

University of Dayton
eCommons

Senate Documents

Academic Senate

1-19-2018

DOC 2018-01 Human Sexuality Studies Certificate

Lee J. Dixon

University of Dayton, ldixon1@udayton.edu

Leslie H. Picca

University of Dayton, lpicca1@udayton.edu

Andrew Slade

University of Dayton, aslade1@udayton.edu

Rebecca Whisnant

University of Dayton, rwhisnant@udayton.edu

Kristen Altenau Keen

University of Dayton

Follow this and additional works at: https://ecommons.udayton.edu/senate_docs

Recommended Citation

Dixon, Lee J.; Picca, Leslie H.; Slade, Andrew; Whisnant, Rebecca; and Altenau Keen, Kristen, "DOC 2018-01 Human Sexuality Studies Certificate" (2018). *Senate Documents*. 255.

https://ecommons.udayton.edu/senate_docs/255

This Article is brought to you for free and open access by the Academic Senate at eCommons. It has been accepted for inclusion in Senate Documents by an authorized administrator of eCommons. For more information, please contact frice1@udayton.edu, mschlangen1@udayton.edu.

TITLE: Human Sexuality Studies Certificate

SUBMITTED BY: Lee Dixon, Leslie Picca, Andrew Slade, Rebecca Whisnant, Kristen Altenau Keen

DATE: December, 2017

ACTION: Legislative Authority

REFERENCES: Art. III. B. 1-7; DOC 2015-04

APPROVED: January 19, 2018

1. Rationale for the new certificate program

The University of Dayton's mission statement clearly states that we are committed to "educating the whole person and linking learning and scholarship with leadership and service". By creating a Human Sexuality Studies Certificate that blends course work with leadership opportunity, we focus on guiding students in the application of their course knowledge in productive ways. Human sexuality influences human experience at all levels, including intrapersonally, interpersonally, and culturally. Its reflection in social norms, attitudes and beliefs, public and private policies and practices, religious values, and the media present daily opportunities to critically reflect on one's own identities, behaviors, and opinions. A formalized certificate program allows students the opportunity to think critically about these issues, and analyze how messages and social norms about sexuality influence their lives daily. One of the key institutional learning goals for the University of Dayton is vocation. Many careers that our students explore include necessities of understanding human sexuality dynamics, including gender, sexual orientation, sexual harassment, relationships and development. For example, our future educators will need to have a basic understanding of their students' experiences developing their sexuality; our future business professionals must master all dynamics of how sexuality influences us in the workplace. A formal opportunity for all University of Dayton students to critically analyze these influences will benefit students now and after they graduate.

2. Impact on other academic programs and/or departments

A significant impact on any other programs or departments is not expected. A slight increase in student participation/enrollment may occur, but we do not expect this to be so high that it becomes a burden.

3. Prospective enrollment

There are approximately 400 students currently involved in the co-curricular experiences listed in section 4 of this proposal. Our targeted student participation in this Certificate is 5% of these students, resulting in the potential of 20 students per year.

4. Proposed curriculum

The Human Sexuality Studies Certificate will require both course credit and co-curricular leadership experiences.

Class Credit: Students must take two of the three following courses and earn a passing grade in both courses (with a D or higher). Completion of any listed pre-requisites is necessary before registering for these courses.

PHL 381. Sexual Ethics. 3 Hours

This course will cover various philosophical issues in sexual ethics, including the following: the proper meaning and role of sex within human life; the existence and content of any “natural law(s)” governing sexual activity; the relations between sex, love, and marriage; the meaning and value of sexual freedom; the moral status of homosexuality and same-sex marriage; the meaning and importance of sexual consent; sexual objectification; and the commodification of sex and (mostly) women’s bodies in prostitution and pornography. Special attention will be devoted both to Catholic perspectives and to contemporary feminist perspectives on sexual ethics.

PSY 462. Human Sexuality. 3 Hours

Psychological factors in human sexuality including developmental, biological, and social perspectives. Such topics as sexual orientation, gender identity and roles, sexual relationships, sexual dysfunction, power and violence, and commercialization.

SOC 333. Sociology of Sexualities. 3 Hours

Examination of theoretical and conceptual issues, empirical research and social policies germane to the sociological study of human sexuality. Topics include: sexual identity and orientation; sexuality throughout the life-course; sexual assault and coercive sexuality; social control of sexuality; social locations (race, class, and gender) and sexuality; and the relationship between sexuality and the socio-political process. Prerequisite(s): Sophomore standing or higher.

Students must take one of the following three courses and earn a passing grade (with a D or higher).

ENG 380. Studies in Literature. 3 Hours (LGBTQ Literature)

Study of special topics or themes in literature. May be repeated as topics change.
Prerequisite(s): ENG 100 or ENG 100B or ENG 200H or ASI 110 equivalent.

