Sexuality in the U.S. Military within the Resiliency Training Framework

STEPHANIE HUNTER JONES  
A Qualitative Phenomenological Study of Self-Empowerment Among Indoor Female Sex Workers (IFSW)

CARI R. ONEAL  
Sex Beyond Function or Dysfunction: Schema of Human Sexual Potential for Optimal Sexual Well-Being

ANADEL BAUGHN BARBOUR  
Sex In Sobriety: A Qualitative Narrative Exploration of the Utilization of Mindfulness for Enjoyable Sober Sex

**2016**

PATRICIA KRAUSS FUTIA  
Mindfulness Practice Utilization with Female Orgasmic Disorder: A Quantitative, Descriptive Research Study

CHRISTINA TRACY STEIN  
A Model Designed to Create Increased Receptivity and Enhanced Sexual Desire for Women with Perceived Sexual Desire Dysfunction

PAUL NEIL ABRAMOWITZ  
In Their Own Words: An Analysis of Men's Narratives on Early Sexual Exploration

AMIE NICOLE HARWICK  
The Impact of the Hepatitis C Virus on Sexuality and Intimacy

ALEXANDER B. LAYENDECKER  
Sex in Outer Space and the Advent of Astrosexology: A Philosophical Inquiry into the Implications of Human Sexuality and Reproductive Development Factors in Seeding Humanity's Future Throughout the Cosmos and the Argument for an Astrosexological Research Institute

2017

DUFFY McMAHON

The Physical and Psychological Impact of Prescription Erectile Dysfunction Drugs

## APPROVAL AND ACCREDITATION

Programmatic accreditation of all Institute certificates and degrees is available through the American College of Sexologists.

The Institute for Advanced Study of Human Sexuality is a private institution and is approved to operate by the Bureau for Private Postsecondary Education. Approval means the Institute has met minimum compliance standards set forth by the State of California.

The Bureau for Private Postsecondary Education requires that we indicate that transfer units must be from accredited and approved institutions. Before applying, please contact us.

Any questions a student may have regarding this catalog that have not been satisfactorily answered by the Institute may be directed to the Bureau for Private Postsecondary Education at 2535 Capitol Oaks Drive, Suite 400, Sacramento CA 95833, [www.bppe.ca.gov](http://www.bppe.ca.gov), 888.370.7589 or 916.431.6959, fax: 916.263.1897.

As a prospective student, you are encouraged to review this catalog prior to signing an enrollment agreement. You are also encouraged to review the School Performance Fact Sheet, which must be provided to you prior to signing an enrollment agreement.

A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling 888.370.7589 or by completing a complaint form, which can be obtained on the bureau's website [www.bppe.ca.gov](http://www.bppe.ca.gov).

The Institute and its degree programs are not accredited by an accrediting agency recognized by the US Department of Education.

- a. There is no licensure exam for sexology in California. Only Florida has such a license. As far as the Institute knows, all Institute graduates have been eligible to sit for this exam in the State of Florida.
  - b. A degree program that is unaccredited or a degree from an unaccredited institution is not recognized for some employment positions, including, but not limited to, positions with the State of California.
  - c. Students enrolled in the Institute are not eligible for state or federal financial aid programs.
  - d. All prospective students are provided with program specific brochures prior to enrollment. The Institute will provide a school catalog as well as any other brochures upon request.
  - e. Complications related to health issues
2. All degree students shall have expertise about developmental sexuality, sexuality through the lifespan including but not limited to:
    - a. The psycho/social/sexual stages of human development
    - b. Lifestyle choices and their consequences
    - c. Gender issues
    - d. Theories of sexual orientation
    - e. Frequency of all sexual behavior
  3. All degree students shall have expertise about value development in our culture as it relates to sexuality including but not limited to:
    - a. Social scripting and sexual behavior
    - b. Religious and ethical views of sexual behavior
    - c. Various theories on value development and sexuality

There is no licensure in sexology except in the State of Florida. Many of our graduates, however, are employed in the field of sexology.

The Institute is a candidate for accreditation with the Accreditation for Career and Occupational Schools, 2580 Collin McKinney Parkway, Suite 3025, McKinney TX 75070, [www.acos-edu.org](http://www.acos-edu.org), office: 214.842.4435, fax: 972.542.3494.

