



# UNIVERSITY CATALOG 2015–2016

ISSUE OF THE SOKA UNIVERSITY OF AMERICA CATALOG  
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### **ACCREDITATION**

Soka University of America is accredited by the WASC Senior College and University Commission (WSCUC), 985 Atlantic Avenue, #100, Alameda, CA 94501, 510-748-9001.

### **PLEASE NOTE**

The 2015-2016 catalog contains the most current information available as of the date of publication (July 2015). The catalog is not intended to be a complete list of all programs and services. The university reserves the right, without prior notice, to make changes in its operations, regulations, curriculum, courses, academic policies, tuition and fees, and activities as the Board of Trustees, University President, administration, and faculty consider appropriate and in the best interest of Soka University of America.





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## PRESIDENT'S MESSAGE



Soka University of America (SUA) is a campus of great beauty and functionality where students, faculty and staff are dedicated to realizing the university's mission to foster a steady stream of global citizens committed to living a contributive life. The university has accepted the following educational principles proposed by our Founder, Daisaku Ikeda: foster leaders of culture in the community; foster leaders of humanism in society; foster leaders of pacifism in the world; and, foster leaders for the creative coexistence of nature and humanity.

As these principles suggest, Soka's culture and values promote international understanding and peace by providing excellence in teaching that allows our students to contribute to society in their own unique way. The curriculum aims to integrate service to the community, nature and humanity with the actualization of individual achievement and happiness. Learning is pursued through developing a close and humanistic relationship between the teacher and the student. At Soka University, the dialogue between teacher and student is a key element in cultivating the type of wisdom and intellect that fosters global-minded individuals.

SUA's undergraduate program in Liberal Arts also provides students with a unique opportunity to apply what they learn in the classroom through a required semester of study abroad that enables them to immerse themselves in another culture and utilize their chosen foreign language. In addition, Soka University provides an international setting where students are able to meet and share experiences with their peers from all different backgrounds as half of the student body are from overseas.

The new MA program in Educational Leadership and Societal Change will allow students to study and conduct research into the historical roots of educational policies as well as the relationship between educational philosophies and practices with contemporary social, political, economic and cultural developments. Courses include field, such as a summer research internship that provides students with hands-on opportunities to shadow administrators, analyze organizational dynamics, and evaluate curriculum.

At Soka University of America, we are committed to creating a better future for humanity. We hope that you will find at SUA all the elements you need to give full play to your special talents to make the world a better place.

*Daniel Y. Habuki*

Daniel Y. Habuki, Ph.D.  
President



## ABOUT SOKA UNIVERSITY OF AMERICA

### A PROUD HERITAGE

*What our world most requires now is the kind of education that fosters love for humankind, that develops character – that provides an intellectual basis for the realization of peace and empowers learners to contribute to and improve society.*

— Daisaku Ikeda

Founder, SUA

in a lecture at the Rajiv Gandhi Foundation,  
New Delhi, India, October 21, 1997

Helping students learn how to create value in their lives, their communities and the world is a central tenet of the Soka schools founded by Daisaku Ikeda, an educator and the current president of the Soka Gakkai International (SGI). The Soka schools, which range from kindergartens to the 8,800-student Soka University in Japan, have established a tradition of humanistic learning and scholarship where the focus is on each student's growth and development. Soka means "to create value."

Soka education has its origins in the work of Tsunesaburo Makiguchi, a Japanese educator and Buddhist leader. During World War II, Makiguchi was arrested as a "thought criminal" by Japanese military authorities for his opposition to the war and for his defense of religious freedom. He died in prison in 1944.

The small education society that Makiguchi founded in 1930 has since grown to become one of the world's largest lay Buddhist organizations. Today, members of the SGI work for education, cultural exchange, and peace in over 190 countries.

In February 1987 Soka University of America (SUA), an independent not-for-profit organization incorporated in the state of California, dedicated its first campus in Calabasas, California. The Graduate School opened in 1994, offering a Master of Arts degree in Second and Foreign Language Education with a concentration in Teaching English to Speakers of Other Languages (TESOL.)

The Graduate School held its first commencement in December 1995, the same

year SUA acquired a 103-acre site in Aliso Viejo for a private non-profit four-year liberal arts college. The Aliso Viejo campus opened May 3, 2001 with its first entrance ceremony for a freshman class of 120 students from 18 countries and 18 states. On May 22, 2005 the Aliso Viejo undergraduate program held its first commencement. In June 2005, Soka University received its accreditation from the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges (WASC). In 2007, the Calabasas campus was closed and the Graduate School relocated to the Aliso Viejo campus, uniting both programs on one campus for the first time.

In 2008 SUA announced the Soka Opportunity Scholarships which offer free tuition (room and board fees still apply) for eligible admitted undergraduate students whose families make \$60,000 or less a year.

In 2009 SUA began construction on our new 1000-seat Soka Performing Arts Center, which was dedicated on May 27, 2011 with the commencement of the Class of 2011.

In 2012 Soka University joined the CAL PAC Conference of the National Association of Intercollegiate Athletics (NAIA.) Our students compete against other colleges in soccer, swimming, track and field and cross country.

In 2013 we announced our new Master's Program in Educational Leadership and Societal Change. SUA was ranked #1 in Faculty Resources, #1 in Study Abroad, #5 Best Value, #5 in Diversity and #41 among National Liberal Arts Colleges by *US News & World Report's* "Best Colleges 2015."

### MISSION

The mission of Soka University of America is to foster a steady stream of global citizens committed to living a contributive life.

### University Mottos:

- Be philosophers of a renaissance of life.
- Be world citizens in solidarity for peace.
- Be the pioneers of a global civilization.



## ABOUT SOKA UNIVERSITY

### University Principles:

- Foster leaders of culture in the community.
- Foster leaders of humanism in society.
- Foster leaders of pacifism in the world.
- Foster leaders for the creative co-existence of nature and humanity.

Soka University of America is an independent, non-profit, public-benefit, co-educational, comprehensive institution of higher learning. SUA serves both national and international students. Founded on the Buddhist principles of peace, human rights and the sanctity of life, SUA is open to students of all beliefs and is committed to diversity in its academic community.

SUA is founded on the belief that student-centered education is the best way to promote peace and human rights by fostering a global humanistic perspective on the world in which we live. The university prepares students for graduate studies and the world of work in an increasingly diverse and global society.

Classrooms are centers of dialogue and discussion, emphasizing seminar course settings. Students have many opportunities to work in small teams in the classroom and with faculty on research projects, as well as with peers in residence hall learning activities. Advanced computing and networking capabilities are widely available in all buildings and outside gathering areas, supporting a laptop computer campus. Information technology facilitates student-faculty and student-student interactions.

SUA currently offers a B.A. in Liberal Arts, with concentrations in Environmental Studies; Humanities; International Studies; and Social and Behavioral Sciences. SUA also offers a Master's Program in Educational Leadership and Societal Change.

### VALUES

Soka University is founded upon the Buddhist principles of peace, human rights and the sanctity of life. Educational objectives are fostered at the university through the commitment to rigorous academic endeavors, free and open dialogue, and an appreciation for human diversity. In the Buddhist view, education is an integrating process in which students gain an awareness of the interdependence of themselves, others and the environment. Wisdom, courage and compassion — values treasured by the university — do not exist in isolation. They emerge in individuals as they learn the importance of service to others, to the natural world around them, and to the great cause of peace and freedom.





# University Policies

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## UNIVERSITY POLICIES

**PRIVACY OF STUDENT RECORDS**

The university maintains records relating to students for various academic purposes in compliance with the Family Educational Rights and Privacy Act of 1974. Annually, Soka University of America informs students of the Act (FERPA), which affords students certain rights with respect to their education records. These rights are:

1. The right to inspect and review the student's education records within 45 days of the day the University receives a request for access. Students should submit to the Registrar's Office written requests that identify the record(s) they wish to inspect. The Registrar will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the Registrar's Office, the student shall be advised of the correct official to whom the request should be addressed.
2. The right to request the amendment of the student's education records that the student believes is inaccurate or misleading. Students should write the Registrar, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If SUA decides not to amend the record as requested by the student, the student shall be notified of the decision and advised of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is defined as a person employed by the university in an administrative, supervisory, academic, or support staff position (including law enforcement unit and health staff); a person or company with whom SUA has contracted (such as attorney, auditor, or

collection agent); a person serving on the Board of Trustees; or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. As allowed within FERPA guidelines, SUA discloses education records without consent to officials of another school in which a student seeks or intends to enroll.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the university to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, S.W.  
Washington, DC 20202-4605

At its discretion, SUA may release directory information to parties outside the university in accordance with the provisions of the Family Educational Rights and Privacy Act and its amendments. Directory information is defined as that information that would not generally be considered harmful or an invasion of privacy if disclosed. Designated directory information at SUA includes the following: student name, campus address, permanent address, local address, e-mail address, telephone number, dates of attendance, degrees and awards received, field of study, dean's list, photograph, participation in officially recognized clubs and sports, height and weight of members of athletic teams, full-time/part-time status, and date of birth.

Students may withhold directory information by notifying the Registrar in writing; please note that such withholding requests are binding for all information to all parties other than for those exceptions allowed under the Act. Students should consider all aspects of a directory hold prior to filing such a request. The initial request must be filed during the first two weeks of the fall session. Requests for non-disclosure will be honored by the university for no more than one academic year. Re-authorization to withhold



directory information must be filed annually in the Registrar's Office within the first two weeks of the Fall Session.

### **CAMPUS ALCOHOL AND DRUG POLICY**

SUA places emphasis on the health and well-being of members of the university community. Good health provides the foundation on which citizens build contributive, value-creating lives. Alcohol and drug abuse have become serious health problems that challenge colleges around the globe. Alcohol and drug abuse can lead to conduct that may endanger the safety of individuals and property both on and off campus. It is the firm belief of the university that alcohol is not a necessary ingredient for holding a successful event. As such, the usual standard for university functions is that alcoholic beverages are not served.

There may be occasions, however, where a group sponsoring an event feels it is appropriate for alcohol to be made available. In such instances, the individuals sponsoring the event should follow the policies outlined below for obtaining permission to serve alcohol on university premises. At no time is alcohol allowed in the first-year residence halls. In addition, possession or consumption of alcoholic beverages on the campus of Soka University of America conforms to the laws of California and Orange County.

In summary, these laws prohibit:

- Possession, use or purchase of liquor, beer or wine by persons under 21 years of age (California Alcohol Beverage Control Act, Section 25658).
- Consumption of alcoholic beverages or possession of an open container of alcoholic beverages in a public place (Orange County Code 2-5-35).
- Sale or advertisement of sale of alcoholic beverages without a license (Business and Professions Code 23300).
- Public Drunkenness (California Penal Code 647f).
- Providing liquor, beer or wine to an underage individual (California Alcohol Beverage Control Act, Section 25658).
- Driving while under the influence of alcoholic

or controlled substance (Code of State of California Vehicle Code 23152(a) and 23152(b)).

As a TITLE IV institution receiving Federal aid, the University must comply with Federal regulations regarding illegal substances. Federal law prohibits the illegal manufacture, distribution, dispensing, possession, or use of a controlled substance. No member of the university community shall possess or distribute an illegal drug as defined by federal laws. Such possession, distribution, or use is prohibited in any building or on any property owned or operated by the university. Possession is defined to include any area or property for which the student or employee is responsible.

Because of the considerable health risks involved in drug and alcohol use, resources are available to assist members of the Soka community in dealing with drug and alcohol abuse problems. Individuals interested in using these resources should contact the Student Health Services at (949) 480-4134 or the Student Affairs Office at (949) 480-4130.

### **ADMINISTRATIVE PROCEDURES FOR OBTAINING APPROVAL TO SERVE ALCOHOL ON CAMPUS**

All individuals wishing to sponsor an event on campus where alcohol is served must seek and obtain the written approval of the Dean of Students. In granting permission, the Dean is at discretion to set the terms and restrictions of such use and to hold sponsoring parties and events responsible for abiding by those conditions.

### **SMOKING**

Smoking is not permitted in any campus building. Smoking is allowed on campus only in clearly identified areas. The campus is surrounded by a wilderness park, which presents a significant fire hazard. Smoking rules are strictly enforced.

### **THEFT**

It is the expectation of the university that all campus citizens respect the property of the university as well as property belonging to other campus citizens.

## UNIVERSITY POLICIES

### FIREARMS AND FIREWORKS

The university strictly prohibits the use or possession of firearms and other weapons or implements that may be used for violent purposes, including illegal knives. Such items are not permitted on campus. Fireworks and other explosive materials are also prohibited. Students are reminded that California laws, Section 12303.2 and 12312 of the Penal Code, establish strict restrictions of these items.

### DISABILITIES POLICY

Soka University of America (SUA) is committed to ensuring equal treatment, educational opportunity and human dignity for students with learning, physical/medical, and psychological/psychiatric disabilities. SUA is committed to providing reasonable and appropriate accommodations to otherwise qualified students with disabilities. These accommodations include academic adjustment and auxiliary aides necessary to ensure access to the University's overall education program in accordance with Section 504 of the Federal Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990 and ADA Amendments Acts of 2008.

Whenever the need for a special accommodation or auxiliary aid is necessary, the department/area responsible for the program or service will work with the Office of Student Services to ensure that reasonable accommodations are made. Nevertheless, an academic unit is not required to fundamentally alter the nature of its academic program in order to accommodate students.

The student is presumed to have independent living skills sufficient to provide for his/her personal needs on campus. If this is not the case, the student must, at their own expense, employ a personal attendant or mobility aide. Students requiring specialized medical care beyond that ordinarily offered through the Student Health Center must be prepared to bear the expense of this care through a general hospital or a private physician/clinic of their choice.

It is the student's responsibility to provide diagnosis and supporting documentation to

establish the severity of his/her condition and the implications on major life activities. Upon receipt of relevant documentation and assessment data, the student shall receive reasonable and necessary accommodation, including adjustments and aids.

The ADA defines an individual with a disability as a person who

- (1) has a physical or mental impairment that substantially limits one or more of the major life activities of that person,
  - (2) has a record of such an impairment, or
  - (3) is regarded as having such an impairment.
- Major life activities include caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working.

For inquiries regarding Soka University of America disability policy, please contact the Office of Student Services at (949) 480-4139 or visit our website ([www.soka.edu](http://www.soka.edu)) under Student Services for a more detailed description of the Disabilities Services Policies and Procedures.

### NOTICE OF NONDISCRIMINATION POLICY

Soka University of America does not discriminate on the basis of race, color, ancestry, national or ethnic origin, citizenship, religious creed, sex or gender, sexual orientation, gender identity, age, disability, veteran status, status as a disabled veteran, marital status, medical condition, genetic information or any other characteristic protected under applicable federal, state or local law in the administration of its educational policies, admissions policies, scholarships and loan programs, athletic programs, other university-administered programs and activities and university employment and related activities. Sexual harassment and sexual violence are types of sex discrimination. This policy applies to conduct on and off campus and protects students, faculty, staff and others.

The following persons have been designated to handle inquiries and complaints regarding SUA's nondiscrimination policies:

Title IX & Section 504 Coordinator  
For Faculty, Staff and Others

Director of Human Resources  
I University Dr.  
Aliso Viejo, CA 92656  
949-480-4000

The Director of Human Resources is designated as SUA's Equal Employment Opportunity Officer and Senior Section 504 and Senior Title IX Coordinator with respect to faculty, staff and others.

Title IX & Section 504 Deputy Coordinator  
For Students

Dean of Students  
I University Dr.  
Aliso Viejo, CA 92656  
949-480-4000

The Dean of Students is designated as SUA's Section 504 and Deputy Title IX Coordinator with respect to students.

Inquiries concerning the application of Title IX may be referred to SUA's Title IX & Section 504 Coordinator or the Office for Civil Rights of the U.S. Department of Education. For further information on notice of non-discrimination, visit <http://wdcrobcolp01.ed.gov/CFAPPS/OCR/contactus.cfm> for the address and phone number of the office that serves your area, or call 1-800-421-3481.

### NON-HARASSMENT POLICY

The university does not tolerate sexual harassment or harassment based on race, color, ancestry, national or ethnic origin, citizenship, religious creed, sex or gender, sexual orientation, gender identity, age, disability, veteran status, status as a disabled veteran, marital status, medical condition, genetic information or any other characteristic protected under applicable federal, state or local law. All such harassment is unlawful.

Prohibited unlawful harassment includes, but is not limited to, the following behavior:

- a. Verbal conduct such as epithets, derogatory jokes or comments, slurs or unwanted sexual advances, invitations or comments.

- b. Visual conduct such as derogatory and/or sexually oriented posters, photography, cartoons, drawings, or gestures.
- c. Physical conduct such as assault, unwanted touching or blocking normal movement because of sex, race or any other protected basis; threats and demands to submit to sexual requests and sexual favors.
- d. Retaliation for having reported or threatened to report harassment.

A written complaint should be given to the Dean of Students as soon as possible after an incident. Complaints should include details of the incident or incidents, names of the individuals involved and names of any witnesses.

### SEXUAL MISCONDUCT/TITLE IX POLICY AND PROCEDURE

Students who report violations included in this policy will be given a copy of this document and advised of all options available to them.

University officials will respect the student's right to confidentiality to the extent permitted under university and legal regulations.

#### I. STATEMENT AND INTENT OF POLICY

Under Title IX, and as a standard for the Student Code of Conduct, Soka University of America (SUA) will not tolerate and prohibits sexual assault and all forms of sexual misconduct including intimate partner violence, stalking, dating violence, sexual violence, sexual harassment, and domestic violence offenses. These acts are against California State Law.

In publishing this policy the University is not intending to substitute or supersede related civil and/or criminal law. It should be clearly understood that there is a fundamental difference between the nature and purpose of student discipline and criminal law. California State Law considers gross sexual assault and unlawful sexual contact to be serious crimes that are punishable by imprisonment in jail and/or probation. It also involves creation of a criminal record and may include a monetary fine.

## UNIVERSITY POLICIES

All students, faculty, and staff, as well as members of the public participating in University activities have the right to an environment free from sexual or physical intimidation that would prevent a reasonable person from attaining educational goals or living and working in a safe environment.

If there is reason to believe that SUA campus regulations prohibiting sexual misconduct in any form have been violated, on campus, off campus, in person, and even online, the administration will pursue disciplinary action through the appropriate University procedures. This includes any online postings or other electronic communication, including cyber-bullying, cyber-stalking, cyber-harassment, etc. occurring completely outside of the University/College's control (e.g. not on University networks, websites or between University email accounts). Regardless of where the violation occurred, the University discipline process will be conducted consistently, in the same manner. Moreover, this policy does not differentiate the types of offenses based on the kind of relationship between the individuals. SUA complies with its obligation to investigate and resolve concerns of all forms of sexual misconduct regardless of whether or not a formal complaint is filed, in order to maintain a non-discriminatory and respectful educational environment.

This policy is intended to provide more detailed information about how SUA handles these matters and is not intended to replace the SUA Student Code of Conduct or SUA Sexual Harassment Policy.

## II. DEFINITION OF VARIOUS TERMS RELATED TO SEXUAL MISCONDUCT

### A. Sexual Assault:

Sexual assault is a general term which covers a range of crimes. For the purposes of this statement by the University, "sexual assault" includes, but is not limited to rape, acquaintance rape, forced sodomy, forced

oral copulation, rape by a foreign object, sexual battery or threat of sexual assault. Rape is generally defined as forced or nonconsensual sexual intercourse. Non-consensual sexual intercourse may take many forms including, but not limited to, rape by a stranger, an acquaintance, while on a date; rape by multiple perpetrators (often referred to as "gang rape"), and may occur both on and off campus. Rape may be accomplished by fear, threats of harm, and/or actual physical force. Rape may also include situations in which penetration is accomplished when the victim is unable to give consent, or is prevented from resisting, due to being intoxicated, drugged, unconscious, or asleep.

It also includes various types of unwanted sexual touching or penetration without consent. Sexual assault includes forced sodomy (anal intercourse), forced oral copulation (oral-genital contact), rape by a foreign object (including a finger), and sexual battery, the unwanted touching of an intimate part of another person for the purpose of sexual arousal.

### B. Intimate Partner Violence:

This term is defined to mean any physical, sexual, or psychological harm against an individual by a current or former partner or spouse of the individual. It would include rape, acquaintance rape, stalking, dating violence, sexual violence, or domestic violence.

### C. Sexual Harassment:

Sexual harassment is a form of sex discrimination and a violation of title VII of the Civil Rights Act of 1964 and Title IX of the Educational Amendments of 1972. Sexual harassment has two key categories: quid pro quo (loosely translated as "this for that") and hostile environment. Often sexual harassment involves relationships of unequal power and contains elements of coercion, as when compliance with requests for sexual favors becomes a criterion for granting work, study, or grading benefits. However, sexual harassment may also involve relationships

among equals, as when repeated sexual advances or demeaning verbal behaviors have a harmful effect on a person's ability to study or work in an academic setting.

In compliance with federal and state law, SUA defines sexual harassment as follows: "Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when: Submission to such conduct is made either explicitly or implicitly as a term or condition of instruction, employment, or participation in other University activity; Submission to or rejection of such conduct by an individual is used as a basis for evaluation in making academic or personnel decisions affecting an individual; or Such conduct has the purpose or effect of unreasonably interfering with an individual's performance or creating an intimidating, hostile, or offensive University environment."

**D. Sexual Exploitation:**

Sexual Exploitation occurs when a person takes non-consensual, unfair, or abusive sexual advantage of another for his/her own advantage or benefit; or to benefit or advantage anyone other than the one being exploited. This behavior must not otherwise constitute a violation of sexual assault or sexual harassment. Examples of sexual exploitation include, but are not limited to, prostituting another student, non-consensual video or audio-taping of sexual activity, presentation or unauthorized viewing of such recordings, going beyond the boundaries of consent (such as letting your friends watch you having consensual sex without the knowledge or consent of your sexual partner), engaging in peeping tommy, and knowingly transmitting an STD or HIV to another student.

**E. Consent:**

Consent must be informed, freely and actively given, and consist of a mutually agreeable and understandable exchange of words or actions. Any consent that is given

is invalid when the exchange involves unwanted physical force, coercion, intimidation, and/or threats. If an individual is mentally or physically incapacitated or impaired such that one cannot understand the fact, nature or extent of the sexual situation, and the incapacitation or impairment is known or should be known to a reasonable person, there is no consent. This includes conditions resulting from alcohol or drug consumption, or being asleep or unconscious.

**F. Sexual Violence:**

A term that is used to refer to physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent due to the victim's use of drugs or alcohol. An individual also may be unable to give consent due to an intellectual or other disability.

**G. Stranger Rape:**

Rape perpetrated by someone unknown.

**H. Acquaintance Rape:**

The most prevalent form of sexual assault on a university campus is between two people who know each other. The acquaintance may be a date, partner, or someone known casually from a residence hall, class, club, or through mutual friends.

**I. Bystander Intervention:**

A course of action that may be carried out by an individual to prevent harm or intervene where there is a risk or an act of violence.

**III. WHAT TO DO IF YOU ARE VICTIM OF SEXUAL MISCONDUCT**

Any individual who is a victim of sexual misconduct should follow these procedures immediately:

- Go to a safe place.
- Do not hesitate. If on campus, contact appropriate authorities and if during off hours, contact 24-hour Security, Res Life On-Call, or 911.
- Call a friend, a campus advocate, a family member or someone else you trust and ask her or him to stay with you.



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- It is important for the victim to preserve the evidence if s/he intends to pursue criminal charges.
- Do not shower, bathe, douche, or brush his/her teeth, and save all clothing worn at the time of the assault.
- Please each item of clothing in a separate paper bag. Do not use plastic bags.
- Do not disturb anything in the area where the assault occurred.
- Go immediately to see medical personnel either at the University student health center or a local hospital emergency department.
- If you suspect that you may have been given a rape drug, ask the hospital or clinic where you receive medical care to take a urine sample. The urine sample should be preserved as evidence. Rape drugs, such as Rohypnol and GHB, are more likely to be detected in urine than in blood.
- If the student has not seen the medical personnel at the time of the complaint, the student will be immediately advised to do so. The University will provide the transportation to the hospital if needed.
- Write down as much as you can remember about the circumstances of the assault, including a description of the assailant.
- Talk with a counselor who is trained to assist rape victims about the emotional and physical impacts of the assault. You can call a hot line, a rape crisis center, or a counseling agency to find someone who understands the trauma of rape and knows how to help.

### IV. VICTIM'S REPORTING OPTIONS

SUA strongly encourages individuals to report all incidents and violations of this nature to the Office of Dean of Students, law enforcement officials, and/or appropriate University officials in order for these incidents to be properly addressed and for victims to avail themselves of all the services and rights to which they are entitled.

Any member of the SUA community can file a report with an appropriate University official. If a victim shares an incident of sexual misconduct with an appropriate University official, he/she needs to know that it is the University official's responsibility to notify the Dean of Students of this incident immediately.

In addition, it is the victim's rights to notify law enforcement and to be assisted by University officials in doing so. Thus, it is the victim's right to decide whether or not to involve law enforcement. Declining the involvement of law enforcement does not prevent the victim from receiving assistance from the University. A victim also has the right to use the University's procedures in addition to filing a criminal complaint

#### Reporting Timeframe:

Any individual may file a complaint of sexual misconduct at any time. Early reporting is encouraged to preserve evidence and provide the victim with information regarding rights, options, and resources available to them by this policy and federal/state laws.

#### Reporting Options:

##### I. Official Reporting

All SUA students are strongly encouraged to make an official report of any incident of sexual misconduct to the Office of Dean of Students whether the incident occurred on or off campus. Official reporting initiates a course of immediate action and the University's Student Conduct & Resolution process.

The complaint can be filed directly to the Dean of Students via a written statement or an appointment. Once a complaint has been submitted, the Dean of Students or a designee by the Dean will conduct intake interviews and fact-finding interviews with appropriate parties involved and follow the processes outlined in the Student Conduct & Resolution Process. Each complaint will be investigated promptly and appropriate corrective actions will be taken.



**2. Confidential Disclosure**

SUA also offers confidential reporting through Counseling Services to

- 1) Weigh options and associated risks,
- 2) Discuss possible next steps, and
- 3) Obtain information about available resources and services.

*No one is expected or required to pursue a specific course of action with this option.*

**Sexual Misconduct Amnesty Clause:**

The Office of Student Conduct offers immunity (Amnesty) to students who may have violated the Code of Conduct’s Alcohol or Drug Policy at the same time of the incident when he or she became a victim of or is reporting of sexual misconduct. Therefore, no alcohol or drug charges are applied to a student who reports that he or she was under the influence of alcohol and/or drugs at the time of a sexual misconduct.

The purpose of this clause is to encourage reporting. Victims or bystanders (witnesses) should not let his or her use of alcohol or drugs be a deterrent to reporting an incident. When conducting the investigation, the University’s primary focus will be on addressing the sexual misconduct violation and not on alcohol/drug violations that may be discovered or disclosed. However, the University may provide referrals to counseling and may require educational options, rather than disciplinary sanctions, in such cases.

**Bystander Intervention:**

The same above mentioned reporting options are available for bystanders as well. These are safe and positive options for bystanders who intervened during an incident in order to prevent harm when there was a risk or an act of violence. SUA strongly encourages bystanders to step up on behalf of another person’s well-being and safety.

**Contact Information:**

Dean of Students, Deputy Title IX Coordinator . . . . . (949) 480-4028

Office of Student Conduct & Resolution . . . . . (949) 480-4148  
 Counseling Services . . . . . (949) 480-4192  
 Health Services . . . . . (949) 480-4243  
 Campus Security (24-Hours) . . . . . (949) 480-4100  
 Residential Life Staff On-Call (24-Hours) . . . . . (949) 480-4658  
 (949) 480-4664  
 Sexual Assault Victim Services/Prevention Program . . . . . (714) 957-2737  
 24-Hour Crisis Hotlines. . . (949) 831-9110

**V. VICTIM’S RIGHTS PROVISIONS**

It is SUA’s responsibility to assure students who report an incident of sexual misconduct that:

- Victims will have the opportunity to request prompt proceedings and that a fair, and impartial investigation and resolution will occur
- University officials will treat the incident seriously and that the incident will be investigated and adjudicated by appropriate criminal and/or University officials. Proceedings shall be conducted by officials trained on sexual assault and other intimate partner violence issues. And shall use preponderance of the evidence standard (which is “more likely than not” and the standard used by civil courts in the United States).
- Victims will be treated with dignity, respect, and in a non-judgmental manner.
- University officials will inform victims of their option to notify appropriate law enforcement authorities, including on-campus security and local police, and offer assistance in notifying proper authorities when an individual discloses an incident of sexual misconduct.
- University personnel will not discourage anyone from reporting, nor encourage them to under-report or report the incident as a lesser crime.
- University personnel will cooperate in obtaining, securing and maintaining evidence (including a medical examination) necessary in legal/criminal proceedings.
- University officials will prohibit retaliation and will not only take steps to prevent



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retaliation but also take strong responsive action if it occurs. They will also follow up with complaints to determine whether any retaliation or new incidents of harassment have occurred.

- Victims will be provided with written notification of on and off campus available services for mental health, victim advocacy, legal assistance, and other available community resources.
- Victims will honor and can obtain no contact/restraining orders or enforce an order already in existence to prevent unnecessary or unwanted contact or proximity to an alleged perpetrator when reasonably available.
- Victims will be afforded the opportunity to request immediate on-campus housing relocation or other steps to prevent unnecessary or unwanted contact or proximity to an alleged perpetrator when reasonably available.
- Victims are informed that he/she is entitled to be accompanied to any related meeting or proceeding by an advisor of their choice, knowing that the respondent also has the same opportunity to have others present during any proceeding (currently institutions may deny both parties and advocate or support person).
- Victims are informed that he/she is entitled to receive, in writing, of the final results within one business day of such outcome being reached.

### VI. RIGHTS OF THE PERSON ACCUSED OF SEXUAL MISCONDUCT

The student accused of sexual misconduct (the respondent) may be assured that:

- All sexual misconduct cases will be treated seriously.
- The respondent will be treated with dignity, respect, and in a non-judgmental manner.
- The respondent will be advised of on- and off-campus organizations and services that may be of assistance.
- University personnel will cooperate in investigating the case fully for legal and

Student Conduct & Resolution proceedings.

- The respondent will be informed of available counseling and psychological services.
- Respondents are informed that he/she is entitled to be accompanied to any related meeting or proceeding by an advisor of their choice, knowing that the victim also is provided with the same opportunity to have others present during any proceeding (currently institutions may deny both parties and advocate or support person).
- Respondents are informed that he/she is entitled to receive, in writing, of the final results within one business day of such outcome being reached.

### VII. DISCIPLINARY PROCEDURE

It is the victim's rights to notify law enforcement and to be assisted by University officials in doing so. Thus, it is the victim's right to decide whether or not to involve law enforcement. Declining the involvement of law enforcement does not prevent the victim from receiving assistance from the University. A victim also has the right to use the University's procedures in addition to filing a criminal complaint

A student charged with sexual misconduct may be prosecuted under the California Criminal Justice System and disciplined through SUA Student Conduct & Resolution process. Even if the criminal justice authorities choose not to prosecute, the accused may be subject to University disciplinary action. University Student Conduct & Resolution procedures should be considered distinct and independent of any and all criminal procedures. Student Conduct & Resolution procedures may precede, occur simultaneously, or follow court action. In the event that University's Student Conduct & Resolution procedures follow court action, the court proceedings and/or verdict may be considered in the Student Conduct & Resolution proceeding. Proceedings shall be conducted by officials trained on all forms of sexual misconduct. Moreover, they shall use the preponderance of the evidence standard (which is "more





likely than not” and the standard used by civil courts in the United States). When necessary, temporary action may be taken by the University in the form of summarily suspending or summarily restricting the accused, or officially requesting no contact between the complainant and the respondent. Relocation or removal from the residence halls may also occur. Any of these measures may result in the accused student’s restricted access to the University and/or participation in University events, such as attendance at classes and residing on campus.

#### A. Disciplinary Action:

Any student found by Office of Dean of Students to have committed sexual misconduct may be subject to severe disciplinary sanctions, including suspension or dismissal from the University. For information regarding the range of possible sanctions that may be imposed following an institutional disciplinary procedure, please refer to the SUA Student Code of Conduct & Resolution Process found in the University Catalog, Student Handbook, or University website.

The University recognizes that violations of sexual misconduct are not the fault of the individual filing the complaint. The University intends to encourage the report of sexual misconduct and therefore the University generally does not intend to hold complainants accountable for student code of conduct violations that may have occurred along with violations of sexual misconduct. The University administration will use discretion to ensure the rights of the complainant are preserved.

#### B. Appeals:

In the case the complainant decides to appeal the decision via Conduct & Resolution Board, the complainant may request reasonable accommodations be made in hearing procedures, such as special seating arrangements in the hearing room in order to conduct a fair, orderly hearing.

- S/he has the right to remain present during the entire Board hearing except during Board’s deliberations.
- S/he has the right not to have his or her sexual history discussed during the hearing.
- S/he has a right to make a “impact statement”.
- S/he has the right to be informed concurrent with notice to the accused (respondent) of the decision of the Dean of Students and/or the Board regarding the alleged sexual assault violation and any sanction(s) imposed. The complainant and the respondent must respect the privacy of all involved.

### VIII. SAFETY AND SECURITY INFORMATION REPORT

Under The Campus Save Act, an addendum to the Clery Act, SUA will provide annual statistics on incidents of campus crimes, including incidents of sexual misconduct occurring on campus and reported to campus authorities and/or local police. Additionally, SUA will comply with all mandatory reporting requirements that include a broader range of sexual misconduct incidents occurring on campus including domestic violence, dating violence, and stalking.

*Nothing in this policy should be interpreted as precluding enforcement of the laws and regulations of the United States of America, the State of California, any locality in the state of California, or the University’s Student Code of Conduct.*

### VIOLENCE, ABUSE AND HAZING

Direct and indirect forms of verbal and written abuse, threats, physical harassment, intimidation, or violence against another person or their property, as well as conduct that threatens the health and safety of self (including threats of or attempts at suicide), will not be tolerated on the campus. Violations of this policy can result in disciplinary action by the university and criminal charges.



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### California Hazing Law states:

Hazing is any method of initiation or pre-initiation into a student organization or any pastime or amusement engaged in with respect to such an organization that causes, or is likely to cause, bodily danger, physical harm, personal degradation, or disgrace resulting in physical or mental harm, to any student or other person attending any college, university or other educational institution in this state.

### Education Code Section 32050

No student or other person in attendance at any private college or other educational institution shall conspire to engage in hazing, participate in hazing, or commit any act that causes or is likely to cause bodily danger, physical harm, or personal degradation or disgrace resulting in physical or mental harm to any fellow student or person attending the institution. The violation of this section is a misdemeanor, punishable by a fine, or imprisonment.

### Education Code Section 32051

Hazing of any kind will not be tolerated. If the university determines that harassment has occurred, effective remedial action will be taken in accordance with the circumstances involved.

Those campus citizens responsible for harassment will be referred to the Dean of Students and face appropriate disciplinary action, up to and including expulsion.

The university encourages all campus citizens to report any incidents of harassment immediately. The Federal Equal Employment Opportunity Commission and the California Department of Fair Employment and Housing investigate and prosecute complaints of prohibited harassment.

### RELIGIOUS LIFE ON CAMPUS POLICY

Soka University seeks to support the spiritual and religious beliefs and practices of all our community members. As a diverse campus community, we seek to promote respect and understanding among all religious groups on campus and to foster an enlightening and informative exchange among them. Also, it is a person's right to believe in no faith, to be an atheist, and this must be respected, too. SUA promotes open, respectful, and non-judgmental

dialogue among groups, especially cautioning campus citizens to monitor carefully their language use with others of different religious beliefs.

### UNIVERSITY-WIDE STATEMENT OF RIGHTS AND RESPONSIBILITIES

The central functions of an academic community are learning, teaching, research and scholarship. By accepting membership in the University, an individual joins a community ideally characterized by free expression, free inquiry, intellectual honesty, respect for the dignity of others and openness to constructive change. At Soka University of America the rights and responsibilities exercised within the community are compatible with these qualities.

The rights of members of the University are not fundamentally different from those of other members of society. The University, however, has a special autonomy, and reasoned dissent plays a particularly vital part in its existence. All members of the University have the right to press for action on matters of concern by any appropriate means. Soka University of America affirms, assures and protects the rights of its members to organize and join political associations, convene and conduct public meetings, publicly demonstrate and picket in orderly fashion, and advocate and publicize opinion by print, sign and voice.

The University places special emphasis, as well, upon certain values which are essential to its nature as an academic community. Among these are freedom of speech and academic freedom, freedom from personal force and violence and freedom of movement. Interference with any of these freedoms is regarded as a serious violation of the personal rights upon which the community is based. Furthermore, although the administrative process and activities of the University are not ends in themselves, such functions are vital to the orderly pursuit of the work of all members of the University. Therefore, interference with members of the University in performance of their normal duties and activities is regarded as unacceptable obstruction of the essential processes of the University. Theft or willful destruction of property of the University or its members is



also considered an unacceptable violation of the rights of individuals or of the community as a whole.

Moreover, it is the responsibility of all members of the academic community to maintain an atmosphere in which violations of rights are unlikely to occur and to develop processes by which these rights are fully assured. In particular, it is the responsibility of officers of administration and instruction to be alert to the needs of the University community; to give full and fair hearing to reasoned expressions of grievances; and to respond promptly and in good faith to such expressions and to widely-expressed needs for change. In making decisions which concern the community as a whole or any part of the community, officers consult with those affected by the decisions. Failures to meet the responsibilities may be profoundly damaging to the life of the University. Therefore, Soka University of America has established orderly procedures consistent with imperatives of academic freedom to assess the policies and assure the responsibility of those whose decisions affect the life of the University.

No violation of the rights of members of the University, nor any failure to meet responsibilities, justifies any violation of the rights of members of the University. All members of the community, students and officers alike, are expected to uphold the rights and responsibilities expressed in this statement so that the University is characterized by mutual respect and trust.

Intense personal harassment of such a character as to amount to grave disrespect for the dignity of others is an unacceptable violation of the personal rights on which the University is based.

### ACADEMIC HONESTY

Academic honesty is expected of all members of the SUA community. Failure to adhere to standards of honesty will result in sanctions.

The following definitions will help you understand the boundaries of academic dishonesty. The sanctions section, which follows, will help you understand the seriousness of various types of academic dishonesty. These

definitions do not represent a complete list of possible infractions; rather, they are intended generally to reveal the range of conduct which violates academic honesty. Presentation of this list is prompted by the belief that education concerning improper conduct will help students avoid such practices, including those which, although innocently performed, may technically be classified as academically dishonest.

1. **Plagiarism.** Presenting the words or ideas of another person requires proper acknowledgement; failure to do so is plagiarism. This applies to direct quotations, paraphrases or summarized ideas; guidelines concerning standards for citation may be found in *The LEA Guide to Composition*, which is owned and used by all students from the time they take freshman Writing 101.
2. **Submission of the same work in two courses without explicit permission to do so.** Presenting all or part of the work done for one course in another course requires permission of the instructors of the involved courses. A related point is that paired courses, by design, often require submission of the same work in the two associated courses.
3. **Unauthorized collaboration.** In many course activities, other than examinations, collaboration is permitted and encouraged. Course syllabi and in-class instructions will usually identify situations where collaboration is prohibited, but the student shares responsibility for ascertaining whether collaboration is permitted. In cases where a student receives tutoring on a course topic, the student should consult the professor of the course to understand the permissible limits of the tutoring help.
4. **Cheating.** This is a very broad category encompassing a variety of forms of misrepresentation and fraud. Examples include sharing exam answers, presenting work done by another as one's own, changing in any way work which may be reviewed in response to a grade reconsideration request, having a falsely identified person take an exam, or using

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notes, books and the like in closed-book examinations.

5. **Misrepresentation of experience or ability.** Providing false information concerning academic achievement or background in an area of study; for example, false reporting the substance of an internship.
6. **Falsification of records.** Any attempt to change grades or written records pertaining to assessment of a student's academic achievement.
7. **Sabotage.** Destruction of or deliberate inhibition of progress of another person's work related to a course; this includes the destruction of shared resources such as library materials and computer software or hardware.
8. **Complicity concerning any of the above.** Any act which facilitates academic dishonesty is itself an act of academic dishonesty.

### SANCTIONS

Various sanctions exist which may be applied in response to an act of academic dishonesty. The severity of sanctions will correlate to the severity of the offense. Judgment of the severity of an academic dishonesty offense is the responsibility of the faculty member. The faculty member is encouraged to seek counsel of faculty colleagues, the Registrar, Dean of Faculty (undergraduate)/Dean of the Graduate School (graduate) or the Dean of Students in gaining perspective concerning the severity of an offense.

All grade-related sanctions shall be levied by the faculty member teaching the course within which the offense occurred.

The following list articulates the sanctions which may be levied in response to acts of academic dishonesty.

1. **A warning indicating to the student, faculty, and administration knowledge of the incident;** this will ordinarily be accompanied by a requirement that the

student redo the work if the infraction is related to a course assignment. Included will be notification that another act of academic dishonesty will result in a more severe sanction.

2. **A letter grade reduction on the assignment.** This also will ordinarily be accompanied by a requirement to redo the work.
3. **A failing grade for the assignment.** This applies in cases where the faculty member chooses not to allow redoing the work.
4. **A failing grade for the course.** This would be a suitable sanction for a serious case or for repeated cases of less extreme infractions.
5. **Suspension from the university for a specified minimum period of time.** This sanction will ordinarily be applied when, in the estimation of the Dean of Students and the Dean of Faculty (undergraduate)/Dean of the Graduate School and Director of the MA Program (graduate), a pattern of misconduct is so chronic or severe that separation from the campus community is warranted. If serious enough, a single case of academic dishonesty can result in suspension. This could occur in the case of indisputable willful intent by the student to commit an academically dishonest act, such as altering a professor's grade record or maliciously damaging academic work of another individual. Suspension may take effect immediately. Continuing attendance at the university may be permitted during an appeal. The minimum period of suspension will be the balance of the current block or semester. Ordinarily the period of suspension will continue through the entire following block or semester.
6. **Expulsion from the university.** This sanction is used in the event of extraordinarily grave cases of academic dishonesty or when less severe cases of dishonesty persist after one returns from a period of suspension for academic dishonesty.

## THE PROCESS

Faculty members should provide the student with a written account of the offense and the sanction. Faculty members should also report cases of academic dishonesty to the Office of the Dean of Students (undergraduate)/Dean of the Graduate School (graduate), including an indication of the sanction levied (this could be a copy of the letter sent to the student).

The Dean of Students (undergraduate)/Dean of the Graduate School (graduate) will monitor academic dishonesty infractions in the context of a student's entire record of misconduct at the university. When appropriate, the Dean of Students (undergraduate)/Dean of the Graduate School (graduate) will activate a hearing process wherein the sanctions of suspension or expulsion from the University may be levied. These cases are heard by the Deans Committee consisting of the Dean of Students and the Dean of Faculty (undergraduate)/Dean of the Graduate School and Director of the MA Program (graduate).

Whether undergraduate or graduate, the Deans Committee does not reconsider the grade sanction which may have been levied at an earlier stage. It only considers whether additional sanctions are in order, and does not confine consideration to the case of academic dishonesty. Rather, it considers the entire record of misconduct of the student at the college which is compiled in the Dean of Students Office (undergraduate)/Dean of the Graduate School (graduate).

## APPEALS

There are two avenues of appeal, one applicable to appealing grade sanctions, the other applicable to appealing suspension or expulsion decisions. The Academic Standards Committee of the undergraduate faculty/graduate faculty will consider appeals of grade sanctions. The President of the University will hear appeals of suspension and expulsion sanctions. No further opportunities for appeal are available.

## INSTITUTIONAL STUDENT COMPLAINT PROCESS

Soka University of America's primary objective is to help students meet their educational goals through a positive and rigorous academic experience. Soka University of America is committed to its students and would like to know about student concerns. Students may voice concerns through the University's administrative procedures, which include meeting with his/her academic advisor, faculty member, Deans or through a more formal process of grievance as outlined in the University catalog under University Policies or Student Code of Conduct.

However, on occasion, a student may have a complaint about their educational experience at Soka University of America and/or may believe that administrative procedures have not adequately addressed their concerns and/or circumstances to alleged violations of applicable state laws, that include but are not limited to fraud and false advertising; alleged violations of state laws or rules relating to the licensure of postsecondary institutions; and complaints relating to the quality of education or other state regulatory requirements.

In accordance with Section 600.9 of Title 34 of the Code of Federal Regulations, Soka University is required to provide students with contact information for filing complaints to the state as well as with our own accrediting agency.

Soka University of America is accredited by the WASC Senior College and University Commission (WSCUC). The WSCUC Complaint Process is available at:  
<http://www.wascsenior.org/comments>  
[http://www.wascsenior.org/files/Complaint\\_Form.pdf](http://www.wascsenior.org/files/Complaint_Form.pdf)

California Student Aid: <http://www.csac.ca.gov/>

California Department of Consumer Affairs:  
<http://www.dca.ca.gov/>



# *Student Code of Conduct*

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## STUDENT CODE OF CONDUCT INTRODUCTION

SUA is fully committed to the safety and well-being of all community citizens. It is the intention of the University to foster an environment that is devoid of harassment, violence, and any infringement of the rights of privacy and property.

Therefore, the Student Code of Conduct was designed in collaboration with students to serve as a provision to protect the rights of both the individual and the campus community. It is a document which continues to be modified to adequately reflect the changes in community standards. Thus, the University reserves the right to alter this document at any time. The current Student Code of Conduct supersedes all previous policies and procedures expressed in the latest policy revisions and those will govern all student conduct issues.

The Office of Student Conduct & Resolution's Policies and Procedures identifies the kinds of disruptive behavior that inhibit the normal functioning of the University and its constituents. It also describes the Student Conduct & Resolution Process, which may be enacted upon the notice of an alleged violation.

SUA's mission and educational goals can only be achieved with genuine community collaboration and respect for the rights of others. Therefore, knowledge of the Student Code of Conduct is a crucial element in creating a positive, safe, and healthy community. All students are responsible for informing themselves of these standards and conducting themselves with honor, integrity, and in the spirit of good citizenship. Students will be held accountable for adhering to the high standards of this institution as long as they are deemed as currently enrolled students.

### JURISDICTION

SUA shall have jurisdiction over student behavior associated with the SUA Student Code of Conduct which takes place on campus, off campus, in person, and even online. Any online postings or other electronic communication, including cyber-bullying, cyber-stalking, cyber-

harassment and other policy violations will be subject to the Student Conduct & Resolution Process. Regardless of where the violation occurred, the Student Conduct & Resolution Process will be conducted consistently, in the same manner.

Each student will be responsible for his/her conduct as long as he/she is enrolled and considered to be an SUA student. The Student Code of Conduct shall apply to a student's conduct even if the student withdraws from the University after the Student Conduct & Resolution Process had already begun. However, the University has no jurisdiction over a student who has officially withdrawn from the institution before an alleged violation occurred.

### REPORTING

Any member of the SUA community may report alleged conduct by a student or student organization that may be a violation of our Student Code of Conduct. A report should be made either in writing or in person to any SUA employee who will then forward that incident statement to the Office of Student Conduct & Resolution. The Coordinator of Student Conduct & Resolution will then review the incident statement to determine if the information provided constitutes initiating the Student Conduct & Resolution Process.

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Each member of the University shares the responsibility for maintaining conditions conducive to the achievement of the University's mission. The following misconduct is prohibited and subject to the Student Conduct & Resolution Process:

- a) Intentional violation of the Campus Alcohol Policy and Drug Policy.
- b) Direct and indirect forms of abuse, threats, intentional or reckless endangerment, or causing physical harm to any person or oneself.
- c) Sexual misconduct as defined in the SUA's Sexual Misconduct/Title IX Policy and Procedures. The grievance procedures for resolving the alleged violations of the Sexual

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Misconduct Policy can be found in *SUA's Sexual Misconduct/Title IX Policy and Procedures*.

- d) Possession of a weapon on campus.
- e) Intentionally initiating or causing to be initiated any false reporting, warning or threat of fire, explosion or other emergency.
- f) Disorderly or inappropriate conduct on University property or at official University functions.
- g) Forgery, unauthorized use of or alteration of any University document, card system or identification.
- h) Intentionally or recklessly interfering with any and all normal University or University-sponsored activities, events and procedures.
- i) Unauthorized entry or use of University facilities
- j) Intentional violation of the term of any imposed sanction imposed in accordance with the Code.
- k) Theft of property; possession of stolen property.
- l) Intentionally or recklessly destroying or damaging College property or the property of others.
- m) Purposefully failing to comply with the reasonable directions of University officials, including Campus Security officers.
- n) Intentional violations of other published University regulations or policies. Such regulations or policies may include the University Catalog, Student-Athlete Handbook, IT Policies, Residential Life Guide, as well as those regulations relating to governing student organizations.
- o) Actions violating University policies or inappropriate conduct by a student's guest.
- p) Violation of federal or state law of special relevance to the university including but not limited to sex offenses and indecent conduct.
- q) Hate violence motivated by hostility to race, ethnic background, religious belief, sex, age, disability, or sexual orientation.