HST 350. GLTBQ History. 3 Hours

Upper level survey course which traces the history and trajectory of GLTBQ experiences over time and space. Prerequisite(s): HST 103 or ASI 110 or equivalent.

SOC 331. Marriages & Families. 3 Hours

The course focuses on patterns of family formation and contemporary trends in family life. Topics covered include gender, sexuality, dating, mate selection, singlehood, marriage, reproduction, work and families, divorce, remarriage, and families in later life. Prerequisite(s): Sophomore standing or higher.

Co-curricular Experiences: Students must participate in three of the following opportunities. These co-curricular experiences are constructed utilizing the Social Change Model for Leadership Development. This is the model that is considered best practice by the Division of Student Development. The Social Change Model is used to guide students toward the Common Good by focusing on experiences that prioritize holistic development through analysis and application of group values, individual values, and societal/community values. Each activity must meet a minimum of 15 hours.

UDI 136. Does Anyone Date Anymore? 1 Hour

Dating, relationships and hooking up — it's complicated in college. This course draws from various readings — both medieval literature and contemporary research — to facilitate classroom dialogue on the romance culture at UD. Students will be challenged to go on a date and reflect on their personal experience.

UDI 335. Being Together: A Workshop in Sexual Ethics. 0.5 Hours

In this course, you will reflect on your past and current experiences, including on this campus, using this reflection as a base for developing your own sense of what you value and hope for in your romantic and sexual relationships. At the end of the five sessions, you will have thought and written about many aspects of your relationship life, shared some of your thoughts with the group participants, and reflected further on your own. This is an ethics course — on that we hope will stay with you in a special way as you grow, and live, and love.

Green Dot Training and Project

Green Dot Training is a bystander intervention training that focuses on the power we each have to end stalking, intimate partner violence, and sexual assault in our community. To fulfill this experiential learning opportunity, students will participate in Green Dot Training, and then partner with the Green Dot Team to create a project to further Green Dot's mission on campus.

Special Interest House (related to sexuality)

Students can apply to live in a Special Interest House through Housing and Residence Life. If the house theme is in some way related to sexuality (gender, healthy relationships, power based personal violence prevention, LGBTQ+ identities, etc.), participation will qualify. House topics will be approved by the Certificate Program Coordinator. Visit <https://www.udayton.edu/studev/housing/AVIATE/specialinteresthousing/index.php> for more information.

Peers Advocating for Violence Education (PAVE)

PAVE is a peer education group fighting power based personal violence through education. PAVes run Red Zone presentations, Escalation Workshops, and campus wide programs such as Take Back the Night. The application and interview process is in the Fall, and participation requires a full year commitment. PAVes are automatically registered for EXP 101, the internship course offered through Career Services. Visit go.udayton.edu/pave for more information.

Internship

To fulfill this experiential learning option, participate in an internship with an office such as, but not limited to: Sexual Violence Prevention Education, LGBTQ+ Support Services, the Women's Center, Campus Ministry. Internship topic is flexible and can be of the student's choosing, but must be related to human sexuality. Other offices not listed here that are able to provide this type of internship opportunity must be approved by the Certificate Program Coordinator.

Ally Training and Project

Ally Training is an opportunity to learn more about how to more effectively ally with and support all members of the LGBTQ+ community. To fulfill this experiential learning opportunity, attend Ally

Training and work closely with the Coordinator of LGBTQ+ Support Services to create a project to further Ally Training's mission on campus.

Q*mmunity Leader

Q*mmunity Leaders are student leaders on campus advocating for a safe and welcoming community for all members of the LGBTQ+ community. Q*mmunity Leaders design, publicize, and implement educational programming on LGBTQ+ topics for an audience of their peers. For more information for how to get involved, visit go.udayton.edu/lgbtq.

5. Administrative arrangements

This Undergraduate Academic Certificate is being co-sponsored by:

Lee Dixon, Chair, Department of Psychology

Leslie Picca, Chair, Department of Sociology, Anthropology & Social Work

Andrew Slade, Chair, Department of English

Rebecca Whisnant, Chair, Department of Philosophy

Kristen Altenau Keen, Assistant Dean of Students for Education, Support, and Student Empowerment; Adjunct Instructor for Sociology and Psychology

The Assistant Dean of Students for Education, Support, and Student Empowerment will serve as the Certificate Program Coordinator, and the primary contact for students with questions about the Certificate experience. The Certificate will be housed in the Dean of Students office. Academic decisions will be coordinated with the appropriate department chair.

6. Resource implications

Because all courses and experiential learning opportunities within this Certificate already exist, there will be no additional resources required.

7. Projected additional investment

There are no additional costs expected to launch this certificate.