## EXPECTATIONS INSTITUTE EXPERTISE EXPECTATIONS

1. All certificate and degree students will have expertise about sexual and reproductive anatomy and physiology, including but not limited to:
  - a. Male and female internal and external anatomy
  - b. The reproductive system of both sexes, and prenatal development
  - c. The physiology of males and females
  - d. The latest research from endocrinology and neuro-endocrinology on human sexual functioning
  - e. Erotic pathways
  - f. Conception
  - g. Sexual differentiation in fetal development
  - h. Complications related to health issues
2. All degree students shall have expertise about developmental sexuality, sexuality through the lifespan including but not limited to:
  - a. The psycho/social/sexual stages of human development
  - b. Lifestyle choices and their consequences
  - c. Gender issues
  - d. Theories of sexual orientation
  - e. Frequency of all sexual behavior
3. All degree students shall have expertise about value development in our culture as it relates to sexuality including but not limited to:
  - a. Social scripting and sexual behavior
  - b. Religious and ethical views of sexual behavior
  - c. Various theories on value development and sexuality
4. All degree students shall have expertise about medical aspects of sexuality including but not limited to:
  - a. Pharmacological implications upon sexuality
  - b. Hypertension and the sexual implications of its treatment
  - c. Psychiatric disorders and the paraphilia
  - d. Implications of endocrine disorders
  - e. Urologic and chronic illness
  - f. Spinal cord injury and sexual prognosis
  - g. Visual impairment and sexual functioning
  - h. Retardation and sexual functioning
  - i. Hearing impairment and sexual functioning
  - j. Cardiovascular disease and sexual functioning
  - k. Gynecological problems and sexual functioning
5. All doctoral level students shall have expertise in the legal and ethical issues in clinical sexology including but not limited to:
  - a. Love and sexual attraction
  - b. Theories of intimacy
  - c. Lifestyles and intimacy
  - d. Effective families and intimacy
6. All doctoral level students shall have expertise in the legal and the ethical issues in clinical sexology including but not limited to:



- a. Concepts of consensual sexual behavior
  - b. Legal definitions of child sexual abuse
  - c. Legal definitions of exhibitionism
  - d. Legal definitions of obscenity
  - e. Legal definitions of sexual harassment
  - f. Implications of sex with clients
7. All doctoral level students shall have expertise in implications of sexuality and the sexually transmitted infections including but not limited to:
- a. Causes, symptoms and treatments
  - b. Various myths about STIs
  - c. Social implications of STIs
  - d. Personal implications of STIs
8. All doctoral level students shall have expertise in the field of erotology including but not limited to:
- a. Great works of historic erotic art defined
  - b. Finding and identifying American sexual artifacts
  - c. The use of sexual artifacts in sex education
  - d. The use of erotology in clinical sexology
9. All Doctor of Human Sexuality and Doctor of Philosophy in Human Sexuality students shall have expertise in diagnosis of sexual dysfunctions and disorders including but not limited to:
- a. Definitions of clinical sexology
  - b. Identifying sexual dysfunctions
  - c. Definitions of sexual disorders
  - d. Identifying sexual distress and sexual trauma
  - e. Identifying desire phase disorders and their causes
  - f. Organic causes of sexual distresses and dysfunctions
10. All Doctor of Human Sexuality and Doctor of Philosophy in Human Sexuality students shall have expertise in treatment of sexual dysfunction and disorder including but not limited to:
- a. Models of clinical sexology
  - b. Behavioral techniques examined
  - c. Emotive techniques examined
  - d. Cognitive techniques examined
  - e. Sex-negative messages
11. All Doctor of Education in Human Sexuality students shall have expertise in education models for
- dealing with sexual ignorance and misinformation including but not limited to:
- a. Sexual learning theories examined
  - b. Sexuality courses of the past examined
  - c. Evaluating sex education
  - d. The design and development of sex-positive programs
  - e. The training of allied health professionals about sexology and designing courses for persons in special circumstances
12. All Doctor of Philosophy in Human Sexuality students shall have expertise in research fields and methods including but not limited to:
- a. History of research in the helping professions
  - b. Developing research protocol
  - c. Longitudinal research on sexual matters
- developmental sexology for people in different parts of their life cycle
- i. To have the competency to deal with the situational factors that affect sexual values, sexual situations, and sexual functioning
2. Research competencies and skills
- a. To have the competency to understand and use the uniqueness of sexological research as distinguished from sociological, medical and anthropological research
  - b. To have the skill to complete a basic sexological research project
  - c. To have the competency to design and submit research proposals that meet the research guidelines of other professionals, while at the same time maintaining integrity of the sexological orientation
  - d. The competency to design, pretest, validate, and administer a research instrument
  - e. The competency to critically appraise research in the sexological field specifically, and other fields in general
  - f. The competency to be able to use the sexological research journals
  - g. To have the competencies to be able to choose and be able to use any of the statistical methodologies appropriate for different types of research
  - h. To have the competency to use the research facilities of libraries and the computer research methodologies available through the Institute
3. Erotology competencies and skills:
- a. To have the competency to understand the various media of erotic expression and the uniqueness associated with each, such as painting, photography, literature, film, video, and computer. This includes having the skills to be able to use 35mm, 16mm, 8mm, film and video in whatever format it comes, and several new digital formats.
  - b. To have the competency to distinguish among sexual artifacts of different countries, including all erotological forms of expression
  - c. To have the competency to be able to identify erotic film