### MEDICAL AMNESTY POLICY

Student health and safety are our top priority here at Soka University of America. So much so that this policy was created in an effort to keep students from compromising their own or another student's well-being due to the fear or

dislike of potentially being subjected to the disciplinary action by the University. Therefore, in cases of an alcohol/drug-related emergency (intoxication, alcohol poisoning and/or drug overdose), SUA encourages student(s) to act on this policy whether on or off campus in order to ensure medical assistance for themselves and/or for another student who they observe to be or feel is dangerously intoxicated/under the influence of alcohol or illegal substance. Therefore, if a student(s) meets all the required criteria on behalf of another student or for themselves, that student(s) will not be subject to disciplinary action for the violation of the SUA's Student Code of Conduct.

In order to be granted Medical Amnesty, the student(s) must:

- Call university staff or local EMS/authorities for medical attention for oneself or on behalf of another
  - Calling for medical attention may include a range of efforts such as a voluntary examination by University Residential Life Staff, contacting local EMS/authority, seeking transportation to or visiting a hospital for more intensive care. It also includes asking for the assistance of Student Health Services.
- Medical intervention must be sought at the time of the observed conditions that give rise to a reasonable suspicion of alcohol/drug abuse.
- Remain with the person experiencing the emergency until medical assistance arrives.
- Meet with the Student Conduct & Resolution Coordinator within 5 business days of the incident in order to request Amnesty.

It is important to note that the Student Conduct & Resolution Coordinator reserves the right to deny amnesty to individuals who demonstrates a pattern of behavior of intentionally and deliberately taking advantage or "abusing" this policy. The Medical Amnesty Policy is intended to encourage students to seek medical assistance when there is an actual medical need and not intended to shield or protect those students that intentionally and repeatedly violate the Student Code of Conduct.



## RIGHTS OF COMPLAINANT OR RESPONDENT

The following rights are afforded to any Complainant or Respondent involved in the Student Conduct & Resolution Process and/or appeals process.

### I. Complainant's Rights

Any student or member of the SUA community may bring complaints related to a violation in the code of conduct to the Coordinator of Student Conduct & Resolution or the Dean of Students. In addition, criminal or civil complaints may be filed with the state of California if desired. The university encourages all those affected by the incident to report violations of the law to proper authorities on or off campus. Victims' rights will be upheld and strictly protected by the Office of the Dean of Students. A respectful, equitable, expeditious and thorough fact-finding process will be conducted upon receipt of a complaint.

#### Rights include the following:

- Victim/Witness Advocates
- Submit a statement to be considered by the Coordinator of Student Conduct & Resolution /Dean of Students/ Student Conduct & Resolution Board prior to an imposed sanction.
- Be informed of the outcome of the Student Conduct & Resolution process as in accordance with the Family Educational Rights and Privacy Act 1974, amended by the Higher Education Amendments 1998, and the Campus Security Act as amended by the Higher Education Amendments 1992.
- Restriction Directive (restraint)
- Appeal the decision and request the Student Conduct & Resolution Board to hear the case

If the student alleged to be responsible for the misconduct or violation of the Student Code of Conduct is sharing a room in the residence hall or nearby, and poses a threat, arrangements can be made to assign a new room for the complainant. And depending on the situation, this student may be asked to move to another room and may be restricted from visiting a particular hall.

### II. Non-SUA Complainant's Rights

A complainant can be a non-student and not be affiliated with the University community. A complainant could be a guest or visitor. If an incident occurs off-campus, involving a complainant who is not a member of the University community, the complainant may have the right to file a complaint with the Coordinator of Student Conduct & Resolution or the Dean of Students. When the circumstances of an incident and/or the behavior of the complainant are considered to have a substantially adverse effect upon the integrity of the University and its community, disciplinary action may take place.

### III. Respondent's Rights

Students who are *allegedly* responsible for violating the Student Code of Conduct also have rights. A thorough fact-finding process will be conducted by the Coordinator of Student Conduct & Resolution upon receipt of a complaint. The Coordinator of Student Conduct & Resolution will meet with all parties alleged of violating Student Code of Conduct. The student(s) will then be provided an opportunity to respond to allegations of misconduct. After a respectful, equitable and expeditious review, the Coordinator of Student Conduct & Resolution will attempt to resolve the complaint or refer the case to the Dean of Students if necessary. The student(s) also has the right to request to convene the Student Conduct & Resolution Board and appeal the decision.

#### Rights include the following:

- Discuss the incident with the Coordinator of Student Conduct & Resolution
- Be informed in writing of all allegations by specific period of time prior to a hearing
- Not corroborate or answer questions
- Present witnesses
- A closed hearing
- Appeal the decision and request the Student Conduct & Resolution Board to hear the case

If the case is appealed to the Student Conduct & Resolution Board, the Board may



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determine based on the sensitivity of an incident and/or violation to require a closed hearing barring all members of the University community from attending. An ad hoc committee as determined by the Student Conduct & Resolution Board Chair may hear sensitive cases.

### IV. The Right to Review Records

A student conduct record is an educational record and is protected by the Family Educational Rights and Privacy Act (FERPA). This ensures confidentiality of student educational records and restricts disclosure to or access by third parties.

However, those authorized by law such as officers of the federal and state governments and representatives of accreditation agencies may have legal access to these files, as well as SUA officials who are required to perform duties which necessitate having access to these files.

In addition, FERPA allows notification to parents/legal guardians and/or “emergency contact” of students when the University determines that a student(s), regardless of age, is in a situation that is threatening to their own health or safety or placed another in a situation that is threatening to their health or safety.

## THE PROCESS

### I. Introduction

The Office of Student Conduct & Resolution serves to assist students who are affected by an incident as well as those who are allegedly responsible for an incident. The Office of Residential Life and Campus security also work in cooperation with this office to report incidents and assist in the process.

SUA is committed to a fundamentally fair conduct process. The University’s approach is intended to be an *educational process*, not a legal process, and all proceedings are informal. Our process respects the rights of all parties involved, provides an appeal process, and our end goal focuses on fostering student development & character.

However, students should be aware that they could be held accountable for both civil and criminal authorities as well as to the University for violating a state and/or federal law that also violates the Code of Conduct. The Student Conduct & Resolution Process affords each alleged student to undergo a process which is based on a standard of proof (an amount of information needed to establish a violation of policy) known as the *preponderance of evidence*. To clarify, this standard of proof is used by higher education institutions in the U.S. and is different from the standard of proof used in a legal system (proof beyond reasonable doubt). Preponderance of evidence means “it is more likely than not that this individual (group) violated the SUA Student Code of Conduct.”

### II. Student Expectation

All students going through the Student Conduct & Resolution process are expected to cooperate fully and provide the truth throughout each phase of the process. This expectation is based on SUA’s mission “to foster a steady stream of global citizens committed to living a contributive life.” Living out our mission is a direct call to character; that our students realize that actually living out this mission will require the development of character through all circumstances experienced here at SUA.

### III. Retaliation

Any attempt to penalize, intimidate, or retaliate in any way against a person who makes a report or who is otherwise involved in a report or in the Student Conduct & Resolution process for alleged violation(s) of the Student Code of Conduct is prohibited. Any person who believes that he or she has been retaliated against for making a complaint/report or cooperating in the Student Conduct & Resolution process should immediately contact the Coordinator of Student Conduct & Resolution. Any person who retaliates against a person for cooperating in the Student Conduct & Resolution process is in violation and is subject to disciplinary action.



#### IV. Our Educational Process

Student Conduct & Resolution process is initiated when a report of an alleged violation of the Code of Conduct is made to an SUA staff member (ex: Dean of Students, Residential Life Coordinator, Residential Advisor, Professor, etc) which is forwarded to the Office of Student Conduct & Resolution. This report in the form of an Incident Statement will then be reviewed by the Coordinator of Student Conduct & Resolution to first determine if the nature of the incident warrants proceeding with the Conduct & Resolution process.

Once it is determined that the incident relates to the Student Code of Conduct, the first step of our educational process is a preliminary fact-finding which includes meeting with all student(s) involved in the incident. The purpose is to determine if there is sufficient information to hold the student(s) responsible for a violation. The Coordinator of Student Conduct & Resolution will conduct the process based upon the facts and circumstances reported to the Office and developed through the course of the process, including interviews and follow-up interviews as feasible and appropriate with the Complainant, the Respondent, any witnesses, and other SUA community members, and gathering other pertinent evidentiary materials to the extent reasonable and appropriate. All this information, collectively, will be analyzed and be considered towards the outcome.

If the Coordinator decides that there is inadequate information to hold the student(s) responsible, the complaint will be dropped and no further action taken. However, if there is adequate information to support the complaint, and a student(s) is held responsible for violating the Student Code of Conduct, appropriate sanctions will be imposed. Certain cases involving issues such as sexual misconduct and drugs will be automatically elevated to the Dean of Students. For these violations, more severe sanctions such as suspension, probation and

expulsion can be given. Note that the Dean of Students may intervene in the process at any time during any case if needed.

#### V. Sanctions

Sanctions served are intended as reminders for students of their accountability for their actions. Sanctions may have an educational component to specifically curtail behavior that is in violation of the Code of Conduct. Sanctions will not generally be imposed unless considerations of all of the circumstances in a particular case have been made. The guidelines for determining sanctions are based on previous disciplinary records, the nature of the incident and the details surrounding the incident. A number of considerations are made in assigning a sanction.

One or more of the following sanctions may be imposed if held responsible for violations:

- Warnings (verbal and/or written)
- Community Service or Special Assignment
- Educational Assignment
- Monetary Fines
- Parental Notification in the case of alcohol and/or controlled substance abuse will be as follows:
  - Notification will be sent following the 1st violation of the SUA Campus Drug policy
  - Notification will be sent for those students under the age of 21 for a 2nd violation of the SUA Campus Alcohol policy
- Exclusion from specific campus privileges
- Probation\*
- Suspension\*: The Dean of Students may suspend a student from the University for an interim period pending disciplinary or criminal proceedings, or medical evaluation. The interim suspension shall become immediately effective without prior notice whenever there is evidence that the continued presence of the student at the University poses a substantial and immediate threat to others, or to the stability and continuance of normal University functions.

## STUDENT CODE OF CONDUCT

- Expulsion\*: The University reserves the rights to disqualify, discontinue, exclude, or involuntarily withdraw any student from the University at the discretion of the Dean of Students, or his/her designee, as deemed necessary based on the violation.

*\*Directed by the Dean of Students*

Other restrictions may be imposed at the discretion of the Coordinator of Student Conduct & Resolution or the Dean of Students or the Student Conduct & Resolution Board.

### APPEALS PROCESS

A respondent or complainant can appeal the decision if he/she disagrees with the outcome. An appeal request must be made to the Dean of Students in writing within 5 class days of the receipt of the decision. *A student can appeal only once and the decision made by the appeal process will be final.*

A student can choose 1 of 2 pathways to appeal. Either through a *written appeal OR a re-hearing of the case*. To reiterate, only 1 pathway can be chosen. It is important to note that regardless of the pathway chosen, the purpose of the appeal process is only to review the decision of whether to hold a student responsible for violating the Student Code of Conduct; not the sanctions. Please read below carefully for more information.

#### I. Written appeal

In the case of a decision made by the Coordinator of Student Conduct & Resolution, a student can appeal the decision to the Dean of Students through a written statement. An appeal request must be made to the Dean of Students in writing within 5 class days of the receipt of the final decision communicated by the Coordinator. The right of appeal does not include an appearance before the Dean. The Dean's decision will be final.

If the case was initially heard by the Dean of Students due to the severity of the alleged

violation, the student may appeal the Dean's decision to the President of the University through a written statement. The right of appeal does not include an appearance before the President. The President's decision will be final.

Since the appeal is to only review the decision of being held responsible or not responsible, the Dean of Students or the President of the University will either *uphold* or *reverse* the original decision made by the Coordinator of Student Conduct & Resolution/or Dean of Students.

If the Dean of Students or the President of the University *upholds* the original decision made by the Coordinator of Student Conduct & Resolution/or Dean of Students, all sanctions that were initially issued remain the same. Sanctions are not reviewed in this process. However, if the Student Conduct & Resolution Board *reverses* the original decision made by the Coordinator of Student Conduct & Resolution/or Dean of Students, then all sanctions that were initially issued will be dropped or new sanctions will be imposed if the student is held responsible.

#### II. Re-hearing appeal

Alternatively, a student may request the Student Conduct & Resolution Board to re-hear the case. This pathway includes an *appearance* before the board and their decision will be final.

If the case is appealed to the Student Conduct & Resolution Board, the Board may determine based on the sensitivity of an incident and/or violation to require a closed hearing barring all members of the University community from attending. An ad hoc committee as determined by the Student Conduct & Resolution Board Chair may hear sensitive cases.

*\*The Student Conduct & Resolution Board, convened by the Dean of Students, is made up of two students elected by peers, two professional staff and two faculty members*

*appointed by the President of the University. One professional staff or faculty member will be appointed as a Chairperson. The Chairperson is a non-voting member except in the event of a tie vote. The Student Conduct & Resolution Board appointments are for a one-year term for students and a two-year term for faculty/staff. The Student Conduct & Resolution Board serves as an administrative unit and does not conduct its proceedings as a judicial tribunal nor is it likened to a court of law.*

After hearing the case, the Student Conduct & Resolution Board will either uphold or reverse the original decision made by the Coordinator of Student Conduct & Resolution/or Dean of Students to hold a student responsible for violating the Student Code of Conduct.

If the Student Conduct & Resolution Board *upholds* the original decision made by the Coordinator of Student Conduct & Resolution/or Dean of Students, all sanctions that were initially issued remain the same. Sanctions are not reviewed in this process. However, if the Student Conduct & Resolution Board *reverses* the original decision made by the Coordinator of Student Conduct & Resolution/or Dean of Students, then all sanctions that were initially issued will be dropped or new sanctions will be imposed if the student is held responsible.



# *Academic Support & Student Services*

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## THE DAISAKU AND KANEKO IKEDA LIBRARY

The Daisaku and Kaneko Ikeda Library is named after the founders of Soka University of America (SUA). The mission of the library is to offer student-centered library services in support of SUA's mission, and the library strives to meet the information needs of the SUA community by

1. Disseminating academic resources that support the programs and courses at SUA,
2. Providing personal reference services and information literacy instruction, and by
3. Offering a functional space for students to read and study comfortably.

The materials held by Ikeda Library are chosen according to their relevance to the curricula of the courses at SUA. The print book collection contains titles in English and in the four languages taught at Soka: Chinese, French, Japanese, and Spanish. The library currently subscribes to more than 90 online databases, offering students easy access to peer-reviewed journals and over 200,000 electronic books. The librarians actively update these collections and offer instruction in optimizing their use. Students and faculty are also encouraged to recommend materials for the library to purchase.

The media collection includes works that contribute to the teaching of all disciplines in the university curricula, and it also boasts popular films chosen to support students in their studies, foreign language development, and for their leisure viewing. Over a thousand documentary films and music recordings are also accessible from the library's online databases.

Supplementing the library's physical and online collections, the library's interlibrary loan (ILL) service provides the campus community with the means to access materials not found within the walls of the library. Students wanting to borrow resources not held by Ikeda Library can request them through ILL. Ikeda Library borrows the

items from another library at no charge to the students. Periodical articles are usually emailed to the students within 2 to 3 business days, and the books are mailed to the library. The students are then asked to check out the books at the Circulation Desk.

Through collaboration with the faculty, the library is pursuing its mission of promoting information literacy. Students are also welcome to attend the information literacy session held at the beginning of each semester. These sessions offer an introduction to library research and are a great way to develop searching strategies and source evaluation skills. Information literacy instruction sessions, provided by the Reference and Instruction Librarian, impart not only skills needed to succeed in academia, but also foster in the students the qualities necessary for self-directed lifelong learning.

In addition to classroom instruction sessions, individualized reference sessions and research consultations with a reference librarian are available to all SUA students. Walk-in inquiries, emails, and phone calls are also welcome, and are responded to in a timely manner. The library also offers a number of research guides, called LibGuides, on its website. These guides contain useful information about library services and resources, and are designed to help students in their studies and in developing their information literacy skills.

On each floor of the library, a number of study desks and carrels are available for individual study. For collaborative work or film viewing, group study rooms are open to students during the library operation hours. They are equipped with a TV, a DVD/Blu-ray/VHS player, and a whiteboard. Reservations are not required, but they are recommended when demand for study rooms is high, most often during midterms and final exams.



## ACADEMIC SUPPORT & STUDENT SERVICES

There are also two study rooms open for student use 24 hours a day: the 24-Hour Study Room, located on the 2nd floor of the library, and room 461 on the 4th floor of the library. The Grand Reading Room, also located on the 4th floor of the library, is open 9 a.m.-5 p.m. during the week.

For more information about the library's services and collections, please contact the library or visit the website. Phone: 949.480.4105, Email: [library@soka.edu](mailto:library@soka.edu), Website: <http://lkedalibrary.soka.edu>, and Facebook: <http://www.facebook.com/lkedaLibrary>.

### UNIVERSITY WRITING CENTER

The University Writing Center provides a range of services to students, from workshops on all aspects of writing to individualized tutoring. We also offer appointments for faculty members working on their writing projects. Students may drop in for tutoring, or they may schedule an appointment with one of the tutors using our online appointment system. Faculty members should contact the Center's Director or the Director's Assistant to make appointments. Workshops are announced in advance, and students may sign up on a first-come, first-served basis.

For tutoring sessions, the Center requests that students bring a copy of their writing assignment along with a draft of their paper. A tutor will go over the assignment and look at the draft and help the student by offering suggestions for revision. Note that tutors do not edit or correct student papers. Instead, they ask questions that help students discover on their own how to make a paper better or they point out common mistakes that need to be corrected.

Most of the Center's writing tutors have master's degrees and are experienced teachers. The Center also employs a select group of Writing Center Fellows. Writing Center Fellows are peer tutors who have been nominated by

faculty members for their proficiency in writing and working with students.

For more information about the University Writing Center, call 949-480-4060.

### INFORMATION TECHNOLOGY SERVICES

Information Technology Services (ITS) provides technical services, support, and training to meet the varied needs of a small liberal arts college environment. The primary areas of responsibility include computer support, instructional technology services, multi-media systems, and central academic and administrative data systems. All computers on campus are connected via high-speed wired or wireless data networks. ITS provides electronic mail service, shared file storage, and supports academic and administrative database systems. SUA provides all campus users and classrooms with high speed internet access. The ITS team offers computer workshops, user training, a service help desk, and employs student assistants.

### INSTRUCTIONAL SUPPORT

First year students receive a new laptop computer, complete with personal productivity software, necessary for their academic program. The laptop computer, and selected software, becomes the property of the student upon graduation.

SUA's learning management system (LMS) provides online web access for course materials, and related course content, with online collaboration capabilities among students and instructors.

SUA's teaching/learning spaces, consisting of classrooms, labs, seminar rooms, and learning clusters, are equipped with wired and wireless data connectivity and audio-visual presentation systems.





ITS offers student training, both in-person and online, in computer systems, applications, and audio-visual multimedia systems. The SUA IT help desk supports students and faculty users with all of their campus technology needs – including telecommunications, cable TV, network infrastructure, hardware, software, systems, and applications. SUA's student computing lab is equipped with state of the art video editing systems and software, including large format digital displays, and large format color printers/plotters.

### **AUDIO-VISUAL/MULTI-MEDIA SERVICES**

The SUA classrooms are equipped with sophisticated audio-visual (AV) presentation systems for video/data projection, sound amplification, and lighting controls. AV systems include playback options for VHS tape, CD/DVD/Blu-ray, and computer/tablet based content. Campus wired and wireless network access and cable TV connections are provided in all classrooms and meeting locations.

### **DINING SERVICES**

SUA provides a unique style of restaurant quality food service to the campus which is provided by professional chefs and their staff. The “Bistro Cafe” offers a variety of menus including international cuisine -- foods students genuinely enjoy.

Without losing sight of the mission of dining services to offer the kinds of foods students genuinely like, Soka Bistro serves a variety of foods for breakfast, lunch, and dinner: pastas tossed with basil pesto, freshly rolled sushi with shaved ginger and wasabi, cilantro-seasoned grilled chicken topped with a dash of fire roasted Anaheim chili salsa...just for starters!

### **HEALTH SERVICES**

To ensure that students stay healthy and make educated decisions regarding their bodies, SUA's on-campus health care services will provide preventative services, treatment of health issues, and appropriate referrals. Health Services will also support any outreach and educational programs to enhance the wellness of the entire campus.

Health Services provides, creates and maintains an environment of promoting preventative health practices. These services include, but are not limited to, first aid, treatment of acute illnesses, health maintenance and screening. The clinic is staffed by a nurse practitioner, receptionist, and a supervising physician, (available by phone). We use the Saddleback Memorial Medical Center (SMMC) and Saddleback Family and Urgent Care Medical Group for after-hour/weekend services. Our network of referral physicians is on staff at SMMC.

### **SHUTTLE SERVICES**

For those students who may not have their own transportation, the Student Affairs office of Soka University of America operates a free off-campus shuttle service. The shuttle service can take students quickly and conveniently to many locations around SUA at no charge. The Shuttle operates on a circular route that stops along several major shopping destinations.

### **STUDENT CENTER**

The Student Center is a hub of student interaction outside the classroom. This center provides relaxation and informal interaction in the dining hall, a game room, outdoor eating plaza and a coffee shop. The bookstore, convenience store, health services, and mailroom also are housed in the center.



## ACADEMIC SUPPORT & STUDENT SERVICES

### SUA BOOKSTORE

The SUA bookstore can be reached by calling (949) 480-4360.

### WEIGHT & FITNESS TRAINING

Two weight rooms handle the daily needs of competitive or fitness lifters: a 1,200 square foot Power Center of Olympic- and free-weights, and an additional 1,000 square feet of selectorized equipment for circuit training or rehabilitation. The Power Center offers four Nebula Olympic-lifting platforms and massive squat/bench racks. Each station also offers a high-end set of Uesaka bumper plates.

### RECREATION

Students are able to participate in a strong physical fitness program. Soka University of America recognizes that recreation and leisure activities are an important part of a well-balanced lifestyle and integral to the complete collegiate experience. In this spirit, SUA offers state of the art recreation facilities.

### AQUATICS COMPLEX

The jewel of the Soka complex, the pool promises to be one of the fastest in the world. 50 meters of state-of-the-art construction features a Mirtha deck-level water system for full recreational and training capabilities. A moveable bulkhead permits multiple uses simultaneously, while accommodating 25-yard, 25-meter, and 50-meter swimming set-ups, in addition to 1-meter and 3-meter diving, and an all-deep water polo set-up. Elevated seating for approximately 300 is at the south end.

### TENNIS COURTS

Six lighted courts await the serious and recreational tennis player. A stressed slab concrete base is finished with a 60-grit surface for a medium-fast pace of play. All courts are a full-sized 120x60 feet, and topped with 10 feet of rubber coated fencing and full 10 foot windscreens to help preserve the quality of your equipment and to keep weather from adversely effecting play.

### SECURITY

The Security Department's responsibility is to perform security duties on campus by reducing the potential for vandalism, fire, theft and damage due to natural causes or equipment failure. Security performs additional services such as escorting campus community members to and from buildings and parking lots.

A Security officer is positioned at the Main Gate Entrance 24-hours a day, 7-days a week, providing information, site maps/brochures and documentation of pre-approved visitations. In addition, the campus is closed to uninvited visitors from 10 PM to 8 AM.

- Security staff covers all areas of the campus 24 hours a day, 7 days a week.
- SUA operates 64 video cameras strategically placed around the campus to monitor building entrances and major thoroughfares.
- Campus perimeters, walkways and parking lots are well-monitored and illuminated.
- Parking lots contain 40 code blue emergency stations instantly alerting Security in case of trouble. The stations are also monitored by video camera.





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# UNDERGRADUATE CATALOG





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# ACADEMIC CALENDAR

## FALL SESSION 2015

### Fall Block 2015

Instruction Begins ..... Monday, August 17, 2015  
 Instruction Ends..... Friday, September 4, 2015

### Fall Semester 2015

Labor Day Holiday ..... Monday, September 7, 2015  
 Instruction Begins..... Thursday, September 10, 2015  
 Last Day to Add  
 Last Day to Drop without record enrollment "W"..... Wednesday, September 16, 2015  
 Last Day to Drop with record enrollment "W"..... Friday, November 6, 2015  
 Thanksgiving Holiday..... Thursday-Friday, November 26-27, 2015  
 Instruction Ends..... Friday, December 11, 2015  
 Study Day ..... Monday, December 14, 2015  
 Final Examinations..... Tuesday-Monday, December 15-21, 2015

## SPRING SESSION 2016

### Winter Block 2016

Instruction Begins..... Monday, January 11, 2016  
 Martin Luther King Jr. Holiday..... Monday, January 18, 2016  
 Instruction Ends..... Wednesday, February 3, 2016

### Spring Semester 2016

Instruction Begins ..... Monday, February 8, 2016  
 Last Day to Add  
 Last Day to Drop without record enrollment "W"..... Friday, February 12, 2016  
 Presidents' Day Holiday..... Monday, February 15, 2016  
 Spring Break..... Monday-Friday, March 14-18, 2016  
 Last Day to Drop with record enrollment "W"..... Friday, April 8, 2016  
 Instruction Ends..... Monday, May 16, 2016  
 Study Day ..... Tuesday, May 17, 2016  
 Final Examinations..... Wednesday-Tuesday, May 18-24, 2016  
 Commencement..... Friday, May 27, 2016  
 Memorial Day ..... Monday, May 30, 2016

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# *Bachelor of Arts in Liberal Arts*

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## LIBERAL ARTS

## BA IN LIBERAL ARTS

The uniqueness of the BA program lies in the comparative teaching of international perspectives, the Core Curriculum and Learning Clusters, the semester of Study Abroad and an emphasis on language, art, and culture.

Core Curriculum is a series of two sequential courses taken by all students, focusing on a range of issues related to such SUA values as peace, human rights and the creative co-existence of nature and humanity.

Learning Clusters are research seminars designed to bridge theory and practice in the investigation of a specific question, and to elicit in the way of a specific product, an educated outcome or response. Students work in teams with one or more faculty facilitators to propose, research and model constructive approaches to local, regional and/or global issues.

All SUA undergraduate students concentrate on a non-native language and culture. All students participate in a semester of study abroad during their junior year.

The undergraduate learning outcomes are:

1. To foster an awareness of the needs of our changing world through developing a sense of history and an understanding of the nature of reality
2. To think and investigate critically and creatively
3. To be effective at various modes of expression and communication
4. To acquire knowledge and appreciation of multiple cultures and traditions
5. To become, through integrative learning, active and informed global citizens

Soka University BA graduates have been accepted to top graduate schools, including Harvard, Yale, Columbia, Stanford, USC, UC Berkeley, UCLA, University of Hawaii Law School and London School of Economics. SUA graduates are currently employed all around the world, and are working in law, business, education, nursing and medical practices, at the World Bank, Peace Corps, and United Nations ... just to name a few!

## HOW WILL YOU KNOW AN SUA GRADUATE?

SUA graduates will be true international citizens, comfortably discoursing in English and in other languages on a range of topics — from their careers to the arts and the environment and, more importantly, the peace and well-being of the global community. They also will be recognized by the breadth of their education—a familiarity with the great works of the East and West as well as with issues relevant to their communities and the world at large. They will incorporate the outlook of many cultures and modes of thought in their writing, speech and thought, bringing an inclusive and critical perspective to their analysis of opinion, issues, and policy.

As leaders and decision-makers, SUA graduates will be guided by the ideal of a contributive life and a humanistic approach inspired by Buddhist principles. Leading a contributive life means valuing the individual ahead of individualism, ideas ahead of ideology, and compassion ahead of sentimentality. Appreciation for the individual regardless of national origin, group affiliation, race, color, creed, or gender is a hallmark of SUA's graduates. Leaders in many walks of life, these graduates will manifest their education and their character through their commitment to the central values of global citizenship, justice, freedom, human rights, and peace — not as abstractions, but as the foundation of their daily intercourse with others.



## IMPLEMENTING THE VISION

In order to prepare its students to become global citizens, SUA has brought together an international faculty and an international student body. This diversity in itself helps to create a climate for learning, and weaves a global perspective into the fabric of daily campus life.

SUA classrooms are centers of dialogue and discussion, emphasizing seminar course settings. Students work in small teams in the classroom and with faculty on research projects, as well as with peers on residence hall learning activities. Advanced computing and telecommunication capabilities are widely available in all buildings and outside gathering areas, supporting a laptop computer campus. Information technology facilitates student-faculty and student-student interactions, as well as interaction with the wider world.

The undergraduate degree offered at SUA is a B.A. in Liberal Arts, with concentrations in Humanities, International Studies, Social and Behavioral Sciences and Environmental Studies. Each of these concentrations supports the Pacific Basin focus of SUA, as well as its emphasis on leadership and contributive citizenship. Degree offerings and concentrations will increase in number and range consistent with enrollment increases and student interests. Programs and

courses have been designed to provide students with the following:

- Multiple perspectives drawing on diverse cultures, traditions, and points of view with special attention given to Eastern and Western thought and practice.
- A general education program that introduces students to disciplinary knowledge and perspectives, as well as to critical and creative thinking and to the communication skills necessary for life-long learning.
- A core curriculum that reflects the values that inspired the creation of SUA through the study of the great works of the human mind.
- Language offerings that enable access to the literature and culture of different Pacific Basin peoples.
- A study abroad or internship experience for half the junior year, that deepens students' language skills and their awareness of the culture supporting that language.
- Learning clusters that organize small teams of students and faculty to conduct interdisciplinary research and develop proposals and solutions for issues of local, regional, or global significance.

# GENERAL EDUCATION CURRICULUM

## OVERVIEW

The purpose of the general education requirement is to provide students with a wide range of knowledge. It also provides them with the skills and abilities to transform this knowledge into responsible and effective participation in society. By the end of the general education program at Soka University of America, students will have acquired the foundation to:

1. Live, work, and provide leadership in a rapidly changing world.
2. Think critically and creatively.
3. Be effective at various modes of expression and communication.
4. Interact with and appreciate other cultures and traditions.
5. Take constructive action for a better society.

Underlying the general education program are courses aimed at integrating diverse disciplinary perspectives, with an emphasis on comparative and international dimensions. Within each course, clearly identified objectives are specified as being relevant to the overall general education program and to the mission of a Soka education. The program is designed to have synergy with the rest of the curriculum and to introduce or reinforce themes, goals, and outcomes of the SUA experience without being repetitive.

Specific courses within the general education curriculum are designed to meet one or more of the learning objectives outlined below. Together, these courses provide a broad academic foundation for future learning and for the practical skills and abilities students will need to become leaders and to succeed in society and in their chosen professions.

### Development of skills and abilities

1. Clear and effective communication
2. Objective reasoning
3. Critical and creative thinking
4. Artistic expression
5. Mathematical competence
6. Information literacy
7. Ethical judgment
8. Civic engagement
9. Proficiency in a second language and culture
10. Health awareness

### Introduction to the major areas of knowledge

1. Mathematical, Physical, and Natural Sciences
2. Arts and Humanities
3. Social and Behavioral Sciences
4. Language and Culture

### Outline of Course Requirements

To satisfy the general education requirement, students are to take 23 credit-bearing courses (approximately 72 credits) distributed as follows:

#### Core (2 courses)

The Enduring Questions of Humanity (first year)  
The Enduring Questions in Contemporary Contexts (second year)

#### Communication and Inquiry (3 courses)

Communication Skills (first year)  
Advanced Communication Skills (third year)  
Modes of Inquiry (second year)

#### Creative Arts (2 courses taken any year)

Creative Arts  
Creativity Forum

#### Science and Mathematics (3 courses, any year, one from each area)

The Mathematical World  
The Physical World  
The Natural World

#### Area and Comparative Studies (2 courses)

American Experience (1, second year)  
Pacific Basin (1, first year)

#### Language and Culture (4 courses)

#### Study Abroad (4 courses)

#### Learning Cluster (2 courses)

#### Wellness (1 course)

Health and Wellness (1, first or second year)

## CORE

A two-course sequence, Core explores a range of issues related to the mission statement of the school, including its commitment to such values as peace, human rights, and the creative co-existence of nature and humanity. Core also provides an introduction to the various ways of knowing that characterize the major divisions of the undergraduate curriculum, thereby laying the

foundation for the interdisciplinary and cross-cultural study that underlies a Soka education. In this exploration, Core courses stress an understanding of the social and historical contexts necessary to make meaningful comparisons among civilizations both of the East and the West. Upon completing the Core, students will be able to question and probe the commonalities and differences of the human experience and thus their own lives from multiple perspectives. They will be provided the tools to speak and write intelligently about those perspectives and more generally about the difficulties and nuances of cross-cultural description, in preparation for the day when they will take their place as citizens of the world. Building on a set of common readings, individual members of the faculty help shape the core through reading selections drawn from their special training, expertise, and interests.

Student learning outcomes for the Core area are:

1. Demonstrate knowledge of the commonalities and differences of the human experience from multiple (historical/cultural/disciplinary) perspectives.
2. Critically evaluate this knowledge in relation to their own lives.
3. Develop their ability to speak and write effectively about their evaluation of this knowledge.

## COURSE DESCRIPTIONS

### **CORE 100 The Enduring Questions of Humanity** 3 units

This course looks at the central questions that Eastern and Western cultures have posed about what makes for a meaningful and successful life. These questions include cross-cultural notions of virtue, perceptions of self and other, community relations and governance, human interactions with nature, and transcendence. The course is offered in a seminar format that requires active participation and reading of primary texts.

### **CORE 200 The Enduring Questions in Contemporary Contexts** 3 units

This course examines how the central questions posed in Core I continue to be addressed in the contemporary context. Through readings on the environment, historical development of human societies, current issues of social inequality, as well as personal and group identities and

relationships, Core II explores some of the major issues facing humanity today. *Prerequisite: CORE 100.*

## COMMUNICATION AND INQUIRY

In keeping with the mission of the university to prepare future leaders and promote global citizenship, communication is highly valued at SUA. Facility with language and critical inquiry are fundamental to leadership and effecting change in the world. The goals of the University Writing Program engage the university's mission. The program strives to give students an understanding of the principles of effective written and oral communication that will allow them to excel as writers, readers, listeners, and speakers; challenges students to understand the complex rhetorical relationships among audience, purpose, and text, and among language, knowledge and power; and introduces students to the collaborative and social aspects of the writing process. The program aims to cultivate lifelong learning in written and oral communication by encouraging students to develop their capacity to reflect on events and information; to reason critically and thoughtfully; and to develop a commitment to the ethical uses of language under all circumstances.

Related to the courses on communication skills is a course on modes of inquiry, which helps students approach the rest of the curriculum with a critical sense of the varying ways that knowledge and understanding are conceived and used by different disciplines. When investigating problems and articulating insights, students are able to choose among and combine different modes of inquiry. They are able to understand the assumptions and limitations that underlie the various ways of inquiring used within disciplines, see that certain problems require using certain modes of inquiry, see that intellectual problems often require the use of many modes of inquiry, and see the delineation and commonalities among them.

## COURSE DESCRIPTIONS

### **WRIT 101 Communication Skills** 3 units

This course provides students with opportunities to practice a range of conventions, standards of proof, and ways of knowing that characterize language in the concentration areas that make up the SUA liberal arts education: the humanities, environmental studies, social and behavioral sciences, and international studies.

## GENERAL EDUCATION CURRICULUM

Students examine facts and issues in an effort to interpret them in ways that help them construct their own representations of reality while giving them insight into how interpretations and related representations vary from discipline to discipline. In the process, students develop critical reading and thinking skills as well as competence in written and oral English so as to produce coherent, interesting, thoughtful, and largely error-free papers that are congruent with appropriate standards of academic discourse.

**WRIT 301 and 305 Advanced Communications Skills 3 units**

To satisfy the upper division writing requirement, students may select any WRIT 301 or WRIT 305 course that corresponds with their areas of interest. While specific readings and writing projects vary by professor, all sections of WRIT 301 and WRIT 305 share the same course Learning Outcomes and general course goals.

Writing 301 and 305 courses provide students with opportunities to practice the kind of writing, research and oral presentation skills that characterize topics and discourses related to particular concentration areas as preparation for graduate and/or professional work. Students develop a professional voice in writing and speaking while examining topical issues representative of the concentration areas at SUA. In addition, they use solutions to problems and new perspectives in concentration areas. Writing 301 courses are paired with a particular concentration, while Writing 305 courses are organized around broad, often cross-disciplinary topics. Prerequisites: WRIT 101, with a grade of C- or better.

**INQUIRY 100 Modes of Inquiry 3 units**

This course examines various ways of studying, knowing, and understanding information and experience. It focuses on the axiomatic (or formal deductive), philosophical, historical, observational (or empirical), imaginative expressive, and interpretive paradigms of discovery and understanding. As a result of taking this course, students will understand the assumptions that underlie the various ways of inquiring used within and across disciplines, understand that every mode of inquiry has its own strengths and limitations in the exploration of a given question or problem, be able to sustain a line of argument using one or more

modes of inquiry, and be able to articulate the commonalities and/or differences among various modes of inquiry.

**CREATIVE ARTS PROGRAM**

SUA regards imagination and creativity as essential qualities for global leadership. The creative arts courses help students develop these qualities through individual and collaborative endeavors.

All creative arts courses are designed to fulfill the following goals:

1. Direct experience of the creative process in at least one artistic medium.
2. Appreciation for the universal human creative spirit.
3. Enhancement of creative thinking and problem-solving as skills that can be transferred to other endeavors.
4. Creation of a non-competitive community for individual and collaborative work.

The student learning outcomes for Creative Arts Program are:

1. Creative Artwork – Students will demonstrate development and improvement of skills or craft in the artistic medium in which they work, including the understanding and appropriate use of materials and techniques, resulting in successful completion of their artistic end product.
2. Tools of Creativity – Students will demonstrate development and improvement of internal skills that foster the creation of art, including expanded aesthetic appreciation, improved perceptual abilities (e.g., listening, seeing, comprehending), and flexible imagination.
3. General Creative Processes – Students will demonstrate development and improvement of attitudes and abilities that support creative endeavor in general, such as openness to exploring new possibilities, lateral thinking/brainstorming and, in specific situations, the ability to work in teams across artistic disciplines.

Students can fulfill the Creative Arts requirement by choosing one of the 3-credit hour courses offered within the Creative Arts Program and the 1-credit Creativity Forum.

## SCIENCE AND MATHEMATICS

The math and science curriculum at SUA offers courses in three areas: The Mathematical World, The Physical World, and The Natural World. One course from each area is required of all students, but these may be taken in any order.

Students taking courses in the Science and Mathematics area will learn to:

1. Understand the nature of mathematical or scientific inquiry
2. Understand how mathematical or scientific inquiry is relevant to contemporary society
3. Use mathematical or scientific skills for problem solving
4. Communicate mathematical or scientific principles and results effectively

## COURSE DESCRIPTIONS

### The Mathematical World

#### **MATH 101 Statistics** 3 units

This course, which requires no specific mathematical background, is an introduction to statistical methods. Students will learn widely-used concepts, terminology, and methods of descriptive and inferential statistics. Methods of statistical inference include hypothesis testing and confidence intervals for means, proportions, and regression parameters, as well as chi-square and ANOVA methods.

#### **MATH 111 Symbolic Logic** 3 units

This course, which requires no specific mathematical background, introduces valid deductive reasoning in a precise mathematical context. Students will learn formal languages encompassing elementary propositional and predicate logic, and techniques for assessing the validity of arguments expressible in those languages. Logic is foundational to mathematics, philosophy, and computer science, and indispensable in any reasonable debate.

#### **MATH 160 Liberal Arts Mathematics** 3 units

This course helps develop quantitative, statistical, and financial literacy, indispensable for an educated, socially engaged person in today's society. Quantitative literacy involves developing confidence and competence with numbers and measures, and requires understanding of the number system, a repertoire of mathematical techniques, and an inclination and ability to solve quantitative or

spatial problems in a range of contexts. Statistical literacy requires understanding of the ways in which data are gathered and represented. Financial literacy requires, besides an understanding of basic personal finance tools like savings and loans, some knowledge of today's financial and economic realities and a willingness to consider their possible impact on personal finances.

#### **MATH 170 Calculus I** 4 units

This course, suitable for students with a strong pre-calculus level background, focuses on Differential Calculus. Students will review properties of functions, learn the concept of mathematical limit, and study the properties and interpretations of the derivative, using some of the more common applications. Time permitting, students will be introduced to integrals and the Fundamental Theorem of Calculus. Calculus is widely used in the sciences, economics, and statistics for modeling and computations. Prerequisite: Strong pre-calculus background, including trigonometry, exponentials, and logarithms.

#### **MATH 171 Calculus II** 4 units

This course, suitable for students with a good background in Differential Calculus, focuses on Integral Calculus and Infinite Series. Students will review limits and derivatives, and study the properties and interpretations of the integral, using some of the more common applications. Students will also be introduced to infinite series, and their connection to Differential Calculus. Calculus is widely used in the sciences, economics, and statistics for modeling and computations. Prerequisite: A semester of university-level Calculus, or a year of high-school-level Calculus.

#### **MATH 290 Topics in Mathematics** 4 units

This course provides students opportunities to explore topics in mathematics, such as vector calculus, number theory, symbolic logic, differential equations, and linear algebra. *Instructor Consent Required.*

#### **MATH 390 Advanced Topics in Mathematics** 4 units

This course provides students opportunities to explore advanced topics in mathematics, such as advanced calculus, complex analysis, abstract algebra, non-Euclidean geometry, and topology. *Instructor Consent Required.*



## GENERAL EDUCATION CURRICULUM

**The Natural World****BIO 110 Nature and Humanity 3 units**

This course will introduce and provide students with an appreciation and understanding of fundamental topics in environmental studies, which may include human population dynamics and their impacts on the environment, world food supply, biological diversity, global climate change, biogeochemical cycles, energy production, and natural resource management. Students will explore these principles through investigative field and laboratory experiences, lectures and small group discussions.

**BIO 120 The Human Body in a Modern World 3 units**

The human body is an amazing product of 3.5 billions of years of evolution. From our cells to our organ systems, our bodies are beautifully designed to thrive on planet Earth. As the human population continues to grow exponentially, we now have to deal with exposure to harmful industrial and agricultural chemicals in our air, food, and water. Further, many modern human are consuming a diet that we are not adapted to process effectively. In this course, we will explore the various human organ systems and discuss environmental threats to each system. Students will perform various hands-on laboratory activities that will reinforce concepts that are discussed in lecture.

**BIO 140 Foundations of Biology: From Genes to Ecosystems 4 units**

This course offers a fundamental introduction to college-level biology appropriate for students planning to continue in fields requiring knowledge of biology such as the health sciences, environmental studies, or the natural sciences. Classes will include both strong lecture and laboratory components in which students will investigate cells, the genetic code, evolution, reproduction, ecosystem energy flows, and ecology. Students will develop an understanding of the methods of science by designing and executing their own semester-long experiments.

**BIO 222 Marine Biology 3 units**

This course focuses on the physical, chemical and biological characteristics of marine habitats and the organisms occupying those habitats, and provides a survey of the patterns of distribution, diversity, and abundance of species in marine communities, with an emphasis on the dynamic interactions which shape these patterns. The

course also includes analysis of man's impact on marine ecosystems.

**BIO 290 Topics in Biology 4 units**

This course provides students opportunities to explore topics in biology, such as ecology, animal behavior, molecular biology, and conservation biology. *Instructor Consent Required.*

**BIO 390 Advanced Topics in Biology 4 units**

This course provides students opportunities to explore advanced topics in biology, such as advanced ecology, evolution of behavior, and bioinformatics. *Instructor Consent Required.*

**The Physical World****CHEM 112 Chemistry for Life 3 units**

Chemistry asks what is matter made of and how does it interact? A basic understanding of chemistry is a prerequisite for good citizenship in our changing and technological society. This course introduces modern chemical concepts and processes in the context of their impact on health, the environment, and technology. Through inquiry-based learning, you will develop critical thinking skills and data-driven decision making toward the understanding of matter. This course has a moderate laboratory component and is appropriate for students not intending to continue in fields requiring foundational chemistry knowledge.

**CHEM 140 Foundations of Chemistry 4 units**

This course offers a fundamental introduction to college-level chemistry appropriate for students planning to continue in fields requiring knowledge of chemistry such as the health sciences, environmental studies, or the natural sciences. Classes will include both strong lecture and laboratory components in which students will investigate atomic structure, chemical bonding and reactions, states of matter, solutions, acids and bases, chemical equilibria, nuclear chemistry, organic chemistry, and biochemistry.

**PHYS 150 Heaven and Earth: A First Synthesis 3 units**

The physics of motion on earth and in the heavens is traced from ancient Greek times through the Dark and Middle Ages, to the Renaissance and Galileo, and to Newton and the Enlightenment. Humanistic, cultural, and historical perspectives are emphasized as is the



scientific method/process. Science is shown to be inextricably linked to other human endeavors such as religion, art, politics, music, literature, philosophy, and commerce. High school knowledge of algebra, geometry, trigonometry, and scientific notation would be helpful. Concurrently, we will explore physics after Newton and up to the contemporary frontier of string/brane theory, covering topics such as relativity and quantum mechanics and utilizing modern physics labs.

**PHYS 370 Space, Time, & the Texture of Reality** **3 units**

This heavily mathematical course with no lab requirement examines the changing conceptions of space and time from classical to modern to contemporary physics. Moving from Newtonian reality to Einstein's relativity to quantum mechanics to current unification theories, we will explore mathematics as a tool to transcend our faulty perceptions and to reveal new phenomenal, though perhaps not narrative, truth. *Prerequisite: Previous and solid experience in physics and calculus plus instructor consent.*

**AREA AND COMPARATIVE STUDIES**

One of the distinguishing features of SUA is its emphasis on global and cross-cultural points of view. As part of the general education requirement, students must take a course in the American Experience and a course about the Pacific Basin. These courses draw from the social and behavioral sciences (SBS), from the humanities (HUM), international studies (IS) and from environmental studies (ES). Collectively, the courses offered under area and comparative studies are designed to build bridges between East and West, North and South, to develop and expand perspectives concerning various regions of the world, and to enlarge the focus of the student from local to global engagement. These courses seek to introduce important dimensions of human life — social, artistic, cultural, economic, historical, literary, musical, philosophical, political, and religious — as well as to provide a variety of ways to experience, analyze, and appreciate these dimensions. To prepare students to live contributory lives for the betterment of the world, the humanities and social and behavioral science disciplines offer, in these courses, important lessons about common patterns and issues that have faced people at different times and places while also highlighting the uniqueness of each person, time, and place.

**COURSE DESCRIPTIONS**

**AMEREXP 200 The American Experience** **3 units**

This multidisciplinary course explores the American experience in its social, political, cultural, and historical dimensions. The course examines major American institutions, including the philosophy and history of the United States Constitution from its founding to present day interpretations; the struggle over individual and group rights; and America's presence in the world, taking an approach to the American experience that exposes it to many and varied interpretations. The course includes such topics as American musical, film, and literary traditions, contemporary social and economic issues, politics and political history, the immigrant experience, slavery and its aftermath, American isolationism/expansionism, and the question of what is "mainstream" and what is "marginal" to American life. As a result of taking this course, students will develop a critical understanding of the social, political, cultural, and historical dimensions of the diversity of US experiences; perspectives on US institutions and their role in local and global power relations; interpretive skills through close readings of texts across a variety of genres and media; written and oral communication skills.

**PACBASIN 100 Introduction to the Pacific Basin** **3 units**

This course compares regions, cultures, societies, and economies within and across the Pacific Basin. The course surveys the geography and history of this region, an increasingly important arena in world affairs. From various perspectives, the course also examines contemporary issues, such as economic relations, migration, regional institutions, globalization, democratization, trans-nationalism, and the environment in the Pacific Basin. As a result of taking this course, students will develop an understanding of the historical transformations that characterize the region since the first encounters with Europeans; develop a critical awareness of social, political, economic and cultural issues within the region over time; develop skills of oral and/or written expression; gain experience of interdisciplinary perspectives; gain critical skills for interpreting visual and/or other representations of peoples and cultures across the region.

## GENERAL EDUCATION CURRICULUM

**LANGUAGE AND CULTURE**

The mission of the Language and Culture Program (LCP) is to foster the development of the linguistic proficiency and cultural awareness that students will require to become well-educated global citizens. The underlying goals of the LCP are to build communicative competence within a structured context; to strive for excellence in instruction through an eclectic yet integrated variety of pedagogical methods, including the innovative use of technology; and to instill a broad cultural awareness that can expand the disciplinary options open to students.

A key task of the LCP is to prepare students academically for their junior-year semester abroad. SUA requires all students to take a minimum of four LCP language courses, one of which must be at the 202 level or above in the target language of the study-abroad destination. Language study begins in the freshman year, ensuring prolonged and intensive engagement with the languages and cultures studied. Instruction is geared to active student participation.

LCP courses above the 306/307-level are designed for students returning from Study Abroad as well as those with sufficient background in the target language to be placed into courses at this level. These courses enable students to further develop their cultural understanding and linguistic proficiency, and are especially beneficial for students interested in employment abroad or graduate study.

The student learning outcomes for the Language and Culture program are:

1. Upon completion of the required courses in the LCP, students are expected to have the linguistic proficiency to participate in the study abroad semester during their junior year.
2. Upon completion of the required courses in the LCP, students are expected to have the cultural awareness to adapt to their study abroad environment.
3. Upon completion of the upper-level courses offered in the LCP, students are expected to further advance their linguistic proficiency and cultural awareness in any of the languages offered at Soka University of America.

Please see language and culture courses under the Language and Culture Program (page 63).

**STUDY ABROAD**

A unique aspect of SUA's academic program is that all students must spend one half of their junior year abroad engaged in a study abroad program. This requirement is to be fulfilled in a country where the principal language corresponds to a student's language of study at SUA. These programs are designed to extend the reach of a student's academic study of a foreign language through total immersion in the day-to-day life of another culture.

Study abroad gives students an opportunity to acquire further the habits and dispositions of a global citizen, returning to campus with a network of new friends and associates with whom they may nurture deep bonds and lifelong relationships. The study abroad program also adds to the student's intellectual grasp of the world in all its diversity.

Soka University of America assumes no responsibility for any adverse consequences regarding a student's U.S. immigration status that may result from fulfillment of our Study Abroad requirement.

**Eligibility**

Students must meet the following requirements for study abroad.

- No students are allowed to go on study abroad while on academic probation.
- Incomplete Grades: Default grades will be manually calculated into the student's semester GPA when considering study abroad eligibility. A student whose default grades result in a term or cumulative GPA of less than 2.0 will be considered ineligible to participate in study abroad the following semester.
- Students must be in their junior year to participate in study abroad. Students who are not in the junior year must petition in order to become eligible for studying abroad during a year other than junior.
- Students are required to have completed the 202-level or above in the target language before leaving on their semester abroad.
- Language courses required for eligibility in the study abroad program may not be taken on a Pass/No Pass basis.
- Students are required to take the Language Proficiency Tests (STAMP Test) administered by the LCP, once before and once after Study Abroad.
- Students are required to attend orientations



organized by the Office of Study Abroad and International Internships (SAII Office) and to submit all required documents to the SAII Office before leaving for study abroad.

### Academic Load Abroad

Students are required to earn a minimum of 12 credits and maximum of 16 credits in the target language per semester for study abroad, and programs will be arranged by the student in coordination with the Director of the SAII Office. The academic worthiness of a particular program will be determined by a faculty committee working with the SAII Office.

Choosing courses in which to enroll while on study abroad involves a combination of factors—scores on the Pre-Study Abroad STAMP Test at SUA; on-site placement test scores and expert opinions (those of Resident Directors and faculty members); and the nature and requirements of the particular study abroad program. Generally, students fulfill SUA's minimum requirement of 12 credits in the target language by taking language courses and/or content courses designed exclusively for international students (see also the following paragraph on "regular" university courses for local students).

To be eligible to take courses while on study abroad at local universities with native-speaking students as valid units for fulfillment of SUA's study abroad requirements, SUA students must achieve scores of TB (Intermediate Mid) or higher in all four skill categories on the mandatory Pre-Study Abroad STAMP Test. Students scoring TA (Intermediate Low) in no more than one of the four skill categories on this test may petition the Study Abroad Committee for special consideration. Final decisions on such petitions will be made by a member of the Study Abroad Committee in the target language in question and the Director of the Language and Culture Program (LCP).

In addition to the minimum required target language credits, students studying abroad are welcome to enroll in any course offered by the Site University or Provider Program. They should keep in mind, however, that they will not receive credit for every course in which they enroll (e.g., Math, Ceramics, Music, Photography, Tai Chi, Dance, etc.). No credit will be given for courses taken abroad that are taught in English or any other non-target language. No credit will

be given for internships/service learning courses unless such courses have been pre-approved by the Study Abroad Committee.

Registering for an overload is not recommended, nor will credit be granted for anything above what is considered a full course load; however, an overload can be requested and approved in consultation with the Director of LCP and the Director of the SAII Office. Please note that full-time does not necessarily mean just four courses. Some students enroll in two courses abroad, while other students enroll in five or six, depending on the structure of education in the host country.

Each study abroad program has its own policies concerning minimum and maximum number of credits. To satisfy their study abroad requirement, students must adhere to both the SUA academic guidelines for Academic Load and the guidelines for the individual study abroad program (e.g., some programs require students to enroll in up to 15 credits).

### Approval Process for Courses Abroad

Prior to departure, it is mandatory for students to consult with a member of the Study Abroad Committee who teaches their target language about their course choices. Such consultation will guarantee the selection of courses that reflect the students' interests, SUA's academic requirements, and the educational goals of the host university unique to each site.

Approval process will ensure that students enroll in courses that will yield at least the 12 transferable credits necessary to fulfill their academic requirements for Study Abroad. Ultimately, though, each student is responsible for the courses she or he chooses, and must be careful not to mistakenly register for a course for which SUA cannot grant credit.

Students should complete the "Approval form for Courses Abroad" by listing all courses they wish to take during their semester abroad, including courses not for credit transfer. Grades for not credit transfer will NOT be counted toward GPAs, although course names and grades will be documented on SUA's transcripts.

Students should be aware that in certain cases the courses selected before departure might be preliminary, as course listings provided by Provider Programs before departure may differ

## GENERAL EDUCATION CURRICULUM

from the actual courses offered on site. When students make changes on site to their proposed schedule (including pass/non-pass) that differ from the pre-approved plan, they are required to notify the Director of the SAIL Office via email within the first 14 days of on-site course registration. Failure to do so could result in not being able to transfer credits in the end. The final course selection must be approved by the Director of the SAIL Office and/or Study Abroad Committee.

**Transferred Grades From Abroad**

The grading system stipulated in the SUA Undergraduate Catalog will apply to the study abroad program. Study abroad courses will be graded and count towards the GPA. Students may fail to complete the minimum of 12 credits by receiving a grade of F or NP. The "I," or incomplete, designation is not allowed for any study abroad course.

Individual courses taken abroad cannot be transferred for fulfillment of SUA graduation requirements. As long as you complete the required number of credits abroad (12 to 16) with the appropriate courses, you are given SUA credit for Study Abroad, but not for specific coursework in particular concentrations. Students must make the Pass/Non Pass declaration before going on study abroad. They must declare which course(s) they wish to take Pass/Non Pass as they complete the Approval Form for Courses Abroad. If a student changes course(s) during study abroad, he or she must re-make the Pass/Non Pass declaration via e-mail within the first 14 days of on-site course registration. Students are not allowed to make this declaration retroactively. If the student fails to communicate with us a change of Pass/Non Pass course(s) status within the above timeframe, we will consider that there is no change from the Pass/Non Pass course(s) declared before study abroad. To make such changes, the student must contact the Director of the SAIL Office. Students who take pre-semester course(s) should note that this policy also applies to pre-semester registration; the declaration of pass/no pass for pre-semester courses must also be made before going on study abroad.

Course credit abroad varies from program to program. Students must be aware of the following course credit conversion for Pass/Non Pass Units:

Course Credit	Equivalent Pass/Non Pass Unit
1-4	1
5-8	2
9-12	3

Students run the risk of not being in good standing academically if they fail to complete at least 12 credits either by not enrolling in the appropriate number of courses or by receiving a grade of F or NP, or D for a declared P/NP course. This failure could result in the loss of a student's scholarships or other financial support. In addition, taking fewer than the required minimum number of credits will, in most cases, lead to the student's not graduating at the end of his or her fourth year of study.

Students who fail to complete at least 12 credits in the target language on study abroad must take a language class(es) in the same language upon return to SUA to make up the number of credits not completed. Language class(es) taken before Study Abroad cannot be counted to make up the required 12 credits.

Each study abroad program has its own grading system, following the grading systems of their respective host universities and intuitions abroad. SUA respects the grading systems used at each site. Students' credit transfer will be based on official transcripts issued for us by the host programs. (However, since SUA has neither D+ nor D- in its grading system, students who earn such grades will receive a grade of D.)

All courses taken during a student's Study Abroad, whether they have been approved to be transferred or not, will be noted on the SUA official transcript. Only courses/units approved by the Study Abroad Committee will be successfully applied to degree requirements and GPA calculations. All courses or units that have not been approved by the Study Abroad Committee will have a "No Credit" indication.

**Failure to Complete Full Class Load**

Students run the risk of not being in good standing academically if they fail to complete at least 12 credits, either by not enrolling in the appropriate number of courses, or by receiving a grade of F or NP, or D for a declared Pass/Non Pass course.

This failure could result in the loss of scholarships or other financial support. In addition, taking fewer than the required minimum number of credits may lead to the student's not graduating at the end of her or his fourth year of study at SUA. With failure to complete full class load, international students risk losing eligibility or legal status for staying in the US upon return from their Study Abroad semester.

Students who fail to complete at least 12 credits must take a language class(es) in the same language upon return to SUA to make up the number of credits not completed. The language class(es) taken before Study Abroad will not be counted towards making up the required 12 credits.

### **Withdrawal From Program**

On or after the program starting date, if a student chooses to withdraw from his or her program, or to interrupt his or her participation in certain stages of the program, regardless of the type of program, for any reason whatsoever, the student must submit written notification of withdrawal, which must be reviewed by both SUA and the Program Provider, and then submit an SUA withdrawal form to the Office of the Registrar. In such cases, the student would not be permitted to register at SUA during the same semester in which he or she started a Study Abroad program. The earliest that such a student would be allowed to register at SUA is the following semester.

If a student were to withdraw prior to the study abroad program starting date, the student would be permitted to register at SUA for the same semester as that of the planned Study Abroad, on condition that he or she register before the end of add/drop period.

### **Policy on Coming Back Temporarily to SUA**

It is strongly advised that students studying abroad not travel back to SUA for any reason before their program ends. Study Abroad is part of SUA's required curriculum, and students are obligated to complete all coursework, which includes class attendance. This principle applies to students studying abroad in both fall and spring semesters.

If a situation arises in which a student deems it necessary to leave the Study Abroad program site temporarily, he or she must first notify the On-site Residential Director and Director of the SAll Office, who will consult with the Dean of

Faculty about the particular case. Absences due to accidents or severe illness as well as those related to family problems will be handled on a case-by-case basis and should not be confused with voluntary absences for non-emergency reasons.

### **Re-entry**

Students must return to campus after study abroad to attend re-entry orientation, complete the online program evaluation, and take the Post-Study Abroad STAMP Test. Those who fail to meet these requirements in time may not be able to register for courses in the following semester.

### **Housing For Study Abroad Students**

Students participating in the Fall Study Abroad program may reside in the residence halls during the summer following the previous academic year by purchasing summer housing from the University. Fall Study Abroad students residing in the halls during the summer are required to check out during the designated checkout period that is prior to the beginning of the fall session. Students participating in the Spring Study Abroad program may reside in the residence halls over the winter period during the academic year. Spring Study Abroad students residing in the halls are required to check out during the designated checkout period that is prior to the beginning of the spring session.

### **LEARNING CLUSTERS**

The Learning Cluster is a research seminar designed to bridge theory and practice in the investigation of a specific question, and to elicit in the way of a specific product an educated outcome or response. Students work in teams with a faculty facilitator to propose, research, and model constructive approaches to local, regional, and/or global issues. The course is designed to help students learn to apply a range of investigative and analytical tools in the discovery and presentation of trends and ideas, including policy recommendations that bear upon the quality of the human condition. Learning Clusters are 3.5 weeks in length and take place during the Winter Block, allowing students to take full advantage of opportunities, where appropriate, for field and service learning.

The Learning Cluster experience is intended to:

1. Develop in students habits of independent inquiry and study.
2. Engender analytical and investigative skills and the ability to apply them to a specific



## GENERAL EDUCATION CURRICULUM

- problem or question.
- Enhance the ability to work collaboratively toward the completion of a common project.
  - Foster a contributive ethic by working on issues that have a larger social significance or meaning.
  - Prepare students for their role as engaged global citizens and leaders.

Students are able to choose a Learning Cluster in one of two ways. Working with a faculty facilitator, they can develop and submit a proposal for a Learning Cluster where there is an interest in the topic and no more than twelve students in a section. The proposal should clearly state the nature and purpose of the Learning Cluster and conform to the goals and objectives of the Learning Cluster in general. Alternatively, students may at registration time select their Learning Cluster from a list of offerings first initiated and developed by faculty.

All Clusters receive support from the university in the form of course development funds that can be used to purchase materials, provide honoraria for guest speakers, and for off campus field trips. A limited number of grants are also available to support fieldwork (maximum twelve days) outside of southern California. Such grants require a detailed application and are awarded on a competitive basis.

Students will take the following Learning Cluster course:

**LRNCLSTR 200:** (required for first and second year students, optional for third year students)

### WELLNESS

Soka University is committed to developing well-rounded students, and hence offers a selection of courses designed to develop the body in addition to the mind and spirit.

The emphasis of all Wellness classes is to help students develop the knowledge and specific skill sets to aid in developing a life committed to maintaining their health and fitness, and to develop an enjoyment of physical activity.

### COURSE DESCRIPTIONS

**WELL 100 Health and Wellness 2 units**  
This course explores basic concepts relating to personal health and wellness. Physical, mental-

emotional, social, spiritual, and environmental dimensions of health will be explored. Topics include stress management, sexuality, nutrition, drug use, and international concerns, among others. The focus of the course is on strategies for enhancing one's personal health. As a result of taking this course, students will acquire health-related knowledge through the use of current, reliable, and valid sources of information; determine their health risks and protective factors through the use of personal assessments and thoughtful reflection; apply health-related concepts, theories, and information to their personal lives.

## OTHER GENERAL EDUCATION ELECTIVES

### COURSE DESCRIPTION

#### LDRSHIP 100 Leadership 1 unit

This one-credit course is designed to provide students selected for the Student Orientation Leader (SOL) Program with keys to effective leadership. While the emphasis is on experiential learning, students also examine in an academic context various leadership styles, learning to identify and/or develop their own. The course will emphasize ethical leadership, personal responsibility, and community service. While taking this course, students will be engaged in various on-campus orientation activities, including trust building, goal setting, time management, team building, communication, and group process, that utilize their leadership role as an SOL. The course includes journal writing, readings, and group presentations. This course is not required but is open to students who qualify. *Prerequisite: Instructor Consent Required. Designated P/INP.*

#### DIST 290, 390, 490 Distinguished Topics 1-4 units

Occasionally, SUA will host a distinguished visiting scholar who will live on campus for a brief or extended period of time. He or she may choose to offer a course, based on his or her expertise/experience/interest, to SUA students at a particular level for a particular number of credits. Enrollment may be selective and may require an application process. Prerequisites may require instructor consent or may vary depending on the visiting scholar.



## UNIVERSITY WRITING PROGRAM

In keeping with the mission of the university to prepare future leaders and promote global citizenship, communication is highly valued at SUA. Facility with language and critical inquiry are fundamental to leadership and effecting change in the world. The goals of the University Writing Program engage the university's mission. The program strives to give students an understanding of the principles of effective written and oral communication that will allow them to excel as writers, readers, listeners, and speakers; challenges students to understand the complex rhetorical relationships among audience, purpose, and text, and among language, knowledge and power; and introduces students to the collaborative and social aspects of the writing process. The program aims to cultivate lifelong learning in written and oral communication by encouraging students to develop their capacity to reflect on events and information; to reason critically and thoughtfully; and to develop a commitment to the ethical uses of language under all circumstances.

The University Writing Program makes several assumptions about students. First, we believe that students are capable, intelligent people who have been writing for years. They need challenging projects to strengthen the abilities they already have developed and to build new ones.

Second, we regard our communications skills courses as important parts of students' college education. Our communication skills courses enable students to participate in new academic discourse communities, and to practice the habits of mind and writing and speaking strategies demanded by writing at the university level in a variety of disciplines.

Finally, we assume that writing with meaningful feedback teaches writing. The subject matter of our courses is an action, one that is best taught not by talking about it but rather by showing students how to do it and then letting them practice, with appropriate guidance. The primary focus is on students and verbs that characterize what writers do: reading, thinking, planning,

drafting, talking, and revising. Communication skills courses lose their focus and sense of purpose when they deal primarily with "things," with the nouns that characterize bodies of knowledge: essays, textbooks, rules of grammar, "great ideas." Students need frequent, even daily, practice with writing so that they have ample opportunities to learn by doing.

The University Writing Program focuses on writing in particular and communication in general as vehicles for learning. It does so effectively through its rhetoric and communication skills courses based on the Writing across the curriculum (WAC) model; a model that emphasizes written and oral communication throughout the university's curriculum.

**WRIT 101 (Communication Skills)** provides incoming students with opportunities to practice a range of conventions, standards of proof, and ways of knowing that characterize language in the concentration areas that make up the SUA liberal arts education: the humanities, environmental studies, social and behavioral sciences, and international studies.

**WRIT 301 and 305 (Advanced Communications Skills).** To satisfy the upper division writing requirement, students may select any WRIT 301 or WRIT 305 course that corresponds with their areas of interest. While specific readings and writing projects vary by professor, all sections of WRIT 301 and WRIT 305 share the same course Learning Outcomes and general course goals.

Writing 301 and 305 courses provide students with opportunities to practice the kind of writing, research and oral presentation skills that characterize topics and discourses related to particular concentration areas as preparation for graduate and/or professional work. Students develop a professional voice in writing and speaking while examining topical issues representative of the concentration areas at SUA. In addition, they use solutions to problems and new perspectives in concentration areas. Writing 301 courses are paired with a particular



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concentration, while Writing 305 courses are organized around broad, often cross-disciplinary topics.

*Prerequisites:* WRIT 101, with a grade of C- or better.

In keeping with the WAC model, in addition to these required courses, Core, general education, and many concentration courses are designated as “writing and communication intensive.” These courses engage students in a variety of language activities to help them grow as writers and communicators. Students write papers, give presentations, and participate in small group discussions as part of their regular work.

### UNIVERSITY WRITING CENTER

The University Writing Center, staffed by professionals with graduate degrees and teaching experience, provides a range of services to students, from workshops on thesis statements and sentence structure, personal statement workshops and grant-writing workshops, to individualized tutoring. We also offer appointments for faculty members working on their writing projects. Students may drop in for tutoring, or they may schedule an appointment with one of the writing specialists using our online appointment system. Faculty members should contact the Center’s Director or the Director’s Assistant to make appointments. Workshops are announced in advance, and students may sign up on a first-come, first-served basis. Specialized tutoring for Capstone writing projects is also offered in the Writing Center.

Writing Program and university policy require all faculty to put their writing assignments in written form. Center policy requires students bring a copy of the writing assignments along with a draft of their paper for all tutoring sessions. During the session, a writing specialist will go over assignment and look at the draft and help the student by offering suggestions for revision. Note that writing specialists do not edit or correct student papers. Instead, they ask questions that help students discover on their own how to make a paper better, or they point

out common mistakes that need to be corrected.

For more information about the University Writing Center, call 949-480-4060.

## COURSE DESCRIPTIONS

### WRIT 101 Communication Skills 3 units

This course provides students with opportunities to practice a range of conventions, standards of proof, and ways of knowing that characterize language in the concentration areas that make up the SUA liberal arts education: the humanities, environmental studies, social and behavioral sciences, and international studies. Students examine facts and issues in an effort to interpret them in ways that help them construct their own representations of reality while giving them insight into how interpretations and related representations vary from discipline to discipline. In the process, students develop critical reading and thinking skills as well as competence in written and oral English so as to produce coherent, interesting, thoughtful, and largely error-free papers that are congruent with appropriate standards of academic discourse.

### WRIT 301 and 305 (Advanced Communications Skills) 3 units

To satisfy the upper division writing requirement, students may select any WRIT 301 or WRIT 305 course that corresponds with their areas of interest. While specific readings and writing projects vary by professor, all sections of WRIT 301 and WRIT 305 share the same course Learning Outcomes and general course goals.

Writing 301 and 305 courses provide students with opportunities to practice the kind of writing, research and oral presentation skills that characterize topics and discourses related to particular concentration areas as preparation for graduate and/or professional work. Students develop a professional voice in writing and speaking while examining topical issues representative of the concentration areas at SUA. In addition, they use solutions to problems and new perspectives in concentration areas.



Writing 301 courses are paired with a particular concentration, while Writing 305 courses are organized around broad, often cross-disciplinary topics. Prerequisites: WRIT 101, with a grade of C- or better.

**Current Writing 305 courses include:**

**WRIT 305 Advanced Communications**

**Skills: Education Policies 3 units**

Advanced Communications Skills: Education Policies offers students opportunities to examine through reading and writing US education policies related to public and higher education. Each term, the course will examine a set of topics related to education, such as high-stakes testing, common-core standards, the shift from community-based to federally controlled education, affirmative action, curricular misalignment, and educational standards.

**WRIT 305 Advanced Communications**

**Skills: The Politics of Visual Rhetoric 3 units**

This course will explore writing and communication through the broad conventions of “visual rhetoric.” Visual rhetoric has historically been found in a variety of disciplinary locations (art history, American studies, communication studies, English departments, rhetoric and composition programs, history programs, media and visual studies programs). In this course we will attempt to understand the political and ideological dimensions of visual rhetoric across a wide range of genres or media such as photography, graphic novels, works of art, architecture, films (fiction and documentary), advertisements, television, journalism, televised political speeches, and more. Students in this class may use selections from ancient rhetorical texts in conjunction with contemporary theoretical writings in their written work and oral presentations.

**WRIT 305 Advanced Communications**

**Skills: Rhetoric and Representation of 9/11 3 units**

This course will investigate how rhetoric and artistic representations can respond to a recent historical event. In this case, by way of an

interdisciplinary approach, this course will try to understand how September 11, 2001 became “9/11”—or how that series of historical events became a cultural symbol. Work in the course will analyze cinematic and literary representations of 9/11; interrogate notions of irony and sincerity; scrutinize how the politics of late capitalism and globalization interpreted the event; and engage in how discourses have made rhetorical use of 9/11 in the years since. Students will be asked to examine texts and generate critical and/or creative responses to class discussions.

**WRIT 305 Advanced Communications**

**Skills: The Rhetoric of Performance 3 units**

This class will explore a range of texts that address the broad topic of performance. Performance can mean many things. Some theorists, like Judith Butler, suggest that the simple act of getting dressed in the morning can be understood as a performance. Students in this class may interrogate the notion of performances in Greek drama, poetry, stand-up comedy, classical rhetoric, graphic novels, performance art, and contemporary gender and performance theory. We will question the distinction between authenticity and performance. We will look at the ways in which public space is often performative space in poetry, fiction and theoretical writings; we will explore gender as performance, and we will experience the power of laughter and performance to address notions of race, gender, class and identity in the work of stand-up comedians such as Margaret Cho and Chris Rock. Students will develop a research and writing identity that resonates with their academic interests and demonstrates sustained engagement with an evolving notion of performance.

**WRIT 305 Advanced Communications**

**Skills: Truth and Morality 3 units**

Advanced Communications Skills: Truth and Morality offers student opportunities, through reading and writing, to examine questions of truth and morality in ancient Greece and Rome. Classical efforts to understand the nature of



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truth and morality laid the foundation for the liberal arts education that informs the mission of the university, and they also were the impetus for what can loosely be defined a Western civilization.

**WRIT 305 Advanced Communications**  
**Skills: Women in Media** **3 units**

From the Hollywood “woman’s film” of the 1930s, to the “Third World” female subject of 1980s and 90s world cinema, to the current prominence of female directors in documentary film and video, this course prepares students to write about a range of issues related to understanding women in popular and alternative media. Examining film and media critically, through a feminist theoretical lens, we will explore the political benefits and/or pitfalls of positioning oneself as a subject of gendered cinematic discourse; survey a variety of films marketed as “female-oriented” or feminist (as well as films which may not have been intended specifically for female audiences), just as we will explore arguments that complicate some of the early texts of feminist film theory; and look at ways in which both feminist and queer film theory are problematized by issues of race, ethnicity, class and the postcolonial experience. Students will be encouraged to write in a number of contexts in this course: as film and media theorists, as critics, as creators and as producers.

**WRIT 305 Advanced Communications**  
**Skills: Writing the Apocalypse** **3 units**

This course focuses on how “apocalypses” manifest themselves in various academic disciplines. Work in the course will analyze cinematic and literary representations of the apocalypse; interrogate whether or not societies have participated in end-of-the-world thinking throughout history; scrutinize how the politics of late capitalism and globalization drive such notions; and engage in how various discourses of race, gender, sexuality, class, nationality and trauma may lead to apocalypses of an internalized type. Students will be asked to examine texts and generate critical and/or creative responses to class discussions.

**WRIT 305 Advanced Communications**  
**Skills: Writing the Body** **3 units**

Bodies as sites of meaning, modes of representation, political signifiers, and lived experiences are of central concern to work across the disciplines. Taking as its purview the production, regulation, and circulation of bodies in the context of late capitalism and globalism, this course considers how bodies are politically, socially, sexually, racially, culturally, metaphorically, and historically constituted, and promotes the invention of insurgent forms for reading and writing bodies that do not reinscribe the body in narrative myths and dualistic structures that dominate conventional understandings of bodies.

**WRIT 305 Advanced Communications**  
**Skills: Writing Borderlands** **3 units**

What does it mean to live and write in the borderlands? This course examines and calls for writing in and about the borderlands; explores how writing from the borderlands resists, reshapes, and/or plays with dominant discourses and power relations; investigates the relationships among writing, ideology, hegemony, and the politics of culture; and situates the borderlands globally amidst materials conditions and the production of “others.”

**WRIT 305 Advanced Communications**  
**Skills: Writing Race** **3 units**

What is race? How is race assigned, assumed, constructed, performed, and consumed? Aiming to develop complex understandings of the production of race and its effects, this course may explore the intersections of race with gender, sexuality, class, indigeneity, nation, citizenship, and other modalities of power; intercede into the racial politics of representation and public discourse; and generate theoretically informed critical/creative interventions that grapple with the vexed issues of race.

**WRIT 305 Advanced Communications**  
**Skills: Writing about Travel** **3 units**

This course focuses on discourses around travel and tourism mobilities. Work in the course may consider the geopolitics of travel and tourism;





scrutinize the disruptions and disjunctures engendered by late capitalism and globalization; inquire into how various kinds of travel produce and participate in diverse discourses around race, gender, sexuality, class, and nationality; examine texts about travel in various media; and generate critical and/or creative analyses and compositions on travel.

**WRIT 313 Experimental Critical Writing** 3 units

Experimental critical writing is a slippery genre that challenges and breaks down traditional genre distinctions, sidestepping and/or transforming conventional expository protocols. A hybrid form, experimental critical writing challenges disciplinary boundaries and borrows, as it pleases, from various genres—personal essay, historical writing, memoir, non-fiction, drama, diary, autobiography, fiction, reportage, poetry, rant, and manifesto. Exceeding genre and discipline boundaries, experimental critical writing produces new epistemologies not possible within forms bound by conventional constraints. This course will uncover some of the rhetorical possibilities traveling under the name “experimental critical writing.” *Prerequisite: WRIT 101. Same as HUM 301.*

**WRIT314 Writing for New Media** 3 units

What does it mean to be “literate” today? How are new communication technologies impacting what it means to be literate? What cultural competencies and literacy skills are required to fully participate in the digital present? The work in this seminar will involve exploring forms and examples of new media and the theories that underlie and emerge from these forms in addition to engaging and creating new media texts enabled by networked, digital environments that push the limits of writing/composing. New media includes, but is not limited to, blogs, wikis, websites, social networking sites, audio, video, gaming, digital photography and other converged/hybrid media such as performance art and museum installations.

**WRIT 315 Introduction to Creative Writing** 3 units

This course will explore topics in the field of creative writing, focusing specifically on the genres of fiction, literary nonfiction, and poetry. In this course, students will be asked to think of writing as a process. They will attend to and observe the world around them, invent new work, elaborate on and revise that work, and then reflect back on their own writerly development. Moreover, students will study the work of contemporary writers from a craft and technique perspective, learning how these writers manipulate narrative, subtext, point-of-view, description, metaphor, lineation, and syntax in their work. Finally, students will have their own texts evaluated during in-class workshops, and they will compile their work toward an end-of-semester portfolio. *Prerequisite: WRIT 101.*

**WRIT 335 Writing about Film** 3 units

Visual rhetoric can be understood as visual argument (or an argument using images). This course encourages students to explore and write about non-traditional forms of rhetoric drawing from a wealth of topics related to film genres, ancient rhetorical genres and film studies. This is not a film appreciation course but rather, a writing and rhetoric course, which encourages students to engage with the way in which visual culture communicates and makes arguments. Each week, we will explore and write about a different film genre and its particular concerns. We might, for example, explore arguments about gender and sexuality in the post-war genre of Film Noir. In this case, we would combine psychological theory with gender studies in our written analyses of films like *Double Indemnity* or *Gilda*.

Alternately, by exploring the early documentaries of Robert Flaherty and Dziga Vertov, we might ask ourselves: how do we understand “realism” and in the process, how do we understand what is included and what is left out of their versions of reality? Early social documentaries like these, with their combined qualities of spectacle and an emphasis on the active role of the spectator, resonate with the

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most ancient forms of rhetoric performed in Greek dramatic festivals and in the law courts. Our analyses of movies in this course will turn on the fundamental examination of how meaning is created through the power of artistic vision and visual technology. Prerequisite: WRIT 101, Same as HUM 335.

**WRIT350 Introduction to Classical Rhetoric** **3 units**

Introduction to Classical Rhetoric takes a chronological approach to classical rhetoric and introduces students to some of the more important rhetorical figures from the Greek and Roman periods. Rhetorical works are linked to historical, social, economic, and intellectual influences of their respective periods. Classical rhetoric established the foundation for much of what became Western civilization, so the course is closely aligned with the tradition of liberal arts education. The class is organized as a seminar, which means that students will be responsible for sharing their knowledge and understanding of the topics under discussion at each class session. Selected readings will be assigned to students who will then facilitate exploration of the text and its significance.

## CREATIVE ARTS PROGRAM

### OVERVIEW

The Creative Arts Program at SUA is linked and contributes to the mission of the university in two specific ways:

1. Through the “hands-on” making of art, students experience the artistic process and the discovery of new expressive possibilities first-hand, something which human beings everywhere and throughout time have engaged in, and so can take a step in developing the empathy necessary for global citizenship.
2. Creativity and imagination are essential qualities for solving the problems of today and tomorrow around the world, and these qualities are the focus of each of the courses in our program.

The courses in the Creative Arts Program are designed to foster the development of craft and expressive skills in an artistic medium in the context of these holistic goals.

Students can fulfill the Creative Arts requirement by taking the 1-credit Creativity Forum (see pg. 61) and choosing one 3-credit course in any of the following areas: Ceramics, Computer Music, Dance, Drawing, Music Composition, Painting, Photography, Sculpture or Songwriting. Additional courses from any of these areas can be taken as electives, and some intermediate and advanced level courses are also offered, giving more opportunities to students who wish to further pursue artistic endeavor.

All of the introductory 100-LEVEL courses are open to all students, regardless of their level of prior experience.

A range of Music Ensemble courses are also available at various levels for students who wish to learn music performance, but these do not satisfy the Creative Arts requirement. Please see below for more detailed information.

### COURSE DESCRIPTIONS

#### **CARTS 101 Introduction to Music Composition** **3 Units**

This course, open to students regardless of prior musical experience, focuses on developing musical imagination and the ability to realize and communicate the fruits of that imagination. The course emphasizes fundamental music skills (aural skills, basic performing skills, and music literacy) to support students' future and ongoing musical endeavors.

#### **CARTS 102 Introduction to Songwriting** **3 Units**

This course will introduce students to the study of songs and songwriting, with special attention paid to the art of lyrics, melody, harmony, and structure to create songs. We will analyze and compose songs, and listen to popular American songwriting throughout modern history. There are no prerequisites, and no previous knowledge of music reading and notation is required, though students are expected to listen critically and create and collaborate on original song lyrics and music.

#### **CARTS 110 Music Composition with the Computer** **3 Units**

This course explores the fundamentals of acoustics and digital sound and gives students opportunities to use techniques such as software synthesis, sound sampling and editing, and MIDI sequencing in creating their own works. The focus is on the creative process, foundational principles, and familiarizing students with technology to support future endeavors in multimedia production.

#### **CART 120 Drawing: Seeing & Imagination** **3 Units**

This course explores drawing as a process for seeing, generating ideas, and personal expression. It includes drawing the human figure, still life, nature, and the imagination and uses a variety of media and techniques. This course is open to all students, regardless of previous experience in this medium.

#### **CARTS 130 Beginning Ceramics** **3 Units**

This course explores the creative process in the art of ceramics. Students learn techniques of working in clay, building, glazing and finishing works, and traditional and contemporary approaches to ceramic art. This course is open to all students, regardless of previous experience in this medium.

#### **CARTS 131 Sculpture: Creating Form** **3 Units**

This course gives students opportunities to create images in three-dimensional form using a variety of media and processes, including modeling, carving, and casting. The course focuses on human, animal, and non-representational forms from various cultures. Experiences with sculpting lay the foundation for discussions of the creative process. This course is open to all students, regardless of previous experience in this medium.

#### **CARTS 140 Creative Painting** **3 Units**

Students explore technique and creativity through descriptive and expressive approaches to painting. Projects emphasize the application of personal



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experience and vision to aesthetic problem-solving while helping students to develop painting technique, including mixing and blending colors and different methods of application. This course is open to all students, regardless of previous experience in this medium.

### **CARTS 150 Introduction to Photography** 3 Units

The objective of this course is to introduce students to the fundamental skills necessary to visually communicate ideas using photographic processes. These skills include technical proficiency, knowledge of the characteristics of photography which distinguish it from other media, and a cognizance of the role of the diverse uses of photography and their implications in society. Students are given the opportunity to explore their personal creativity by developing a final project of their own choosing within the larger context of the photographer as a responsible global citizen. This course is open to all students, regardless of previous experience in this medium.

### **CARTS 160 Creative Dance** 3 Units

This course explores the creative process in dance, with an emphasis on expression and improvisation. Students are exposed to different styles of dance and study elements of choreography such as form, composition, and the relation of body movements to music, through developing and performing their own works. This course is open to all students, regardless of level of previous training in dance.

### **CARTS 201 Composing Tonal Music** 3 Units

This course, which requires basic music literacy skills, focuses on composing music based on the "common-practice tonal" tradition of European art music. Students will learn the key elements of tonal theory and practice, develop aural, keyboard, and notation skills, and create a series of compositions aimed at imaginative expression in the tonal idiom. *Prerequisite: MUSIC 101, 102, or Instructor Consent.*

### **CARTS 260 Advanced Creative Dance** 3 Units

Developing an awareness of the relationship between dance, music, drama, and the visual arts, analytical and conceptual skills will be applied to the creative and collaborative process of art making. Working together through dance improvisation and arts experimentation, interactive collaborations will culminate in an original art event. When the arts intersect each other, their visual and aural potencies are enriched. Learning how to develop and control these images will be explored. The great collaborations of the 20th Century will be studied through readings, lectures, discussions and viewing videos.

### **CARTS 301 Advanced Music Composition** 3 Units

This course will explore the range of approaches to music composition over the last fifty or so years, and focus on enabling each student to create original work(s) using one or more of these approaches and techniques. Class meetings will be a weekly seminar, followed by individual lessons to enable each student to pursue her/his own compositional interests. *Prior music composition course (CARTS 101, 102, 110, or 201) or instructor permission will be required.*

### **CARTS 320 Advanced Studio Art – Drawing II** 3 Units

This course allows advanced students to pursue their creative endeavors in Drawing. Students learn to investigate advanced drawing materials and techniques while completing substantial projects. *Prerequisite: Art 120 or Instructor Consent.*

### **CARTS 330 Advanced Ceramics** 3 Units

This course introduces students to advanced techniques in ceramics, including use of the potter's wheel and advanced hand-building techniques, glazing, decorating and treating surfaces of their ceramic work. The course will also present both historical and contemporary examples of ceramic work that illustrate ideas of design, functionality, and ceremony, so that students can gain deeper understanding and appreciation of the medium. Prior experience in ceramics is required. *Prerequisite: Art 125 or Instructor Consent.*

### **CARTS 340 Advanced Painting** 3 Units

This course, intended for students with some background in painting, aims at further development of painting skills, observation techniques, creativity, conceptual thinking and a theoretical appreciation for painting. Students will examine historical and contemporary conceptual and theoretical issues linked to the art of painting, explore both representational and non-representational contemporary practices, and work with both traditional and non-traditional materials. The course will be structured to include a significant level of independent work, under the guidance of the instructor. *Prerequisite: Art 140 or Instructor Consent.*

### **CARTS 350 Advanced Photography** 3 Units

The objective of this course is to enable students to advance and develop their own creative voice in photography beyond the introductory level through exploring both a wide range of processes and media and the study of history and theory of contemporary art. The course includes exposure to various equipment types and advance printing techniques, and is intended for those with prior experience. *Prerequisite: Art 150 Instructor Consent.*



**CARTS 298, 398, 498 Special Study** **1-4 Units**

**CARTS 299, 399, 499 Independent Study** **1-4 Units**

### Creativity Forum

**CF 100 Creativity Forum** **1 Unit**

The ability to think creatively is vital to creating value and living contributive lives, and is one of the significant learning outcomes at SUA. The fundamental assumptions underlying this course are 1) that creativity is not limited to any one discipline or subject and 2) that the capacity to think creatively is inherent in everyone, and can be fostered and brought out. This course will examine both the theory and practice of creativity, at both the individual and team or group level, looking at application of creative thinking processes in a range of fields of endeavor.

### Music Ensembles

The Creative Arts Area also offers a wide range of Music Ensemble courses (MUSICENS in the catalog and schedule.) Music ensemble courses at SUA provide instruction and performance opportunities for student musicians, ranging from chamber groups to jazz groups to larger instrumental or vocal ensembles. In addition to receiving individual and/or group instruction, developing fundamental skills, and preparing for performance, students will gain knowledge of the appropriate literature. A placement audition is required, but students of any level of performing ability may participate in at least one of these courses. These courses (which include musicianship, instrumental and vocal instruction and various performing ensembles) DO NOT satisfy the CA requirement. Most are offered on both beginning and more advanced levels. Students are allowed to take up to seven 1-credit ensemble courses for credit towards graduation (essentially one per semester on campus) with the following conditions:

1. The first three are designated P/NP without counting against the P/NP limit. Any courses taken beyond the third one must be taken for a letter grade.
2. Before taking his/her 4th ensemble course or any advanced level course (typically at the end of the sophomore year), a student will be required to meet with and audition for the music faculty.

**MUSICENS 130 Basic Musicianship** **1 Unit**

This course introduces basic musicianship skills (including literacy, keyboard and aural skills). It is meant for students who wish to learn to play music but don't have sufficient background to begin performance-oriented courses, or those who play but wish to improve in these areas.

**MUSICENS 131 Class Piano** **1 Unit**

This course is for beginning to intermediate level piano students who have basic music literacy skills. Students will build keyboard skills through technical exercises and weekly rehearsals of ensemble and solo literature, and prepare for a performance at the piano workshop. May be repeated for credit. *Instructor permission required.*

**MUSICENS 231 Intermediate Piano** **1 Unit**

This course is for intermediate level piano students who have completed the first two semesters of beginning piano class, but are not yet ready for advanced piano lessons. Students will build their keyboard skills through technical exercises, weekly semi-private lessons, ensemble experiences, and performances. *Instructor permission required.*

**MUSICENS 132 Soka Singers** **1 Unit**

This course is designed for students who want to improve their vocal skills in a group setting and explore singing in a variety of styles such as popular music, classical, jazz and musical theater. Specifics include singing in harmony and developing musical expression/communication with each other and with an audience. May be repeated for credit. *Instructor permission required.*

**MUSICENS 133 Musical Theatre** **1 Unit**

This course is designed for students who want to experience performing musical theater in a musical revue to be presented at the end of the semester. Students will be singing alone and/or in small or large groups. Students are expected to learn basic choreography and possibly perform some accompanying dialogue lines. An emphasis is placed on musical and dramatic expression with each other and with an audience.

**MUSICENS 134 String Instrumental Ensemble** **1 Unit**

This course is for students with basic music literacy skills who wish to learn to play classical string instruments. May be repeated for credit. *Instructor permission required.*

**MUSICENS 135 Instrumental Chamber Ensemble** **1 Unit**

This course is open to students with basic music literacy skills who wish to study and perform a variety of chamber ensemble music. May be repeated for credit. *Instructor permission required.*

**MUSICENS 136 Concert Band** **1 Unit**

This course is open to all instrumentalists, including woodwind, brass, string and percussion players, who possess basic music literacy skills. The Concert Band will play both traditional and contemporary large-ensemble repertoire. May be repeated for credit. *Instructor permission required.*



## CREATIVE ARTS PROGRAM

### **MUSICENS 137 Percussion**

#### **Ensemble I Unit**

This course is open to all interested students with basic music literacy skills, regardless of prior experience playing percussion instruments. The ensemble will explore a range of literature for percussion, with a focus on helping students develop their rhythmic and sight-reading abilities, as well as ensemble performance skills. May be repeated for credit. *Instructor permission required.*

### **MUSICENS 139 Jazz Theory at the Keyboard**

#### **I Unit**

This course is open to students with basic music literacy and keyboard skills who wish to learn jazz performance and improvisation. May be repeated for credit. *Instructor permission required.*

### **MUSICENS 140 Vocal Technique for Singers**

#### **I Unit**

This course focuses on developing and improving singing skills, emphasizing vocal technique, musicianship and communication. Specifics addressed include breath control, tone production, pronunciation and interpretation. May be repeated for credit. *Instructor permission required.*

### **MUSICENS 240 Intermediate Vocal Technique for Singers**

#### **I Unit**

The course deals primarily with issues related to tone production, breathe control, pronunciation, dramatic interpretation, and choices of popular and traditional song literature. Song choice will reflect an intermediate/advanced level and will serve to help each student increase their singing ability. Students will review basic vocal techniques used by singers and move on to more advanced vocal exercises and repertoire. *Instructor permission required.*

### **MUSICENS 141 Jazz Ensemble – Combo**

#### **I Unit**

This course is open to students with basic music literacy skills who wish to learn jazz performance and improvisation in an ensemble setting. May be repeated for credit. *Instructor permission required.*

### **Advanced Music Ensembles**

These courses provide opportunities for more experienced musicians (including upper division students) to participate in ensembles and further develop their skills and knowledge. In addition to preparing public performances, students at this level will do activities such as leading rehearsals and preparing program notes. As above, these courses may be repeated for credit. Audition and Instructor consent are required for all of these courses.

### **MUSICENS 331 Advanced Piano I Unit**

Advanced level piano students will build technique and repertoire through weekly private lessons.

### **MUSICENS 332 Adv. Soka Singers I Unit**

This course is designed for more advanced singers who want to improve their vocal skills in a group setting and explore singing in a variety of styles such as popular music, classical, jazz and musical theater. Specifics include singing in harmony and developing musical expression/communication with each other and with an audience. May be repeated for credit.

### **MUSICENS 333 Adv. Musical Theatre I Unit**

This course is designed for more advanced, experienced students who want to experience performing musical theater in a musical revue to be presented at the end of the semester. Students will be expected to take additional responsibilities in preparing the revue, and will challenge additional and more difficult repertoire.

### **MUSICENS 334 Adv. String Instrumental Ensemble I Unit**

This course is for intermediate to advanced level string players, and includes private study and recital preparations.

### **MUSICENS 335 Adv. Instrumental Chamber Ensemble I Unit**

This course is open to intermediate to advanced level instrumentalists (including pianists) who wish to explore and perform chamber music (for small ensembles) at a more advanced level (see general description above.)

### **MUSICENS 336 Adv. Concert Band I Unit**

This course is open to all intermediate and advanced level instrumentalists and offers the opportunity for more in-depth instruction and leadership of the ensemble activities. The Concert Band will play both traditional and contemporary large-ensemble repertoire. May be repeated for credit.

### **MUSICENS 339 Adv. Jazz Theory at the Keyboard I Unit**

This course is for intermediate to advanced level jazz pianists, and/or upper division students who wish instruction and performance opportunities.

### **MUSICENS 341 Adv. Jazz Ensemble – Combo I Unit**

This course is for intermediate to advanced level jazz performers, and/or upper division students who wish instruction and performance opportunities.



## LANGUAGE AND CULTURE PROGRAM

### COURSE DESCRIPTIONS

#### Chinese

#### **CHI 101 First-year Chinese I** 4 units

Introduction to the basic structure and function of the modern Chinese language, covering the basic sound system, grammatical constructions, writing system, and basic vocabulary and expressions. Important cultural aspects of the language are discussed as well.

#### **CHI 102 First-year Chinese II** 4 units

Continuing development of the fundamental aspects of the modern Chinese language as in CHI 101, with additional vocabulary/expressions and analysis of grammatical constructions. *Prerequisite: CHI 101 or Instructor Consent.*

#### **CHI 201 Second-year Chinese I** 4 units

Aims at further developing students' Chinese language proficiency in the six aspects of listening, speaking, reading, writing, grammar, and cultural understanding. *Prerequisite: CHI 102 or Instructor Consent.*

#### **CHI 202 Second-year Chinese II** 4 units

Continuation of CHI 201 while further enhancing students' proficiency level in listening, speaking, reading, writing, grammar, and cultural understanding. Necessary linguistic, cultural, and sociolinguistic orientation for Study Abroad studies is included. *Prerequisite: CHI 201 or Instructor Consent.*

#### **CHI 306 Intermediate Chinese Conversation** 3 units

This course is primarily geared for students who have completed CHI 202 and are preparing to study abroad in the following semester. Emphasis is on strengthening speaking skills, while promoting integration of those skills with listening, reading, and writing for a more effective study abroad outcome. *Prerequisite: CHI 202 or Instructor Consent.*

#### **CHI 310 Advanced Chinese Conversation** 3 units

This course focuses on further improving all four-language skills students have acquired, especially listening and speaking, so as to prepare them to use these skills in real-life situations such as jobs and/or international volunteer opportunities requiring foreign language skills. It is geared towards students returning from a study abroad program in a Chinese-speaking area. *Prerequisite: Completion of a Study Abroad program in Chinese, any 300-level Chinese courses or Instructor Consent.*

#### **CHI 312 Advanced Reading and Writing in Chinese** 3 units

This course emphasizes on increasing exposure to

the written style of discourse in Chinese. By writing narratives/reflections and essays about authentic materials read, writing and grammar skills are refined. It is geared towards students returning from a study abroad program in a Chinese-speaking area. *Prerequisite: Completion of a Study Abroad program in Chinese, any 300-level Chinese courses, or Instructor Consent.*

#### **CHI 313 Classical Chinese Poem and Text Appreciation** 3 units

This course introduces classical Chinese poem and text to students. In writing Chinese, writers often quote classical Chinese poems and texts, which are more difficult than vernacular Chinese. This course helps students expand their knowledge and skills in reading and writing Chinese to a deeper and more culturally oriented level. Students can apply what they have acquired from this course to the more sophisticated writing in all fields such as literature, history, political sciences, economics and sociology, etc. *Prerequisite: Completion of a Study Abroad program in Chinese, any 300-level Chinese courses, or Instructor Consent.*

#### **CHI 401 Cultural History of China** 3 units

An advanced language course explores the rich and variegated cultural history of China. In addition to textbooks, authentic Chinese materials are used. Chinese language skill previously acquired through course study and study abroad is re-enforced. *Prerequisite: Completion of a Study Abroad program in Chinese or Instructor Consent.*

#### **CHI 410 Chinese Literature & Film** 3 units

An advanced language course analyzes and discusses Chinese cultural and societal issues by examining short literary works and screening of 20th-century and later films from Mainland China, Taiwan, and Hong Kong. *Prerequisite: Completion of a Study Abroad program in Chinese or Instructor Consent.*

#### **CHI 412 Classical Chinese Texts** 3 units

Introduction to literary or classical Chinese, focusing on reading comprehension, scholarly translation, and the carryover to the blending of classical and modern prose styles. *Prerequisite: Completion of a Study Abroad program in Chinese, or Instructor Consent.*

#### **CHI 415 Contemporary Issues in China (Modern China)** 3 units

An advanced language course covers in-depth some pertinent and relevant issues existing in contemporary Chinese societies. Students take and participate in developing this class upon their return from abroad. *Prerequisite: Completion of a Study Abroad program in Chinese or Instructor Consent.*



## LANGUAGE AND CULTURE PROGRAM

## French

**FRN 101 First-year French I** 4 units

Introduction to the basic structure and function of modern French, covering the sound system, grammatical structures, basic vocabulary/expressions, and writing. Important cultural aspects of the language are also discussed.