#### **INSTITUTE COMPETENCY SKILL EXPECTATIONS**

1. Clinical skills and competencies:
- a. To be able to choose a method of clinical intervention which is the most appropriate for dealing with and presenting clinical problems
  - b. To have the skills to use any of the contemporary therapeutic techniques in their newest form based on the differential diagnostic methods used by such people as Bill Masters, Albert Ellis and Marilyn Fithian
  - c. The competency to be able to choose between clinical sexological interventions and more traditional therapy and be able to refer when necessary
  - d. To have sufficient competency to understand one's personal sexuality and the skill to not become involved in a transference or counter-transference situation
  - e. To have the competency to be nonjudgmental when facing a patient's sex orientation or practices
  - f. To have the competency to understand and use appropriate referral techniques
  - g. The competency to take a complete sex history using sexological coding systems which protect the privacy of the patient
  - h. To have the competency to be able to use the knowledge of

- expressions from the early 1900's to the present
- d. To have the competency to distinguish among erotological expressions of the 1930's, including the erotic comic books, the 8-pagers, the playing cards, and the 38 types of magazines
  - e. To have the competency to be able to recognize the uniqueness of the makers of the sexual artifacts and the persons involved in these productions
  - f. To have the competency to use standardized evaluation and coding systems developed by the Institute, the Kinsey Institute, and the Library of Congress
  - g. To have the competency to discuss erotic works of art of recognized artists such as Rembrandt, Rubens, Picasso, Dali and others
  - h. To have the competency to differentiate among the sexual formulas expressed in video works of different countries such as Spain, Denmark, Germany, Argentina and Japan
  - i. To have the competency to discuss the history of the erotic film industry since the turn of the century
  - j. To have the competency to know the erotic expressions in the theater forms such as ballet, opera, plays, and the contemporary musical theater
  - k. To have the skill to do video editing
  - l. To have the skill to use various projection equipment and recording equipment
  - m. To have competencies to design and script multi-media programs for specific groups
  - n. To have the competency to use all types of media for educational and therapeutic purposes
  - o. To have the competency to understand your own personal sexual erotic orientation, and how to use that understanding in a design of erotological programming
  - p. To have the competency to critically evaluate the literary works of erotology in American culture in contrast to other cultures
  - q. To have the competency to understand and evaluate works expressive of homosexual, transsexual, transvestite, lesbian and other sexual minority groups
  - r. To have the competency to preserve, protect, and provide materials of our erotic heritage
4. STIs skills and competencies:
    - a. To have the competency to understand the history of how sexually transmitted infections have been viewed in the western world.
    - b. To have the skills to identify the manifestation, causes, cures, and the preventions of all sexually transmitted infections currently in the world
    - c. To have the skills to understand the effect of STIs on sexual lifestyles
    - d. To have the competency to understand how AIDS is dealt with throughout the world
    - e. To have the competency to understand the range of treatment and prevention modalities currently available, such as chemical barrier protection and other chemo-prophylactics
  5. Anatomy and Physiology skills and competencies:
    - a. To have the competency to deal with gender differentiation
    - b. To have the competency to be able to interpret both the uniqueness and the similarities of male and female sexual anatomy
    - c. To have the competency to explain to different audiences the role of the sympathetic and para-sympathetic nervous systems in the sexual response cycle
    - d. To have the competency to use the various sexual response measuring instruments
    - e. To have the competency to understand the danger of the vested interests of the other helping professions in dealing with presenting sexual problems
    - f. To have the competency to understand and interpret the many sexual cosmetic options
  6. Legal skills and competencies:
    - a. The competency to be able to sort out and interpret the various legal responsibilities of a sexologist
    - b. To have the competency to do evaluations using court-directed guidelines
    - c. The competency to be an expert witness in all types of court situations requiring sexological and erotological expertise
    - d. The competency to work with other health professionals so that sexological and erotological expertise can be made usable in all matters of sex and the law

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