**FRN 102 First-year French II** 4 units

Continuing development of the fundamental aspects of modern French as in FRN 101, with more emphasis on vocabulary/expressions and grammatical structures. *Prerequisite: FRN 101 or Instructor Consent.*

**FRN 201 Second-year French I** 4 units

Aims at further developing students' French language proficiency in the six aspects of listening, speaking, reading, writing, grammar, and cultural understanding. *Prerequisite: FRN 102 or Instructor Consent.*

**FRN 202 Second-year French II** 4 units

Continuation of FRN 201, while further enhancing students' proficiency in listening, speaking, reading, writing, grammar, and cultural understanding. Relevant linguistic, sociolinguistic, and cultural information to prepare students for Study Abroad programs is included. *Prerequisite: FRN 201 or Instructor Consent.*

**FRN 310 Advanced French Conversation & Composition** 3 units

This course is a one-semester advanced language course primarily designed to further develop listening and speaking skills and to increase writing ability, with particular attention to advanced syntax and to vocabulary expansion. Class will be conducted entirely in French. *Prerequisite: French 202, or Instructor Consent.*

**FRN 311 Advanced French Composition** 3 units

Designed to bring students to an advanced level of proficiency in grammar and composition, the course put the emphasis on experiencing and producing the language in context through a multi-media approach. An intensive review of grammar is integrated into the writing practice. A good knowledge of basic French grammar is a prerequisite (French 202 or equivalent is recommended). Conducted entirely in French, the course will study selected grammatical difficulties of the French verbal and nominal systems including colloquial usage. It will also guide the students through the different rhetorical modes of writing in French. Class will be conducted entirely in French. *Prerequisite: French 202, or Instructor Consent.*

**FRN 402 Cultural History of the French-Speaking World** 3 units

Designed to examine the historical and cultural

development of post-colonial francophone regions. The course surveys major historical events from the beginning of French colonization to the present day. Class will be conducted in French. *Prerequisite: Completion of a Study Abroad program in French, or Instructor Consent.*

**FRN 403 Media and French Society** 3 units

The objective of this course is to help you learn about and understand current French society. This is a constructivist approach, which means you will gradually build your understanding of French culture by analyzing raw materials (from current media) and developing hypotheses. The material you read, watch or listen will help support and edit your comments, which will then be included in the class discussions. Class will be conducted in French. *Prerequisite: Completion of Study Abroad program, or Instructor Consent.*

**FRN 410 Introduction to 19th Century French Literature** 3 units

This course provides an introduction to the literature of 19th century France through its primary genres; the novel, poetry, theater, and the short story. Literature will provide a means of entry to the cultural and historical context of the period. Class will be conducted in French. *Prerequisite: Completion of a Study Abroad program in French, or Instructor Consent.*

**FRN 411 Women, Space and the Image in Francophone Contexts** 3 units

This course examines the representation of the feminine body in colonial and postcolonial francophone contexts, with a particular focus on Africa and the Maghreb. Students will work with literary texts, films, paintings, photographs, and secondary readings drawn from the humanities and social sciences. We will explore orientalist representation, the role of women in nationalist movements for independence from colonial rule, and how gender has figured into debates on national identity in the postcolonial period. A final set of readings will consider how women's bodies figure as key indices in debates on integrating Muslim majority immigrant communities into the European body politic. Class will be conducted in French. *Prerequisite: Completion of a Study Abroad program in French, or Instructor Consent.*

**FRN 412 History of French Cinema** 3 units

This course is a survey of French films from the invention of cinema to the contemporary period with an emphasis on points of connection with American cinema. From the Lumières brothers to Méliès, from Pathé and Gaumont to Surrealism (Clair, Bunuel, Cocteau), from Abel Gance to realism (Renoir, Carné), and from "New Wave" (Resnais, Godard, Truffaut) to "Modern Cinema" (Lelouch, Malle). Class will be conducted in French.





*Prerequisite: Completion of a Study Abroad program in French, or Instructor Consent.*

**FRN 413 Introduction to Literature of the French-Speaking World** 3 units

This course is a survey of literature from the Middle-Age to the 21st century introducing readings in representative authors, themes and periods from France and from other Francophone countries. Literature will provide a means of entry to the cultural and historical context of the different periods studied. Class will be conducted in French. *Prerequisite: Completion of a Study Abroad program in French, or Instructor Consent.*

**Japanese**

**JPN 101 First-year Japanese I** 4 units

Introduction to the basic structure and function of the modern Japanese language, covering the basic sound system, grammatical constructions, writing system, and basic vocabulary/expressions. Important cultural aspects of the language are discussed as well.

**JPN 102 First-year Japanese II** 4 units

Continuing development of the fundamental aspects of the modern Japanese language as in JPN 101 with more Kanji characters and grammatical constructions. *Prerequisite: JPN 101 or Instructor Consent.*

**JPN 201 Second-year Japanese I** 4 units

Aims at further developing students' Japanese language proficiency in the six aspects of listening, speaking, reading, writing, grammar, and cultural understanding. *Prerequisite: JPN 102 or Instructor Consent.*

**JPN 202 Second-year Japanese II** 4 units

Continuation of JPN 201 while further enhancing students' proficiency level in listening, speaking, reading, writing, grammar, and cultural understanding. Necessary linguistic, cultural, and mental preparations for Study Abroad studies are included. *Prerequisite: JPN 201 or Instructor Consent.*

**JPN 306 Intermediate Japanese Conversation** 3 units

This course is geared primarily for students who have completed JPN 202 and are preparing to study abroad in the following semester. Focuses on developing listening and speaking skills for conversations in various situations where the appropriate use of grammatical constructions and knowledge of language functions/sociolinguistics are required. *Prerequisite: JPN 202 or Instructor Consent.*

**JPN 310 Advanced Japanese Conversation** 3 units

Aims at further developing listening and speaking skills while learning more advanced language functions and sociolinguistics. *Prerequisite: Completion of a Study Abroad program in Japanese, or Instructor Consent.*

**JPN 311 Intermediate Reading and Writing in Japanese** 3 units

Intends to develop reading and writing skills while strengthening the mastery of vocabulary, expressions, Kanji characters, and grammar. Main reading materials are short essay and expository readings. Writing activities include message, letter, and journal writing. *Prerequisite: Completion of a Study Abroad program in Japanese, or Instructor Consent.*

**JPN 312 Advanced Reading and Writing in Japanese** 3 units

Aims at achieving more advanced-level reading and writing skills. Main reading materials are extended discourse of expository, journalistic, and literary readings. Writing focuses on expository and essay writing. *Prerequisite: Completion of a Study Abroad program in Japanese, or Instructor Consent.*

**JPN 401 Cultural History of Japan** 3 units

Introductory survey of Japanese culture in the ancient, medieval, and (pre-war) modern periods. Significant aspects of each period are discussed while shedding light on its culture (everyday life of the Japanese) and Culture (including thoughts, values, religions, aesthetics, political and economic circumstances). The main medium of instruction is Japanese. *Prerequisite: Completion of a Study Abroad program in Japanese, or Instructor Consent.*

**JPN 410 Japanese Literature & Film** 3 units

Exploration of socio-cultural aspects of contemporary Japan through analysis and translation of literature and film. Thematic messages represented in the works are discussed in the scope of their social and cultural significance. The main medium of instruction is Japanese. *Prerequisite: Completion of a Study Abroad program in Japanese, or Instructor Consent.*

**JPN 411 Introduction to Practical Japanese Linguistics** 3 units

Introduction to practical aspects of Japanese linguistics, including comparisons to other languages. The main medium of instruction is Japanese. *Prerequisite: Completion of a Study Abroad program in Japanese, or Instructor Consent.*

**JPN 415 Modern Japanese Culture and Contemporary Issues** 3 units

Survey of modern Japanese culture and in-depth analysis of crucial issues in contemporary Japanese society and popular culture. The main medium of instruction is Japanese. *Prerequisite: Completion of a Study Abroad program in Japanese, or Instructor Consent.*

**Spanish**

**SPA 101 First-year Spanish I** 4 units

Introduction to the basic structure and function of modern Spanish, covering the basic sound system,



## LANGUAGE AND CULTURE PROGRAM

grammatical structures, basic vocabulary/expressions, and writing. Important cultural aspects of the language are also discussed.

### **SPA 102 First-year Spanish II** **4 units**

Continuing development of the fundamental aspects of modern Spanish as in SPA 101 with more emphasis on vocabulary/expressions and grammatical structures. *Prerequisite: SPA 101 or Instructor Consent.*

### **SPA 201 Second-year Spanish I** **4 units**

Aims at further developing students' Spanish language proficiency in the six aspects of listening, speaking, reading, writing, grammar, and cultural understanding. *Prerequisite: SPA 102 or Instructor Consent.*

### **SPA 202 Second-year Spanish II** **4 units**

Continuation of SPA 201 while further enhancing students' proficiency level in listening, speaking, reading, writing, grammar, and cultural understanding. Relevant linguistic, sociolinguistic, and cultural information to prepare students for Study Abroad studies is included. *Prerequisite: SPA 201 or Instructor Consent.*

### **SPA 307 Intermediate Spanish Conversation and Pronunciation** **3 units**

This course is primarily geared for students who have completed SPA 202 and are preparing to study abroad in the following semester. Designed to develop the student's oral fluency, pronunciation and oral comprehension in Spanish. Focuses on conversations in practical situations where the appropriate use of grammatical constructions and knowledge of language functions/sociolinguistics are required. Includes the study of the Spanish sound system and practice of Spanish pronunciation and intonation. *Prerequisite: SPA 202 or Instructor Consent.*

### **SPA 310 Advanced Spanish Conversation** **3 units**

This course is designed to develop a high level of proficiency in spoken Spanish. Aims at further developing listening and speaking skills while learning more advanced language functions and lexicon. Discussions are based on current issues affecting our world. A wide variety of media resources will be used, such as newspapers, television, radio, and video. *Prerequisite: Completion of a Study Abroad program in Spanish, or Instructor Consent.*

### **SPA 311 Reading and Writing in Spanish** **3 units**

This course is primarily geared for students who have completed SPA 202 and are preparing to study abroad in the following semester. Designed to develop reading and writing skills while strengthening the mastery of vocabulary, language usage, and grammar. Main reading materials consist of short

essays, literary and expository writings. Writing activities include letter, journal, and expository writing. *Prerequisite: SPA 202 or Instructor Consent or completion of a Study Abroad program in Spanish.*

### **SPA 312 Advanced Spanish Grammar** **3 units**

A systematic study of the more complex structures and forms of Spanish grammar with emphasis on mood, tense, and voice. Grammatical analysis, vocabulary building, discussion, and written practice are integrated to provide a solid foundation for students wishing to do more advanced work in Spanish. *Prerequisite: Completion of a Study Abroad program in Spanish, or Instructor Consent.*

### **SPA 401 Cultural History of Spain** **3 units**

Designed to acquaint students with general trends of Spanish civilization and culture. Includes historical, economic, political, ideological, and artistic developments of Spain from prehistoric times to the present. Significant aspects of each period are discussed while shedding light on Spain's everyday life culture and its values, aesthetics, political and economic circumstances. *Prerequisite: Completion of a Study Abroad program in Spanish, or Instructor Consent.*

### **SPA 402 Cultural History of Latin America** **3 units**

Designed to examine the historical and cultural development of Latin American countries. Includes historical, economic, political, ideological, and artistic developments of Latin America from prehistoric times to the present. Significant aspects of each period are discussed while shedding light on Latin America's everyday life culture and its values, aesthetics, political and economic circumstances. *Prerequisite: Completion of a Study Abroad program in Spanish, or Instructor Consent.*

### **SPA 410 Spanish Peninsular Literature** **3 units**

Survey of the major Spanish Peninsular literary works, studied in literary terms and in their relation to cultural trends. Literary analysis, discussion, and reading of some of the most relevant writings will be organized by genres (prose, poetry, theatre). *Prerequisite: Completion of a Study Abroad program in Spanish, or Instructor Consent.*

### **SPA 411 Spanish American Literature** **3 units**

Survey of the main literary masterpieces of Spanish American Literature and analysis of the work of its most representative authors. Literary analysis, discussion, and reading of some of the most relevant writings will be organized by genres (prose, poetry, theatre). *Prerequisite: Completion of a Study Abroad program in Spanish, or Instructor Consent.*



## ENVIRONMENTAL STUDIES CONCENTRATION

### OVERVIEW

The Environmental Studies (ENVSTD) concentration fulfills one of Soka University of America's founding principles: to "foster leaders for the creative coexistence of nature and humanity." The complex problem of how humans can sustainably live on the planet requires a broad, multidisciplinary approach, one that a liberal arts background is well suited to deliver. Our concentration will provide students a foundation in the scientific understanding of human/environment relations, as well as an understanding of the philosophical, social, economic and organizational forces that shape those relations.

Students concentrating in Environmental Studies will have an opportunity to integrate both scientific and environmental management approaches to studying the environment. They will be prepared to address the full range of environmental issues - scientific, political, social, and cultural - through a coherent study of environmental problems and solutions. To achieve this breadth, students may take appropriate courses from other concentrations that have been cross-listed with ENVSTD.

Students who select Environmental Studies will be able to fulfill their concentration requirements by focusing on one discipline (such as environmental science or policy), or through taking a variety of courses from the many disciplines within Environmental Studies. To fulfill the concentration requirements, students must take five concentration courses, three of which must be at the 300 or 400 level.

Our goal is to present students with a positive learning environment that encourages the creative, responsible, interdisciplinary and independent thinking necessary for understanding and effectively responding to local, regional, and global environmental challenges. The ENVSTD concentration at SUA can be an effective preparation for graduate school and environmental careers in government, advocacy organizations, and in business. With further preparation, students may progress to careers in environmental law, medicine, and economics, as well as environmental research, urban and regional planning, and resource management.

Students in the Environmental Studies concentration will learn to:

1. Demonstrate and articulate an understanding of, and critically evaluate environmental studies approaches to viewing interactions between humans and the natural environment, including scientific and environmental design perspectives as well as those of social and organizational studies.
2. Formulate original questions and apply theoretical and methodological tools to critically investigate and explain the biological, geological, chemical, social, and organizational processes that support and affect human and other life on Earth.
3. Communicate effectively their understanding of and prescriptions for human-environment interaction developed through application of the interdisciplinary approaches of environmental studies.
4. Engage with emerging environmental challenges and opportunities and be prepared to act professionally and personally to secure a sustainable future for humanity.

### CAPSTONE EXPERIENCE

#### CAPSTONE 390

1 unit

This is a 1 unit P/NP course where students will select and work with a faculty mentor to complete a proposal for the capstone research project.

#### CAPSTONE 400 Capstone I

4 units

All SUA students participate in a capstone research project over the last block and semester of their senior year. This research project is intended to be a culminating experience, drawing upon the skills and expertise that they have developed during their career at SUA. Each student works with a faculty mentor to propose, develop, and carry out a research project. Students meet regularly with their capstone mentor for support and feedback. *Prerequisite: Senior standing. CAPSTONE 390. Instructor Consent Required. This course cannot be taken on a P/NP basis.*

#### CAPSTONE 450 Capstone II

4 units

Continues Capstone I. *Prerequisite: CAPSTONE 390 and CAPSTONE 400. Instructor Consent Required. Prerequisite: senior standing. This course cannot be taken on a P/NP basis.*

## ENVIRONMENTAL STUDIES

## COURSE DESCRIPTIONS

## Ecology

**ECOL 211 Sustainable****Aquaculture 3 units**

This class will provide you with an introduction to the science of aquaculture: historically known as fish farming. Although we will be spending the majority of time talking about fishes, aquaculture also includes the farming of invertebrates, as well as plants. During the semester, we will be discussing all aspects of aquaculture including economics, diseases, nutritional requirements, and rearing techniques for various aquatic species.

**ECOL 222 Wildlife Conservation and Management 4 units**

This course examines ecological principles used to conserve and manage wildlife resources at the individual, population, and community levels. Topics include conservation biology and genetics, species interactions, animal-habitat relationships, population dynamics, habitat management, and habitat restoration.

**ECOL 330 Fish Biology 4 units**

An introduction to species diversity, natural history, and ecological and evolutionary relationships of fishes. Emphasis on form and function, ecology, behavior, sensory modes, fishery management, global crises in fisheries, and marine protected areas. Laboratories include identification of major groups of fishes, methodology and experimental approaches to the study of fishes. *Prerequisite:* Any BIO, ECOL, EOS, or CHEM course, or consent of instructor.

**ECOL 360 Environmental Microbiology 4 units**

The rainforest may be called "the lungs of the planet," but the job of regulating the atmosphere and the water falls largely to microscopic organisms. Deep in the ocean or under the soil, they continue their strange and alien forms of metabolism, a two-billion-year-old legacy from the days before plants transformed the earth's atmosphere. In this field- and laboratory-based course, students will explore the world of microbes in the environment through structured approaches to fundamental concepts, as well as through observation and experimentation.

**ECOL 370 Terrestrial Plant Ecology 4 units**

Terrestrial plants have been present on this planet for 440 million years and play a critical role as the basis of the terrestrial food chain. This course introduces students to the diversity of plant life and how plants have evolved and adapted to their respective environment. Topics include plant structure and growth, species interaction, community ecology, and succession.

**ECOL 402 Aquatic Conservation 3 units**

This course examines the problem of maintaining biological diversity in a human dominated world within the aquatic ecosystems. Emphasis is on the biological concepts involved in population biology, genetics and community ecology, and their use in conservation and management of biodiversity. We will investigate the impacts of human-induced climate change, pollution, introduction of exotic species, over fishing, and endangered species conservation. *Prerequisite:* Any BIO, ECOL, EOS, or CHEM course, or consent of instructor.

**ECOL 435 Alien Invaders 3 units**

This course is designed to provide students with perspective on the impacts of exotic species, those organisms that are not native to a geographical area, primarily within Southern California but will also cover major invasions in the USA. The ecological, genetic, and evolutionary impacts of the invasions will be explored. Additionally, the management and control of exotic species will be discussed. *Prerequisite:* Any BIO, ECOL, EOS, or CHEM course, or consent of instructor.

**Environmental Management and Policy****EMP 248 Environmental Design 3 units**

Environmental design takes the natural environment into account in all aspects of industrial and urban development and policy. Environmental design is integrated into the natural environment because it is designed both to utilize and respond to natural, renewable sources of energy and materials. This integration makes it both more efficient and less disruptive to the natural environment. In this course, students will explore environmental design through readings, discussions, and team problem-solving exercises, focusing on real-world design problems of current interest.

**EMP 300 Sustainable California 3 units**

This course is a practice- and practitioner-oriented course that advances students' understanding of the specific settings and organizations involved in sustainability planning and practice across (mainly Southern) California. A series of local field trips and guest speakers expose students to the wide range of stakeholders involved in promoting environmental planning and policy efforts across the state, showcasing local sustainability plans as well as complex regional and state-wide planning challenges such as water conservation, reduced fossil fuel use, and future plans for high-speed rail.

**EMP 320 Environmental Planning and Practice 3 units**

This course covers the fundamentals of environmental planning and practice, including water supply, air quality, waste treatment, recycling, the protection of farmland, open spaces, wetlands and sensitive coastal habitats as well as best practices in transportation, energy, urban planning and design. How does land use planning work? Who plans? Why, when and how are environmental impact assessments and environmental reviews performed and by whom? How do public authorities, planners, developers, and concerned citizens negotiate intricate land use conflicts, especially in the case of major new infrastructures such as rail corridors, freeways, (air)port expansions or larger, master planned communities?

**EMP 330 Sustainable Cities 3 units**

More than half of the world's 7 billion people live in cities. Urban societies need to find ways to reduce their negative environmental impacts on the Earth's eco-system. This course focuses on the analysis of urban development patterns in North America and Europe. Students will learn how to create and plan for human settlements that are less carbon-intensive, more ecologically responsible, and more socially sound. Via a variety of case studies, students will be introduced to sustainability concepts such as ecological urbanism, green building certification (LEED), smart growth, transit-oriented development and suburban retrofitting.

**EMP 335 Cities and the Environment in the Global South 3 units**

Between 2000 and 2030, the urban populations of the developing regions in the Global South will

double from 2 to 4 billion people, accounting for the vast majority of urban growth on this planet. Taking a comparative view of urbanization and development, this course focuses on a select number of mega-cities in the Global South where millions of urban dwellers lack adequate shelter and access to clean water, sanitation and other basic infrastructure. What are the causes and environmental consequences of rapid urbanization and urban expansion in cities as diverse as Rio de Janeiro, Nairobi, Lagos, Mumbai or Chongqing? What strategies, programs and policies exist that can steer future urban development in a more environmentally sustainable direction?

**EMP 340 Environmental Movements 3 units**

This course examines the role of environmental movements in the development of policies for environmental protection and on the role of nongovernmental organizations in environmental politics and policy more generally.

**EMP 350 Environmental Policy 3 units**

Environmental policies are social actions designed to protect the environment. This course examines the processes and consequences of policies for environmental protection. This course also examines the roles of leadership, laws, and organizations in environmental protection.

**EMP 380 Environmental Law 3 units**

This course provides a general introduction to the role of laws and legal processes in environmental protection.

**EMP 400 Environmental Management 3 units**

This course focuses on case studies of the development and management of policies for environmental protection. These case studies allow a detailed examination of the practical challenges facing environmental managers and leaders today, and an examination of the possibilities for new approaches to environmental management and policy in the future.

**EMP 410 International and Comparative Environmental Policy 3 units**

This course examines the processes and consequences of policies for environmental protection in an international and comparative context. The course focuses on the role of

## ENVIRONMENTAL STUDIES

institutional processes, government organizations, and nongovernmental organizations in environmental politics and policy across the world.

### Earth and Ocean Sciences

#### **EOS 280 Sustainable Agriculture and Gardening** 3 units

Although humans can obtain the air and (and to a lesser extent) the water they need freely, we must work to provide our bodies with food. Before the industrial era, hunting, gathering, and farming were the primary human activities. Technology and industrialization have greatly reduced the human labor required to produce food, and farming has become the specialized occupation of the few. However, in the process, modern industrialized agriculture has developed into a system with many negative externalities (costs not accounted for in the price of food), such as water pollution, greenhouse gas production, and the health consequences of highly processed diets. These high costs of industrialized agriculture make it unsuitable to meet global human needs as population increases, water resources become scarce, and global warming makes the intensive use of fossil fuels undesirable. In this course, we will examine what a more sustainable mode of food production might look like through class work as well as hands-on work in the Soka Instructional Garden.

#### **EOS 302 Introduction to Climate Change** 3 units

The earth's climate is changing because human activity is increasing the levels of greenhouse gases such as carbon dioxide and methane in the atmosphere. You will learn what causes climate change, as well as its present and future effects on both the earth and society. You will also learn about the responses society and individuals can make to prevent and adapt to climate change. In the laboratory portion of this class, you will learn how to plan and perform a scientific experiment measuring greenhouse gases.

#### **EOS 322 Water Resources** 4 units

The struggle to manage water resources has shaped societies in the past and continues to do so today. Human use of water for drinking, sanitation, and agriculture is controlled by natural processes, by engineering, and by the institutions that manage water for the benefit of societies. In this course students will study how these processes control the availability and quality of

water. Students will explore water resources in the local area through field visits to both natural and engineered sites and will learn to apply some of the techniques of water resource managers.

#### **EOS 446 Biogeochemistry** 3 units

Biogeochemistry is the study of the flows of the basic elements required for life through the earth's environmental systems. Biogeochemistry ties together processes occurring in the water, atmosphere, soils and in living organisms, tracing the transformation of essential elements from one form to another in their cyclic journeys on the earth's surface. Students will use advanced laboratory and field techniques to study biogeochemical transformations in the environment, learn to read and interpret scientific literature, and write a scientific paper.

### Geography

#### **GEOG 110 Regional Geography of the Pacific Rim** 3 units

Why are people where they are in the Pacific Rim, and how do these patterns of settlement influence their daily lives and cultures? This course will explore questions of place and the rich diversity of human cultures throughout the Pacific Rim nations so that students get a better understanding of what has contributed to the look and feel of places in the Pacific Rim, to the standard of living and customs of its people, and to the way people in one place relate to people in other places, near and far. The course will also discuss global trade and consumption and how they influence the regions of the world and the daily lives of ordinary people.

#### **GEOG 250 Physical Geography** 4 units

Physical Geography is the science of our environment and how this environment provides opportunities and challenges for humans. The course will cover the three major subject areas: (1) atmosphere and weather, (2) biogeography, and (3) geology and landforms. The goal of this course is to develop a thorough knowledge, understanding, and appreciation of our Earth.

#### **GEOG 350 Introduction to Geographic Information Systems** 4 units

Geographic Information Systems (GIS) is a computer system for storing, managing, and displaying (mapping) the locations and attributes of spatial features. These features can come from any discipline and could represent people, towns,

rivers, countries or any other human or physical information. Due to its versatility, GIS is used in a wide range of applications such as resources management, city planning, transportation, business, property management and crime hot spot analysis. This course will introduce students to this powerful software through lectures in GIScience and hands-on labs with ArcGIS.

**GEOG 440 Biogeography 4 units**

Biogeography is the science of the distribution of plants and animals and the patterns and processes responsible for these distributions. This course introduces students to the discipline of biogeography and its major topics such as island biogeography, speciation and extinction, diversification, and conservation from a more geographical perspective emphasizing large scale patterns through space and time.

**Environmental Studies**

**ENVST170 Environmental Ethics 3 units**

This course considers the role ethics and philosophy play in how wo/man relates to her and his human and natural environment. The central themes of the course are the relationship between human centered and nature centered views of the universe and wo/man's responsibility for the care of the universe. Philosophies considered include but are not limited to Anthropocentrism, Confucianism, Taoism, Aristotelianism, Humanism, Transcendentalism, American Indian, EcoFeminism and Deep Ecology. *Same as: PHIL170.*

**ENVST 215 Music and Ecology: Studies in Interconnection 3 units**

This course will examine embedded views of the relationship between humans and their environments in the context and function of music in different times and cultures. Music is both commonly a means of the most profound communication between humans and nature, and embodies cultural understanding and expression of the relationship, humans place in nature. Readings will include examination of music cultures, the expressed views and philosophies of the people in those music cultures, and studies of the ecological systems and ecological impacts of human actions where those people live. *Same as: MUSICHST215.*

**ENVST 230 Thinking Through Nature 3 units**

From Heraclitus on, the concept of nature has proven to be unique in its ability to expand imagination, stimulate thought, and articulate disagreement. This class will place major texts in the traditions of natural philosophy, pastoral, and cultural critique alongside contemporary interventions, including arguments for the ecology without nature. Our goal is to rethink nature in response to the technological mastery of all life made possible by the advancement of science. The texts to be studied include Aristotle, Pliny the Elder, Lucretius, Virgil, Rousseau, Diderot, Thoreau, Darwin, Dennett and Will Self. *Same as: LIT 230.*

**ENVST 360 Environmental Economics 3 units**

This upper division course combines theory and policy surveys to study environmental issues from an economist's perspective. Major topics include theoretical and applied modeling of the economy-environment relationship, causes and consequences of market failure affecting environmental services, the design and evaluation of environmental policy instruments, and the political economy of environmental policy. Students will learn to identify the economic components of an environmental issue, analyze the impacts of human economic activity on the environment, and present and discuss the pros and cons of various environmental policies. *Prerequisite: ECON 100 or INTS 100. Same as: ECON 360.*

**ENVST 290 Topics in Environmental Studies 1-4 units**

**ENVST 390, 490 Advanced Topics in Environmental Studies 1-4 units**

**ENVST 298, 398, 498 Special Study 1-4 units**

**ENVST 299, 399, 499 Independent Study 1-4 units**



## HUMANITIES CONCENTRATION

### OVERVIEW

Comprised of the fields of Art History, History, Literature, Music History, Philosophy, and Religion, the Humanities concentration offers students the chance to pursue essential questions about what it means to be human, to become familiar with perspectives from around the globe, to develop informed and humanistic goals and concerns, and to sharpen analytical, critical thinking and research skills.

Since the underlying focus of SUA's education is toward deepening an understanding of both Eastern and Western cultures, students are encouraged to develop a balanced perspective encompassing East and West within their course selection plan. In this way, each student, whether she/he chooses to advance within one major discipline or seeks to develop a broader foundation encompassing several or all Humanities disciplines, will have a common bond and direction in which to organize her/his program.

The Humanities both prepares students for graduate and professional school and offers to all students a broad-based background in a number of disciplines that are at the basis of a liberal arts education. Three upper level Humanities courses (300 and up) are required to complete the Humanities concentration requirement.

The student learning outcomes for the Humanities concentration are:

1. Demonstrate an understanding of and apply theoretical and methodological insights into one or more of the above disciplines
2. Demonstrate a coherent and integrated understanding of the central issues and questions for investigation in the disciplines
3. Demonstrate the capacity for original and rigorous research and inquiry
4. Communicate ideas effectively in a manner appropriate to work in their field
5. Demonstrate and articulate an understanding of how individuals and societies are interconnected within social, historical,

political, cultural environments, and the human condition

6. Exhibit imagination and curiosity in the study of the full range of human artifacts

### CAPSTONE EXPERIENCE

#### CAPSTONE 390

**1 unit**

This is a 1 unit P/NP course where students will select and work with a faculty mentor to complete a proposal for the capstone research project.

#### CAPSTONE 400 Capstone I

**4 units**

All SUA students will participate in a capstone research project over the last semester and block of their senior year. This research project will be a culminating experience, drawing upon the skills and expertise that they have developed during their career at SUA. Each student will work with a faculty mentor to propose, develop and carry out a research project. Students will meet regularly throughout their project with their mentor for support and feedback.

*Prerequisite: Senior standing. CAPSTONE 390.*

*Instructor Consent Required. This course cannot be taken on a P/NP basis.*

#### CAPSTONE 450 Capstone II

**4 units**

Continues Capstone I. *Prerequisite: CAPSTONE 390. CAPSTONE 400. Instructor Consent Required. This course cannot be taken on a P/NP basis.*

### COURSE DESCRIPTIONS

#### Art History

#### ARTHIST 104 Introduction to Visual Culture

**3 units**

The course explores the relation between the two terms 'visual' and 'culture' as constructions, examining visual forms of expressions, such as painting, photography, advertisement, comics and digital imagery. The course revolves around some of the following questions: What is the difference between the terms art and visual? What are the diverse forms of the visual? How has the visual impacted us today? How does culture determine visual form? With an emphasis on the determining role of visual





culture in the wider culture to which it belongs, it draws on images from both western and non-western worlds to be analyzed and placed in their cultural context.

### **ARTHIST 105 Introduction to Art**

#### **History** **3 units**

The course introduces the students to the major works of art and art movements of the world by analyzing the visual characteristics of works of art and placing them in their historical and cultural context. It covers sculpture, painting, architecture, print, ceramics, and photography from ancient to modern cultures from east and west. The course seeks to provide the beginning art history student with a range of conceptual, visual and verbal skills essential to the description and analysis of visual forms.

### **ARTHIST 170 Introduction to**

#### **World Architecture** **3 units**

The course explores architecture as a cultural force and its interaction with the environment, in the context of social, cultural, and political realities. It draws examples from ancient Classical, Renaissance, Islamic, Asian, and Modern architecture comparing form, function, concept, association, and intent. Students will be introduced to the fundamentals of architecture and art, design, space, structures, styles, theories and development of architecture.

### **ARTHIST 305 Modern Asian Art** **3 units**

The course offers a broad view of Modern Asian Art, including painting, photography and print of China, Japan, Tibet, Nepal and India for a selective and meaningful understanding of its visual culture. The focus is on Tradition vs. Modernity with a wide range of art historical issues and discourses. Emphasis will be placed on thematic issues in visual culture such as movement of people, ideas, images, cross-cultural influences, and variations in the structure of political, economic, and social institutions.

### **ARTHIST 310 Art and Architecture of Asia**

#### **3 units**

The course traces the development of architecture, painting, and sculpture of China,

Japan, India, and Tibet for a selective understanding of its visual culture from the earliest times to 12th C CE. It is a comparative study of the cross-cultural influences and encounters via the silk and spices routes with a focus on ancient civilizations, philosophy, and religious institutions particularly the traditions of Confucianism, Taoism, Shintoism, Buddhism, and Hinduism. The goal is to understand the traditional Arts of Asia in the modern period by examining the process of artistic and cultural assimilation that occurred along with movement of people, goods, and images between major cultural regions and substantiated in built environment, city planning, painting and sculpture.

### **ARTHIST 315 Contemporary**

#### **Visual Culture** **3 units**

Visual Culture is an emerging field of study, and the course explores the relation between the two terms 'visual' and 'culture' as constructions by examining visual forms of expression: architecture, sculpture, painting, and photography. It probes into questions on visual perception, visual culture and visual problems. The course also examines generic and particular icons of public culture, such as those found in comics (including Disney characters) and advertisements. Images from both American and non-western world will be analyzed and placed in their cultural, historical and social context.

The course will discuss issues of modernity, modernism, urban experience, technology, primitivism, feminism, identity and mass consumerism in visual culture in the context of various movements and theories, such as realism and neo realism, neo-expressionism, surrealism and postmodernism.

### **ARTHIST 370 Architecture and**

#### **Urban Environment** **3 units**

Architecture and Urbanism will explore the history and patterns of urban forms in some major cities of the modern world, as it relates to urbanism, environment and community. The course focuses on Natural and Green Architecture as well as the Leadership in Energy and Environmental Design Rating System as an emerging movement and requirement in modern

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architecture that reconnects man to earth through the built environment, which will provide a new framework to approach buildings and structures.

**ARTHIST 290 Topics in Art History 1-4 units****ARTHIST 390,490 Advanced Topics in Art History 1-4 units****ARTHIST 298, 398, 498 Special Study 1-4 units****ARTHIST 299, 399, 499 Independent Study 1-4 units****History****HIST 119 The World Before 1500 3 units**

Beginning with the early civilizations of Southwest Asia and North Africa this course traces the rise of complex, stratified societies, including organized religions, political systems of thought and practice, and the various historical phases of Mediterranean society from the Greeks through the Renaissance.

**HIST 120 Western Worlds II: Emerging Modernity 3 units**

This course introduces students to the formative influences and developments that have shaped the modern Western world. It examines processes of state formation, scientific and technological change, political and religious upheaval, capitalist development, and territorial expansion as elements in the modernization of the West. The course explores the history of the West as a diverse congeries of peoples, ideas, and movements.

**HIST 140 East Asia: A Historical Survey 3 units**

This course is a survey of East Asian history from the earliest time to the present. The course will be restricted to those aspects of East Asian history that enable us to understand the complexities and diversities in the historical experience of three East Asian countries: China, Japan and Korea. This course concentrates on how three East Asian societies have distinctively achieved their own economic, political, social,

and cultural developments, sometimes by way of mutual inspiration, influence or actual interaction with each other, and, later, with a broader world. *Same as: INTS 120.*

**HIST 210 The City in History 3 units**

This course examines the historical role of the city in prescribing and unsettling the social, economic, and intellectual conditions of the people who live and work in large urban areas. The course explores variations across time and place in the planning, development, social composition, and moral economy of cities as unique and in some cases privileged zones of human interaction, conflict, and exchange. Images of the city drawn from art and literature form the basis for understanding the historical effect of the city on modern life. *Prerequisite: 100 level History course or sophomore standing.*

**HIST 231 Modern China: Roots of Revolution 3 units**

This course is a survey of Modern China, from around 1600 to the present. The course helps students to understand the origins, processes, and outcomes of the revolution in 20th century China. The course analyzes the complex and contradictory process of revolution, including the Communist Revolution and the many other revolutions that have transformed Chinese society and politics. *Same as: INTS 261.*

**HIST 234 Third World and the West 3 units**

This course examines the emergence of the Third World in modern history, the response to and reformulation of the question of modernity among Third World peoples and intellectuals, and the formation of modern global relation, beginning around 1450 to the present, in which Euro-Americans played a central part. This course also explores recent changes in the status and the meaning of the Third World and lays out numerous historical problems that still remain in this increasingly globalizing and interactive world. *Prerequisite: 100 level History course or sophomore standing.*

**HIST 242 America in the Era of Slavery 3 units**

Focused on North America in the era of slavery and colonization (circa 1500 to 1865), students examine the interaction of Native Americans, Europeans and Africans and consider the development of North America as part of the Atlantic World and the Pacific Basin. Through readings, discussions, field trips, and papers, students acquire an understanding of current historical research trends and seek to understand select problems in cultural, intellectual, political and everyday life.

**HIST 244 Modern America 3 units**

This course examines the role of cultural institutions and ideas in the forming of the American mind from 1865 to the end of the twentieth century. It explores the influence of native progressive traditions as well as European social thought on modern American thinkers from across the political spectrum. Readings from W.E.B. DuBois, Jane Addams, Henry George, John Dewey, Randolph Bourne, Lewis Mumford, Lionel Trilling, Ayn Rand, Richard M. Weaver, Richard Rorty, William F. Buckley, and others. *Prerequisite: AMEREXP 200.*

**HIST 305 The American West 3 units**

The course explores the history and development of the American West, a space of settlement and contestation. It examines one of America's more enduring myths, the idea of the frontier as a continuous line of expansion westward over time. Students compare and contrast the real and the symbolic West as a zone of encounter between different people, empires, and societies.

**HIST 310 Religion and Society in the United States 3 units**

An examination of the relationship between religious and social ideas and institutions in the history of the United States from colonialism to the present. The course traces the role of religion in such significant developments in American life as the making of the Constitution, the emergence of slavery and its abolition, continental and foreign expansion, progressive reform, immigration and acculturation, and most recently the rise of the New Right.

**HIST 315 Ideas of East and West 3 units**

Some scholars have suggested that the whole idea of Asia is an invention, since geographically speaking the separation of Asia from "Europe" (or West, in a strict sense) makes little sense. This is the point of departure for this course, which will examine constructions and representations of East (Asia) and West, as ideas, in significant scholarly and literary works and films, both Euro-American and Asian. The course examines each work in its relation to its historical circumstances to convey a sense of changes historically in such representations and constructions. *Prerequisite: Any 100 level history course, or sophomore standing. Same as: INTS 316.*

**HIST 326 Women in East Asia 3 units**

This course introduces historical complexities and issues, and various constraints that have shaped the lives and struggles of East Asian women from the "pre-modern period" to the present, in their dealings with the questions of their own culture and, later, modernity. Literary works and films will be widely used. *Prerequisite: Sophomore standing or INTS 215. Same as INTS 326.*

**HIST 330 Modern China in Literature and Film 3 units**

This course examines historical issues and problems of modern China (such as women, family, and revolution) through their representations in literature and film. The course considers literature and film in their relation to historical circumstances. Film and literature provide a multiplicity of class, ethnic, gender, generational, and regional perspectives. *Prerequisite: 100 level History course or sophomore standing.*

**HIST 333 Inventing China 3 units**

This course investigates the unfolding of the idea of "China" in history. The course examines the "invention" of the Chinese past and present according to the circumstances of different periods, political needs, and cultural self-images of the population inhabiting this area of the world a population that changed quite significantly over time in its constitution. *Prerequisite: Any History course or junior standing.*

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**HIST 335 China Since 1949:****The People's Republic 3 units**

This course is intended as an advanced survey of the People's Republic of China from its beginnings in 1949 to the present. The survey will cover internal developments in Chinese socialism and its global context as well as developments in Chinese society and culture since 1949. *Prerequisite: sophomore standing. Same as: INTS 333.*

**HIST 371 The Emergence of Modern Japan 3 units**

This course is a survey of modern Japan from the mid-19th century to the present, with emphasis on historical issues that have led to diverse understandings and interpretations. The course focuses on the development of modern ideology, social relationships, and economic and political institutions in a global context. The course takes the development of Japanese capitalism in the global economic system as the central event of modern Japanese history and of Japan's changing place in the world during the 20th century. *Same as INTS 371.*

**HIST 380 Cultures of Learning 3 units**

In this course we examine "education" by looking beyond the typical setting of the school. Instead, we will consider education in the context of learning and culture. As scholars in history and anthropology have shown in recent decades, learning can be found in classrooms, families, churches, and public places. It can be thought of broadly as the process by which people acquire knowledge, attitudes, values, and skills. We will study the past as a deeply constitutive force in the present. Historians call this approach cultural history, anthropologists call it historical ethnography. Specific topics will include prominent and influential theories of pedagogy and learning as well as the historical and cultural dynamics of race and ethnicity in learning. Throughout we will keep the long history of education reform in mind--including contemporary initiatives. The course is a reading and writing intensive seminar, with students expected to complete an original research paper testing or applying principles discussed in class. *Same as: ANTH 380.*

**HIST 384 Indigenous North America 3 units**

The Americas were populated for millennia before European colonization transformed the hemisphere and the lives of its indigenous inhabitants. The descendants of these people live in many parts of North America--including Orange County, California. This seminar explores the histories and cultures of selected Native American peoples from Canada, Mexico, and the United States during selected eras from before colonization to the contemporary period. Reading current and classic scholarship on Native Americans and writing a research essay on a topic of the students' choosing, students will acquire an understanding of the historical and cultural processes that have defined Native American lives. *Same as: ANTH 284.*

**HIST 489 Culture and Imperialism 3 units**

The United States of America originated as colonies within the British Empire, and the early founders of the republic openly celebrated the expected emergence of an American empire after the American Revolution. In what ways can the history of the United States be understood through this lens of emerging empire? Might that lens obscure as much as it reveals? What is imperialism, how is it different from colonialism, and what relationship to American cultural development has it had? To explore answers to these and other questions, students will focus on the US experience of empire and compare it to the history of imperialism and colonialism in India, Africa, and elsewhere. Students will read classic and contemporary works in Colonial Studies, Postcolonial Studies, and American Cultural History in preparation for group discussions, seminar papers, and independent research. *Same as: INTS 489.*

**HIST 290 Topics in History 1-4 units****HIST 390,490 Advanced Topics in History 1-4 units****HIST 298, 398, 498 Special Study 1-4 units**

**HIST 299, 399, 499 Independent Study** 1-4 units**Humanities****HUM 250 Historical Foundations of Western Education** 3 units

The course examines the historical development of educational thought and practice in the West from the early Greeks to the present, focusing on the theme of humanism — its interpretation by the early Greeks, its reformulation in the Christian era, its eclipse and later revival during the Renaissance and its tenuous existence in the age of the modern and pre-modern state (1600-1900). Students will read from the works of such writers as Plato, Dante, Pico Della Mirandola, Erasmus, Vico, Comenius, Pestalozzi, Montessori, and Rousseau.

**HUM 270 Theater and Performance**

This course will examine three central questions of the stage: What are the literary and cultural origins of the theater? How does an actor relate to the written word? How can the actor influence the audience? To investigate these questions, the course will provide basic training in theater exercises for motion, speech, and concentration, in –class discussion and performance of plays, and analysis of both Eastern and Western philosophical ideas of the theater.

**HUM 310 Early Modern European Literature** 3 units

The goal of this course is to introduce students to some of the great — popular and classical works — written in Western Europe during the Middle Ages and the Renaissance. Readings include the bawdy tales of Chaucer, Boccaccio, Rabelais, and Cervantes; Dante's great epic poem, *Inferno* (from "The Divine Comedy,") Erasmus' *Praise of Folly*, More's *Utopia*, and Montaigne's *Essays*. These timeless pieces have shaped and continue to shape the Western imagination from Shakespeare to James Joyce and Thomas Pynchon. Attention is paid to the historical contexts although emphasis will be on genres and forms.

**HUM 313 Experimental Critical Writing** 3 units

Experimental critical writing is a slippery genre that challenges and breaks down traditional genre distinctions, sidestepping and/or transforming conventional expository protocols. A hybrid form, experimental critical writing challenges disciplinary boundaries and borrows, as it pleases, from various genres — personal essay, historical writing, memoir, non-fiction, drama, diary, autobiography, fiction, reportage, poetry, rant, and manifesto. Exceeding genre and discipline boundaries, experimental critical writing produces new epistemologies not possible within forms bound by conventional constraints. This course will uncover some of the rhetorical possibilities traveling under the name "experimental critical writing;" explore emergent "alternative" theoretical and methodological frameworks related to the production of knowledge; blur the boundaries between disciplines, genres, the academic and non-academic; and consider what it means to produce new knowledge as a socially and ethically responsible global citizen. *Prerequisite: WRIT101. Same as: WRIT 313.*

**HUM 333 Film History and Cinematic Art** 4 units

This is an intensive upper-division course designed for Humanities majors and non-majors who seek to prepare themselves to engage issues of graphic literacy in an increasingly visual global and professional culture. This course will pursue landmarks in the history of cinema and establish analytic vocabularies for interpreting film masterpieces as well as emerging visual technologies. Our curricular emphasis will be upon "film texts" of the highest artistic status. Our analytic emphasis will focus on (i) critical approaches to those texts and (ii) interpretive disputes carried out across the last century's divergent critical viewpoints, now under siege by aesthetic and conceptual norms that seek consensus (hegemonic unity) in a world only recently opened to multiple cultural perspectives. *Prerequisite: Literature 140 or another Humanities course.*



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**HUM 335 Writing about Film** 3 units

Visual rhetoric can be understood as visual argument (or an argument using images). This course encourages students to explore and write about non-traditional forms of rhetoric drawing from a wealth of topics related to film genres, ancient rhetorical genres and film studies. This is not a film appreciation course but rather, a writing and rhetoric course, which encourages students to engage with the way in which visual culture communicates and makes arguments. Each week, we will explore and write about a different film genre and its particular concerns. Our analyses of movies in this course will turn on the fundamental examination of how meaning is created through the power of artistic vision and visual technology. *Prerequisite:* WRIT 101. *Same as:* WRIT 335.

**HUM 370 The Intellectual in History** 3 units

This course examines the ambiguities of the intellectual's role as both a critic of society and an advocate for its highest values and assumptions. Students study the lives of notable Western and non-Western thinkers, public and official reaction to their ideas, and the relation in general between ideas and actions. Some of the thinkers studied include Socrates, Erasmus, Voltaire, Heine, Nietzsche, Kang-Youwei, Yoshida Shoin, and Franz Fanon. *Prerequisite:* *Instructor Consent or junior standing.*

**HUM 425 The Rhetoric of Creativity** 3 units

The goal of this course is twofold: to examine the evolution of Greek philosophy from the earliest known stages and explore the way in which philosophical and literary issues permeated and continues to permeate the work of contemporary thinkers and writers; and to provide a take on the antique world.

**HUM 480 Science, Myth, and Religion** 3 units

The myths and religions of humankind, like its scientific truths, are clear examples of the human need to order and objectify existence while submitting the surrounding world to valuations that are emotionally satisfying. The

course traces the development and changing functions of science, myth, and religion from ancient times to the present, examining how different cultures and belief systems approach these fundamental sources of knowledge and meaning. *Instructor Consent or junior standing.*

**HUM 290 Topics in Humanities** 1-4 units**HUM 390, 490 Advanced Topics in Humanities** 1-4 units**HUM 298, 398, 498 Special Study** 1-4 units**HUM 299, 399, 499 Independent Study** 1-4 units**Literature****LIT 140 Introduction to Literary Studies** 3 units

This is an introduction to literary genres and to the art of critical reading. The course will survey important examples of lyric poetry, short narratives, essays, novels, and drama. The main objective is to help students gain confidence and insight as they read difficult literary masterpieces, such as Shakespeare's Hamlet, as well as help in grappling with the intense poetic strategies of poets such as John Keats and W. B. Yeats. The course will survey a variety of critical approaches to literary texts and it will also focus on the student's growth as a critical writer. Lit 140 serves as a prerequisite for higher courses in literature.

**LIT 155 Critical Reading and Writing** 3 units

This introductory course offers a rigorous initiation to the "close reading" of literary texts and critical essays as well as to in depth interpretive activity. While it serves as a prerequisite for advanced courses in literature and humanities, it serves no less as preparation for critical reading in all intellectual disciplines in which difficult texts, complex writing and both research and scholarly rigor are in play. Lit 155 serves as a prerequisite for higher courses in literature.



**LIT 205 19th Century American Literature 3 units**

This course explores powerful and complex major work from the remarkable period of North American literary maturity, an era often called the "American Renaissance": Melville's *Moby Dick*; Twain's *Huckleberry Finn*; Whitman's *Leaves of Grass*; Emerson's *Essays*; Henry Adams' *Education*; Thoreau's *Walden*; and Emily Dickinson's elegant poetry, and other texts. *Prerequisite: LIT 140 or instructor's consent.*

**LIT 210 20th Century American Literature 3 units**

This course examines major texts of literature in North America's 20th century cultural upheaval: the poetry of William Carlos Williams, Ezra Pound, Hart Crane and Wallace Stevens; novels by Fitzgerald, Hemingway, Faulkner and Joseph Heller; dramatic texts by Eugene O'Neil alongside studies in the relationship between art and the rise of cinema with its competing but often derivative narrative and imagistic techniques. *Prerequisite: LIT 140, or instructor's consent.*

**LIT 211 Classical Asian Literature 3 units**

This course will survey the major works, genres, and themes of Chinese and Japanese pre-modern literature, focusing on literature of the Tang/Song dynasties and the Nara/Heian eras (c. 700-1200 AD). Students will study the works of individual poets and essayists, their contributions to the classic anthologies, and excerpts from the major novels and prose narratives of the premodern age. The course will also examine foundational critical theories within Asian literature, such as the genesis of poetry, the relationship between images and ideographic meaning, and the roles of fiction and diaries within society. *Prerequisite: LIT 140, or sophomore standing.*

**LIT 212 Medieval Asian Literature 3 units**

This course will survey the principal works, authors, and themes of Chinese and Japanese medieval literature, focusing on literature of the Song, Yuan, and Ming dynasties and the Kamakura, Muromachi and Edo eras (~1100-1800CE.)The course will look at the three

dominant genres of poetic anthology, personal narrative and staged drama, with particular attention paid to the conflicts between elegance and earthiness, worldliness and reclusiveness, and the changing perspectives towards gender and personal identity. *Prerequisite: LIT 140, or sophomore standing.*

**LIT 213 Modern Asian Literature 3 units**

Students taking this course will read and discuss texts from various Asian countries but will focus primarily on works from China and Japan. The literature dealt with in class will be drawn from various periods, nations, and genres in the 19th and 20th centuries. *Prerequisite: LIT 140, or sophomore standing.*

**LIT 214 Literature of the Pacific Basin 3 units**

This course focuses on literature from the major regions of the Pacific: East and Southeast Asia, South and North America, and the Pacific Island nations, including Australia and New Zealand. *Prerequisite: LIT 140, or sophomore standing.*

**LIT 215 Latin American Literature 3 units**

This course explores various aspects of the literatures that have developed in Latin America. The works read in class may be drawn from indigenous sources as well as from the Spanish and Portuguese traditions. All works are read in translation. *Prerequisite: LIT 140, or sophomore standing.*

**LIT 225 The Art of the Essay 3 units**

We distinguish the essay for its exceptional capacity to convey the movement of experience. What is the source of his power? What is the art of the essay? To begin answering this question, we will place the essay side-by-side with what it opposes -- the treatise. This clash between the pathos of self reflection and the rigidity of the method emerges with full clarity in Descartes, whose writings will serve as our starting point. We will then see how similar conflicts take place in the works by the Stoics, Montaigne, Rousseau, Nietzsche, Chesterton, Rilke, Borges, Susan Sontag, Orwell and Joseph Brodsky. We will also look at the essayistic practice in cinema (Orson Welles, Guy Debord)



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and photography (Lee Friedlander, Walker Evans).

### **LIT 230 Thinking Through Nature 3 units**

From Heraclitus on, the concept of nature has proven to be unique in its ability to expand imagination, stimulate thought, and articulate disagreement. This class will place major texts in the traditions of natural philosophy, pastoral, and cultural critique alongside contemporary interventions, including arguments for the ecology without nature. Our goal is to rethink nature in response to the technological mastery of all life made possible by the advancement of science. The texts to be studied include Aristotle, Pliny the Elder, Lucretius, Virgil, Rousseau, Diderot, Thoreau, Darwin, Dennett and Will Self. Prerequisite: LIT 140, or sophomore standing. *Same as ENVST 230.*

### **LIT 250 Forms of Comedy 3 units**

An examination of the genres and styles of comedy from Aristophanes to Samuel Beckett and contemporary stand-up. We begin by clarifying distinctions fundamental to comic representation of action (such as invective, humor, grotesque, wit mock, irony, sarcasm, deadpan, etc.) Then we undertake a journey through different worlds of comedy (the comedy of errors, satire, nonsense, and black humor). Throughout our readings, we will consider the following alternatives: Does comedy reinforce or subvert the existing social norms? Does it exacerbate or mask social antagonisms? Is laughter a servant of hegemony or an agent of emancipation? In each of our readings, we will work to identify the potential of comedy to serve as a framework for sociological commentary, metaphysics of the self and political praxis. Primary texts will be supplemented by reading in the theory of comedy (Hegel, Baudelaire, Bergson, Freud).

### **LIT 301 Studies in Ancient Literature 3 units**

This course introduces students to the ancient literatures of Mesopotamia, Greece and Rome, primarily poetry and drama, from Gilgamesh through Virgil. The course is designed to give students a broad understanding of the major

literary works of this period and their historical significance. *Prerequisite: LIT 140, junior standing or Instructor Consent.*

### **LIT 302 Shakespeare 3 units**

Shakespeare is the greatest dramatist of all times. Most recently the sixteenth-century bard has been a great scriptwriter for Kenneth Branagh and Hollywood. This course focuses on a close reading of selected tragedies and comedies. Attention will be paid to the specificity of the English language of the period in order to facilitate reading. Due attention will also be paid to action, character as well as to the heft and swing of the meter and rhyme. The goal of the course is to help students understand the reasons for Shakespeare's unparalleled success by locating the remarkable achievement of his literary career in the context of the theatrical, literary, social, and political world in which he worked. *Prerequisite: LIT 140 or junior standing.*

### **LIT 305 Studies in Contemporary Literature 3 units**

This course examines recent trends in literature and/or criticism across cultures from a comparative point of view. The primary emphasis is on examining the way in which both literary texts and critical methods respond to changing points of view about the individual, culture, and history. The works examined in this class changes from year to year, but normally includes major works of drama and fiction. *Prerequisite: LIT 140, or junior standing. Instructor Consent Required.*

### **LIT 317 Murasaki Shikibu 3 units**

This course will examine the life, work and influence of Murasaki Shikibu, author of the Tale of Genji (c. 1005-10015 CE), taking into consideration the intellectual and aesthetic heritage of the Heian era as a whole. Students will also investigate the arts and culture of her age, her concept of Yamato-damashii, or "essential Japan-ness," and her vision of the role of the author within the "floating world" of human actions. *Prerequisite: Instructor consent.*





**LIT 320 Literature of the Americas 3 units**

This course examines the similarities and differences that exist in the literatures of the Americas, focusing on the complex interplay of cultural and literary traditions that have inspired writers in various parts of the hemisphere.

*Prerequisite: LIT 140, junior standing or Instructor Consent.*

**LIT 321 Literature of Dissent 3 units**

This class examines the evolution and disintegration of literary dissent in the twentieth-century Europe. We begin by surveying the three forces responsible for the emergence of dissent: the ideology of communism; totalitarianism as the governmental form; and socialist realism as the literary canon. The conceptual backbone of the class is the contrast between individual acts of dissent and the dissident movement. While the individual acts of dissent proceed from rejection or disagreement with the regime, the dissident movement was born out of seduction and subsequent disillusionment in the very idea of the communist state. In the final segment of the class, the students will inquire into the legacy of dissident thought through class presentation and discussion. Readings include texts by H. Arendt, K. Marx, F. Furet, C. Lefort, M. Bulgakov, A. Platonov, Abram Tertz-A. Syniavsky, Solzhenitsyn, Milosz, Havel and others. We will also study films by Alexander Medvedkin, Chris Marker, and Sergei Eisenstein.

**LIT 341 The Novel 3 units**

In the 21st century the novel continues to thrive as a literary genre nourished by a long and rich history with sustained cross-cultural significance. What factors contribute to the resilience of this literary form? How has the novel become synonymous with modernity itself? What, if any inter-textual dialogue among writers and books may be discerned? This course examines the phenomenon of the novel by evoking these trajectories: its emergence, its ongoing diversification and its global dispersion and reinventions. From year to year the course will stress readings drawn from Anglo-American, European, Post-Colonial and/or Asian spheres. Traditional categories (realism, modernism,

postmodernism will be supplemented by local variations and re-orientations. Alongside such authors as Dickens, Sterne, Austen, Stendhal, Dostoevsky, Flaubert, Conrad, Joyce, Nabokov, Beckett, Pynchon, Cormac McCarthy, Natsume Soseki, Mo Yan, and others, theoretical texts will frame the novel's significance in the context of cultural production and the formation as well as erosion of historical consciousness: George Lukacs, Bakhtin, Auerbach, Ian Watt, Raymond Williams, Edward Said, Fredric Jameson, Eto Jun et al.

**LIT 342 French Colonialism and Insubordination 3 units**

The purpose of this course is to explore through literary, historical, and political documents the unique way in which French intellectuals were affected by, reacted to, and in some instances voiced their outrage about colonialism and to examine the role some French intellectuals played in the resolution of these conflicts.

**LIT 480 Critical Theory 3 units**

This course begins with a brief survey of the history of the main theories of reading as they emerged in the West with Plato and Aristotle. The goal of the course is to help students understand and familiarize themselves with a body of texts written about the role and function of literature within the disciplines. The course includes an examination of the relationship between primary and critical texts in light of movements that took shape in the twentieth century such as Formalism, Structuralism, Post-Structuralism, and Cultural Studies. The aim of the course is to equip students with the necessary tools to become sophisticated and demanding readers and to sharpen their critical judgment whether or not they intend to pursue graduate studies in the Humanities. *Prerequisite: LIT 140/LIT 155 and Instructor Consent.*

**LIT 290 Topics in Literature 1-4 units****LIT 390, 490 Advanced Topics in Literature 1-4 units**



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**LIT 298, 398, 498 Special Study** 1-4 units

**LIT 299, 399, 499 Independent Study** 1-4 units

### Music History

**MUSICHST 150 Introduction to World Music** 3 units

This course is a survey of traditional music from around the world. It is designed to help students develop their skills in listening to, and describing music, and through this engagement, to deepen students' appreciation of both the universal human activity of music-making and some of the specific cultures and peoples involved in it and their histories. The course is open to all students regardless of level of previous musical training.

**MUSICHST 215 Music and Ecology: Studies in Interconnection** 3 units

This course will examine embedded views of the relationship between humans and their environments in the context and function of music in different times and cultures. Music is commonly both a means of the most profound communication between humans and nature, and an embodiment of cultural understanding and expression of this relationship, of humans' place in nature. Readings will include examination of music cultures, the expressed views and philosophies of the people in those music cultures, and studies of the ecological systems and ecological impacts of human actions where those people live. *Same as: ENVST 215.*

**MUSICHST 220 Music, Mind and Brain** 3 units

This course will explore the relationship between the universal human activity of music-making and biological and psychological aspects of our mental processes. Readings will be drawn from a range of disciplines, to include the physics of sound and hearing, the neurobiology of perception, the cognitive psychology of memory, temporal processing, emotion, entrainment, and expectation, the social psychology of functions such as communication, empathy and intercultural understanding, and related philosophical questions. These theoretical foundations will be applied to listening and

music-making activities, but no prior experience is required. The primary goals are 1) to develop an enriched understanding of and appreciation for the function of music in human life, and 2) to develop an enriched understanding of and appreciation for the complexities of the human mind, through the lens of our musical activities.

**MUSICHST 250 Music in Latin America** 3 units

This course explores traditional and popular musical practices in Spanish-speaking Latin America. Focusing on the rich mixture of African, European, and indigenous cultures that characterize this region, the class will examine technical aspects of music itself, cultural contexts of musical creation and performance, and the historical development of particular musical styles. Case studies, explored through listening and reading, will highlight various local and national musical traditions and their presence in transnational migrant communities and emerging world music markets.

**MUSICHST 251 Music in East and Southeast Asia** 3 units

This course examines classical, folk, and popular music of East and Southeast Asia, with an emphasis on both technical aspects of music as well as its cultural and historical context. Topics may include court music and theater traditions, music and nationalism, folk music revitalization movements, music and politics, and the development of contemporary popular music styles. Individual case studies will be explored through extensive listening and the reading of musical ethnographies.

**MUSICHST 260 Classical Music of the West: Middle Ages to the 20th Century** 3 units

This course, open to students regardless of previous background in music, examines the history and development of what is often called "classical music," the art music of Europe up to the 20th century. Students will focus on developing listening skills and thinking critically about musical compositions and styles, while learning about the social and cultural contexts in which the music was created.



**MUSICHST 290 Topics in Music History** 1-4 units

**MUSICHST 390, 490 Advanced Topics in Music History** 1-4 units

**MUSICHST 298, 398, 498 Special Study** 1-4 units

**MUSICHST 299, 399, 499 Independent Study** 1-4 units

### Philosophy

**PHIL 100 Introduction to Philosophy** 3 units

This course will introduce the student to the main themes of Western philosophy and the various approaches within philosophy. It will acquaint the students with the major thinkers of the philosophical tradition by analyzing and discussing challenging texts of the history of philosophy.

**PHIL 170 Environmental Ethics** 3 units

This course considers the role ethics and philosophy play in how wo/man relates to her and his human and natural environment. The central themes of the course are the relationship between human centered and nature centered views of the universe and wo/man's responsibility for the care of the universe. Philosophies considered include but are not limited to Anthropocentrism, Confucianism, Taoism, Aristotelianism, Humanism, Transcendentalism, American Indian, EcoFeminism and Deep Ecology. *Same as: ENVST 170.*

**PHIL 240 Ethical Foundations and Issues: East and West** 3 units

This course examines major philosophical approaches to ethics. The course includes Platonic, Aristotelian, Stoic, Confucian, Taoist and Existentialist approaches, among others. Issues that pose ethical dilemmas are examined. The purpose of the course is to teach the skills of critical reflection especially as they apply to understanding the foundations of ethics.

**PHIL 280 Introduction to Philosophical Thinking** 3 units

This course will introduce students to the methodology of philosophical thinking and the grand topics that have engaged philosophers over the ages including the problem of evil, the existence of the Deity and the problem of human life. Students will be introduced to the general sub-disciplines of philosophy, including the history of philosophy, metaphysics, epistemology, normative ethics, applied ethics, aesthetics and political philosophy. They will study select contemporary periods. They will also be introduced to meta-philosophy, different styles of philosophy; e.g., analytic, system building, existentialism and phenomenology.

**PHIL 311 Philosophy and Literature** 3 units

This course examines philosophical viewpoints as manifested within selected literary texts. The relationship between the literary form of the text and the philosophical content, as well as the relationship between philosophy and literature, will be explored and conceptualized. *Prerequisite: any previous philosophy course.*

**PHIL 350 Eastern and Western Philosophy: Questions of Knowledge and Reality** 3 units

This course examines ways in which Eastern and Western philosophies have analyzed how we can know the world and what is the nature of reality. Topics include the difference between knowledge and opinion, perception, the limits of reason, and the limits of language. Texts will be drawn from classical Western and Eastern traditions. An important goal of the course is to bring the student to the awareness of what constitutes a philosophical question. The emphasis of the course is the development of the student's philosophical thinking.

**PHIL 460 Corporate Social Responsibility** 3 units

This is an extensive course on how and why corporations make the decisions that they do regarding what constitutes the private good, the public good, both nationally and internationally. In what ways does the capitalist profit motive

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affect ethical decision making? What are the consequences? What constitutes good management, destructive management? What is an accident? A tragedy? A disaster? Who should ultimately be responsible? A philosophical examination of intensive case studies will analyze what responsibility corporations have for risk management, social welfare and environmental sustainability in the global interface of the 21st century.

**PHIL 290 Topics in Philosophy** 1-4 units

**PHIL 390, 490 Advanced Topics in Philosophy** 1-4 units

**PHIL 298, 398, 498 Special Study** 1-4 units

**PHIL 299, 399, 499 Independent Study** 1-4 units

**Religion**

**REL 104 World Religions Today** 3 units

This course explores the major religious traditions today to identify their common patterns and points of difference and to find methods of understanding and engaging human life in its religious depth. Topics include distinctive practices, primary stories, scriptures, relation to society, and attitudes on issues of nature, life-and-death, justice, and global citizenship.

**REL 290 Topics in Religion** 1-4 units

**REL 390, 490 Advanced Topics in Religion** 1-4 units

**REL 298, 398, 498 Special Study** 1-4 units

**REL 299, 399, 499 Independent Study** 1-4 units



## INTERNATIONAL STUDIES CONCENTRATION

### OVERVIEW

The International Studies Concentration (INTS) at SUA offers students the opportunity to better understand global challenges including conflict, injustice, racism and poverty. Rooted in the belief that understanding multi-faceted global issues demands a variety of disciplinary lenses, international studies offers a range of interdisciplinary and multidisciplinary courses from a faculty trained in anthropology, economics, history, international relations, political science and sociology. The International Studies Concentration provides students with the analytical tools necessary for a critical appreciation and contextualized understanding of the diverse forces that shape the contemporary world and prepares students to meet the challenges of global citizenship in the twenty-first century.

Concentration courses are clustered around two geographic themes and three topical themes:

#### Geographic Themes

- Asia Pacific
- Latin America

#### Topical Themes

- Global and Thematic Issues
- International Economics, Trade and Development
- International Relations, Peace and Conflict Resolution

Students are strongly encouraged to take at least one class from a geographic theme and one class from a topical theme. INTS Concentrators must take at least five INTS courses, three of which must be at the 300 or 400 level. In addition, the research topic for the Capstone Experience must be related to the following concentration learning objectives.

By the time they graduate, students in International Studies are able to:

1. utilize a multidisciplinary framework to identify and explain the processes by which individuals, societies and regions are interconnected.

2. formulate questions and apply appropriate analytic tools to investigate regional and/or global issues.
3. effectively communicate their understanding of regional and global issues.
4. generate a theoretically and historically informed analysis of social phenomena within a national, regional, or international context.
5. articulate an appreciation of the diversity and continuities that exist within and between societies and cultures.
6. apply their knowledge and skills to formulate practical and/or ethical responses to regional and global issues.

The International Studies Concentration prepares students for both graduate school and careers in government, international organizations, business, and the non-profit sectors.

### CAPSTONE EXPERIENCE

#### CAPSTONE 390

1 unit

This is a 1 unit P/NP course in which students select and work with a faculty mentor to complete a proposal for the capstone research project.

#### CAPSTONE 400 Capstone I

4 units

All SUA students will participate in a capstone research project over the last block and semester of their senior year. This research project will be a culminating experience, drawing upon the skills and expertise that they have developed during their career at SUA. Each student will work with a faculty mentor to propose, develop and carry out a research project. Students will meet regularly with their capstone mentor for support. *Prerequisite: Senior Standing or CAPSTONE 390. Instructor Consent Required. This course cannot be taken on a P/NP basis.*

#### CAPSTONE 450 Capstone II

4 units

Continues Capstone I. All SUA students will participate in a capstone research project over the last block and semester of their senior year. This research project will be a culminating experience, drawing upon the skills and expertise that they have developed during their career at SUA. Each student will work with a

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faculty mentor to propose, develop and carry out a research project. Students will meet regularly with their capstone mentor for support and feedback. *Prerequisite: Senior Standing or CAPSTONE 390. Instructor Consent Required. This course cannot be taken on a PINP basis.*

## COURSE DESCRIPTIONS

## Asia Pacific

**INTS 120 East Asia: A Historical Survey** 3 units

This course is a survey of East Asian history from the earliest time to the present. The course is restricted to those aspects of East Asian history that enable us to understand the complexities and diversities in the historical experience of three East Asian countries: China, Japan, and Korea. This course concentrates on how three East Asian societies have achieved their own economic, political, social, and cultural developments, sometimes by way of mutual inspiration, influence or actual interaction with each other, and, later, with a broader world. *Same as: HIST 140.*

**INTS 150 Introduction to Southeast Asian Studies** 3 units

This course explores the geography, history, culture, society, government and economies of Southeast Asia. Focusing on the historical background of Southeast Asian societies, the course examines the ethnic and religious composition of the region, colonialism, nation-building and economic development, efforts at regional cooperation such as ASEAN, and some of the major choices and controversies that Southeast Asians face today.

**INTS 221 History of East Asian-American Relations** 3 units

This course is a historical survey of East Asian-American relations from around 1800 to the present, with special emphasis on the origins and changes of American thinking about three East Asian countries: China, Japan, and Korea. It also examines American interests in East Asia.

**INTS 261 Modern China: Roots of Revolution** 3 units

This course is a survey of modern China from around 1600 to the present. The course helps students to understand the origins, processes,

and outcomes of the revolution in 20th century China. The course analyzes the complex and contradictory process of revolution, including the Communist revolution and the many other revolutions that have transformed Chinese society and politics. *Same as: HIST 231.*

**INTS 262 China's Economic Development & Economic Reform** 3 units

*See International Economics, Trade and Development for course description.*

**INTS 316 Ideas of East and West** 3 units

Many scholars have argued that the whole idea of Asia is an invention, since geographically speaking the separation of Asia from "Europe" (or West, in a strict sense) makes little sense. This is the point of departure for this course, which will examine constructions and representations of East (Asia) and West, as ideas, in significant scholarly and literary works, and films, both Euro-American and Asian. The course examines each work in its relationship to its historical circumstances in order to convey a sense of changes historically in such constructions and representations. *Prerequisite: Any 100-level International Studies or History course, or Sophomore Standing. Same as: HIST 315.*

**INTS 321 Economic Development in Pacific Asia** 3 units

*See International Economics, Trade and Development for course description.*

**INTS 326 Women in East Asia** 3 units

This course introduces historical complexities and issues, and various constraints that have shaped the lives and struggles of East Asian women from the "pre-modern period" to the present, in their dealings with the questions of their own culture and, later, modernity. Literary works and films will be widely used. *Prerequisite: Sophomore Standing or INTS 215.*

**INTS 330 Modern China in Literature and Film** 3 units

This course examines historical issues and problems of family, women and revolution in modern Chinese history through their representations in literature and films, both Chinese and foreign, with the emphasis on the analysis of the Chinese revolution through family and women narratives. The course considers

literature and film in their relation to historical circumstances. Film and literature have been selected to cover a multiplicity and complexity of class, ethnic, gender, generational, and regional perspectives. *Prerequisite: 100-level INTS course or Sophomore Standing. Same as: HIST 330.*

**INTS 333 China since 1949: The People's Republic** **3 units**

This course is intended as an advanced survey of the People's Republic of China from its beginnings in 1949 to the present. The survey will cover internal developments in Chinese socialism and its global context as well as developments in Chinese society and culture since 1949. *Prerequisite: Sophomore Standing. Same as HIST 335.*

**INTS 342 Asian America in Comparative Perspective** **3 units**

This is a multidisciplinary course designed to generate a critical and comparative understanding of both the history and contemporary state of Asian America. Particular emphasis is placed upon issues of globalization, labor and refugee migrations, racial discrimination and nativism in U.S. society, and Asian American challenges to structural forms of exclusion.

**INTS 345 Media and Society in the Asia Pacific** **3 units**

This course is designed to provide an understanding of key contemporary social and cultural issues as expressed in popular culture (mainly film, but also including television and the print media) in the Asia Pacific Region. We will also consider representations of Asia and Asians in mainstream and independent films. The course explores different approaches to questions such as; what do we mean by media power and media effects? How do we make sense of and understand the connotations inherent in the ways current events and history are presented? In what sense are cultures shaped by unconscious desires, fantasies and identifications? What is the relationship between media representations of gender, ethnicity, and identity and reality? *Prerequisite: PACBASIN 100 or Instructor Consent.*

**INTS 371 The Emergence of Modern Japan** **3 units**

This course is a survey of modern Japan from the mid-19th century to the present, with emphasis on historical issues that have led to diverse understandings and interpretations. The course focuses on the development of modern ideology, social relationships, and economic and political institutions in a global context. The course takes the development of Japanese capitalism in the global economic system as the central event of modern Japanese history and of Japan's changing place in the world during the 20th century. *Same as: HIST 371.*

**INTS 380 People, Culture and Globalization in Oceania** **3 units**

This course engages students in an examination of how indigenous peoples of Oceania have been deeply engaged in global cultural, political, and economic processes since the time of their earliest encounters with representatives of the West. This class incorporates classic and contemporary studies from Anthropology and Pacific History together with the voices and views from islander writers and artists. Social Science perspectives are helpful for understanding natural and cultural environments, cultural history and change, language issues, and current socioeconomic and educational issues facing the Islands today. Writers and artists can show the world what it means to be an islander, how islanders view themselves, and how they view other places and times. By combining these two points of view, the class will examine the tensions between cultural traditions and globalization and how we, as outsiders and as islanders, come to know and empathize with the peoples of Oceania. *Prerequisite: ANTH 100 or SOC 100 or ANTH 150. Same as: ANTH 330.*

**INTS 381 Political Islam** **3 units**

*See the Global and Thematic Issues for course description.*

**INTS 405 War and Memory in the Asia Pacific** **3 units**

This course sets out to analyze the historiography of the Pacific War with particular reference to problems of memory, interpretation, authentication, and politicization of history. During the course of the semester students are introduced to a wide range of

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primary and secondary materials drawn from both national and sub-national sources. These are supplemented by cinematic representations of the Pacific War that have become an important channel for the preservation of historical memories.

**INTS 406 Human Rights and Civil Society in East Asia** **3 units**

*See International Relations, Peace and Conflict Resolution for course description.*

**INTS 450 Armed Conflict in Southeast Asia** **3 units**

This course provides a multidisciplinary glimpse into a great range of violent wars — past and present — in one of the world's most diverse and exciting regions. It is divided into three parts: historical conflicts, post-independence conflicts, and sources of peace. The course will emphasize how different forms of conflict have distinct causes and how different forms of conflict resolution must be tailored to fit each war. Students will consider how cultural factors condition conflict as well as conflict resolution, how the state provides and undermines security, how civilians experience different wars, and the possibilities and limitations of peace negotiations. *Prerequisite: Sophomore Standing or INTS 150 or Instructor Consent.*

**Latin America**

**INTS 130 Introduction to Latin American Studies** **3 units**

This is an exploration and celebration of Latin America, the richly diverse and fascinating area of the world that includes Mesoamerica, South America and the Caribbean. We will use multiple perspectives that focus on race, gender, and class to understand the experiences and processes that have shaped the region. Students will reflect on identity, revolutions, social movements, nation-state formation, and modernization based on analysis of primary sources within cinema, music, literature, and historical documents along with many rich secondary sources. This class is a gateway into the study of Latin America at SUA and fulfills an enrollment prerequisite for several other courses. It is also highly recommended for students interested in traveling to Latin America for study abroad.

**INTS 210 US-Latin American Relations** **3 units**

This class begins when the Spanish colonies were much richer and more powerful than the British or Portuguese. Considering American ascendancy after independence, students will explore the reasons for uneven hemispheric development in institutions, governance, and patterns of colonialism. Students will look closely at the nineteenth and twentieth centuries, when the US often pursued its interests at the expense of its southern neighbors. Case studies of overt and covert operations include Mexico (1848), Nicaragua (1856), Cuba (1898), Guatemala (1956), Chile (1973), and Panama (1989). Despite the fact that the United States has also supplied billions of dollars in humanitarian aid to the region and remains its largest trading partner and important ally, Latin Americans retain a highly ambivalent attitude toward its northern neighbor. Many are attracted to American popular culture and goods, but are deeply distrustful of American political intent and economic power. Students who have completed Introduction to International Relations are encouraged to enroll.

**INTS 303 Brazil and Mexico in Global Context** **3 units**

This class begins with a question: What do the two largest and, arguably, most powerful nations in Latin America have in common? Brazil and Mexico are postcolonial societies of fallen Iberian empires. They are also regionally commanding, exceedingly diverse, devoutly Catholic, socially unequal and traditionally exploitative of their poor and weak (especially the indigenous peoples of Mexico or descendants of African slaves of Brazil). These countries also attract thousands of foreign visitors who marvel at their natural beauty and celebrate their rich multicultural traditions. Through history, politics, culture and current events, this class will compare and contrast these two diverse nations. Text, film, music and images will be used in a classroom environment that stresses multiple pedagogical styles. This class may be of special interest to students who wish to study abroad in Latin America. *Prerequisite: INTS 130 or INTS 210 or Instructor Consent.*



**INTS 313 Latin American Migration to the US** **3 units**

This course is about the way that Latin American immigration to the US, and often their return back to Latin America, affects the communities, families, racial identities, and even sex lives of both immigrants and the people they leave behind. The course will draw on readings primarily from Anthropologists and Sociologists who see immigration, not as a linear process of arrival and eventual integration, but as a transnational process of the movement of people, money, culture, and politics back and forth across borders in complex ways that affect both the US and Latin America. Thus, while the course will cover the overall historical trends of Latino immigration to the US, changing demographics, the effects of US immigration laws on immigrants and their families, and the overall economic and political trends in Latin America that explain why people migrate, the real focus of the course is on the effects of these overall trends on communities and families in both the US and Latin America as illustrated through ethnographically rich case studies based on participant observation with migrants, return migrants, and members of the sending communities. *Recommended prerequisite INTS 130 or INTS 210. Same as: ANTH 313.*

**INTS 323 Political Economy of Latin America** **3 units**

*See International Economics, Trade and Development for course description.*

**INTS 325 Inequalities, Repression, and Resistance in Central America** **3 units**

Central America is often known as a region of rich cultural heritage but also a legacy of vast inequalities and forms of violent repression and rebellion. The purpose of this course is to understand the cultural, political, and economic factors that have led to this particular situation. We begin by looking at the process of conquest and colonization in shaping new societies and social structures, then explore the socio-economic processes that set the stage for many of the conflicts and problems that Central America faces today, and finally we explore the current situation in Central America as it relates to changing ideas about gender and the role of women, racism and race mixing, immigration and

exile, and forms of violence caused by over 30 years of civil war and economic upheaval.

*Prerequisite: INTS 130 or ANTH 100. Same as: ANTH 325.*

**INTS 335 Indigenous Peoples of Latin America** **3 units**

This course introduces students to the basic histories, social structures, cultures, and current issues facing indigenous peoples in Central and South America. It attempts to understand how indigenous communities and identities have been formed from the conquest through today through such processes as colonialism, integration into the global economy, racism and racial hierarchies, civil war, indigenous social movements, and migration and exile. It also examines the responses of indigenous peoples to those processes through retreat, revolution, and political activism. The goal of the course is to understand indigenous peoples, not as social isolates, but rather as the products of complex processes through which communities, identities and inequalities are produced. *Prerequisite: ANTH 100 or SOC 100 or INTS 130. Same as: ANTH 320.*

**INTS 404 Violence and Oppression in Latin America** **3 units**

The goal of this class is to understand the particular forms of violence that exist in Latin America, the causes of these forms of violence, and how they are connected to particular local and national histories, cultural ideologies, and social structures. It is also the goal of this class to understand the meaning of violence: that is, how do people in Latin America make sense of the violence around them? How do they justify and/or condemn it? How is violence sometimes used as a way to make meaning, to protest inequality and impunity, and to assert subjectivity? The course will be based primarily on ethnographic case studies of different forms of violence (structural, institutional, state-sponsored, intra-familial, vigilante, armed resistance, etc.) that look at its socio-economic-political context but also its cultural meaning to the perpetrators, victims, and bystanders. The rationale of the course is that it is by understanding the meaning of violence, the context within which it is carried out, and its cultural logic, that we are best equipped to begin



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to address it. *Prerequisite: ANTH 100 or INTS 130 or INTS 210 or Instructor Consent. Same as: ANTH 404.*

**Global and Thematic Issues****INTS 215 Introduction to Women's Studies 3 units**

The course is a historical and cross-cultural examination of women's issues. The approach is multidisciplinary and draws on the humanities, social sciences, life/physical sciences, and other fields of study. The course is based on research that views women from their own perspectives rather than from the points of view of what men have traditionally studied, claimed, or written about women. The course examines historical and intellectual roots in worldwide movements for social change and equality. The course also offers a holistic approach to the study of fundamental issues of sex and gender-how they have been reflected in culture and history, how they shape social, political, economic and institutional organization as well as personal experience and perception, and how they interact with issues of race, ethnicity, and class. *Same as: SBS 215.*

**INTS 283 The Third World and the West 3 units**

This course examines the emergence of the Third World in modern history, the response to and reformation of the question of modernity among Third World peoples and intellectuals, and the formation of modern global relations, beginning sometime around 1450 to the present, in which Euro-Americans played a central part. This course also explores recent changes in the status and the meaning of the Third World and lays out numerous historical problems that still remain in this increasingly globalizing and interactive world. *Same as: HIST 234.*

**INTS 305 Democracy and Democratization 3 units**

What is democracy? Who benefits from it? Is democracy better suited to some peoples than others? What causes democracy--does it come from within a country or from international factors? (Why) is democracy desirable? This course addresses these and other questions in a comparative context, looking at established democracies, emerging democracy, and recalcitrant authoritarian regimes from around

the world. Students are expected to leave the course with a critical, nuanced view of democracy, an appreciation of various electoral systems, and in-depth knowledge of both a democratic and non-democratic country of their choice. *Same as: POLISCI 305.*

**INTS 316 Ideas of East and West 3 units**  
*See Asia Pacific for course description.***INTS 348 Gender and Sexuality in Cross-Cultural Perspective 3 units**

This course uses ethnographic case studies to understand how sex, gender, and sexuality are socially constructed in different societies around the world and how these social constructions generate different identities, social categories, and relations of power. The course uses analytical tools of Anthropology to understand the cultural logic behind practices and beliefs that are informed by culturally specific sex/gender/sexuality systems; how those cultural logics and practices are related to relations of power between individuals; how they become embedded in institutions of the state that affect the way rights are distributed and often violated; and what happens when they come into contact through various types of transnational movements of people and ideas. The course will also expose students to debates about how we use these understandings of the cultural logics of gendered practices and ideologies in order to address specific examples of gender/sexuality discrimination, gender violence, and international human rights discourse and policies. *Prerequisite: ANTH 100 or SOC 100. Same as: ANTH 348.*

**INTS 365 State - Society Relations in Comparative Context 3 units**

What is the state? How is the state organized? From where does it gain the right to rule? How do different countries select leaders, where is power located, who rules, and who is excluded? INTS 365, State-Society Relations in Comparative Context, provides students with a conceptual understanding of the state and its composition in diverse global contexts. Special attention will be paid to various electoral systems and decentralization. Students will also learn how the state interacts with societal forces, namely in terms of co-optation or repression, as well as how society can at times resist the state. *Same as: POLISCI 365.*



**INTS 381 Political Islam 3 units**

The course provides a multidisciplinary glimpse into the various ways that Islam manifests itself politically around the world. Part One looks to the faith - the scripture and organization of Islam. Part Two looks to the rise of Islamic politics in the post-colonial world. Then, the course will shift to discuss five manifestations which speak to the Janus-faced, conservative and progressive nature of Political Islam: violence, simmering wars, Sharia Law, social justice, and human rights. The course concludes by considering democracy in the ongoing evolution of Political Islam. The primary objective of this course is to help students understand the fragmented, even contradictory nature of Political Islam. Even terms such as jihad or sharia contain diverse messages, from demanding violence or promoting education. Students are expected to overcome images of Islam as monolithic, and instead to look to Islam as a living religion, one struggling with the same social issues facing all other world faiths. *Prerequisite: Sophomore Standing or Instructor Consent.*

**INTS 385 Race and Ethnicity 3 units**

This course examines anthropological and sociological perspectives on race and ethnicity. Drawing on studies from many different parts of the world, the course explores the nature of ethnic identity, the cultural construction and social meaning of race, the dynamics of race relations and ethnic stratification, and current theories of ethnic conflict and minority rights. The aim of this course is to develop the theoretical tools for comparing the politics of identity and cultural and racial difference cross-culturally and to be able to think critically about our own common sense understandings of race and ethnic relations. *Prerequisite: ANTH 100 or SOC 100. Same as: ANSO 385.*

**INTS 410 Plagues and Peoples 3 units**

Through lectures, discussion, student presentations, and other pedagogies, this class aims to achieve four primary objectives: 1) To explore the role that disease and medicine played in important historical events; 2) to study the social, institutional and cultural dimensions of disease, ailments and medicine in today's global societies; 3) to become familiar with some of the basic mechanics of epidemic diseases, such

as smallpox, influenza, yellow fever, cholera, bubonic plague, syphilis and AIDS; 4) and to understand how some of the most important policy debates in international studies take (or should take) infectious diseases into consideration. Western (bio)medicine is emphasized, but Eastern traditions and alternative medicine are not excluded. Students interested in careers in medicine, public health, and global health policy may consider this class. *Prerequisite: Sophomore Standing.*

**INTS 489 Culture and Imperialism 3 units**

The United States of America originated as colonies within the British Empire, and the early founders of the republic openly celebrated the expected emergence of an American empire after the American Revolution. In what ways can the history of the United States be understood through this lens of emerging empire? Might that lens obscure as much as it reveals? What is imperialism, how is it different from colonialism, and what relationship to American cultural development has it had? To explore answers to these and other questions, students will focus on the US experience of empire and compare it to the history of imperialism and colonialism in India, Africa, and elsewhere. Students will read classic and contemporary works in Colonial Studies, Postcolonial Studies, and American Cultural History in preparation for group discussions, seminar papers, and independent research. *Same as: HIST 489.*

**International Relations, Peace and Conflict Resolution****INTS 111 Introduction to International Relations 3 units**

This course introduces students to the core concepts, processes and issues of international relations. The goal of this course is to help students develop the intellectual tools to understand the complex international system in which we live. The first segment of this course introduces students to key concepts and theories used in the study of international relations allowing students to better understand the causes of international conflict and challenges to international cooperation. The rest of the term is spent applying these concepts in the context of substantive areas such as security, economics, the environment and human rights.



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**INTS 114 Introduction to Peace Studies 3 units**

This course begins with a focus on the historical causes of war and conflict (including economic, national/ethnic identity, religious, ideological, technological, environmental and other aspects), arms control and disarmament, and the threat of nuclear war, and it continues with a post-Cold War emphasis on the possibilities for nonviolent ways of dealing with conflict and for lasting peace in the future. It examines the internal/personal and interpersonal sources of conflict in daily life and introduces such topics as "cultures of peace." Topics explored include grassroots peace movements, nonviolence, international law and NGOs, peacekeeping and peacemaking, the role of individual peacemakers in their local communities, and current research in the field of peace studies.

**INTS 205 Introduction to Human Rights 3 units**

The purpose of this course is to introduce students to the major themes and concepts of international human rights. Ideas supportive of contemporary international human rights norms can be found in a number of religious and philosophical traditions. This course exposes students to those traditions as well as to the development of movements that aspire to enshrine a growing list of rights into legal, social and political institutions and practices.

**INTS 240 Peace and Conflict in the Middle East 3 units**

This course briefly reviews the complex history, politics, economics, and international relations of West Asia, aka the Middle East. The term "Middle East" was probably first coined by Captain Alfred Thayer Mahan in his 1890 book, *The Influence of Sea Power upon History, 1660-1783*. Because of its strategic significance, the term has found currency. But it is alien to the heterogeneous peoples and cultures of the region. The region's unique historical circumstances (ecological, religious, and oil) have given it the appearance of a culture-area.

**INTS 304 The United Nations and World Politics 3 units**

This course offers students the opportunity to study the work and processes of the United Nations system. The goal of this course is to

build on previous knowledge in pursuing a more advanced understanding of what, how and why the United Nations system does what it does. Special focus is given to the work of the United Nations in the areas of: International Peace and Security, Human Rights and Humanitarian Affairs, and Development. *Prerequisite: INTS 111 or INTS 114. Same as: POLISCI 350.*

**INTS 310 Peace and Conflict Resolution 3 units**

This course provides an overview of the major issues in international and intra-state conflict resolution, transformation and peace building. Using case studies and simulations, students will examine the causes of violent conflict, the conditions for peace and the ways in which negotiation, mediation and peace building strategies can facilitate the transformation from violent political conflict to sustainable peace. *Prerequisite: INTS 111 or INTS 114.*

**INTS 322 International Law 3 units**

This course introduces students to the study of public international law. Through the examination of historic and contemporary developments in international law, students will better understand how international law shapes the contemporary world as well as its role in managing and resolving international conflict. Students will use case studies to explore a number of substantive fields including: the use of force, the environment, human rights, economics, and international conflict and conflict resolution. Students will develop a basic understanding of how international law is created, the role legal norms play in the governance of the contemporary international system. Special attention will be given to recent innovations in international law including the creation of international war crimes tribunals and the International Criminal Court. *Prerequisite: INTS 111 or INTS 114.*

**INTS 406 Human Rights and Civil Society in East Asia 3 units**

This course approaches the study of human rights regimes in contemporary East Asia from a comparative perspective and within a global framework. Among the topics covered will be: (1) the relationship between state and international organizations in shaping human rights regimes; (2) the activities of sub-national



agencies and citizen-based advocacy groups; and (3) case studies in human rights as reflected in, for example, the emergence of social welfare provision, and the rights of patients, indigenous and national minorities. *Prerequisite: INTS 205 or Instructor Consent.*

**INTS 450 Armed Conflict in Southeast Asia** **3 units**

*See Asia Pacific for course description.*

**International Economics, Trade and Development**

**INTS 100 Principles of Economics** **3 units**

This course provides a survey of economic principles in both microeconomics and macroeconomics. It introduces students to the basic economic concepts fundamental to understanding daily life economic observations, such as supply, demand, price, market equilibrium, national income, unemployment, inflation, economic growth, international trade, and so on. Through discussions of contemporary economic issues and policies, students learn how households and firms make decisions under certain economic systems, how individual markets and the national and international economy operate, and how government policies affect economic outcomes. *Same as: ECON 100.*

**INTS 262 China's Economic Development & Economic Reform** **3 units**

A survey of China's economic development under the centrally planned socialist system since 1949, and the on-going economic reform since 1978. Also addresses China's role in regional economic growth, and its economic relationship with the world economy. *Same as: ECON 262.*

**INTS 321 Economic Development in Pacific Asia** **3 units**

This course investigates the economic performance and development of the economies of Pacific Asia, covering Japan, Asian NIEs (Hong Kong, Taiwan, South Korea, and Singapore), ASEAN-4 (Malaysia, Thailand, Indonesia, and the Philippines), China and Vietnam. Through this class students will gain factual knowledge about the economic characteristics of and policies on these economies' structural change, economic growth, and development; and the economic relationship among these economies and between this region and the world economy in

the era of globalization. The emphasis is on the application of proper economic analytical tools to examine the effectiveness of various development strategies and policies on each economy's development process. The applicability of the development experiences of these economies to other developing countries will also be briefly discussed. *Prerequisite: ECON 100. Same as: ECON 321.*

**INTS 323 Political Economy of Latin America** **3 units**

How does equitable growth occur, especially in a region where sustained growth and equality have long been elusive goals? In the last two decades, millions of Latin Americans have risen out of dire poverty, much of the region has democratized, and Latin American commodities have expanded into vast new markets, such as China. Nonetheless, poverty and inequality in the region (and its violent effects) remain pervasive and nearly intractable problems. Besides poverty and inequality, other course themes include liberalism, neoliberalism, structuralism, institutions and norms, civil society, foreign investment, globalization, and regional integration. The imposition of policies and "structural adjustment" by outsiders will be considered, as is the capacity of this region to generate new political and economic paradigms or policies, such as dependency theory and conditional cash transfers. Since "development" is a particular kind of utopia, cultural studies and anthropology are not excluded, but most material comes from economics and political science. *Prerequisite: INTS 100/ECON 100, INTS 130 or Instructor Consent. Same as: SBS 323.*

**INTS 360 American Trade Politics and Policy** **3 units**

The study of American trade politics occupies a special place in the history of political science and policy studies. It has contributed to new insights into the role of economic groups in American politics, the creative and often independent role of the state and public officials in the national policy process and the impact of international structures and processes on domestic politics and policymaking. This course examines the formation of American trade policy since World War II, when the United States assumed the mantle of global leadership and embarked on a world historic project

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designed to create an open international trading system. Organized around an exploration of state-society relationships at the intersection of the international and domestic economies, the course seeks to answer an interrelated set of questions: who defines America's national trade interest; under what conditions do they define it; and where does their power come from? *Same as: POLISCI 360.*

**INTS 361 Economic Development 3 units**

This course introduces students to one of the major issues of the world economy: the process of economic development. It provides an understanding of the causes and consequences of underdevelopment and poverty in developing economies and explores possible means to overcome the obstacles to development. Topics covered include: economic growth, sources of growth (capital formation, population and human capital, technology), economic structural change, income distribution, institutional factors, development strategies, government policies, international trade, foreign aid, foreign investment, and debt crisis. *Prerequisite: ECON 100. Same as: ECON 330.*

**INTS 362 International Economics 3 units**

This course provides an introduction to international economic concepts and contemporary issues related to international trade and international finance. It illustrates the philosophical foundations and historical context of various theories of trade and finance and their applications to trade policies and trade relations. Other areas examined include balance of payment, determination of exchange rate, foreign investment, multinational enterprises, financial market internationalization, international economic policies, and international economic organizations. Emphasis is on the critical evaluation of and debates on current trade policies and other international economic issues, such as North-South trade relations, free trade versus protectionism, and international resources movement. *Prerequisite: ECON 100. Same as: ECON 340.*

**Topics and Independent Study Courses**

**INTS 290 Topics in International Studies** 1-4 units

**INTS 390, 490 Advanced Topics in International Studies** 1-4 units

*Prerequisite: Instructor Consent.*

**INTS 298, 398, 498 Special Study** 1-4 units

*Prerequisite: Instructor Consent.*

**INTS 299, 399, 499 Independent Study** 1-4 units

*Prerequisite: Instructor Consent*

## SOCIAL AND BEHAVIORAL SCIENCES CONCENTRATION

### OVERVIEW

SUA's concentration in social and behavioral sciences strives to understand human lives, behaviors, and institutions in their social, historical, and cultural environments. The concentration embraces an interdisciplinary approach to examining the human condition, incorporating perspectives from anthropology, economics, political science, psychology, and sociology. Our courses provide students with theoretical and methodological tools to examine and address social issues and concerns from multiple comparative perspectives. Overall, our goal is to empower students to become actively engaged and knowledgeable participants in their local and global communities.

Students who select the social and behavioral sciences concentration must take five courses in the area, three of which must be upper-division courses (i.e., 300-level or above). One of the following research methods courses must also be taken as a part of their five concentration course requirements: ECON 350, PSYCH 310, or SBS 310. In addition, they are strongly encouraged to use Learning Clusters to deepen their knowledge of social and behavioral sciences. Students may opt to focus on one of the disciplines represented in the concentration or take a broader array of social and behavioral sciences courses.

Student learning outcomes for the Social and Behavioral Sciences concentration are:

1. Articulate an understanding of social scientists' theories, concepts, and views.
2. Critically evaluate social scientists' theories and perspectives.
3. Formulate insightful questions and apply social scientists' theories and methods to investigate various aspects of the social world.
4. Communicate effectively, both orally and in writing, in a manner appropriate to the social sciences.
5. Share their work with others in a manner that reflects an active engagement in their local and global communities.

### CAPSTONE EXPERIENCE

#### CAPSTONE 390

1 unit

This is a 1 unit P/NP course where students will select and work with a faculty mentor to complete a proposal for the capstone research project.

#### CAPSTONE 400 Capstone I

4 units

All SUA students participate in a capstone research project over the last block and semester of their senior year. This research project is intended to be a culminating experience, drawing upon the skills and expertise they have developed during their career at SUA. Each student works with a faculty mentor to propose, develop, and carry out a research project. Students meet regularly with their capstone mentor for support and feedback. *Prerequisite: Senior standing. CAPSTONE 390. Instructor Consent Required. This course cannot be taken on a P/NP basis.*

#### CAPSTONE 450 Capstone II

4 units

Continuation of Capstone I. *Prerequisite: CAPSTONE 390. CAPSTONE 400. Instructor Consent Required. Prerequisite: Senior standing. This course cannot be taken on a P/NP basis.*

### COURSE DESCRIPTIONS

#### Anthropology

##### ANTH 100 Introduction to Socio-Cultural Anthropology

3 units

This course is an introduction to the sub-discipline of socio-cultural anthropology, which is the study of contemporary human cultures and societies. The course introduces the basic terminology and theoretical perspectives anthropologists use to understand the ways that humans organize themselves and the cultural logic through which they think about the world and their social relations. Course material covers a wide variety of cultural contexts, both familiar and unfamiliar, to help students understand the cultural logic of the beliefs and social practices of others and critically examine the cultural logics and assumptions of their own culture.

##### ANTH 150 Human Origins

3 units

This course introduces students to biological anthropology and anthropological archaeology—those portions of the discipline concerned with human prehistory and continuing human development. The course examines reconstructions of the human record based on fossil and artifact-based evidence of human biological and cultural change over time. It considers various theories of human biological evolution and the emergence of culture—humanity's unique ecological niche. The course examines the origins and development of world civilizations, and takes a critical look at theories

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that try to explain the development of social complexity.

**ANTH 313 Latin American Migration to the US** **3 units**

This course is about the way that Latin American immigration to the US, and often their return back to Latin America, affects the communities, families, racial identities, and even sex lives of both immigrants and the people they leave behind. The course will draw on readings primarily from Anthropologists and Sociologists who see immigration, not as a linear process of arrival and eventual integration, but as a transnational process of the movement of people, money, culture, and politics back and forth across borders in complex ways that affect both the US and Latin America. Thus, while the course will cover the overall historical trends of Latino immigration to the US, changing demographics, the effects of US immigration laws on immigrants and their families, and the overall economic and political trends in Latin America that explain why people migrate, the real focus of the course is on the effects of these overall trends on communities and families in both the US and Latin America as illustrated through ethnographically rich case studies based on participant observation with migrants, return migrants, and members of the sending communities. *Recommended prerequisite INTS 130 or INTS 210. Same as INTS 313.*

**ANTH 315 Urban Anthropology** **3 units**

Cultural anthropology is the comparative study of society, culture, and human diversity. The discipline focuses on the various ways in which social relations, history, politics, and cultural products, like the media, shape peoples' everyday lives. This course examines ethnographic studies that document the strategies people use to cope with the demands posed by modern urban environments. It also examines some common social problems encountered in urban contexts, such as those involving the historical origins of urban settings, social class and inequality, urban youth subcultures, migration and economic globalization, and public health.

**ANTH 320 Indigenous Peoples of Latin America** **3 units**

This course introduces students to the basic histories, social structures, cultures, and current issues facing indigenous peoples in Central and South America. It explores how indigenous communities and identities have been formed, from the conquest and through today, examining a

range of processes and events, such as colonialism, integration into the global economy, racism and racial hierarchies, civil wars, indigenous social movements, and migration and exile. It also examines the responses of indigenous peoples to these processes and events, looking specifically at topics such as retreat, revolution, and political activism. The goal of the course is to understand indigenous peoples as products of complex processes through which communities, identities and inequalities are produced, not as social isolates. *Prerequisite: ANTH 100 or SOC 100 or INTS 130. Same as: INTS 335.*

**ANTH 325 Inequality, Repression, and Resistance in Central America** **3 units**

Central America is often known as a region of rich cultural heritage but also carries a legacy of vast inequalities and forms of violent repression and rebellion. The purpose of this course is to understand the cultural, political, and economic factors that have led to this particular situation. We begin by looking at the process of conquest and colonization in shaping new societies and social structures, then explore the socio-economic processes that set the stage for many of the conflicts and problems that Central America faces today, and finally, we explore the current situation in Central America as it relates to changing ideas about gender and the role of women, racism and race mixing, immigration and exile, and forms of violence caused by more than 30 years of civil war and economic upheaval. *Prerequisite: INTS 130 or ANTH 100. Same as: INTS 325.*

**ANTH 330 People, Culture, and Globalization in Oceania** **3 units**

This course engages students in an examination of how indigenous peoples of Oceania have been deeply engaged in global, cultural, political, and economic processes since the time of their earliest encounters with representatives of the West. This class incorporates classic and contemporary studies from anthropology and Pacific history, together with the voices and views of islander writers and artists. Social science perspectives are helpful for understanding natural and cultural environments, cultural history and change, language issues, and current socioeconomic and educational issues the Islands face today. Writers and artists can show how islanders are actively shaping their views of themselves and the larger political-economic processes in which they participate. By combining these two points of view, the class will examine the tensions between cultural traditions and



globalization and how we, as outsiders and as islanders, come to know and empathize with the peoples of Oceania. *Prerequisite:* ANTH100 or SOC100. *Same as:* INTS 380.

**ANTH 348 Gender and Sexuality in Cross-Cultural Perspective 3 units**

This course uses ethnographic case studies to understand how sex, gender, and sexuality are socially constructed in different societies around the world and how these social constructions generate different identities, social categories, and relations of power. The course uses analytical tools of Anthropology to understand the cultural logic behind practices and beliefs that are informed by culturally specific sex/gender/sexuality systems; how those cultural logics and practices are related to relations of power between individuals; how they become embedded in institutions of the state that affect the way rights are distributed and often violated; and what happens when they come into contact through various types of transnational movements of people and ideas. The course will also expose students to debates about how we use these understandings of the cultural logics of gendered practices and ideologies in order to address specific examples of gender/sexuality discrimination, gender violence, and international human rights discourse and policies. *Prerequisite:* ANTH 100 or SOC 100. *Same as:* INTS 348.

**ANTH 380 Cultures of Learning 3 units**

In this course we examine “education” by looking beyond the typical setting of the school. Instead, we will consider education in the context of learning and culture. As scholars in history and anthropology have shown during recent decades, learning can be found in classrooms, families, churches, and public places. Learning can be thought of broadly as the process by which people acquire knowledge, attitudes, values, and skills. We will study the past as a deeply constitutive force in the present. Historians call this approach cultural history, anthropologists call it historical ethnography. Specific topics will include prominent and influential theories of pedagogy and learning, as well as the historical and cultural dynamics of race and ethnicity in learning. Throughout the course, we will keep the long history of education reform in mind—including contemporary initiatives. The course is modeled as an intensive reading and writing seminar in which students will be expected to complete an original research paper testing or applying principles discussed in class. *Same as:* HIST 380.

**ANTH 384 Indigenous North America 3 units**

The Americas were populated for millennia before European colonization transformed the hemisphere and the lives of its first inhabitants. Descendants of these first inhabitants live in many parts of North America—including Orange County, California. This seminar explores the histories and cultures of select Native American peoples from Canada, Mexico, and the United States during selected eras, from before colonization and into the contemporary period. Through reading current and classic scholarship on Native Americans, along with writing a research essay on a topic of the students' choosing, students will acquire an understanding of the historical and cultural processes that have defined Native American lives. *Same as:* HIST 384.

**ANTH 401 Poverty, Power, and Urban Life 3 units**

This course engages students in a critical examination of contemporary urban experiences with a focus on peoples living in the margins of large, dense urban communities, both inside and outside of North America. The course will address questions surrounding how the articulation of global and local markets affects the expression of traditional and modern identities, how underground or informal economies shape the creation of urban street life, and how children and adults actively pursue meaningful family life in contexts of extreme poverty. Readings will focus on cities in the Pacific basin. *Prerequisite:* ANTH100 or ANTH 150 or SOC100, or Junior standing.

**ANTH 404 Violence and Oppression in Latin America 3 units**

The goal of this class is to understand the particular forms of violence that exist in Latin America, the causes of these forms of violence, and how they are connected to particular local and national histories, cultural ideologies, and social structures. It is also the goal of this class to understand the meaning of violence: that is, how do people in Latin America make sense of the violence around them? How do they justify and/or condemn it? How is violence sometimes used as a way to make meaning, to protest inequality and impunity, and to assert subjectivity? The course will be based primarily on ethnographic case studies of different forms of violence (structural, institutional, state-sponsored, intra-familial, vigilante, armed resistance, etc.) that look at its socio-economic-political context but also its cultural meaning to the perpetrators, victims, and



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bystanders. The rationale of the course is that it is by understanding the meaning of violence, the context within which it is carried out, and its cultural logic, that we are best equipped to begin to address it. *Prerequisite: ANTH 100 or INTS 130 or INTS 210 or instructor consent. Same as INTS 404.*

**ANTH 290 Topics in Anthropology** 1-4 units

**ANTH 390,490 Advanced Topics in Anthropology** 1-4 units

**ANTH 298, 398, 498 Special Study** 1-4 units

**ANTH 299, 399, 499 Independent Study** 1-4 units

**Anthropology and Sociology**  
**ANSO 385 Race and Ethnicity** 3 units

This course examines anthropological and sociological perspectives on race and ethnicity. Drawing on studies from many different parts of the world, the course explores the nature of ethnic identity, the cultural construction and social meaning of race, the dynamics of race relations and ethnic stratification, and current theories of ethnic conflict and minority rights. The aim of this course is to develop the theoretical tools for comparing the politics of identity and cultural and racial difference cross-culturally and to be able to think critically about our own common sense understandings of race and ethnic relations. *Prerequisite: ANTH 100 or SOC 100. Same as: INTS 385.*

**ANSO 290 Topics in Anthropology and Sociology** 1-4 units

**ANSO 390,490 Advanced Topics in Anthropology and Sociology** 1-4 units

**ANSO 298, 398, 498 Special Study** 1-4 units

**ANSO 299, 399, 499 Independent Study** 1-4 units

**Economics**  
**ECON 100 Principles of Economics** 3 units

This course provides a survey of economics principles within both microeconomics and macroeconomics. It introduces students to the basic economic concepts that are fundamental to understanding economic observations in daily life, such as supply, demand, price, market equilibrium,

national income, unemployment, inflation, economic growth, international trade, and so on. Through discussions of contemporary economic issues and policies, students will learn how households and firms make decisions under certain economic systems, how individual markets and the national and international economy operate, and how government policies affect economic outcomes. *Same as: INTS 100.*

**ECON 262 China's Economic Development and Economic Reform** 3 units

This course provides a survey of China's economic development under the centrally planned socialist system since 1949, and the on-going economic reform since 1978. China's role in regional economic growth and its economic relationship with the world economy will also be addressed. *Same as: INTS 262.*

**ECON 301 Microeconomics** 3 units

This course examines the modern theories of the market system, demand and production, and the interactions between consumers and firms under various market conditions. Students learn how market forces determine prices, resource allocation, and income distribution. Students are also introduced to public policy evaluation and welfare economics. *Prerequisite: ECON 100/INTS 100.*

**ECON 302 Macroeconomics** 3 units

This course introduces the factors that determine national income, employment, unemployment, inflation, and economic growth. The course also examines the tools of monetary and fiscal policy available to policy makers and the effects of policy on the economy. *Prerequisite: ECON 100/INTS 100.*

**ECON 310 Financial Economics** 3 units

In this course, students are introduced to the analysis of financial assets and institutions. The course emphasizes modern asset pricing theory and the role of financial intermediaries, and their regulation in the financial system. Topics covered include net present value calculations, asset pricing theories, financial derivatives, the efficient market theory, the term structure of interest rates, and banking. *Prerequisite: ECON 100/INTS 100.*

**ECON 320 Public Economics** 3 units

This course is an introduction to the design and implementation of public finance in high-income countries as well as in developing economies. Topics include the role and size of the public sector, rationale for public sector interventions



(such as market failure and distributional concerns), issues of tax compliance and enforcement, tax reform, public expenditure policy (such as social protection programs), fiscal balance and deficit financing, fiscal decentralization and intergovernmental fiscal relations. Students will apply these theories in order to critically evaluate current policy issues in areas of education, health care, environment, and welfare reform. *Prerequisite: ECON 100/INTS 100.*

**ECON 321 Economic Development in Pacific Asia 3 units**

This course investigates the economic performance and development of the economies of Pacific Asia; covering Japan, Asian NIEs (Hong Kong, Taiwan, South Korea, and Singapore), ASEAN-4 (Malaysia, Thailand, Indonesia, and the Philippines), China and Vietnam. Through this class, students will gain factual knowledge on the economic characteristics of and policies on these economies' structural change, economic growth, and development; and the economic relationship among these economies as well as between this region and the world economy in the era of globalization. The emphasis of this course is on the application of proper economic analytical tools to examine the effectiveness of various development strategies and policies on each economy's development process. The applicability of the development experiences of these economies to other developing countries will also be briefly discussed. *Prerequisite: ECON 100/INTS 100. Same as: INTS 321.*

**ECON 330 Economic Development 3 units**

This course introduces students to one of the major issues of the world economy: the process of economic development. It provides an understanding of the causes and consequences of underdevelopment and poverty in the context of developing economies and attempts to explore possible means to overcome obstacles to development. Topics covered include: economic growth, sources of growth (capital formation, population and human capital, technology), economic structural change, income distribution, institutional factors, development strategies, government policies, international trade, foreign aid, foreign investment, and debt crisis. *Prerequisite: ECON 100/INTS 100. Same as: INTS 361.*

**ECON 340 International Economics 3 units**

This course provides an introduction to international economic concepts and contemporary issues related to international trade and international finances. It illustrates the

philosophical foundations and historical context of various theories of trade and finance and their applications to trade policies and trade relations. Other areas examined include: balance of payment, determination of exchange rate, foreign investment, multinational enterprises, financial market internationalization, international economic policies, and international economic organizations. Emphasis is on the critical evaluation of and debates on current trade policies and other international economic issues, such as North-South trade relations, free trade vs. protectionism, and international resources movement. *Prerequisite: ECON 100/INTS 100. Same as: INTS 362.*

**ECON 350 Econometrics 3 units**

This course is intended to provide a basic knowledge of econometric theory relevant for carrying out empirical work in economics. The static linear regression model is the main focus of the course, although extensions to dynamic models and nonlinear regression models are also pursued. Estimation and testing methods discussed will include those based on least squares, weighted least squares, maximum likelihood, instrumental variables, and (generalized) method of moments. Problem sets will include computer exercises where students must use a statistical package. *Prerequisite: ECON 100/INTS 100.*

**ECON 360 Environmental Economics 3 units**

This upper division course combines theory and policy application in studying environmental issues from an economist's perspective. Major topics include theoretical and applied modeling of economy-environment relations, causes and consequences of market failure affecting environmental services, design and evaluation of environmental policy instruments, and the political economy of environmental policy. Students will learn to identify the economic components of an environmental issue, analyze the effects of human economic activity on the environment, and to present and discuss the pros and cons of various environmental policies. *Prerequisite: ECON 100/INTS 100. Same as ENVST 360.*

**ECON 290 Topics in Economics 1-4 units**

**ECON 390,490 Advanced Topics in Economics 1-4 units**

**ECON 298, 398, 498 Special Study 1-4 units**

**ECON 299, 399, 499 Independent Study 1-4 units**

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**Linguistics****LINGUIS 100 Introduction to****Linguistics****3 units**

This course introduces students to the major areas of linguistics: dialects, syntax, semantics, psycholinguistics, and pragmatics. Special emphasis is placed on syntax and semantics. The format will be a seminar, with significant board work. Student assessment will be in the form of quizzes, a mid-term, and a final exam.

**LINGUIS 201 Psycholinguistics****3 units**

This course introduces students to psycholinguistics, giving special attention to first and second language acquisition, literacy, mental models, neural networks, and the representation of meaning. It explores the dominant theories in the field, such as language universals, conceptual blending, and connectionism. This course also provides an overview of the relation between mind and language. The format will be a seminar, with significant board work. Student assessment will be in the form of quizzes, a mid-term, and a final exam. Prerequisite: Instructor consent.

**LINGUIS 210 English Syntax****3 units**

This course will examine English syntax, focusing on phrase-structure grammar, transformational-generative grammar and its related minimalist program, and cognitive grammar. Students will explore the historical development of each approach to syntax and study the related methods of syntactic analysis. The course will build on syntactic topics covered in Linguistics 100, Introduction to Linguistics. The format will be a seminar, with significant board work. Student assessment will be in the form of quizzes, a mid-term, and a final exam.

**LINGUIS 290 Topics in Linguistics****1-4 units****LINGUIS 390,490 Advanced Topics****in Linguistics****1-4 units****LINGUIS 298, 398, 498 Special****Study****1-4 units****LINGUIS 299, 399, 499 Independent****Study****1-4 units****Political Science****POLISCI 110 Foundations of American****Government and Politics****3 units**

This course explores the organization and operation of national state power in the United States. It begins with a "textbook" account of American government and politics, focused on the

formal institutional arrangements of the U.S. national state (viz., the constitution, separation of powers, federalism, congress, president, and Supreme Court) as well as the formal mechanisms through which the state is linked to American citizens (esp., public opinion, elections, political parties, and interest groups). Armed with this formalist view, we turn to an examination of the "real world" of American democracy. Here we engage in a close and careful reading of a handful of empirical studies on the actual workings of the U.S. political system with a focus on citizen-state relationships, the constitutional and institutional organization of the U.S. national state, and the relationship between this state and the nation's corporate capitalist economy.

**POLISCI 150 American Political****Thought****3 units**

This course examines the foundations of American political thought through a close and careful reading of key texts written by the Founding Fathers (most significantly, the Federalist Papers); an analysis of the political thought of thinkers who most influenced the founders (including Aristotle, Machiavelli, Grotius, Hobbes, Locke, and Montesquieu); and an examination of classic commentaries on American political thought, especially Tocqueville's *Democracy in America*. The main theme throughout the course is the tension in American political thought between democracy and liberty; how the Founders viewed this tension (and why); and how this tension was incorporated into the nation's founding documents (the Declaration of Independence and the Constitution) as well as how it has been differentially reflected in key Supreme Court decisions ever since the famous *Marbury v. Madison* case in 1803.

**POLISCI 305 Democracy and****Democratization****3 units**

What is democracy? Who benefits from it? Is democracy better suited to some peoples than to others? What causes democracy—does it come from within a country or is it caused by international factors? (Why) is democracy desirable? This course addresses these and other questions in a comparative context, looking at established democracies, emerging democracies, and recalcitrant authoritarian regimes from around the world. Students are expected to leave the course with a critical, nuanced view of democracy, an appreciation of various electoral systems, and in-depth knowledge of both a democratic and non-democratic country of their choice. Prerequisite: previous course in International

Studies or Political Science, or instructor consent.  
Same as: INTS 305.

**POLISCI 335 Urban Politics** **3 units**

For the first time in history, more people live in cities than in rural areas. Cities are the epicenter of many great things, such as entertainment, the arts, parks and recreation, museums, medical care, and employment. They also have more than their fair share of problems, such as crime, poverty, racism, and homelessness. This course examines theories about who governs cities and why and how cities are governed. The course focuses upon the policies that address urban problems. It pays special attention to political institutions, machine politics, informal actors who influence politics, the role of the national and state governments in city politics, and the politics of racial and ethnic minorities in cities. Power, race, and participation are three dominant themes that run throughout this class. Through this course, students will also better understand how culture, demographics, and politics affect California cities. They will devise solutions to major problems in one of the state's urban areas. Even though this course focuses upon American cities, the lessons learned in it allow students to understand and examine cities throughout the world.

**POLISCI 340 American Ideologies: Power & Choice** **3 units**

If there is a central organizing concept in political science, it is power. One of the fundamental issues in the study of power is choice: who gets what, when, and why? This course examines the relationship between power and choice. It focuses on the wide variety of ways political analysts have conceptualized power and politics in the United States. Through a close and careful reading of a select number of representative texts, the course examines the theoretical underpinnings, ideological content, and political implications of eight major paradigms of American politics: liberalism, conservatism, Marxism, elite theory, pluralism, race, feminism, and neo-conservatism. Lectures will provide students with the necessary background to situate each paradigm within its proper historical, intellectual and analytical context.

**POLISCI 350 The United Nations and World Politics** **3 units**

This course offers an opportunity to study the work and processes of the United Nations system. The goal of this course is to build on previous knowledge and thereby develop in students advanced understanding of what, how, and why

the United Nations system functions the way it does. Special focus is given to the United Nations' work in the areas of: international peace and security, human rights and humanitarian affairs, and development. *Prerequisite: INTS 111 or INTS 114.*  
Same as: INTS 304.

**POLISCI 360 - American Trade Politics and Policy** **3 units**

The study of American trade politics occupies a special place in the history of political science and policy studies. It has contributed to new insights into the role of economic groups in American politics, the creative and often independent role of state and public officials in the national policy process and the impact of international structures and processes on domestic politics and policymaking. This course examines the formation of American trade policy since World War II, when the United States assumed the mantle of global leadership and embarked on a world historic project designed to create an open international trading system. Organized around an exploration of state-society relationships at the intersection of international and domestic economies, the course seeks to answer an interrelated set of questions: who defines America's national trade interest; under what conditions do they define it; and where does their power come from? *Same as: INTS 360.*

**POLISCI 365 State-Society Relations in Comparative Context** **3 units**

What is the state? How is the state organized? From where does it gain the right to rule? How do different countries select leaders, where is power located, who rules, and who is excluded? This course provides students with a conceptual understanding of the state and its composition in diverse global contexts. Special attention will be paid to various electoral systems and decentralization. Students will also learn how the state interacts with societal forces, namely in terms of co-optation or repression, as well as how society can at times resist the state. *Same as: INTS 365.*

**POLISCI 380 - American State Formation: From Colonies to Superpower** **3 units**

This course examines the path of development of the American national state, from its roots during the Colonial Period, when the thirteen colonies existed on the periphery of the European state system and world market economy, through the emergence of the United States as a global military and economic superpower during the Post-World War II period. Taking its analytical cue from Alex



## SOCIAL AND BEHAVIORAL SCIENCES

de Tocqueville, the course places a consideration of the constitutional organization of the American national state and changes in the balance of power between the President and Congress, and the national government and state governments, in global perspective: America's two century move from the periphery of the European-centered international state system and world market economy to its current position of supremacy within it.

**POLISCI 290 Topics in Political Science** **1-4 units**

**POLISCI 390,490 Advanced Topics in Political Science** **1-4 units**

**POLISCI 298, 398, 498 Special Study** **1-4 units**

**POLISCI 299, 399, 499 Independent Study** **1-4 units**

### Psychology

**PSYCH 100 Introduction to Psychology** **3 units**

This course offers an overview of the principal perspectives and content areas in psychology and prepares students to take upper-level psychology classes. Students explore different research methods in psychology as well as the distinction between basic and applied research and how this distinction is manifested in present-day divisions of psychology. Topics may include social and developmental processes, neurobiology, personality, psychological disorders, sensation and perception, learning and memory, language, and applied areas.

**PSYCH 310 Research Methods in Psychology** **3 units**

This course is an overview of the fundamentals of psychological research methods. The course provides the tools for students to understand both experimental and non-experimental research designs and the accompanying descriptive and inferential statistics used to evaluate the data obtained from those designs (which may include correlation, regression, t-tests, and analysis of variance). Students will gain experience in designing or conducting experiments, analyzing data, interpreting results, and writing research reports. *Prerequisite: PSYCH 100.*

**PSYCH 320 Social Psychology** **3 units**  
Social psychology may be defined as: the influence

of actual, imagined, or implied others on individual cognition, emotion, and behavior. Course content progresses from intra-psychic to interpersonal topics to small-group processes. Students learn and evaluate social psychological research methodology and think critically about course topics and presented research. They also learn to apply theories and concepts to real-world situations as appropriate. *Prerequisite: PSYCH 100.*

**PSYCH 330 Psychological Disorders** **3 units**

This course provides an introduction to a wide variety of psychological disorders and their treatments. Definitions of "abnormality" and methods of disorder assessment are examined. Different perspectives on the causes of disorders as well as their treatments are compared and contrasted. Topics include mood disorders, anxiety disorders, schizophrenia, and personality disorders. Upon successful completion of the course, students will have a greater understanding of how psychological disorders are discussed both in professional circles and in the lay media. *Prerequisite: PSYCH 100.*

**PSYCH 340 Personality Psychology** **3 units**

This course provides an overview of the principal theories of personality and human behavior. A wide range of perspectives on personality are presented and evaluated. Students investigate and evaluate various measures of personality assessment and different methods of researching personality. Basic principles of personality structure and personality development are covered. On completion of the course, students will be able to recognize, critique, compare and contrast various theoretical perspectives on personality, as well as apply these theories to real-world situations. *Prerequisite: PSYCH 100.*

**PSYCH 350 Lifespan Developmental Psychology** **3 units**

This course is designed to provide an introduction to the specialization of developmental psychology. Principles of lifespan development will be discussed and applied to all stages of development, from conception to older adulthood. Special emphasis will be placed on biological, cognitive, and psychosocial domains of development. Throughout the course, the influence of contextual factors, such as culture and historical time, will be considered, as well as the utility of a multidisciplinary approach to the study of human development. Practical applications of course material to "real world" examples will also be emphasized. *Prerequisite: PSYCH 100.*



**PSYCH 360 Cross-Cultural Psychology** 3 units

This course is an overview of how human behavior has been found to vary across cultural contexts and is designed to challenge students to evaluate the nature of human difference between and within social groups. Psychological research methods will be introduced and applied to understanding seminal studies in cross-cultural psychology. Topics will include cultural variations in perception, cognition, identity, socio-emotional development, health behaviors, and emotional regulation. Diverse cultures and cultural change will also be examined with a special emphasis on the East-West contrast. *Prerequisite: PSYCH 100.*

**PSYCH 370 Psychology of Education** 3 units

This course examines how the development of children's cognitive competence and academic achievement from early childhood to emerging adulthood interface with relevant social educational environments, such as the home, school, and culture/society. This course draws material from social psychology, human development, and educational research, as well as relevant topics from sociology and politics. Throughout the course, students will also discuss and debate enduring and current, sometimes controversial, issues in education in order to understand how the methods of psychology can be applied to better understand them. *Prerequisite: PSYCH 100.*

**PSYCH 380 Sport Psychology** 3 units

The course will provide an overview of the growing field of Sport Psychology, which involves applying psychological science to sports. Topics will cover how sport psychologists assist athletes and teams in setting and achieving sports, fitness, and exercise goals. Topics will also include theoretical foundations of behavior, psychological interventions for performance problems, adherence and maintenance of gains, and the impaired athlete. *Prerequisite: PSYCH 100.*

**PSYCH 430 Seminar on Human Motivation** 3 units

This seminar is designed to provide students with an in-depth understanding of both classic and contemporary psychological theories of human motivation and their applications in a variety of domains including education, sports, work, and psychological as well as physical health/well-being. In addition, students will be introduced to contemporary theories and their research findings from the newly emerging field of positive

psychology and asked to examine their validity and reliability from a cross-cultural perspective.

Finally, students will also be given an opportunity to conduct their own empirical research in the field. *Prerequisite: PSYCH 310 or Instructor Consent.*

**PSYCH 450 Parenting Research and Applications** 3 units

This seminar is designed to provide students with a greater understanding of socialization processes and to examine the purposive nature of social relationships. Parenting issues will be explored across ethnicity, culture, and the lifespan (from conception to adulthood). Various theoretical perspectives will be introduced in understanding the role of others on children's achievement and the psychological adjustment. It is expected that students will develop knowledge and skills to apply to the "real world." *Prerequisite: PSYCH 310 or Instructor Consent.*

**PSYCH 290 Topics in Psychology** 1-4 units**PSYCH 390,490 Advanced Topics in Psychology** 1-4 units**PSYCH 298, 398, 498 Special Study** 1-4 units**PSYCH 299, 399, 499 Independent Study** 1-4 units**Sociology****SOC 100 Introduction to Sociology** 3 units

This course provides a basic introduction to and overview of the field of sociology, including basic concepts, terms, major theories, perspectives, and approaches employed in the discipline. The course examines the major social institutions that are the subject of the field and the sociological approaches employed to understand these institutions and their functions.

**SOC 300 Introduction to Sociological Theory** 3 units

This course introduces students to major classical, contemporary, and post-modern sociological theories and theorists. Students obtain both a conceptual foundation and historical perspective of sociological theories. In addition they become familiar with various themes associated with sociological theories. The application and linkage of theory with contemporary social issues and social science research is also a feature of this course. *Prerequisite: ANTH 100 or SOC 100.*

## SOCIAL AND BEHAVIORAL SCIENCES

**SOC 305 Social Movements and Social Change** 3 units

This course provides students with a comprehensive overview of the state of social movements and social change in 20th Century. Students become familiar with the history of the field, recent developments and its current status. Case studies of social movements and social change are analyzed cross-nationally. Students also examine empirical studies and theoretical frameworks associated with social movements and social change. *Prerequisite: ANTH 100 or SOC 100.*

**SOC 310 Social Problems** 3 units

This course introduces students to major social problems in America and other societies. Students learn to apply sociology concepts and theories and to analyze social problems. Emphasis is placed on problem solving, discussion, and debate.

**SOC 320 Sociology of Education** 3 units

This course provides an overview of schooling, its purpose, and function in historical and contemporary societies. It introduces theoretical and methodological perspectives for understanding the purpose, structure, and function of educational systems in various societies. Students examine, discuss, and debate multiple perspectives regarding the roles, purposes, and outcomes of schooling, and they conduct an in-depth study of a major issue regarding schooling in different societies. *Prerequisite: SOC 100 or Instructor Consent.*

**SOC 330 Social Stratification and Inequality** 3 units

This course examines the many facets of inequality and rankings that exist among various groups and organizations in different societies, as well as methods of assessing inequality. Students engage in cross-cultural comparisons to explore global stratification and inequality between countries and produce a project that entails a cross-cultural, comparative analysis. *Prerequisite: ANTH 100 or SOC 100.*

**SOC 400 The Philosophy of Feminist and Queering Theory** 3 units

This course is aimed at understanding different theoretical approaches to studying gender, sexuality, identity, sexism, exchanges of women, patriarchy, labor, otherness, oppression, and theoretical change. In addition it will cover more abstract interrogations of theoretical assumptions within explicative frameworks of post-modernism, post-structuralism, social constructivism, post-colonialism, materialism, transnational feminism and also queer theoretical frameworks. Different

feminist perspectives will be covered such as liberal, Marxist, radical, standpoint, etc. Special attention will be given to the exploration of power relations and other forms of inequality. We will also spend significant time engaging with feminist critiques of knowledge production, notions of perspective, representation, identity, and objectivity. *Prerequisites: ANTH 100 or SOC 100 or SBS/INTS 215 or ANTH/INTS 348.*

**SOC 290 Topics in Sociology** 1-4 units**SOC 390,490 Advanced Topics in Sociology** 1-4 units**SOC 298, 398, 498 Special Study** 1-4 units**SOC 299, 399, 499 Independent Study** 1-4 units**Topics in Social and Behavioral Science****SBS 215 Introduction to Women's Studies** 3 units

This course is a historical and cross-cultural examination of women's issues. The approach is multidisciplinary and draws on the humanities, social sciences, life/physical sciences, and other fields of study. The course is based on research that views women from their own perspectives rather than from the points of view of what men have traditionally studied, claimed, or written about women. The course examines historical and intellectual roots in worldwide movements for social change and equality. The course also offers a holistic approach to the study of fundamental issues of sex and gender-how they have been reflected in culture and history, how they shape social, political, economic and institutional organization as well as personal experience and perception, and how they interact with issues of race, ethnicity, and class. *Same as: INTS 215.*

**SBS 310 Social Science Research Methods** 3 units

This course offers an introduction to the major qualitative and quantitative research methods of inquiry and analysis in anthropology, sociology, and political science. Its content focuses on three areas: (1) research philosophies and methods; (2) approaches to formulating research designs; and (3) methods of data collection, such as participant observation, interviewing, case studies, and surveys. Emphasis is on enhancing students' skills in formulating hypotheses, researching the literature (or conducting a review of literature), and data collection and analysis. Students are expected to produce a research prospectus that



can be used for their capstone project.

*Prerequisite: Sophomore standing and successful completion of at least one SBS course.*

**SBS 323 Political Economy of Latin America 3 units**

How does equitable growth occur, especially in a region where sustained growth and equality have long been elusive goals? In the last two decades, millions of Latin Americans have risen out of dire poverty, much of the region has democratized, and Latin American commodities have expanded into vast new markets such as China. Nonetheless, poverty and inequality in the region (and its violent effects) remain pervasive and nearly intractable problems. Besides poverty and inequality, other course themes include liberalism, neoliberalism, structuralism, institutions and norms, civil society, foreign investment, globalization, and regional integration. The imposition of policies and “structural adjustment” by outsiders will be considered, as is the capacity of this region to generate new political and economic paradigms or policies, such as dependency theory and conditional cash transfers. Since “development” is a particular kind of utopia, cultural studies and anthropology are not excluded, but most material comes from economics and political science.

*Prerequisite, ECON/INTS 100, INTS 130, or Instructor Consent. Same as INTS 323.*

**SBS 330 Environmental Justice 3 units**

This seminar is designed to explore the dynamics and interplay of race, socioeconomic status and political and economic interest groups in impacting the differential access, use and outcomes of some groups and countries regarding natural resources and the natural environment. Specifically, the course will focus on how racial/ethnic, economic, cultural and country background impact individual and group access to a healthy and productive natural environment and supporting resources. We will explore alternatives for increasing environmental justice and issues related to access and to increasing the quality of life for disadvantaged groups. Global environmental issues that highlight the questions of justice and injustice also will be examined. An important broad goal of the course will be to integrate social concern for the natural environment with increasing consciousness of race/ethnic, class, gender and country disparities in issues of environmental equity and justice. *Prerequisite: Any SBS course.*

**SBS 360 Leadership Theory and Practice: Cross-Cultural and Interdisciplinary Perspective 3 units**

This course introduces students to traditional and contemporary principles, theories, models and research on leadership across cultures and sub-cultures within various societies. It will examine leadership from an interdisciplinary perspective, thereby drawing upon theories and research in psychology, political science, anthropology and women studies. The course will also examine leadership in practice through the exploration of a variety of leaders, leadership styles and challenges for diverse gender and racial/ethnic groups in various societies. Students will also learn about and have a basis for reflecting on and assessing their leadership skills, styles and what it means to be a leader in an increasing diverse and global world. *Prerequisite: Any SBS course.*

**SBS 290 Topics in Social and Behavioral Sciences 1-4 units**

**SBS 390,490 Advanced Topics in Social and Behavioral Sciences 1-4 units**

**SBS 298, 398, 498 Special Study 1-4 units**

**SBS 299, 399, 499 Independent Study 1-4 units**



# *Admission Policy & Entrance Requirements*

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### THE APPLICATION PROCESS

Since its inception in 1987, Soka University of America (SUA) has been committed to promoting equity, access, and integrity through administering a holistic admissions process. SUA currently uses an online application process and encourages prospective students to complete the application requirements before the posted deadlines.

### ADMISSION DEADLINES & TIMELINES

Soka University conducts both Early Action and Regular Admission periods. **The application and document deadline for Early Action is November 1st and January 15th for Regular Admission.**

SUA provides an Early Action process by which students can receive early notification of acceptance. Early Action is non-binding at SUA. Most applicants choosing the Early Action route have high academic qualifications.

Early Action decision letters are mailed on or before December 1st. Applicants who are not admitted in the Early Action period may be rolled over to the Regular Admission process for the term in which they applied. At the discretion of the Admission Committee, applicants may be re-assessed with the applicant pool for Regular Admission. Students who are denied admission for Early Action may not re-apply for Regular Admission for the same term. Should an applicant require more time to apply, it is recommended that they apply for Regular Admission. The Regular Admission decision letters are mailed on or before March 1st.

All admitted students who wish to enroll at SUA must submit a non-refundable US \$400 tuition deposit, on or before May 1st to guarantee their place in the entering class. Domestic applicants do not have to wait for first semester senior grades before applying.

### APPLICATION REQUIREMENTS

Soka University of America seeks students of intelligence and commitment who will provide leadership in the promotion of peace and human rights. The university serves highly motivated students of all backgrounds and beliefs who have excelled in a range of academic courses. Admission to SUA is competitive and selective. Although all successful applicants may have strong academic records, good grades and test scores are not enough by themselves for an applicant to be accepted. The Admission Committee carefully considers a number of criteria without a rigid emphasis on any one factor. Applicants may apply online by visiting SUA's admissions website or by visiting the Common Application website. Faxed, scanned, emailed and late application materials will not be accepted.

#### **Applicants must fulfill the following application requirements to be considered for admission:**

- Completed application form, signed and dated by the applicant. Online applications may be printed out or completed online and are available at [www.soka.edu/apply](http://www.soka.edu/apply) or [www.commonapp.org](http://www.commonapp.org).
- Official high school or secondary transcripts showing all academic coursework completed. All coursework completed outside of the U.S. must be sent to IERF ([www.ierf.org](http://www.ierf.org)) for conversion to U.S. equivalents.
- If necessary, General Equivalency Diploma (GED) or High School Equivalency (HSE). Applicants must submit official score reports from the GED or HSE test and also submit a copy of the GED or HSE certificate.
- Official transcripts for all college-level coursework completed. All coursework completed outside of the U.S. must be sent to IERF ([www.ierf.org](http://www.ierf.org)) for conversion to U.S. equivalents.
- Two written academic recommendations from your principal, counselor or teacher. Please ask recommenders to use the official form provided in the Soka application or the Common Application

## ADMISSION POLICY & ENTRANCE REQUIREMENTS

- Official results of the SAT or the ACT (with the associated writing test) should be sent directly to Soka University by the testing agency. Scores received from the applicant or high school are not considered official.
- Two mandatory essays that answer the questions put forth in the application.
- A list of extracurricular activities or talents demonstrating outside interests and leadership experience. The activities section of the Soka online application and Common Application fulfills this requirement when filled out fully.
- A \$45 nonrefundable application fee (paid by check or money order only) must be submitted with the paper application. If you submit your application online your fee will be reduced to \$30. SUA accepts College Board, NACAC, and Common Application fee waivers. Applicants are responsible for ensuring that a fee waiver and/or payment are sent to the Admission Office. Without the receipt of payment or fee waiver an applicant will be considered incomplete.

### TRANSFER STUDENTS

SUA will only accept applications for entrance as a first year student. SUA does not have a separate transfer admission process. If you are currently a college student, you may apply, but you will not be eligible to transfer college credits. Applicants with college experience are required to submit college transcripts to be used as a part of the assessment process should they choose to apply for admission to SUA.

### INTERNATIONAL STUDENTS

SUA's student body is currently composed of about 40% international students. International applicants complete the same application and are evaluated by the same criteria provided above for all first year applicants. All instruction at SUA is given in English.

SUA provides verification of student status, I-20 forms, and other documents needed to obtain an F-1 student visa. Should an international student misplace his or her original I-20 form while outside the U.S., a replacement I-20 form can be reissued by the International Student Services Office but the international shipping fee (this fee will be quoted upon request) will be the responsibility of the student. Soka University of

America assumes no responsibility for the adverse consequences regarding an applicant's U.S. immigration status that may result from fulfillment of our Study Abroad requirement. Please review the Internship/Study Abroad section of this catalog.

### VISITING THE CAMPUS

The University invites all prospective and accepted students to visit our campus and to speak with our faculty, staff and students. Such visits provide firsthand experience of student life and the ambiance of collegiality on campus. Although visits can be arranged at any time through a phone call or online tour request prior to arrival on campus, SUA also hosts Lions Roar days in late October and in mid-November each year. Lions Roar provides opportunities to visit with students, faculty and staff from Recruitment, Admission and Financial Aid offices.

### HOW TO CONTACT US

For more information, please contact:

#### The Office of Enrollment Services

Soka University of America  
1 University Drive  
Aliso Viejo, CA 92656  
888-600-SOKA (toll free)  
949-480-4150 voice  
949-480-4151 fax  
[www.soka.edu/admission](http://www.soka.edu/admission)



# *Tuition and Fees*

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## TUITION AND FEES

The Office of Student Accounts manages and accepts payments for the student financial accounts, including tuition payment plans, and all other fees due to Soka University of America (SUA). We strive to provide efficient, timely and personalized service for students and/or parents to comfortably manage their financial matters.

Payment of fees/charges may be paid in the Office of Student Accounts. Online credit card payment option is now available online through the PeopleSoft Student System. Charges include the following:

- Tuition, Room and Board, and Health Fee
- Fees & Fines
- Miscellaneous Charges

Students are responsible for full payment of tuition, fees, and all other debts due to the University. The Office of Student Accounts makes every possible attempt to provide students with a statement of charges due, however it is the student's responsibility to pay amounts owed no later than the payment deadline. Account balance information is available online through the PeopleSoft Student System. In order for billing and other student related information to reach students it is important that the University have the most current address information. Address changes may be made at the Office of the Registrar or by accessing the PeopleSoft Student System online.

In accordance with the Family Education Rights and Privacy Act of 1974, billing information will only be discussed with or mailed to the student. Students who would like to provide account information to a third party must complete a form at the Registrar's Office with the release authorization. This will also allow us to discuss the student's financial account information with the person named on the form.

### TUITION, ROOM AND BOARD AND HEALTH INSURANCE FEES

Tuition and room and board will be charged on a per session basis. Full-time students are those enrolled in 12 or more units in any given semester. They are assessed full-time tuition and fees. Part-time students are those enrolled in less than 12 credits. All charges must be paid within the designated due dates in full, or under a payment plan.

All students are required to be covered by a health insurance plan. All international students are required to purchase SUA health insurance. Students from the United States may elect to provide their own insurance, in which case they must fill out a waiver and show the Student Affairs Office a proof of comparable insurance coverage. Students without a waiver must purchase the SUA health insurance plan. Health insurance fees will be charged on a per session basis, Fall Session and Spring Session. For further information regarding health insurance plan and coverage dates, please contact the Student Affairs Office at (949) 480-4130.

Tuition, room and board, and health costs at SUA are as follows:

#### Full-time

Tuition	\$14,469 per session
Room & Board	\$5,734 per session
Health Fee	\$852 per session

#### Part-time (upon approval)

Tuition	\$1,206 per unit
Room & Board	\$5,734 per session
Health Fee	\$852 per session

### PAYMENT METHOD

Tuition, room and board, and health insurance payments will be accepted through the following payment methods:

- Personal Check (Third party checks are not accepted)

- Money Order/Cashier's Check/ Bank Certificate
- Wire Transfer
- Online Credit Card Payment (through PeopleSoft system) - Visa, MasterCard, American Express, Discover, JCB

**PAYMENT PLAN OPTION**

Tuition, room and board, and health fees will be charged on a per session basis, Fall Session and Spring Session.


Payment information and calculation worksheet will be mailed to students prior to the beginning of the academic year. Payment arrangement must be made according to the calculated due amount for Fall & Spring Sessions at their respective payment schedule.

SJA offer 2 payment options to students. Payment can be made either by payment in full for the session, or making arrangements for an installment payment plan.

With this installment plan, there will be a sign up fee. Detailed information will be mailed out to students prior to beginning of the academic year.


In making installment payment arrangements for tuition, room and board, and health fees, the payment schedule will be as follows:

**Fall Session:**

Payments:	1st	2nd	3rd	4th	5th
Full Session Payment	8/10				
Monthly Installments	8/10	9/10	10/10	11/10	12/10

*(Above dates reference August 2015 to December 2015.)*

**Spring Session:**

Payments:	1st	2nd	3rd	4th	5th
Full Session Payment	1/10				
Monthly Installments	1/10	2/10	3/10	4/10	5/10

*(Above dates reference January 2016 to May 2016.)*  
For more information, please contact the Office of Student Accounts.

**FINANCIAL AID DISBURSEMENT**

Financial aid disbursements for continuing students normally occur during the first week of instruction. However, for new students federal grant disbursements are made after the 45th day of school and loan disbursements after the 30th day of school. All financial aid processed will be posted and applied to room & board, tuition, and health fees first. Any remaining credit will be provided to students in the form of a refund.

Questions regarding your Financial Aid should be directed to the Office of Financial Aid at (949) 480-4042.

Refund checks are mailed or electronically transferred into your bank account. It may take up to 10 business days from the date of disbursement for funds to appear in your bank account. To sign up for direct deposit, please contact the Office of Accounts Payable or Student Accounts.

If the Financial Aid award is not sufficient to cover tuition & fees in full, the student is responsible for any outstanding balance by the fee payment deadline. A late payment fee may be assessed to all past due accounts.

**TAX LIABILITIES**

For International students a Federal Income Tax withholding may be applied to amounts of scholarships or grants that are greater than qualified education expenses as defined by the

**TUITION AND FEES**

Internal Revenue Service. Depending on the students country of origin, a 14% Federal Income Tax may be withheld from any scholarship or grant awarded over \$30,508 for the academic year and applied around beginning of each session. Students are responsible for full-payment of tax withholding at the time of charge. For further information regarding tax liabilities, please contact the Controller’s Office at (949) 480-4319.

**NONPAYMENT WITHDRAWAL**

Nonpayment of tuition may result in student’s involuntary withdrawal from the university and/or dropped from all courses. All session charges must be paid in full prior to the end of the academic session. The Office of Student Accounts will review any accounts with unpaid tuition for consideration of nonpayment withdrawal and enrollment cancellation.

In the event of withdrawal for nonpayment of tuition, a student will be dropped from all courses, from campus housing, and from food services. A hold will be placed on a student’s account until the financial obligation is met.

**HOLD POLICY**

A hold will be placed on the student’s account for any charges past due including tuition, miscellaneous fees, and/or student loan. A hold prevents a student from registering and receiving various services from SUA including, but not limited to, transcript requests. Account balance and hold information is available through the PeopleSoft Student System and/or through loan servicer. Please contact the Office of Student Accounts for resolution of past due balances and the removal of all financial holds. Contact the indicated office for release of non-financial holds.

**WITHDRAWAL REFUND SCHEDULE**

Students who withdraw from the University must complete a withdrawal form available at the Office of the Registrar or the Dean of Students. Before your withdrawal can be processed, all signatures specified on the

withdrawal form must be obtained from the indicated departments. The Office of the Registrar will process the withdrawal based on the appropriate withdrawal date. This date is used in the calculation of tuition and any possible refund. If a refund is due, it will be processed according to the following refund schedule per session.

**Session**

Week	1	2	3	4	5	6	7	8
	100%	90	85	80	75	70	50	0

**FEES & FINES**

Students are responsible for paying any of their fees and fines at the time of the service or assessment. Any questions regarding fees and fines assessed by other departments should be directed to the office originating the fee.

Late Payment Fee . . . . .	\$20.00
(per month)	
Late Registration Fee. . . . .	60.00
Returned check fee . . . . .	20.00
Lost ID Card . . . . .	15.00
Replacement Check. . . . .	20.00
Transcript. . . . .	5.00
express mail (domestic) . . . . .	20.00
express mail (international) . . . . .	30.00
rush transcript (additional fee	
per request) . . . . .	10.00
Duplicate Diploma . . . . .	30.00

**RETURNED CHECK POLICY**

In the event that a check is returned to SUA for any reason, a fee of \$20.00 may be charged.

A hold will be placed on the student account until the amount of the returned check and fee is paid. Payment must be made using cash, certified check, money order, cashier’s check, or wire transfer to cover the check and the administrative fee.

If SUA receives three (3) or more returned checks on any one account, another personal check will not be accepted for a minimum of two (2) years.



**REPLACEMENT CHECK POLICY**

In the event that a check issued by SUA needs to be reissued for any reason, a fee of \$20.00 will be charged.

**REFUND POLICY**

A refund request must be submitted in writing to the Office of Student Accounts. In the event of overpayments, all checks must be cleared and paid prior to issuing a refund check. Please allow two weeks for the check to be issued. Refund payments are issued to the student unless written authorization is received to the contrary.

**HOW TO CONTACT US**

For additional information regarding student accounts or payments, please contact the Office of Student Accounts:

1 University Drive  
Aliso Viejo, CA 92656  
Direct: (949) 480-4043 or (949) 480-4129  
Fax: (949) 480-4151  
[studentaccounts@soka.edu](mailto:studentaccounts@soka.edu)



# *Financial Aid*

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## FINANCIAL AID

### FINANCIAL AID

Meeting the costs of an undergraduate education represents a significant investment for most families. At Soka University of America (SUA) we are committed to providing comprehensive merit and need-based financial aid programs that make it possible for admitted students who meet specific requirements and deadlines to attend Soka University of America.

SUA admits students without consideration of their abilities to meet the cost of attendance. Our need-blind admission policy means that a student's financial aid status will not affect his or her possible admission to the university.

It is the sincere objective of the Office of Financial Aid (OFA) to provide fair access to aid across all student populations.

SUA Office of Financial Aid does not discriminate on the basis of race/ethnicity, color, national origin, gender, sexual orientation, disability, veteran status, or age in the administration of financial aid or any other programs.

### COMMUNICATION POLICY

Email is the standard and preferred method of communication. OFA will use the email address noted on the admissions application for all communication with new applicants. Once a SUA email address is assigned to a student, the OFA will use this as the primary communication method and cease to use other email addresses.

### FINANCIAL AID STAFF

Andrew Woolsey, Ed.D., *Director of Enrollment Services*

Stacey Choi-Fung, *Manager of Financial Aid*  
Cindy Cohen, *Senior Financial Aid Data Analyst*  
Tamera Sorrell, *Financial Aid Counselor*

### Contact Information

Office of Financial Aid  
1 University Drive,  
Aliso Viejo, CA 92656  
Phone: (949) 480-4342  
E-mail: [financialaid@soka.edu](mailto:financialaid@soka.edu)

Office hours: Monday – Friday, 9:00 a.m. to 5:00 p.m.

Office is located on the 2nd floor of Founder's Hall.

### 2015-16 Cost of Attendance

#### Domestic Students – On Campus

Tuition*	\$28,938
Room & Board*	\$11,468
Books & Supplies	\$1,570
Transportation	\$760
Personal Expenses**	\$2,064
<b>Total</b>	<b>\$44,800</b>

#### International Students – On Campus

Tuition*	\$28,938
Room & Board*	\$11,468
Books & Supplies	\$1,570
Transportation	\$1,760
Personal Expenses**	\$2,064
<b>Total</b>	<b>\$45,800</b>

All students are required to live on campus. Exceptions are made for students requesting to live off-campus and the off-campus cost of attendance can be provided upon request.

\*Direct costs paid to the university.

\*\*The health insurance fee is included in the personal expenses as one of the direct costs paid to the university. 2015-2016 health insurance fee is \$1,704.

### WHO IS ELIGIBLE FOR FINANCIAL AID?

To be considered for financial aid, students must generally meet the following minimum requirements listed below.

#### US Domestic Students Must:

- Be a U.S. citizen or eligible noncitizen
- Have a valid Social Security number
- Demonstrate financial need (for most programs)
- Maintain Satisfactory Academic Progress (SAP)

## FINANCIAL AID

- Be enrolled or accepted for enrollment as a regular student in an eligible degree program
- Be registered with Selective Service, if you're a male (you must register between the ages of 18 and 25)
- Sign a statement on the Free Application for Federal Student Aid (FAFSA) stating that
  - you are not in default on a federal student loan and do not owe money on a federal student grant and
  - you will use federal student aid only for educational purposes
- Show you're qualified to obtain a college education by
  - having either a high school diploma, a recognized equivalent such as a General Educational Development (GED) certificate, or completing a high school education in a homeschool setting approved under state law.

### International Students Must:

- Hold an I-20 Visa
- Demonstrate financial need by completing an International Student Financial Aid Application and submitting the verification documents by all deadlines
- Maintain Satisfactory Academic Progress (SAP)
- Be enrolled or accepted for enrollment as a regular student in an eligible program

## FINANCIAL AID TIMELINE

### Domestic Students:

#### January 1

FAFSA is available online at [www.fafsa.ed.gov](http://www.fafsa.ed.gov)

#### February 15

Priority deadline to submit the FAFSA for new applicants

#### March 2

Priority deadline to submit the FAFSA for returning students

#### March

Estimate Financial Aid Award Letters are issued to all newly admitted students who have completed the FAFSA by February 15

#### May 1

Verification documents due for all students who have been selected for verification

#### July 1

Accept or decline financial aid online and submit loan documents by this deadline

### International Students:

#### January 1

"International Student Financial Aid Application" is available online at [www.soka.edu/financialaid](http://www.soka.edu/financialaid)

#### February 15

Priority deadline to submit the Financial Aid Application for new applicants

#### March 2

Priority deadline to submit the Financial Aid Application for returning students

#### March

Estimate Financial Aid Award Letters are issued to all newly admitted students who have completed a Financial Aid Application by February 15

#### May 1

Verification worksheets and supporting documentation due for all students

#### July 1

Accept or decline financial aid online and submit loan documents by this deadline

## DOMESTIC APPLICANTS

### How to Apply

A U.S. citizen or eligible non-citizens must complete the Free Application for Federal Student Aid (FAFSA) online at [fafsa.ed.gov](http://fafsa.ed.gov) to be considered for financial aid. Both incoming and continuing students are required to complete the FAFSA each academic year.

The FAFSA will be available online after January 1st of each year. SUA School Code is: 038144.

### Verification Process

Verification is the process of verifying the data reported on the FAFSA.

SUA verifies financial aid applications that have been selected by the Department of Education. SUA may also select additional students with conflicting information. Students must complete the verification process, if selected, to be considered for any financial aid.

The OFA maintains the right to request additional information to process the student's application.

## INTERNATIONAL APPLICANTS

### How to Apply

International students must complete the "International Student Financial Aid Application" to be considered for financial aid. Both incoming and continuing students are required to complete the financial aid application each academic year.

The "International Student Financial Aid Application" will be available online after January 1st of each year at [www.soka.edu/financialaid](http://www.soka.edu/financialaid).

### Verification Process

Verification is the process of verifying the data reported on financial aid applications.

SUA verifies 100% of financial aid applicants who qualify for need-based aid. Students wishing to be awarded financial aid must complete the verification process which may require he/she to submit one or more of the following documents:

- Student's and Parents' income/tax documentations
- Student's and Parents' bank statements

### All information must:

- Be officially translated into English and signed/stamped by the official translator.
- Be converted into US Dollars using the currency conversion rate table provided or the rate the bank provided on the statement.
- Show the rate of conversion used on the translated document.
- Always submit the original foreign document with the officially translated document.

## TYPES OF FINANCIAL AID

1. Federal (provided by the U.S. government and available only to domestic students)
2. State (provided by the state of California and available only to domestic students from California)
3. Institutional (provided by SUA and available for all students)
4. Outside Scholarships (provided by outside agencies and available for all students)
5. Private Loans (private lenders)

### Federal Aid

To apply for federal aid, students must complete the FAFSA.

Federal aid is only available to domestic students and is categorized as:

1. Grants (money that does not need to be repaid)
2. Work study (paycheck from a job)
3. Loans (must be repaid)

### Federal Grants Programs

Federal Pell Grant – provides need-based grants to low-income undergraduates. Eligibility is based on financial need which is evaluated by the information on the FAFSA.

Federal Supplemental Educational Opportunity Grant (FSEOG) – is a need-based grant that is awarded to low-income undergraduate students. This grant is co-sponsored by the US Federal Government and the university.

### Federal Work Study Program

Federal Work Study (FWS) – is a program funded by a combination of federal and institutional funds. It allows students to earn money to help pay for educational expenses while he/she is in school. It encourages community service work. Awards are limited and vary depending on need. To be eligible, an applicant must have demonstrated financial need through completing a FAFSA and indicating that they are "Interested in Work-study" on the FAFSA.



## FINANCIAL AID

### Federal Loans

Federal Direct Loans (Stafford) – are part of the William D. Ford Federal Direct Loan program, in which borrowers obtain loan funds directly from the U.S. Department of Education. These loans are more commonly referred to as Stafford Loans and are available as Subsidized and Unsubsidized Loans. Stafford Loans have both annual and yearly limits.

Subsidized Loans – are based on financial need. Interest accrued while the student is in school is paid by the federal government and therefore an interest free loan until the student graduates. Interest begins to accrue after a grace period of six months from the time of graduation, or last day of attendance. The interest rate will change yearly based on the 10-year treasury note index.

Unsubsidized Loans – are available to students regardless of financial need and there is no interest subsidy. Interest will accrue from the time of disbursement. The interest rate will change yearly based on the 10-year treasury note index.

Repayment of Federal Direct Student Loans begins six months after a student graduates, withdraws, or enrolls below half-time (6 units is half-time).

Federal Direct Parent Loans for Undergraduate Students (PLUS) – is a federal loan that parents of dependent undergraduate students can use to help pay education expenses. The U.S. Department of Education is the lender. The maximum loan amount is the student's cost of attendance minus any other financial aid received. There is no interest subsidy for this loan. Repayment begins within sixty days after the loan has been fully disbursed (usually after the second disbursement during the Spring term). The borrower must not have an adverse credit history. If a parent borrower is unable to secure a PLUS loan, the undergraduate dependent student may be eligible for additional unsubsidized loans to help pay for his or her education. The dependent student should contact the Office of Financial Aid for more information.

More information regarding federal loans can be found online at: [studentaid.ed.gov](http://studentaid.ed.gov).

### Veteran Benefits

The Bachelor of Arts in Liberal Arts program at Soka University of America is approved for veterans by the Bureau for Postsecondary and Vocational Education. These benefits are available for veterans and children or spouses of certain deceased or disabled veterans. Application for benefits may be made through any Department of Veterans Affairs regional office, online at [www.gibill.va.gov](http://www.gibill.va.gov). Students are encouraged to notify the Office of Financial Aid that they are participating in a VA program during the admissions process to ensure timely processing before the student arrives for classes.

### State Aid

#### Cal Grants (for California residents only)

All undergraduates who are California residents should apply for the Cal Grant award from the California Student Aid Commission (CSAC) if they are not already a Cal Grant recipient. To apply for a Cal Grant award, the FAFSA must be submitted by March 2nd. Additionally, students must submit the Cal Grant GPA Verification Form to CSAC by March 2nd. The Cal Grant GPA Verification Form is available on CSAC's Web site at [www.csac.ca.gov](http://www.csac.ca.gov). Most high schools and colleges automatically file their students' GPAs with the Commission. Students should confirm whether their schools will file their GPA for them. If not, they must obtain a GPA Verification Form, get it certified by a school official, and mail it themselves. Continuing SUA students' GPAs will be automatically submitted by the university.

Cal Grant A – is a grant applied to tuition and fees only. Its awards assist low- and middle-income students with tuition and fee costs.

Cal Grant B – is a grant applied toward tuition and fees only. Its awards are intended to assist low-income and disadvantaged students.

Cal Grant B Stipend (Access) can be applied to educational costs other than tuition and fees. Qualifying costs would include, but are not limited to, books, supplies, transportation, and room & board.



If the student is eligible for both the Cal Grant A and B, he/she must make a decision to select which Cal Grant program he/she would like to participate in before he/she receive their first disbursement. It is important to note that if a student receives Cal Grant A funds for the first year of study, he/she is no longer eligible to receive Cal Grant B funds. Students must opt into the Cal Grant B program from the beginning of study. This means that the student will have to notify CSAC of their selection. Though the total amount awarded by the Cal Grant B can be lower over four years, B stipend can be applied to other costs aside from tuition and fees. Awards are prorated for students enrolled less than full-time.

Cal Grant can be renewed up to 4 years as long as the student has financial need. More information about the Cal Grant can be found online at: [www.csac.ca.gov](http://www.csac.ca.gov).

### **Institutional Aid**

Institutional aid is categorized as:

1. Loans (must be repaid)
2. Scholarships and Grants (money that does not need to be repaid)

### **Institutional Loans**

Soka Loan – is available for international students. International students interested in applying for the Soka Loan will be required to annually submit the International Students Financial Aid Application. Soka Loan will not exceed the cost of attendance minus other financial aid received. Repayment of Soka Loans begins six months after student graduates, withdraws, or enrolls below half-time (6 units is half-time).

### **Institutional Scholarships (All students are eligible to apply):**

All institutional scholarships and grants have a life of 8 terms of enrollment for one program. They are subjected to the SAP policy of a 2.0 cumulative GPA.

Soka Opportunity Scholarship (SOS) – All students admitted to the BA in Liberal Arts program whose annual earned family income is \$60,000 or less\*, and who have neither graduated from college nor completed more than 3/4 of their required coursework towards their first undergraduate degree (e.g., BA/BS) at the time of application to SUA, will be awarded SOS to cover their full tuition. Students whose families earn more than \$60,000 combined income may be considered for a prorated award. The application for this award is through the completion of a FAFSA (domestic students) or through the completion of the Institutional Student Financial Aid Application (international students). \*Income includes wages, interest, dividends, capital gain, etc. SUA provides prorated awards for students who come from families with higher income levels and/or have significant assets.

Ikeda Scholarship – The Ikeda Scholarship is the most prestigious scholarship program at Soka University of America. The scholarship covers the entire “Cost of Attendance” which includes not only the direct costs to the university such as tuition, room and board, but also the indirect costs like travel, personal expenses, books and supplies. The Ikeda Scholarship is awarded annually in May to one student going into the Sophomore class, the Junior class and the Senior class for a total of three scholarships per year. Eligibility is determined on merit alone; primarily academic accomplishment with experiences in leadership and service also taken into account. The selection committee (Dean of Faculty and Dean of Students) makes final recommendations to the University President. This scholarship is announced in the Spring of each academic year.

Global Merit Scholarships – SUA offers a select number of full ride scholarships to the top students of each entering class. The scholarship covers the entire “Cost of Attendance” which includes not only the direct costs to the university such as tuition, room and board, but also the indirect costs like travel, personal expenses, books and supplies. Eligibility is determined by the information from the admissions application. All admitted students are



## FINANCIAL AID

given equal and automatic consideration for this award.

**Makiguchi Scholarship for Global Citizens** – Each year, a SUA Makiguchi Scholarship for Global Citizens award will be given to one person, who has graduated from a high school in an African nation and is extremely outstanding both in character and academic standing but has difficulty studying at SUA due to financial situations. The scholarship covers the entire “Cost of Attendance” which includes not only the direct costs to the university such as tuition, room and board, but also the indirect costs like travel, personal expenses, books and supplies. Eligibility for this award is determined by information submitted on the admissions and financial aid application. Part of the scholarship covers one roundtrip airfare – one way ticket to SUA, the first year, one way ticket home, last year of study.

**Soka Merit Scholarships** – Highly qualified applicants will be considered for the Merit Scholarship. There is no application for this scholarship. This scholarship is awarded each year based on merit as determined during the admissions process. The top ranking applicant(s) who accepts the admission offer will receive the scholarship award. Scholarship awards are renewable annually and subject to the student’s continued Satisfactory Academic Progress.

**Soka Academic Merit Scholarship** – Each year, the Scholarship Committee selects the top five academic students from SUA’s 1st year, 2nd year, and 3rd year classes to receive the academic merit scholarships for the following academic year. The awardees receive a \$10,000 scholarship each. The scholarships are not based upon financial need. Although the Soka Academic Merit Scholarship are given only for a single year, awardees can be selected again in subsequent years. Selection is based on outstanding academic performance for that year and not on cumulative performance. A selection committee is formed each year making final recommendations to the University President who announces the recipients of the Academic Merit scholarships in the Fall of each academic year.

**Athletic Scholarships** – Gifted student athletes participating in one or more of the below sports may be offered an athletic scholarship in conjunction with other institutional, state or federal aid.

- Men’s and Women’s Soccer
- Men’s and Women’s Cross Country
- Men’s and Women’s Swimming and Diving
- Men’s and Women’s Track and Field

Awards are offered and renewed at the discretion of the Director of Athletics and the coaches of each sport. It is not determined by financial need or academic merit. The terms and conditions of the award follow the policy outlined in the individual letter of intent. Students wishing to inquire about an athletic scholarship should contact the coach of the sport he/she is interested in.

**John D. Montgomery** – This scholarship is named in honor of the late John D. Montgomery, for his many years of service and dedication as a founding member of Soka University of America’s Board of Trustees, as well as the founding director of the SUA’s Pacific Basin Research Center, a research institute dedicated to the study of social and economic development that reinforces the humanistic aims of the university and its mission of service to others. The recipient of this \$20,000 scholarship is chosen on the basis of academic merit and his or her record of service that best exemplifies the humanitarian goals and objectives of the University.

**Resident Assistant Program (RA)** – is coordinated through the housing department. This program is considered an award and is included as part of the financial aid package which cannot exceed the Cost of Attendance (COA). If a student is already receiving financial aid to partially or fully cover the cost of housing, financial aid will be adjusted so that it does not exceed the COA.

### Private Loans

Private loans are available to students who have received the maximum award amounts under the Direct Loan Program and require additional funding. These loans are sponsored by banks and private lending institutions. Interest rates and





repayment schedules vary. These loans must be certified by the Office of Financial Aid before funds can be disbursed.

### RIGHTS AND RESPONSIBILITIES OF STUDENTS PARTICIPATING IN THE FINANCIAL AID PROGRAMS

As a recipient of financial aid, there are certain rights and responsibilities of which students should be aware.

**The rights and responsibilities of students on financial aid are listed in the following documents:**

1. Soka Loan- Master Promissory Note (MPN) for International students.
2. Federal Direct Loan - Master Promissory Note (MPN) for Domestic students.

**Students have the right to know about the:**

1. Financial aid programs available at SUA.
2. Application process to be considered for aid.
3. Criteria used to calculate need.
4. SUA refund and repayment policy.
5. Policies surrounding satisfactory academic progress.
6. The rights and responsibilities of individual programs.

**Students are responsible for:**

1. Submitting accurate information and forms by the deadlines to the OFA.
2. Keeping the OFA and loan servicers informed of any changes in name, address, marital status, financial situation, etc.
3. Reporting to the OFA any additional assistance from outside sources such as scholarships, loans, and educational benefits.
4. Notifying the OFA of any enrollment status changes.
5. Maintaining satisfactory academic progress.
6. Re-applying for financial aid by March 2nd of each year.

### ENTRANCE AND EXIT COUNSELING

Entrance Counseling – First-time Federal Direct Student Loan borrowers must complete the entrance counseling online at [studentloans.gov](http://studentloans.gov).

First-time Soka Loan borrowers must complete the entrance counseling.

Exit Counseling – Prior to graduation or ending enrollment at Soka University of America, borrowers must complete an exit loan counseling.

### REFUNDS AND REPAYMENTS

Students who withdraw from school may be expected to repay a portion of their financial aid. According to a formula prescribed, any refundable amount used to pay tuition and fees is returned to the appropriate financial aid sources. Students may also be required to pay the unearned portion of assistance that was directly disbursed to them.

### STUDENT LOAN DEFAULT

A hold will be placed on any delinquent or defaulted student loan accounts. A hold will prevent the student from registering and receiving services from SUA including release of transcript, grades and alumni services. Account balance and hold information is available through the borrower's loan servicers.

Delinquent/defaulted loans will include past due accounts placed with a collection agency. Delinquent loans will be reported to credit bureaus, and borrowers will be responsible for any collection costs including but not limited to agency fees, attorney's fees, court costs, and other fees related to the collection of the loan.

The SUA Office of Financial Aid is committed to counseling students regarding borrowed loans after graduation. Students should contact the OFA regarding loan repayment options.

### DISBURSEMENT OF FUNDS

Fall and Spring financial aid is scheduled to be disbursed after the add/drop date.

The Office of Student Accounts (OSA) is responsible for all financial aid disbursements. After applying tuition, room & board, and other appropriate outstanding charges, the OSA releases the remaining credit balance to the student within fourteen days after the credit balance occurs.

If a student is receiving a paper check, OSA notifies the student when the check is ready to



## FINANCIAL AID

be picked up. If the funds are sent via Electronic Fund Transfer (EFT), OSA notifies the student that the fund has been transferred into their account. Soka University does not apply any credit balance to prior year's charges. All students must have a zero balance at the end of each academic year.

### SATISFACTORY ACADEMIC PROGRESS (SAP) POLICY

The Office of Financial Aid uses the SAP Policy to determine continued eligibility for its financial aid programs. The SAP Policy is comprised of two parts, a qualitative and a quantitative component.

Students must be in good academic standing and uphold the minimum requirements for both the qualitative (grade-based) and quantitative (time-based) requirements of the SAP policy to maintain eligibility to receive financial aid. In compliance with federal regulations, Soka University of America (SUA) has established guidelines that are designed to ensure that students successfully complete courses and to promote timely advancement toward degree objectives. These requirements also serve as a standard against which to evaluate student's progress, grade point averages (GPA) and the overall time frame in which students complete their undergraduate program. SAP is evaluated at the end of each term at SUA.

#### Satisfactory Academic Progress (SAP) applies to the following programs:

Federal: Pell Grant, SEOG, Work Study, Direct Loans

State: California Grant

Institutional: Soka Scholarships, Grants, Loans

SAP policy is a complement to the Academic Probation policy but is a separate policy governing only financial aid eligibility. Students must be aware that it is possible to avoid academic probation or suspension, yet fail to meet SAP for financial aid.

The Office of Financial Aid will notify students of failure to meet SAP; the Office of the Registrar

will notify students of academic probation or suspension.

#### The following minimum academic standards must be met:

##### 1. Qualitative Measure:

Students must maintain a minimum cumulative grade-point average (GPA) of at least 2.0 in order to be eligible for Federal, State, and Institution financial aid.

##### 2. Quantitative Measure:

The second component used to measure SAP is the maximum time a student may take to complete a program. Students must complete their program within 180 credits (150% of 120 credits). To measure this, a student must successfully complete 66% of credits attempted.

A student must be enrolled at least half-time (6 units) to be eligible to receive all or part of his/her financial aid. Financial aid may be prorated for students who are considered less than full-time.

Students must achieve both the qualitative and quantitative requirements of SAP to remain in good financial aid standing.

Institutional aid has a lifespan of 8 terms.

Institutional scholarships and grants will not be awarded beyond 8 terms.

#### Failure to meet SAP Requirements

The U.S. Department of Education (ED) has mandated that universal terms (warning, suspension, and probation) be implemented to describe failure to meet SAP across all colleges. These terms were first implemented in the 2012-2013 school year.

#### SAP Warning

Failure to meet SAP after one term will result in a placement on "SAP Warning" status. Student will have one term of financial aid eligibility to correct their SAP deficiencies. Students will be notified that he/she is on "SAP Warning." SAP Warning is not given to students who have reached their maximum time frame or students who have failed to meet SAP for 2 consecutive terms.



Academic counseling should be sought to ensure the student satisfies all deficiencies during this period.

If the student meets SAP within the warning period (of one term), he/she will be automatically placed back in good standing for financial aid.

It is possible for students to be placed on warning multiple times in their academic career.

### **SAP Suspension**

After one term of warning and continued failure to meet SAP, all of the student's financial aid will be suspended/cancelled and that student will be placed on "SAP Suspension."

Students will be notified in the event that he/she is on "SAP Suspension." Failure to receive notification from the Office of Financial Aid is not terms for an appeal approval. It is the student's responsibility to understand the Financial Aid SAP policies and adhere to them.

### **Regaining Eligibility**

Students on "SAP Suspension" can earn units and raise their cumulative GPA the next academic term; however they are ineligible to receive financial aid during that period of suspension. Once the SAP requirements have been met, students are eligible to apply for financial aid for the upcoming term.

It is the student's responsibility to notify the Office of Financial Aid when he/she regains eligibility for reinstatement of funds.

### **Appeals and Extenuating Circumstances**

Students may appeal for reinstatement of financial aid via a written request if they have an extenuating circumstance that has prevented the student from meeting SAP for institutional scholarships. Such situation must be exceptional and nonrecurring in nature. Some examples are death in the family, illness, or car accident. The appeal must explain the cause of academic difficulty and how the situation has been resolved.

The appeal must be submitted within 20 days of notification of financial aid ineligibility. The student must meet with the Dean of Students to create an academic plan that will ensure success in completion of their program. The academic plan must be submitted with the SAP appeal.

Students must submit the "SAP Appeal" in-person to the OFA. Students may request that the form be date marked for when it has been received.

Students can expect to have a decision within two weeks of submitting an appeal form. The OFA may need to request documentation from the student which could extend this period. In addition, if the appeal is sent to committee, the period of time needed to convene a committee could also extend the time required to make a decision. If this is the case, students will be notified that there will be a delay.

If the SAP appeal is approved, the student will be placed on "SAP Probation" and will regain eligibility for financial aid for one or more terms based on the academic plan submitted.

If the SAP appeal is denied, students are entitled to an explanation. Once an appeal has been denied, students may not make an identical appeal because he/she did not agree with the outcome. The appeal will be considered officially denied.

A student may not appeal after the enrollment period for the academic year or once graduated.

### **Grades, Repeated Courses, Transfer Credits**

Grades that meet SAP completion standards are grades for which credit is awarded: A, B, C, D and P, F, NP, Withdrawals (W), and Incompletes (I) are not passing grades.

If a student repeats a failed or a previous passed class (D or F), it will replace the highest grade to recalculate into the new cumulative GPA. Credits attempted in repeated classes will be included in the cumulative credits attempted in addition to the original credits. Students who

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passed a class and chooses to repeat for a higher grade may receive financial aid only once for that repeated class. Students may receive financial aid for a failed class that they repeat until they pass.

Transfer credits that have been officially accepted will count toward quantitative measures but will not compute into the GPA.

### **Study Abroad**

SAP is calculated at the end of each term after the regular period for posting grades has ended and grades are posted. Students returning from study abroad may experience a delay in the posting of grades earned while abroad. Courses may show as incomplete during this time and will be treated as attempted credits for which no credit has been earned. The incomplete incurred from study abroad will not have an impact on the GPA calculation for SAP.

Once study abroad grades and credits arrive, they will be calculated in the same manner as regular courses are calculated for SAP.

If the study abroad grades are not posted by the time of disbursement, students may be placed on SAP Warning. However, for students who are already on SAP Warning prior to their study abroad program, their financial aid will not be disbursed until grades and credits arrive. If SAP Suspension occurs as a result of study abroad grades or delay, the student will have 20 business days to appeal after having been notified of the SAP Suspension.



# *Academic Policies & Procedures*

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## ACADEMIC POLICIES &amp; PROCEDURES

**ACADEMIC REQUIREMENTS FOR THE BACHELOR OF ARTS DEGREE**

1. Students must successfully complete a minimum of 120 semester credit hours. Music ensemble courses can be counted up to 7 of the 120 units. However any Music Ensemble courses taken beyond 7 units cannot be counted towards the 120 units.
2. Students must fulfill the General Education requirements as follows. See the General Education Curriculum for more information on its supporting programs and courses:
  - A. Core:** Students must complete the following two courses: The Enduring Questions of Humanity, and The Enduring Questions in Contemporary Contexts.
  - B. Communication and Inquiry:** Students must complete two courses in Communication Skills and one course in Modes of Inquiry.
  - C. Creative Arts and Creativity Forum:** Students must complete one course in creative arts and a 1-unit Creativity Forum course.
  - D. Science and Mathematics:** Students must complete one course in each area: the Mathematical World, the Biological World, and the Physical World.
  - E. Area and Comparative Studies:** Students must complete the following two courses: Introduction to the Pacific Basin and The American Experience.
  - F. Language and Culture:** All students must show proficiency in a foreign language by completing a series of four courses.
  - G. Study Abroad:** All students must spend one half of their junior year engaged in a study abroad program.
  - H. Learning Clusters:** Students must take at least two courses in the Learning Clusters format.
  - I. Wellness:** Students must take Health and Wellness.
3. Students majoring in Liberal Arts must declare one of the four concentrations listed below at the end of their sophomore year and meet the requirements as listed:

Environmental Studies  
 Humanities  
 International Studies  
 Social and Behavioral Sciences

**A. Core Requirements of the chosen**

**Concentration:** Students must take five courses, apart from any independent or special study course. At least three of these five courses must be taken at the upper division (300-499) level.

**B. Concentration Elective**

**Requirements:** Students must complete a total of at least four elective courses in the above concentrations. Of these four, at least one course must be chosen from each of two of the concentrations not selected as the declared concentration, not including independent study or special study courses.

**C. Capstone Requirement:** Students must complete Capstone 390 followed by two capstone courses as part of their concentration, one in the final block and one in the final semester of the senior year.

4. The remaining number of units needed to meet the graduation requirement can be satisfied by any curriculum-wide courses taken as electives.
5. Academic residency requirements: All students who are candidates for the bachelor's degree must successfully complete at least fifteen courses at SUA during the last two years before they are eligible to graduate. This includes the study abroad program.
6. A minimum 2.0 grade point average for all courses taken at SUA is required. In addition, a minimum 2.0 grade point average in major courses is required.
7. Students must file an application for graduation in the Office of the Registrar at the end of the first session of their Senior year.
8. Students must ensure that all financial obligations to the university have been met.

**ACADEMIC ADVISING**

Meeting and engaging in dialogue regularly with the academic advisor is an integral part of the Soka experience. New students will be assigned

a preliminary academic advisor. When a student declares a concentration, he or she should choose an academic advisor in an appropriate academic area. Students may change advisors at any time. The academic year calendar will provide specific dates for academic advising during which the student should consult with his or her advisor prior to registration for the subsequent session. All students are required to meet with their advisors prior to enrollment in classes. In addition, juniors are required to have declared a concentration. Failure to meet these requirements will result in an “advisor hold” on the student’s academic record preventing them from registering for classes.

### ACADEMIC CREDIT

Each credit awarded is equivalent to 15 contact hours or 750 contact minutes.

### ACADEMIC STANDING

#### Good Standing

A student is considered to be in good standing if he or she has a cumulative 2.0 (C average) grade point average, and at least a 2.0 GPA for the most recently completed session.

#### Probationary Standing

A student who, at the end of any Fall or Spring session, fails to maintain Good Standing is considered to have Probationary Standing (see above). A student on probation is not allowed to take more than 4 courses in a semester and may be ineligible for certain extracurricular activities and programs. Academic Coaching through the Student Affairs office is required until a student is no longer on probation.

#### Academic Dismissal

Academic dismissal means termination of a student’s relationship with the university for unsatisfactory academic performance. The Dean of Faculty will notify the student in writing.

While a student is on probation, that student is subject to dismissal:

1. if he or she fails to achieve a session GPA of at least 2.0 while remaining enrolled in at least 12 units throughout the session, or
  2. if he or she fails to achieve a cumulative GPA of at least 2.0 by the end of the second session after being placed on probation.
- A dismissed student may, within two weeks of notification of dismissal, file a petition with the Academic Standards Committee for a hearing to reverse dismissal and extend probationary status. A dismissed student may not register in courses and is denied all privileges of student status.

A dismissed student who wishes to return to the university must file an application for readmission with the Office of the Registrar. In addition, an application for readmission must give appropriate reasons for reapplication consideration. A dismissed student who has been readmitted is on probation and has to meet specific conditions set by the Academic Standards Committee at the time of readmission. A readmitted student who fails to meet these conditions will be immediately dismissed and may not reapply.

### AP AND PRIOR COLLEGE COURSEWORK

Soka University of America participates in the Advanced Placement (AP) program offered by the College Board to provide greater quality and opportunity for high school students to proceed with their education. Students must submit to the Office of the Registrar official transcripts or reports from the College Board no later than the end of the Sophomore year at SUA for scores to be considered. AP credits are not awarded; however, academic programs and areas may grant placement based on AP results. An on-going policy review takes place annually; therefore, placement based on AP tests and scores is subject to change without notice. Similarly, academic programs and areas may grant placement for college courses taken elsewhere.

### CHANGE OF ADDRESS

Newly matriculated students should notify the Office of the Registrar immediately of any change in their addresses or those of their parents or guardians. Current students who need to change their permanent address can do

## ACADEMIC POLICIES & PROCEDURES

so through the online student information system. The university assumes no responsibility for materials sent through the mail not received.

### CLASS LEVEL DEFINITION

Class level is defined in terms of completed credit hours as follows:

0-29.99	=	First Year
30-59.99	=	Sophomore
60-89.99	=	Junior
> 90	=	Senior

### PART-TIME STUDENTS

Part-time status (11 units or less in a session) is granted only by permission through both the Office of the Dean of Students and the Office of the Dean of Faculty.

Where withdrawal from a course will jeopardize a student's full-time status at the University, an undergraduate student may, under special circumstances, petition for part-time status, first by obtaining permission from his or her academic advisor and then by gaining approval of the Dean of Faculty and Dean of Students. Because transitioning from full-time status (12 units or more) to part-time status could impact a student's financial aid, students are held responsible for notifying their parents or legal guardian of any changes in their status at the University and of any potential balance due.

This policy does not apply to international students who in order to maintain their visa status must be enrolled with a full time course load (12 units or more).

### COURSE LOAD

The normal course load in a session for a freshmen student is 5 courses. For all upper classmen, the normal course load for the fall session is 4 courses, and spring session is 5 courses. A full-time student must carry at least 12 units in the session. (A session consists of a block and a semester.) Course withdrawals resulting in a load of 11 units or less in a session require a petition to be reclassified as a part-time student (see above). In the case where a petition is not filed or not approved, the student must either withdraw from the university or take a long-term leave of absence. Students

ordinarily register for no more than 4 units in a block and 15 units in a semester. Students whose cumulative grade point average is at least a B (3.00) or better at the end of the preceding session may petition their advisor for overload units in a semester. Overload units may be added only during the established deadlines for add/drop period.

### COURSE NUMBERING

Levels of courses at Soka University of America are designated as follows:

100	=	Basic or introductory courses.
200	=	Intermediate level courses.
300, 400	=	Advanced courses.

### DECLARATION OF CONCENTRATION

All students must declare an area of concentration, with the approval of an academic advisor, by the end of their sophomore year.

### DIPLOMAS

Diplomas will be mailed to the permanent address on record after final degree audits have been completed. Only one original diploma is issued per student. A duplicate diploma may be issued in case of the loss or destruction of the original. Each replacement diploma bears a notation at the bottom stating that the diploma is a replacement of the original and listing the date of its issue. If you wish to request a replacement diploma, students will be required to complete the Request for Duplicate Diploma form accompanied by payment of \$30.00 to Soka University of America. If a financial obligation is owed to the university, the replacement diploma will not be released until the account balance is settled.

### DOUBLE CONCENTRATION

Students who wish to complete a Double Concentration must satisfy the conditions and requirements listed below in place of the Concentration requirements detailed in part (3) under "ACADEMIC REQUIREMENTS FOR THE BACHELOR OF ARTS DEGREE."

Declaration of a Double Concentration cannot be submitted until after the successful completion of at least two academic years of instruction (4 academic sessions), with a minimum cumulative GPA of 3.8. Double



Concentration must be declared no later than the beginning of the student's last session of attendance.

In order to have the transcript and diploma reflect the Double Concentration, all requirements must be completed in four years (8 academic sessions).

A student who fails to complete the requirement for a double concentration reverts to a single concentration.

For a double concentration in declared concentrations A and B, a student will need to complete 51 units with the following distribution (where C and D designate the two undeclared concentrations):

1. Capstone project in one of the declared concentrations (9 Units)
2. Five courses in concentration A (15 Units)
  - a. 3 must be upper division (300/400 level)
3. Five courses in concentration B (15 Units)
  - a. 3 must be upper division (300/400 level)
4. One course in concentration C (3 Units)
5. One course in concentration D (3 Units)
6. Two concentration electives in any concentration(s) (6 Units)

### ENROLLMENT VERIFICATION

Students needing a letter verifying their enrollment at SUA should make their request at the Office of the Registrar. For enrollment verification purposes, the following categories are used for students during the fall and spring sessions:

12.0 units or more	Full-time
6.0 to 11.99 units	Part-time
5.99 or less	Less than half-time

Categories are based on the number of units in which the student is enrolled on the date the verification letter is prepared.

### FINAL EXAMINATION

The instructor may not administer the final exam early or shorten the block or semester in any way. Any student who wishes to change the examination time or who fails to appear for the final exam at the scheduled time must petition for approval by the Dean of Faculty, such

petition elaborating the extenuating circumstances prior to scheduling an alternate exam time.

### GRADE CHANGES

Once grades have been submitted to the Office of the Registrar, they become final and may be changed only in case of error. An instructor desiring a change of grade must present a written request to the Dean of Faculty. The change will become effective only if the change of grade form has been approved by the Dean of Faculty and filed with the Office of the Registrar by the end of the following session.

Students wishing to appeal a specific grade assigned by the instructor may do so under SUA's Grade Grievance Policy. No grade changes are permitted after a degree is awarded.

### GRADE GRIEVANCE

Students should contact faculty members when there are questions concerning the final course evaluations. The student and the instructor who gave the final course evaluation should resolve disputes, and a satisfactory resolution should be reached through meaningful and respectful dialogue. However, in cases in which satisfactory resolution cannot be achieved, a formal appeal can be filed through the Academic Standards Committee. The student must submit the appeal by the end of the following session.

### GRADING SYSTEM

Grades are reported to students in the following terms:

- A Excellent
- B Good
- C Satisfactory
- D Poor
- F Failure

The grades of A, B, and C may be modified by (+) or (-). In addition, the following notations are used:

- P Pass (see pass/no pass grade on page 47). The units will be counted toward the total units required for graduation, but not in computing the grade point average.

## ACADEMIC POLICIES & PROCEDURES

- NP No-pass (see pass/no pass grade on page 47). The units will affect the grade point average.
- I “Incomplete” is a notation of incomplete work, which has been postponed for serious reason after consultation with the instructor.
- W “Withdrawal” is a notation used when a student drops a course before the withdrawal deadline. The “W” grade will not calculate in the GPA

In addition to letter grades, students may request and receive narrative evaluations.

### GRADE POINTS

Grade points for each course are assigned by multiplying the point value below for the grade earned by the number of units the course carried.

A+/A	4.0 Points
A-	3.7 Points
B+	3.3 Points
B	3.0 Points
B-	2.7 Points
C+	2.3 Points
C	2.0 Points
C-	1.7 Points
D	1.0 Points
F, NP	0.0 Points

P, I, and W are not calculated in the GPA.

### GRADE POINT AVERAGE

Grades are averaged on the basis of their unit value to determine a grade point average.

Grades of “F” are considered in determining the grade point average. The session grade point average is calculated by dividing the total number of grade points earned in a session by the total number of units attempted in letter graded courses for that session. The cumulative grade point average is calculated by dividing the total number of grade points earned by the total number of units attempted in letter graded courses. Courses in which NP has been earned also count toward the total number of units attempted.

### FOREIGN LANGUAGE POLICIES

All students must complete four semesters of foreign language courses in the Language and Culture Program (LCP), and go on a semester of study abroad, in order to graduate. For purposes of this policy, English is not considered a foreign language at SUA.

A student may choose any language offered that does not fall into one or more of the following categories:

1. A language that is native to the student, defined as the language of his or her country of origin.
2. A language in which the student has completed high school level coursework in a country where said language is spoken.

These same restrictions apply to students' choice of study abroad destination.

Placement testing: Students entering SUA wishing to begin language study with a language that they have had any exposure to are required to take a language placement exam, and will enroll in the appropriate level of their chosen foreign language based on the results of this test, an interview with an instructor of the language, and consultation with the LCP Director. Students who place in the 400-level must choose a different foreign language to fulfill SUA's foreign language requirement. Students deemed “heritage learners,” but who do not meet either of the two criteria above, may choose to pursue more advanced study in their heritage language to fulfill the foreign language requirement.

In those individual cases where this policy does not account for a student's linguistic or cultural situation, the LCP may review his or her language choice.

Students are free to study more than one language at SUA before their study abroad semester, as long as they complete the 202-level or above in the target language with a grade of B or better, and as long as they are beyond their first semester at SUA, before they begin another language. In addition, students may enroll in upper-division LCP courses taught in any

language in which they have demonstrated proficiency.

Foreign language courses that are required for eligibility in the study abroad program may not be taken on a Pass/No Pass basis. Foreign language courses that are not required for study abroad (LCP courses taken as electives, as a concentration requirement, or after returning from study abroad) may be taken on a P/NP basis.

## HONORS AND AWARDS

### Dean's List

Dean's List honors are awarded to students achieving high scholarship and a notation is placed on their official transcripts at the end of each session. To be eligible for the Dean's List in a session a student:

1. Must achieve a 3.7 or higher grade point average for that session.
2. Must have completed 12 letter graded units or more.
3. Must have no I, NP, or F grades.
4. Must have had no academic disciplinary action taken against him or her.

### Graduation with Honors

A student with outstanding academic achievement throughout his or her university career may be graduated with university honors. To be eligible for honors, the student must have an outstanding cumulative GPA for all work leading to graduation. Categories of honors are: cum laude (3.5 GPA); magna cum laude (3.7 GPA) and summa cum laude (3.9 GPA).

### The Ikeda Scholarship

The Ikeda Scholarship is the most prestigious scholarship program at Soka University of America, Aliso Viejo. This scholarship provides students with all expenses paid, including tuition, room and board, books, and incidental expenses for the academic year. It is based on merit alone, primarily academic accomplishment with experiences in leadership and service also taken into account.

Ikeda Scholarships are awarded annually in September to a student in the Sophomore class,

the Junior class and the Senior class for a total of three scholarships per year.

A committee consisting of SUA's Dean of Faculty and Dean of Students acts as the selection committee, making final recommendations to the University President who announces the recipients in the Fall of each academic year.

### Annual Awards of Excellence

**Excellence in Academics:** The committee will review grades, narrative evaluations, papers and projects.

**Excellence in Community Service:** The committee will review student essays and letters of recommendation.

**Excellence in Creative Arts:** The committee will review art, literature, music, performance, in any form. May be awarded to an individual or to a group.

**Excellence in Research:** The committee will review papers or projects. May be awarded to an individual or to a group.

**Excellence in Academic Mentoring:** The committee will review essays and letters of recommendation.

### INCOMPLETE COURSE WORK

Students who have fully participated in a course during a particular block or semester and whose current work is of non-failing quality, may petition their instructor to assign an incomplete grade if for substantial reason they cannot complete required course work. A letter of explanation, a plan for completing the course requirements, and any other supporting materials must be submitted at the time of requesting for an incomplete grade.

Normally the student obtains from the Office of the Registrar a "Request to Receive a Grade of Incomplete" form. The form is filled out by the student and given to the instructor, who then completes the form by assigning a default grade that is entered on the student record if the

## ACADEMIC POLICIES & PROCEDURES

student does not complete the coursework by the deadline. The incomplete form must also be approved by the Dean of Faculty. An incomplete grade not removed by the deadline will result in the assignment of the default grade as submitted by the instructor. The maximum time allowed for an incomplete to be resolved is the beginning of the corresponding session of the following academic year. (Students who received an "I" in Fall session must complete their work before the beginning of the Fall Block of the following academic year; student who received an "I" in the Spring session must complete their work before the beginning of the Winter Block of the following academic year.) If a student requires an extension to the deadline, the student must petition, in writing, to obtain an extension to the deadline for removal of the incomplete. The petition, approved by the instructor and the Dean of Faculty, must be submitted to the Registrar's Office for an extension to be granted.

Students whose incomplete grades turn into a poor or failing grade must understand that the retroactive impact of their GPA may affect their academic standing.

### INDEPENDENT AND SPECIAL STUDY

Student communication and interaction in the classroom are highly valued at SJA. A situation may arise, however, in which a student explores subject matter that is not included in the university curriculum, or in which the university's schedule has not permitted a student to take a needed class. In such cases, a student may request and register for an independent study or a special study course. An independent study course should be requested when a student wishes to study topic not currently offered by the university.

A special study course allows a student with suitable background to satisfy a graduation requirement by taking a course offered by the university, but is not offered in the current schedule of courses. In either case, the student must arrange to take this course with a full-time faculty member who will assist the student in developing an appropriate plan of study.

The following regulations govern independent study and special study courses:

1. Students of at least sophomore standing whose cumulative grade point average is 3.0 or better may petition for independent study or special study courses. In addition, permission for special study must be obtained from the appropriate academic programs or areas.
2. No more than four independent study courses can be used to satisfy graduation requirements.
3. No more than one independent study or special study course per session may be taken.
4. Independent or special study courses are restricted in satisfying concentration requirements (see elective requirements of the chosen concentration on page 126).

To register for an independent study or special study course, students must submit an approved independent study/special study form to the Office of the Registrar by the add/drop deadline.

### LOW GRADE NOTICES

Instructors are required to provide low grade notices to all students whose cumulative work in a course is at level of C- or below at the midpoint of the block or the semester. Failure to receive a low grade notice does not preclude the possibility that the student may fail the course.

Copies of low grade notices are sent to the student's academic advisor, Dean of Faculty and Dean of Students. Students are encouraged to discuss their academic performance with their advisors and instructors.

### PASS/NO PASS GRADE OPTION

Students may elect to take up to 4 courses on a Pass/No Pass grading basis. Students may receive Pass/No Pass grades in courses designated by the University or a specific faculty member. In no case may the total number of regular academic courses in which a student receives a Pass/No Pass exceed four. Grades are then reported in terms of a P (Pass) or NP (No Pass). A student's work of C- or better is required for a passing grade. Course credit is awarded for a "Pass" and the student's grade point average is

not affected. “No Pass” (NP), however, affects the grade point average.

The following general regulations apply:

1. The Pass/No Pass option applies to at most four courses.
2. Music Ensemble courses will not count toward the four-course limit.
3. Capstone 390 will not count toward the four-course limit.
4. The Pass/No Pass option must be exercised by the last day to Add/Drop, (see Academic Calendar).
5. Once chosen, the Pass/No Pass option is not reversible after the add/drop period.
6. A grade of “NP” is equivalent to an “F” in GPA calculations and in awarding of units.

### REPEATING COURSES

For courses where a grade of D or F is received, the student may repeat the course; however, credit will be given only once (except for courses designated as “may be repeated for credit”). The grade assigned for each enrollment shall be permanently recorded on the student’s transcript. A course originally taken for a letter grade may not be repeated on a Pass/No Pass basis. In computing the GPA, the highest earned grade will be used.

### REGISTRATION

Registration is the procedure whereby a student enrolls for specific classes. Tuition payments or arrangements are required prior to registration. Students must complete both processes to be officially enrolled in classes.

New students register for courses during the fall block after having had an introduction to SUA’s curriculum, degree requirements, and registration procedures. Currently enrolled students register for fall classes in April and for spring classes in November.

Students should consult the Catalog as they begin to plan their schedule. During the week before registration, students must consult with their advisor, complete their registration form, and secure their advisor’s signature before their enrollment appointment times arrive.

The schedule of classes is made available to all students and describes course offerings for every session. In addition, the Office of the Registrar publishes registration policies and procedures and a calendar of important dates.

Students should plan two or three alternate courses in case their first choice of courses is not available. Size limits are imposed on classes; therefore, classes will be closed to further enrollment immediately upon reaching the specified maximum.

### Late Registration

Late registration begins after the registration period for each session. A late fee of \$60 will be charged. Registration after the first week of instruction is not allowed.

### READMISSION

Students who wish to be considered for readmission to SUA after an absence of three sessions or less must contact the Registrar’s Office to request an Application for Readmission. A readmission fee of \$25 and other supporting documents are required with an application. International students must submit their readmission application no later than the end of April if they are looking to be readmitted for the fall, or no later than the end of September if looking to be readmitted for the spring. Domestic students must submit their readmission application no later than the end of June or the end of November for fall or spring readmission respectively. The Academic Standards Committee reviews all readmission applications. In addition, the Committee may require a medical report and a personal interview.

Students must complete the following steps:

1. Write a personal letter and include in this letter: 1) a summary of activities since leaving the institution, including employment; 2) reasons for wanting to return; 3) academic goals; and 4) any other information which may assist the committee in making a decision.
2. Furnish official transcripts of courses taken since leaving SUA.
3. Be in good financial status with the university.



## ACADEMIC POLICIES & PROCEDURES

Students who arrive at registration time expecting to be readmitted without following the readmission procedure should expect to wait until after registration to have their application considered.

Students wishing to return to SUA after three sessions of absence for any reason, including dismissal, must submit their requests to the Office of Admissions and Financial Aid and follow the required admission process. These students will be subject to current degree requirements.

### SCHEDULE CHANGES

Students are allowed to change their schedule in accordance with the established deadlines for the add/drop period for each block or semester. During a block, the deadline of add/drop period is at the end of the second day of class. During a semester, the deadline of add/drop is at the end of the first week of classes.

### SHORT-TERM LEAVE OF ABSENCE

Students may be granted a leave of absence for personal and/or family emergencies. A leave of absence is a short-term period of leave that will not adversely affect a student's academic progress and that constitutes less than 10 days of absence. Such assessments will be made by the Dean of Students and the Dean of Faculty.

Students who wish to request a leave of absence should:

1. Consult with their faculty advisor and the Dean of Students.
2. Submit written notification to the Dean of Faculty.

An approved leave does not require application for readmission. Students should advise the Dean of Students and the Dean of Faculty when they plan to return to the university.

### STUDENT IDENTIFICATION NUMBER

The student ID number is a number assigned to your academic record and is required for any inquiries you make. The ID number is printed on your study list, your official transcript, and all enrollment/grading related documents

distributed by the Registrar's Office. Your ID number is unique and considered confidential.

### STUDY ABROAD EXPERIENCE

Students will spend either the fall semester or the spring semester of their junior year completing a study abroad experience. This experience is directly linked to the language the student has chosen to fulfill the foreign language requirement. Students on academic probation must clear probation before going on study abroad.

### TRANSCRIPTS

Official transcripts of courses taken at SUA are issued only with the written permission of the student. Requests for transcripts to show end of current session's work are held until all grades are recorded.

Students should make their requests through the Office of Student Accounts or order online through National Student Clearinghouse by going to [www.getmytranscript.com](http://www.getmytranscript.com). Regular service requests are generally processed within 3-5 working days after receipt of request. The fee for regular service is specified on the Official Transcript Request form. Rush service is available for an additional fee of \$10. These will be processed within 1-2 working days after receipt of request. There is no additional fee for mailing your transcripts via US first class mail. You may have your transcript sent via express delivery to any valid domestic address or international address for an additional cost as specified on the Official Transcript Request form. Express delivery rates may change in accordance to current express delivery costs. Transcripts will not be issued when a student has outstanding financial obligations to the university. In this case, the student will be notified by the Students Accounts Office.

Transcripts from other institutions that have been presented for admission become part of the student's permanent academic file and are not returned or copied for distribution. Students desiring transcripts covering work attempted elsewhere should request them from the appropriate institutions.



### TRANSFER CREDIT POLICY

Juniors and seniors who, in order to graduate, are for substantial reasons unable to take needed courses at SUA, may petition the Dean of Faculty for permission to take such courses elsewhere, to be transferred in. The Dean of Faculty will make his/her decision in consultation with the program/area director/coordinator, and the Registrar, and may impose conditions, including but not limited to when and where the course is to be taken. The Academic Standards Committee will handle appeals of the Dean's decision.

These transferred courses will not compute into the GPA, but will appear on the student's transcript. This policy may be applied toward no more than 2 courses and no more than 8 units per student. Although a higher requirement may be set as a condition by the program/area, no courses will be accepted as meeting SUA graduation requirements, nor will they have credit transferred, if the grade received is less than C-.

### WITHDRAWAL POLICIES

#### Dropping a course

During a block, a student can drop a course with no record of enrollment by the end of the second day of classes. During a semester, a student can drop a course without a record of enrollment by the end of the first week of classes. Non-attendance does not constitute a drop from the course. If a student does not formally drop a course by the required deadline, the student will be responsible for the course, financially and academically.

#### Withdrawal from a course

Between the 2nd and the 8th week of a semester, a student may, with the permission of his/her advisor, withdraw from a course. A record of enrollment signified by a grade of "W" (withdraw) is recorded on that student's official transcript.

Course withdrawals during a Block constitute a Leave of Absence. Course withdrawals resulting in a load of 11 units or less in a session require a petition to be reclassified as a part time student (see pg. 128).

Non-attendance does not constitute a withdrawal from a course. Students who do not formally withdraw from a course by the required deadline will be responsible for the course, both financially and academically.

#### Withdrawal from the University

Students wishing to withdraw from the university, must formally withdraw by completing a withdrawal form available at the Office of the Registrar or the Dean of Students Office, and must obtain the signatures specified on the withdrawal form. In cases of withdrawal for personal reasons, students must make an appointment with their academic advisor and notify the Dean of Students in writing prior to initiating a withdrawal procedure. A student is considered to be in attendance until such notice has been received by the Dean of Students.

A student who simply leaves the university without filing the required paperwork for a withdrawal is considered to have terminated his/her enrollment with the university as of the last class attended or the last evidence of academic participation in courses in which he/she was enrolled. The grade posted will be "W" if enrollment is terminated prior to the withdrawal deadline; otherwise an "F" will be posted.

All financial refunds or obligations are dated from the effective date indicated on the withdrawal form.

Withdrawal from the university will not be granted during the last week of any class.



# *Student Affairs*

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## STUDENT AFFAIRS

Student Affairs recognizes that students learn as much outside the classroom as they do in the classroom. With this awareness in mind, Student Affairs is dedicated to creating a student-centered environment on campus that will provide the best possible living experience and learning opportunity for students. Working effectively with faculty and staff, Student Affairs supports the university's mission to foster a steady stream of global citizens committed to living a contributive life.

### STUDENT ACTIVITIES

Students at SUA have the unique opportunity to play active roles in all aspects of university life. Students will find a variety of activities to get involved in, such as student clubs and organizations, participation in the Soka Student Union and organizing local community activities. In addition, there will be other leadership-building opportunities provided by Student Affairs where students can interact with each other and with faculty and staff. Through these activities, students will be able to foster friendships as well as learn many important skills, such as teamwork, communication, and leadership.

### RESIDENTIAL LIFE

SUA is a residential campus. All students are required to live on-campus in the residence halls and therefore have the opportunity to get to know one another well. Residents will come in contact with many different languages and cultures from around the world. Such a living environment encourages students to develop a global perspective and awareness.

The residence halls are designed to stimulate group interactions through providing spaces such as an exercise room, living room and multi-faith room. Residential Life staff work closely with students to assist in providing the best living experience.

### ATHLETICS AND RECREATIONAL SPORTS

SUA has been a member of the National Association of Intercollegiate Athletes (NAIA) since September of 2007. SUA student athletes compete in Men's and Women's Swimming, Track and Field, Cross Country and Soccer. As a member of NAIA, student athletes can compete for national championships in these sport categories.

In addition to these sport programs, SUA students participate in various recreational and athletic programs that enhance their overall wellness. Many of these programs are accommodated in our state-of-the-art recreation facilities, which include an Olympic-size swimming pool; a complete recreation center for basketball, volleyball, racquetball, and exercise and weight training; six tennis courts; a soccer field; and a track-and-field facility. Recognizing that recreation and leisure are an important part of a well-balanced lifestyle and are integral to the complete collegiate experience, SUA's Athletics strives to offer a wide variety of recreational and leisure opportunities.

### SOKA STUDENT UNION

The Soka Student Union (SSU) is the student body of Soka University. Every student at the university is a member of SSU. As a governing body, SSU is composed of voting members and is led by SSU officers who make up Soka Leader's Assembly (SLA).

As the SSU's administrative body, SLA provides the student body with activities and forums to discuss school/class issues. SLA is made up of Executive Council, Class Senate and Club Senate.

SSU and SLA is led by an Executive Council which is made up of President, Vice President, Secretary, Treasurer and Attorney General. The Executive Council coordinates elections, manages the budget for student organizations, and represents the student body on university committees.



## STUDENT AFFAIRS

Class Senate consists of three representatives (President, Treasurer and Secretary) from each Class except for the Junior Class. Junior class is represented by three different representatives in the Fall and three in the Spring due to the study abroad. Class Senate will be responsible for holding Class Forums, representing the voices of their class at SLA and vote on any decisions brought to the SLA.

Club Senate consists of President, Treasurer and Secretary. Club Senate provides support to all official student clubs on campus to achieve their goals by fostering communication, collaboration and providing appropriate resources.

### CAREER SERVICES

SUA is committed to support students in their career exploration and preparation to succeed after college. It offers help with career planning, job/graduate school search, cover letter and resume writing, interviewing and follow-up, negotiation, on-campus interviews, and various workshops and seminars.

### COMMUNITY SERVICES/INTERNSHIP

For those students interested in giving back to the community through volunteer activities or gaining experiences through internships, SUA's Community Services/Internship is committed to creating opportunities for students to actively engage in society through a variety of venues. Through a flexible and individualized approach, the office strives to provide services that will meet specific needs of students and help them to expand their interests beyond classrooms.

### COUNSELING

Some students may experience adjustment problems or personal crisis during their four years at SUA. To assist students in coping with various problems, the counselor provides direct personal and group counseling on many important issues, such as establishing and maintaining relationships, coping with anxiety and depression, working on changing relationships with parents and other family members, dealing with losses, and handling new academic demands. In addition, international students are able to find that the counselor can also help them in adjusting to life in the U.S.





*graduate catalog*

# GRADUATE CATALOG





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## ACADEMIC CALENDAR

### FALL SESSION 2015

#### Fall Block 2015

Instruction Begins .....	Monday, August 17, 2015
Instruction Ends .....	Friday, September 4, 2015

#### Fall Semester 2015

Labor Day Holiday .....	Monday, September 7, 2015
Instruction Begins .....	Thursday, September 10, 2015
Last Day to Add	
Last Day to Drop without record enrollment "W" .....	Wednesday, September 16, 2015
Last Day to Drop with record enrollment "W" .....	Friday, November 6, 2015
Thanksgiving Holiday .....	Thursday-Friday, November 26-27, 2015
Instruction Ends .....	Friday, December 11, 2015
Study Day .....	Monday, December 14, 2015
Final Examinations/Term Papers .....	Tuesday-Monday, December 15-21, 2015

### SPRING SESSION 2016

#### Winter Block 2016

Instruction Begins .....	Monday, January 11, 2016
Martin Luther King, Jr. Holiday .....	Monday, January 18, 2016
Instruction Ends .....	Wednesday, February 3, 2016

#### Spring Semester 2016

Instruction Begins .....	Monday, February 8, 2016
Last Day to Add	
Last Day to Drop without record enrollment "W" .....	Friday, February 12, 2016
Presidents' Day Holiday .....	Monday, February 15, 2016
Spring Break .....	Monday-Friday, March 14-18, 2016
Last Day to Drop with record enrollment "W" .....	Friday, April 8, 2016
Instruction Ends .....	Monday, May 16, 2016
Study Day .....	Tuesday, May 17, 2016
Final Examinations/Term Papers .....	Wednesday-Tuesday, May 18-24, 2016
Commencement .....	Friday, May 27, 2016
Memorial Day .....	Monday, May 30, 2016



# *Master of Arts in Educational Leadership and Societal Change*

MASTER OF ARTS IN EDUCATIONAL LEADERSHIP AND SOCIETAL CHANGE  
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*graduate catalog*



## MASTER OF ARTS IN EDUCATIONAL LEADERSHIP AND SOCIETAL CHANGE

### PROGRAM DESCRIPTION

The MA Program in Educational Leadership and Societal Change answers the need for global leaders with the practical skills and experience, foundational knowledge, and ethical commitments necessary to achieve lasting and effective societal change within the field of education, including but not limited to the classroom learning environment. Education takes place across a multiplicity of institutions—social, cultural, political, and economic—all of which have a profound bearing on our schools and the type of future citizens they produce.

The program takes an ecological approach to education, one that, as Lawrence Cremin wrote over thirty years ago, “views educational institutions and configurations in relation to one another and to the larger society that sustains them and is in turn affected by them.” As such, the MA program, like its home institution, Soka University of America, recognizes the symbiotic relationship between form learning and the surrounding world in which we live.

Students study and conduct research into the historical roots of educational policies and problems as well as on the relationship between educational philosophies and practices, as noted, in light of contemporary social, political, economic and cultural currents. Related areas of study include comparative and international education, multicultural education, educational psychology, gender and education, school administration policy and practice, and educational law.

The two-year program includes a fieldwork component, providing hands-on opportunities to shadow administrators, analyze organizational dynamics, and evaluate curriculum. Under the supervision of a principal professor, students integrate their fieldwork and educational research to produce a master’s thesis for graduation.

The program is designed to prepare students for advanced degrees (e.g., PhD or EdD) and for leadership roles in public and private schooling, governmental and non-governmental organizations, and in the entrepreneurial sector, particularly in the growing area of educational publishing and other media. Graduates are in

excellent positions to initiate leadership in K-12 classroom settings, pursue supplementary state credentialing requirements for managerial positions as principals and vice principals or as administrators at the district-level, and work in public policy institutions around the world.

**Please note:** This program is not a credential program. It does not qualify students for the State of California Teaching Credential or for the State of California Administrative Services Credential.

### MISSION AND LEARNING OBJECTIVES

The SUA Graduate School strives to provide an academic setting that nurtures men and women from a variety of cultures and national backgrounds, who seek to learn from shared experiences. The Graduate School also strives to develop critical thinking and learning and to foster a commitment to lifelong learning. To this end, the Graduate School emphasizes small class sizes that cultivate close and informal relationship between teachers and students, rigorous academic endeavors, free and open dialogue, and an appreciation for human diversity.

The mission of Soka University of America’s Master of Arts in Educational Leadership and Societal Change program is to provide graduate-level students with the broad interdisciplinary knowledge, research skills, and practical experience for cutting-edge leadership in the all-inclusive-world of education, locally, nationally, and internationally.

Upon completion of the MA in Educational Leadership and Societal Change program, students are expected to be able to:

1. Assess and manage barriers to school change—including de jure and de facto legal policies, curricular practices, traditional learning theories, relations between teachers and administrators, parents and schools, schools and society—and develop strategies to overcome them, including case methods of societal change that are sensitive to wide variations in local needs and concerns, actors and agents;
2. Take demonstrable leadership, informed by an understanding of the historic relations

## EDUCATIONAL LEADERSHIP AND SOCIETAL CHANGE

between school and society, for the improvement of education and educational systems in an increasingly global, interdependent world. Grounded in the social and psychological relations of education broadly construed, assume leadership around shared learning, teaching, and administrative goals and objectives;

3. Assess and measure the relative strengths and weaknesses of alternate models of school administration and leadership past and present;
4. Demonstrate in written, oral, and visual forms of communication the knowledge and skills conducive to learning environments that value diversity, lifelong learning, the mentoring skills of teachers, innovative and ethical decision-making at all levels, and the successful achievement of all school-aged youth;
5. Conduct advanced research (secondary as well as primary; qualitative as well as quantitative) that can draw lessons, historical or otherwise, for contemporary educational policies and practices, especially as they entail and/or inhibit societal change both nationally and internationally.

**PROGRAM HIGHLIGHTS**

Through their studies students:

- Learn to utilize networks and coalitions for broad-based, popular initiatives and reforms;
- Analyze past and present models of administrative leadership for their effectiveness in promoting equality of educational opportunity and greater workplace democracy;
- Learn to promote meaningful collaboration among and between parents and school administrators; and
- Develop and demonstrate the knowledge, skills, and dispositions necessary to create and maintain learning environments that value diversity, critical inquiry, curiosity and imagination, instructional leadership, innovative and ethical decision-making, reflective practice, and the successful achievement of all school-aged youth.

**PEDAGOGICAL METHODS**

Regular semester-long courses – lecture, group work, discussion, library research. These courses are taught in a more-or-less traditional graduate seminar format in which students read and discuss both common and individual readings, pursue a research project under the direction of a professor/mentor, and provide regular

progress-reports to the class as a whole for commentary and input.

EDU 501 Educational Leadership and Societal Change: A Comparative Perspective and EDU 502 Ethnographies of School Administration are both taught in a three-week block period. Students take these courses exclusively; meeting for a required three hours per day in what is essentially a workshop/colloquium consisting of lecture, student presentation, writing-intensive group discussion, and case study development.

EDU 512 Leadership and Societal Change: Invited Speakers Series also takes place in the block and is designed to expose students to former and current senior teachers, administrators, research scientists, and other individuals with a proven record of leadership in the reform of schools and society. Students work with a master change agent to develop their own reform models, testing these models against real problems and controversies in the world of education, especially as they affect the larger society.

EDU 520 MA Thesis – independent research combined with library and field research.

**GENERAL INFORMATION**

This is a full-time program—i.e., students are enrolled on a full-time basis (9 or more credits per semester). It will take 2 years to complete this program, which requires 41 semester credits to graduate.

The courses in the program are offered in a traditional semester system (fall and spring) as well as in a unique block system—i.e., semester-based credit courses in 15-week-semester and 3-week-block sessions.

**Please note: This program is not a credential program. It does not qualify students for the State of California Teaching Credential or for the State of California Administrative Services Credential. Those students seeking teacher and/or administrative credentialing in California or elsewhere may consult the Program Director.**



## CURRICULUM

## Course Sequence

Year	Term	Course #	Course Title	Units	
YEAR ONE	Fall Block (August)	EDU 501	Educational Leadership and Societal Change: A Comparative Perspective	2	Required
	Fall Semester (Sept.–Dec.)	EDU 503	History and Philosophy of Education	3	Required
		EDU 505	Leadership: Theory and Practice	3	Required
		EDU 507	Law and Policy in Education	3	Required
	Winter Block (January)	EDU 502	Ethnographies of School Administration	3	Required
	Spring Semester (Feb.–May)	EDU 504	International and Comparative Education	3	Required
		EDU 506	Democratic Theory and Organizational Change	3	Required
		EDU 508	Educational Research Methods (I)	3	Required
	Summer	<i>University-Subsidized Six-Week Summer Internship and/or Field Research</i>		0	<i>Optional</i>
YEAR TWO	Fall Block (August)	EDU 511	Research Methods (II): The MA Proposal	3	Required
	Fall Semester (Sept.–Dec.)	EDU 515	Psychology of Education	3	Required
		EDU 517	Educational Assessment: Institutions, Programs, and Learners	3	Required
	Winter Block (January)	EDU 512	Leadership and Societal Change Invited Speakers Series	2	Required
	Spring Semester (Feb.–May)	EDU 513	Curriculum: Status, Issues, and Trends	3	Required
		EDU 520	MA Thesis	4	Required
				<b>Total Units: 41</b>	

## EDUCATIONAL LEADERSHIP AND SOCIETAL CHANGE

## COURSE DESCRIPTIONS

**Note:** These course descriptions are intended neither to be exhaustive nor all-inclusive. For a more specific guide to course content, goals and objectives, please refer to the actual syllabus for the course.

### EDU 501 Educational Leadership and Societal Change: A Comparative Perspective

EDU 501 introduces first-year students to the main themes of the MA program, beginning with a critical inquiry into the dialectical relations of school and society. It examines social forces of change and persistence as the structural constraints, as well as the opportunities (for innovation and creativity, for example), within which schools, teachers, and administrators operate. Conversely, students study the generative results of school reform nationally and cross-nationally for the organization of society around the goals of education in general. Social structures—family, home, church, and community—educate no less than the school classroom and teacher. Through intensive readings and discussion, small-group projects, and weekly essays, the course, which takes place during the first Fall Block, asks students to reflect on ways in which the educational functions of school and society complement and oppose one another, foster needed changes, both in our schools and in the larger society, and impede them, protect valued traditions and act to destroy them. The need for leadership at all levels forces an examination as well of the types of leaders who in different societies and at different times have successfully brokered relations between schooling and societal change.

### EDU 503 History and Philosophy of Education

EDU 503 examines the social, historical, and philosophical foundations of contemporary schooling. The course explores the metaphysical, epistemological, moral, and political problems that educational philosophers have grappled with for centuries in their efforts to answer the question: What knowledge is most worth having? Beginning with the classical texts of Socrates and Confucius and concluding with such modern theorists of education as John

Dewey, Paulo Freire, Jean Piaget, and the Japanese educator, Tsunesaburo Makiguchi, the course traces the changing relations of theory and practice, philosophy and rhetoric, speculative thought and applied knowledge in the historical evolution of education worldwide. Systems of thought variously described as positivistic, naturalistic, holistic, historicist, humanist, constructivist, empirical, relativistic and pragmatic have provided the basis for extensive argument and discussion in the social sciences, humanities, and more recently education. The course makes a thorough study of these and other ideas in the early development and contemporary expression of the history and philosophy of education.

### EDU 505 Leadership: Theory and Practice

EDU 505 explores the theory and practice of leadership across a variety of cultures, genre, perspectives, and individual cases, where the kind and degree of leadership is essential for achieving educational objectives that promote peaceful human development. The history of modern thought about leadership is one of debate about the most effective ways of influencing behavior, whether for the sake of individual happiness or to bring about beneficial societal change. Nowhere is this problem felt perhaps more acutely than in schools and other educational institutions, where students, educators and, administrators form the nucleus of a socialization process the outcome of which affects all of us. As aspiring educational leaders and administrators, students conduct research on the most challenging and controversial issues within school systems, familiarize themselves with research-supported best practices in school leadership, and become intelligent consumers of research as it impacts the theory and practice of leadership generally. Course topics include Leadership Development; Effective School Leadership; School Reform and Restructuring; Organizational Development; Curricular Administration and Student Achievement; Resource Management; Preparing to be a School Leader; and Effective Professional Development.

### EDU 507 Law and Policy in Education

EDU 507 examines key legal issues that govern daily and long-range decisions of educational leaders. The course focuses on understanding state and federal codes, case law, policies, and

significant precedent and will emphasize analysis of key legal concepts and application of law to major areas including finance, personnel, risk management, curriculum, student services, teacher rights, torts, students' rights, and access. Students will examine trends in law and the initiation and influence of educational law to positively influence educational institutions. The course will explore in a general way the field of education law and, particularly, how the law – constitutional, statutory, regulatory and case law – can be used as a tool for policy-making, advocacy and system development in the field of education. For the transformational educational leader, law is a policy tool. It is important for students of educational leadership to learn how to use the law as a resource for transformational policy, and how to understand the ways in which policy has been expressed through statutory, regulatory and case law, including ways in which “immutable” legal principles have changed with time. Students will be expected to analyze and consider the options on tough and nettlesome policy issues using the statutes, cases, regulations and legislative history as their tools.

### **EDU 502 Ethnographies of School Administration**

EDU 502 approaches school administration not so much as a science of good governance as the facilitation of a complex web of interconnections in which students, teachers, and administrators as well as parents and the surrounding society form a single ethnographic space for the production and contestation of meaning. Students study and analyze case studies of school administration that inform and reflect a variety of school cultures. No two schools are exactly alike. Each school, no matter how standard in a formal, institutional sense, has its own culture, its own unique norms and assumptions, historical evolution and guiding myths. The course utilizes firsthand accounts of the administrative experience in an effort to understand the world of administration from the point of the administrator and not simply of the outside observer. Taking place over the first Winter Block, the course provides opportunities for field-based learning and investigation.

### **EDU 504 International and Comparative Education**

EDU 504 introduces students to the theoretical, conceptual, and methodological questions and concerns that have animated scholarship and practice in the field of comparative and international education from its mid-twentieth century beginnings. While students consider the history of borrowing and lending educational ideas and best practices, the primary focus of the course is contemporary. What are the chief characteristics of the exchange of educational discourses, ideas, purposes, curricula, organizational structures, and financing schemes? What defines the limits and extent of those exchanges? How do the concepts of internationalization, globalization, development, competition, national self-determination, innovation, sustainability, colonialism, neo-colonialism, neo-liberalism, student-centeredness, themselves all significant borrowing and lending discourses, provide useful springboards for answering those questions? Course topics include the internationalization of higher education; international testing regimes; neoliberalism and its varied reform motivations, meanings, and structures; and a constellation of counter-discourse developments attached to education for sustainable development and educational wholeness. These themes provide the opportunity to pursue fundamental questions of purpose, theory, method, and various empirical logics in international and cross-national inquiry in educational policy studies.

### **EDU 506 Democratic Theory and Organizational Change**

EDU 506 examines movements of democratic change, historical as well as contemporary, that have resulted over time in new institutional and organizational forms that in turn contribute to shaping the educational process. Political democracy describes a tension between individual rights and community responsibilities, between freedom and equality—and the resolution of those tensions through peaceful, democratic means. Students study the process of organizational change under conditions of democratic rule, in which in theory decision-making is a transaction among and between competing group, institutional, and individual interests. The course introduces students to the



## EDUCATIONAL LEADERSHIP AND SOCIETAL CHANGE

work of such democratic theorists as John Dewey, Lester Ward, Robert Dahl, Chantal Mouffe, Jurgen Habermas, John Rawls, and Sidney Verba. Course topics include the role and function of teacher unions; setting academic standards in a democracy; the limits and possibilities of classroom and workplace democracy; excellence and inclusion; school choice; problems of democratic elitism; and building a democratic movement culture in our schools. During the course of the seminar, each student will select a policy, social or organizational problem, and supported by peer review and consultation, create a written proposal outlining strategies and solutions for a fair and democratic resolution.

### **EDU 508 Educational Research Methods I**

EDU 508 is a first-year graduate-level survey of research methods with an emphasis on comprehension of the educational research literature. Course includes scientific method, locating and summarizing published research, sampling, measurement, statistics, research design, and critique of published research. The general content base of this course is twofold: 1) reading and evaluating published research reports, and 2) designing research studies with particular emphasis on action research and evaluating studies conducted by school-based practitioners. Students gain a mastery of basic descriptive statistics including measures of central tendency, dispersion, and relationships; basic measurement concepts including validity and reliability and the role of measurement in inquiry; common and differentiating features of basic, applied, and evaluation research; common and differentiating features of typical research designs (e.g., quantitative vs. qualitative, experimental vs. non-experimental, group vs. single-case); quality indicators in published research; and ethical, legal, and diversity considerations in research studies.

### **EDU 511 Educational Research Methods II**

EDU 511 builds on the knowledge base acquired in EDU 508 to equip students with the research skills they will need to complete their MA Thesis. Work includes evaluating the quality of published research; discussing the implications of various studies in view of the strengths and weaknesses of the research; using library-based secondary and primary sources in addition to Internet/WWW as tools for conducting and/or

evaluating research studies; and designing school-based research studies. Particular attention is paid to the critical reading of research and exploration of research design possibilities in order to help students articulate an MA Thesis topic and a defensible research proposal and plan.

### **EDU 513 Curriculum: Status, Issues, and Trends**

EDU 513 examines the issues and trends surrounding what schools teach and why, tracing the struggle for control over the modern curriculum from the late nineteenth century to the present. That struggle brought into play social, political, and religious forces with often sharply divergent views of what an educated citizen should look like, what a general education is for, and what kind of education is most worth having. The course explores in detail the dynamics of the curriculum-making process—who or what decides which courses will be taught, selects the material to be taught, and arranges the order, sequence, and academic level of the subject matter. Inasmuch as these are political questions, the course provides an in-depth analysis of problems of access to the curriculum, issues governed by considerations of class, race, and gender. Student research projects draw upon common themes of the course: the professionalization of teaching and the teacher-proofing of the curriculum; the dual curriculum, college-bound and non-college bound; the culture wars and the meaning of literacy; the specialization and fragmentation of knowledge; standardized learning for standardized testing; textbooks and the consumption model of education. Qualitative research that asks how young people at various levels of schooling experience the curriculum, how it shapes their expectations and with them learning outcomes, is also central to the course.

### **EDU 515 Psychology of Education**

EDU 515 explores the psychology of learning. As an interdisciplinary blend of psychology and education, it necessarily addresses both theoretical and practical issues. As a branch of psychology, it investigates the science of human behavior, especially the behaviors connected to development and learning. As education, it has practice (applied knowledge) as its foremost concern. This course will focus on how theoretical and empirical knowledge about



human cognition and learning can be applied to schools and other educational settings. Students gain an understanding of key concepts in the areas of development, learning theory, motivation and teaching; explore applications of concepts in contemporary educational settings through case studies, visits to schools, and other activities; become familiar with contemporary issues in educational psychology and consider those issues from various viewpoints (e.g., teacher, student, parent, administrator); and develop through directed research, both field-based and theoretical, their own personal philosophy of education, principles of learning, views of the role of education in the development of the individual, and suggestions for improving current educational practices.

#### **EDU 517 Educational Assessment: Institutions, Programs, and Learners**

EDU 517 offers a critical review of types, purposes, procedures, uses, and limitations of assessment strategies and techniques including authentic assessment, value-added assessment, and alternate assessment. Students are introduced to emerging trends in assessment, various assessment models (e.g., formal, informal, discrepancy analysis, performance assessment, portfolios, and rubrics), and learn how to link assessment to instructional, program, and institutional changes and improvements. It is essential that assessment results are reported effectively to students, parents and the wider community so that their needs for information are met and they have a clear understanding of the assessment. When properly presented, assessment reports can help build support for schools and for initiatives that educators wish to carry out. But if assessment results are poorly reported, they can be disregarded or interpreted incorrectly, adversely affecting students, educators, and others in the school community. Students gain not only the assessment competencies they will need as educational leaders but the communicative skills to convey the results of assessment to their publics clearly and effectively. As a final class assignment each student writes an assessment report, utilizing measurement concepts and tools learned in the course.

#### **EDU 512 Educational Leadership and Societal Change Invited Speakers Series**

EDU 512 takes advantage of the Winter Block to bring various distinguished speakers to campus to explore further with students the special themes and concerns of the MA Program in Educational Leadership and Societal Change. Nationally and internationally recognized scholars and educators from the fields of history, sociology, psychology, educational administration, and policy studies engage students in a three and a half week long seminar designed to provide the benefits of external professional input and evaluation, including prospects for publication.

#### **EDU 520 MA Thesis**

Students spend the last semester of the Program preparing and completing their MA Thesis under the supervision of a principle faculty advisor. Students are responsible for preparing a non-credit bearing public defense of their Thesis as a prerequisite for successful graduation.

#### **SUMMER RESEARCH INTERNSHIP**

Occurring between the first and second year, The Summer Research Internship (SRI) Program introduces students as participant-observers to the meaning-making practices of those who inhabit “educational” spaces, drawing upon primary and secondary sources to yield insight into the dynamic interplay of educational leadership and societal change. Occurring between the first and second year of the MA Program, the SRI is a subsidized, non-credit bearing instructional option designed to enable graduate students to conduct pre-MA-thesis research at a discrete location either in the United States or abroad. Students identify a field site where they can obtain first-hand experience as well as pursue research in an area of scholarly interest. Given the experiential nature of the Internship, it is expected that the theoretical framework of the study will contain quantitative and/or qualitative elements, include a comparative dimension, and involve a large degree of face-to-face and/or on-site data collection, a creative combination of “talk, text, and interaction” (Silverman 2000).

For more information, please inquire with the Program Director.



# *Admission Policy & Entrance Requirements*

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## ADMISSION POLICY AND CRITERIA

All students seeking to do graduate work at Soka University of America must be formally admitted to the Graduate School by the Graduate Admissions Committee. The Graduate School admits qualified students regardless of their race, color, religion, sex, sexual orientation, national origin, age, or disability and thereafter accords them all the rights and privileges generally made available to students at the institution.

The Graduate School of Soka University of America seeks to admit qualified students. Various factors are considered in the admissions decision, including academic readiness, motivation, prior academic training and performance. Non-academic experiences are relevant in evaluating motivation and readiness for graduate study.

## CAMPUS TOURS

We encourage you to visit Soka University of America. The Office of Admission will arrange a campus tour and make appointments for you with the Dean of the Graduate School and/or the Program Director. Please call at least two (2) weeks in advance to schedule a campus visit.

Contact Information:  
Phone: 888.600.SOKA (7652)

## MINIMUM ENTRANCE REQUIREMENTS

The student seeking admission to the MA in Educational Leadership and Societal Change is expected to have completed a bachelor's degree from an accredited college or university or the equivalent of an undergraduate level education (normally 16 years of pre- and post-secondary education) from a foreign institution.

To be considered for admission to the Graduate School, each applicant must complete the Graduate School Application. The following minimum requirements must be met for a student to be considered for admission:

1. Bachelor's degree: A bachelor's degree from an accredited college or university, or the equivalent of an undergraduate level education (normally 16 years of pre- and post-secondary education) from a foreign institution.
2. GPA: A minimum GPA of 3.0 or a B average

on a 4-point scale or a minimum average of 80 points on a scale of 100.

3. TOEFL®: The Test of English as a Foreign Language (TOEFL®) is required of all applicants whose native language is not English. A minimum score of 100 on the TOEFL® iBT is required for non-native speakers of English only. The TOEFL® school code is 4720.

## APPLICATION PROCEDURE

This section details the required documents to complete your application for admission into the MA program in Educational Leadership and Societal Change.

**1. Application Form** — Applicants must use the Graduate School Application Form. Fill out the application form completely.

**2. Application Fee** — Send the completed application to the Office of Admission along with a non-refundable application processing fee of \$45 USD. The University requests that payment of all fees (application fee, tuition deposit, etc.) be in the form of a check drawn on a US bank or an International Postal Order.

**3. Transcripts** — Applicants should request that all previous academic institution(s) send an official transcript covering all undergraduate studies (and graduate studies, if any) directly to the Office of Admission at Soka University of America. Only official transcripts that are signed, stamped and sealed, or otherwise certified, by the issuing institution will be accepted.

The applicant is responsible for making sure complete, official transcripts are on file with the Office of Admission. Work in progress will be considered in fulfillment of requirements, and admission may be granted subject to the filing of final transcripts, before enrollment, showing satisfactory completion of work in progress.

**4. Reference/Recommendation Forms** — Ask two individuals qualified to evaluate your educational background and/or academic and professional achievement to complete a recommendation for you. Recommendations are usually from the applicant's former or

## ADMISSION POLICY & ENTRANCE REQUIREMENTS

current professors who are able to give an in-depth evaluation of the applicant's strengths and weaknesses with respect to academic work. They should paint as full a picture of you as possible for the admissions committee, saying how well and in what capacity they know you and frankly stating deficiencies as well as merits. They should provide a candid opinion of your ability to undertake graduate study and your potential for a career in educational leadership.

Please ask your recommenders to use the official Reference/Recommendation Form provided by SUA. Type, or print clearly, your name on each form and sign the waiver statement. Give each recommender the Reference/Recommendation Form and ask him/her to return the completed form directly to the Office of Admission in the sealed envelope.

**5. Personal Statement** — Please write a brief statement in which you describe your background, your past work in your intended field of study, your goals for graduate study and a professional career, experience and any other information you feel is relevant.

**6. GRE® Testing** — An official score report for the Graduate Record Examination (GRE) taken within the past five years is required of all applicants. Be sure to request that official GRE® scores be sent directly to the SUA Office of Admission. The GRE school code for SUA is 4720. Student copies and self-reported scores are not accepted. The GRE General Test measures critical thinking, analytical writing, verbal reasoning, and quantitative reasoning skills that have been acquired over a long period of time and that are not related to any specific field of study. The GRE is offered by the Educational Testing Service (ETS) in different formats and times depending on a test taker's location. For more information, the student should check the GRE website at <http://www.ets.org/>.

**7. Resume or Curriculum Vitae (CV)** — A copy of your Resume or CV is required for all applicants. This document will outline your experiences and skills as they relate to the graduate program.

**8. Academic Writing Sample** — An academic writing sample is required for all applicants. This should be a college-level research paper written for one of your classes, or, if your college or university has it as a graduation requirement, a senior thesis. Less important than the topic is that the paper you submit is the strongest sample you have of your writing and research skills as a student. It is not necessary to include the grade or the instructor's comments with your submission.

**9. International Applicants: TOEFL® Testing** — Any applicant whose native language is not English is required to submit a TOEFL score report. Be sure to request that official TOEFL scores be sent directly to the SUA Office of Admission. Student copies and self-reported scores are not accepted. The TOEFL® school code for SUA is 4720. The Test of English as a Foreign Language (TOEFL) measures the ability of non-native speakers of English to use and understand English as it is spoken, written, and heard in college and university settings. The TOEFL test is offered by the Educational Testing Service (ETS) in different formats depending on a test taker's location. For information about the test, the student should check the TOEFL website at <http://www.toefl.org>.

If you are a non-native English speaker who graduated from a college or university where English is the primary language of instruction, you may be eligible for a waiver of the TOEFL requirement for admission. Please contact the Office of Graduate Admission.

If you did not attend a university or college for your Bachelor's degree where English was the primary language of instruction but you believe the TOEFL score should be waived, please contact the Office of Graduate Admission.

**10. International Admitted Students:** — The Department of Homeland Security (DHS) requires international students to provide proof of financial support before the visa process can be initiated by SUA. The Certification of Finances Form must be completed and returned to the Graduate



## ADMISSION POLICY &amp; ENTRANCE REQUIREMENTS

School after you are offered admission but before June 1.

All documents contained in the application file belong to Soka University of America and cannot be returned. The status of the file and the information it contains are confidential. Information will be revealed, at our discretion and in compliance with the Family Educational Rights and Privacy Act of 1974, only to the applicant or to individuals whose names the applicant has provided in writing to the Graduate School Office.

All application documents become the property of Soka University of America.

If you have additional questions about the requirements please contact the Graduate Office of Admission by emailing [grad\\_admissions@soka.edu](mailto:grad_admissions@soka.edu).

### TRANSFER CREDITS

Courses completed at other recognized graduate institutions, not exceeding 6 semester credits, may be applied toward the requirements for the MA degree provided that the studies are of acceptable quality, have a shelf-life not to exceed ten years, and are equivalent to parts of the approved program of study.

Transfer credits are accepted only from other institutions of higher learning accredited by an association recognized by the United States Department of Education (USDOE), or any institution of higher learning, including foreign institutions, if the institution offering the program documents that the institution of higher learning at which the units were earned offers degree programs equivalent to degree programs accredited by an accrediting association recognized by the USDOE.

Upon requesting permission to transfer graduate-level course work into the Soka University of America program, a student is instructed to provide a copy of a syllabus or a catalog description of the course from the institution where the course work was completed.

Transferred courses will not compute into the GPA, but will appear on the student's transcript. This policy may be applied toward no more than 2 courses and no more than 6 units per student. Although a higher requirement may be set as a condition for a particular course, no courses will be accepted as meeting SUA Graduate School graduation requirements, nor will they have credit transferred, if the grade received is less than B.

If a course from another institution was taken so long ago that the content has become outdated, the Dean will recommend that a student retake the course at Soka University of America rather than transferring it in.

Soka University of America may require that an applicant obtain an evaluation of their academic credit from an outside organization that provides foreign credential evaluation services to evaluate transfer credits from foreign institutions.

Official transcripts for credit earned at other institutions that have been presented to Soka University of America for admission become the property of Soka University of America and will not be returned.



# *Tuition and Fees*

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## TUITION AND FEES

The Office of Student Accounts manages and accepts payments for the student financial accounts, including tuition payment plans, and all other fees due to Soka University of America (SUA). We strive to provide efficient, timely and personalized service for students and/or parents to comfortably manage their financial matters.

Payment of fees/charges may be paid in the Office of Student Accounts. Online credit card payment option is now available online through the PeopleSoft Student System. Charges include the following:

- Tuition, Room and Board, and Health Fee
- Fees & Fines
- Miscellaneous Charges

Students are responsible for full payment of tuition, fees, and all other debts due to the University. The Office of Student Accounts makes every possible attempt to provide students with a statement of charges due, however it is the student's responsibility to pay amounts owed no later than the payment deadline. Account balance information is available online through the PeopleSoft Student System. In order for billing and other student related information to reach students it is important that the University have the most current address information. Address changes may be made at the Office of the Registrar or by accessing the PeopleSoft Student System online.

In accordance with the Family Education Rights and Privacy Act of 1974, billing information will only be discussed with or mailed to the student. Students who would like to provide account information to a third party must complete a form at the Registrar's Office with the release authorization. This will also allow us to discuss the student's financial account information with the person named on the form.

### TUITION, ROOM AND BOARD AND HEALTH INSURANCE FEES

Tuition and room and board will be charged on a per session basis. Full-time students are those enrolled in 9 or more units in any given semester. They are assessed full-time tuition and fees. Part-time students are those enrolled in

less than 9 credits. All charges must be paid within the designated due dates in full, or under a payment plan.

All students are required to be covered by a health insurance plan. All international students are required to purchase SUA health insurance. Students from the United States may elect to provide their own insurance, in which case they must fill out a waiver and show the Student Affairs Office a proof of comparable insurance coverage. Students without a waiver must purchase the SUA health insurance plan. Health insurance fees will be charged on a per session basis, Fall Session and Spring Session. For further information regarding health insurance plan and coverage dates, please contact the Student Affairs Office at (949) 480-4130.

Tuition, room and board, and health costs at SUA are as follows:

#### Full-time

Tuition	\$14,469 per session
Room & Board	\$5,734 per session
Health Fee	\$852 per session

#### Part-time (upon approval)

Tuition	\$1,608 per unit
Room & Board	\$5,734 per session
Health Fee	\$852 per session

#### PAYMENT METHOD

Tuition, room and board, and health insurance payments will be accepted through the following payment methods:

- Personal Check (Third party checks are not accepted)
- Money Order/Cashier's Check/ Bank Certificate
- Wire Transfer
- Online Credit Card Payment (through PeopleSoft system) - Visa, MasterCard, American Express, Discover, JCB

#### PAYMENT PLAN OPTION

Tuition, room and board, and health fees will be charged on a per session basis, Fall Session and Spring Session.



## TUITION AND FEES

Payment information and calculation worksheet will be mailed to students prior to the beginning of the academic year. Payment arrangement must be made according to the calculated amount due for Fall & Spring Sessions at their respective payment schedule.

SUA offers 2 payment options to students. Payment can be made either by payment in full for the session, or making arrangements for an installment payment plan.

With this installment plan, there will be a sign up fee. Detailed information will be mailed out to students prior to beginning of the academic year.

In making installment payment arrangements for tuition, room and board, and health fees, the payment schedule will be as follows:

### Fall Session:

Payments:	1st	2nd	3rd	4th	5th
Full Session Payment	8/10				
Monthly Installments	8/10	9/10	10/10	11/10	12/10

(Above dates reference August 2015 to December 2015.)

### Spring Session:

Payments:	1st	2nd	3rd	4th	5th
Full Session Payment	1/10				
Monthly Installments	1/10	2/10	3/10	4/10	5/10

(Above dates reference January 2016 to May 2016.)  
For more information, please contact the Office of Student Accounts.

## FINANCIAL AID DISBURSEMENT

Financial aid disbursements for continuing students normally occur during the first week of instruction. However, for new students federal

grant disbursements are made after the 45th day of school and loan disbursements after the 30th day of school. All financial aid processed will be posted and applied to room & board, tuition, and health fees first. Any remaining credit will be provided to students in the form of a refund. Questions regarding your Financial Aid should be directed to the Office of Financial Aid at (949) 480-4042.

Refund checks are mailed or electronically transferred into your bank account. It may take up to 10 business days from the date of disbursement for funds to appear in your bank account. To sign up for direct deposit, please contact the Office of Accounts Payable or Student Accounts at (949) 480-4043.

If the Financial Aid award is not sufficient to cover tuition & fees in full, the student is responsible for any outstanding balance by the fee payment deadline. A late payment fee may be assessed to all past due accounts.

## TAX LIABILITIES

For international students, a Federal Income Tax withholding may be applied to amounts of scholarships or grants that are greater than qualified education expenses as defined by the Internal Revenue Service. Depending on the student's country of origin, a 14% Federal Income Tax may be withheld from any scholarship or grant awarded over \$30,508 for the academic year and applied around the beginning of each session. Students are responsible for full payment of tax withholding at the time of charge. For further information regarding tax liabilities, please contact the Controller's Office at (949) 480-4319.



**NONPAYMENT WITHDRAWAL**

Nonpayment of tuition may result in student’s involuntary withdrawal from the university and/or dropped from all courses. All session charges must be paid in full prior to the end of the academic session. The Office of Student Accounts will review any accounts with unpaid tuition for consideration of non-payment withdrawal and enrollment cancellation.

In the event of withdrawal for nonpayment of tuition, a student will be dropped from all courses, from campus housing, and from food services. A hold will be placed on a student’s account until the financial obligation is met.

**HOLD POLICY**

A hold will be placed on the student’s account for any charges past due including tuition, miscellaneous fees, and/or student loan. A hold prevents a student from registering and receiving various services from SUA including, but not limited to, transcript requests. Account balance and hold information is available through the PeopleSoft Student System and/or through loan servicer. Please contact the Office of Student Accounts for resolution of past due balances and the removal of all financial holds. Contact the indicated office for release of non-financial holds.

**WITHDRAWAL REFUND SCHEDULE**

Students who withdraw from the University must complete a withdrawal form available at the Office of the Registrar or the Director of the MA Program. Before your withdrawal can be processed, all signatures specified on the withdrawal form must be obtained from the indicated departments. The Office of the Registrar will process the withdrawal based on the appropriate withdrawal date. This date is used in the calculation of tuition and any possible refund. If a refund is due, it will be processed according to the following refund schedule per session.

**Session**

Week	1	2	3	4	5	6	7	8
	100%	90	85	80	75	70	50	0

**FEES & FINES**

Students are responsible for paying any of their fees and fines at the time of the service or assessment. Any questions regarding fees and fines assessed by other departments should be directed to the office originating the fee.

Late Payment Fee . . . . .	\$20.00
(per month)	
Late Registration Fee. . . . .	60.00
Returned Check Fee. . . . .	20.00
Lost ID Card . . . . .	15.00
Replacement Check. . . . .	20.00
Transcript. . . . .	5.00
express mail (domestic) . . . . .	20.00
express mail (international) . . . . .	30.00
rush transcript (additional fee	
per request). . . . .	10.00
Duplicate Diploma . . . . .	30.00

**RETURNED CHECK POLICY**

In the event that a check is returned to SUA for any reason, a fee of \$20.00 may be charged.

A hold will be placed on the student account until the amount of the returned check and fee is paid. Payment must be made using cash, certified check, money order, cashier's check, or wire transfer to cover the check and the administrative fee.

If SUA receives three (3) or more returned checks on any one account, another personal check will not be accepted for a minimum of two (2) years.

**REPLACEMENT CHECK POLICY**

In the event that a check issued by SUA needs to be reissued for any reason, a fee of \$20.00 will be charged.

**REFUND POLICY**

A refund request must be submitted in writing to the Office of Student Accounts. In the event of overpayments, all checks must be cleared and paid prior to issuing a refund check. Please allow two weeks for the check to be issued. Refund payments are issued to the student unless written authorization is received to the contrary.

**HOW TO CONTACT US**

For additional information regarding student accounts or payments, please contact the Office of Student Accounts:

1 University Drive  
 Aliso Viejo, CA 92656  
 Direct: (949) 480-4043 or (949) 480-4129  
 Fax: (949) 480-4151  
 studentaccounts@soka.edu



# *Financial Aid*

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## FINANCIAL AID

### FINANCIAL AID

Soka University of America (SUA) admits graduate students without consideration of their abilities to meet the costs and oversees a need-blind admission policy in which a student's financial aid status will not affect his or her possible admission to the university.

It is the sincere objective of the Office of Financial Aid (OFA) to provide fair access to aid across all student populations.

SUA Office of Financial Aid does not discriminate on the basis of race/ethnicity, color, national origin, gender, sexual orientation, disability, veteran status, or age in the administration of financial aid or any other programs.

### COMMUNICATION POLICY

Email is the standard and preferred method of communication. OFA will use the email address noted on the admissions application for all communication with new applicants. Once an SUA email address is assigned to a student, the OFA will use this as the primary communication method and cease to use other email addresses.

### FINANCIAL AID STAFF

Andrew Woolsey, Ed.D., *Director of Enrollment Services*

Stacey Choi-Fung, *Manager of Financial Aid*

Cindy Cohen, *Senior Financial Aid Data Analyst*

Tamera Sorrell, *Financial Aid Counselor*

### Contact Information

Office of Financial Aid

1 University Drive,

Aliso Viejo, CA 92656

Phone: (949) 480-4342

E-mail: [financialaid@soka.edu](mailto:financialaid@soka.edu)

### 2015-16 Cost of Attendance

#### Domestic Students – On Campus

Tuition*	\$28,938
Room & Board*	\$11,468
Books & Supplies	\$1,570
Transportation	\$760
Personal Expenses**	\$2,064
<b>Total</b>	<b>\$44,800</b>

#### International Students – On Campus

Tuition*	\$28,938
Room & Board*	\$11,468
Books & Supplies	\$1,570
Transportation	\$1,760
Personal Expenses**	\$2,064
<b>Total</b>	<b>\$45,800</b>

\*Direct costs paid to the university.

\*\*The health insurance fee is included in the personal expenses as one of the direct cost paid to the university. 2015-2016 health fee insurance is \$1,704.

Off-campus cost of attendance can be provided upon request.

### FINANCIAL AID ELIGIBILITY

To be considered for financial aid, students must generally meet the following minimum requirements listed below.

#### US Domestic Students Must:

- Be a U.S. citizen or eligible non-citizen
- Have a valid Social Security number
- Complete a FAFSA and submit the verification documents by all deadlines
- Maintain Satisfactory Academic Progress (SAP)
- Not be in default on any loan such as a Federal Perkins loan, Federal Stafford Loan (subsidized and/or unsubsidized), or Graduate PLUS
- Not owe a refund on a Federal Pell Grant, Federal Supplemental Educational Grant (FSEOG)
- Be registered as a regular student attempting to complete at least four (4) units in an eligible program
- Be enrolled or accepted for enrollment as a regular student in an eligible degree program
- Be registered with the Selective Service if you are male
- Sign a statement on the Free Application for Federal Student Aid (FAFSA) stating that
  - You are not in default on a federal student loan and do not owe money on a federal student grant and
  - You will use federal student aid only for educational purposes
- Show you're qualified to obtain a college education by
  - Having a high school diploma or a

## FINANCIAL AID

recognized equivalent such as a General Educational Development (GED) certificate or completing a high school education in a homeschool setting approved under state law.

### International Students Must:

- Hold an I-20 Visa
- Complete an International Student Financial Aid Application and submit the verification documents by all deadlines
- Maintain Satisfactory Academic Progress (SAP)
- Be enrolled or accepted for enrollment as a *regular student* in an eligible program

## HOW TO APPLY FOR FINANCIAL AID

### Domestic Students

A U.S. citizen or eligible non-citizens must complete the Free Application for Federal Student Aid (FAFSA) online at [fafsa.ed.gov](http://fafsa.ed.gov) to be considered for financial aid. Both incoming and continuing students are required to complete the FAFSA each academic year. FAFSA will be available online after January 1st of each year. Soka University of America's School Code is: 038144.

### International Students

International students must complete the "International Student Financial Aid Application" to be considered for financial aid each year. The "International Student Financial Aid Application" will be available online after January 1st of each year at [www.soka.edu/financialaid](http://www.soka.edu/financialaid).

### VERIFICATION POLICY

Verification is the process of verifying the data reported on financial aid applications. Graduate students may be selected for verification if conflicting information is found. The OFA maintains the right to request additional information to process the student's application.

## FINANCIAL AID TIMELINE

### January 1st

Financial Aid Application is available to be completed for the upcoming academic year. FAFSA is available online at [fafsa.ed.gov](http://fafsa.ed.gov) for domestic students. "International Student Financial Aid Application" is available on the SUA website at [www.soka.edu/financialaid](http://www.soka.edu/financialaid).

### March 2nd

Priority deadline to submit the FAFSA/ International Student Financial Aid Application.

### April

Estimate Financial Aid Award Letters are issued to all newly admitted students who have completed the FAFSA/ International Student Financial Aid Application.

### May 1st

Verification documents due for all students who have been selected for verification.

### June

Continuing students are awarded.

### July

Accept or decline financial aid online and submit loan documents by this deadline.

## TYPES OF FINANCIAL AID

1. Federal (provided by the U.S. government and available only to domestic students)
2. Institutional (provided by SUA)
3. Outside Scholarships (provided by outside agencies)
4. Private Loans (private lenders)

## FEDERAL LOANS

Federal Direct Loans (Stafford) – are a part of the William D. Ford Federal Direct Loan program, in which borrowers obtain loan funds directly from the U.S. Department of Education. These loans are more commonly referred to as Stafford Loans and are available as Unsubsidized Loans for Graduate students. Stafford Loans have both annual and yearly limits.

Unsubsidized Loans – are available to students regardless of financial need and there is no interest subsidy. The interest will accrue from the time of disbursement. The interest rate will change yearly based on the 10-year treasury note index.

Graduate students may borrow up to \$20,500 per year.

The maximum total debt from Stafford Loans is \$146,500 (no more than \$65,000 can be subsidized loans.) The graduate debt limit



includes Stafford Loans received from undergraduate study.

Repayment of Unsubsidized loans begins six months after student graduates, withdraws, or enrolls below half-time.

Federal Direct Graduate PLUS Loan – is a federal loan that graduate students can use to help pay education expenses. The U.S. Department of Education is the lender. The maximum loan amount is the student's cost of attendance minus any other financial aid received. There is no interest subsidy for this loan. The borrower must not have an adverse credit history. The Graduate PLUS loan will be placed into deferment while the student is enrolled at least half-time and for an additional six months after you cease to be enrolled at least half-time (4 units).

More information regarding federal loans can be found online at: [studentaid.ed.gov](http://studentaid.ed.gov).

### INSTITUTIONAL LOANS

Soka Graduate Loan – is available for international students. International students interested in applying for the Soka Loan will be required to annually submit the "International Student Financial Aid Applications." Soka Loan will not exceed the cost of attendance minus other financial aid received. Repayment of Soka Loans begins six months after student graduates, withdraws, or enrolls below half time (4 units). The interest rates can be found on the Soka Loan Disclosures each year.

### GRADUATE MERIT SCHOLARSHIP

Highly qualified applicants will be considered for the Soka University of America Merit Scholarship. There is no application for this scholarship. This scholarship is awarded each year based on merit as determined during the admissions process. The top ranking applicant(s) who accepts the admission offer will receive the scholarship award. Scholarship awards are renewable annually and subject to the student's continued Satisfactory Academic Progress. The lifespan of the scholarship is 4 terms.

### SOKA GRANT

Soka Grant is awarded to students who have completed the financial aid application. It is awarded up to the cost of tuition for those who have an unmet amount from the Merit Scholarship.

### RIGHTS AND RESPONSIBILITIES OF STUDENTS PARTICIPATING IN THE FINANCIAL AID PROGRAMS

As a recipient of financial aid, there are certain rights and responsibilities of which students should be aware.

The rights and responsibilities of students on financial aid are listed in the following documents:

1. Soka Loan - Master Promissory Notes (MPN) for International students.
2. Federal Direct Loan - Master Promissory Note (MPN) for Domestic students.

Students have the right to know about the:

1. Financial aid programs available at SUA.
2. Application process to be considered for aid.
3. Criteria used to calculate need.
4. SUA refund and repayment policy.
5. Policies surrounding Satisfactory Academic Progress.
6. The rights and responsibilities of individual programs.

Students are responsible for:

1. Submitting accurate information and forms by the deadlines to the OFA.
2. Keeping the OFA and loan servicers informed of any changes in name, address, marital status, financial situation, etc.
3. Reporting to the OFA any additional assistance from outside sources such as scholarships, loans, and educational benefits.
4. Notifying the OFA of any enrollment status changes.
5. Maintaining Satisfactory Academic Progress.
6. Re-applying for financial aid by March 2nd of each year.

### ENTRANCE AND EXIT COUNSELING

**Entrance Counseling** – First-time Federal Direct Student Loan borrowers must complete the entrance counseling online at [studentloans.gov](http://studentloans.gov).



## FINANCIAL AID

First-time Soka Loan borrowers must complete the entrance counseling.

**Exit Counseling** – Prior to graduation or ending enrollment at Soka University of America, borrowers must complete an exit loan counseling. The OFA collects information about the borrower's permanent address, references, expected employment and driver's license number. This information is forwarded to the loan servicers.

### REFUNDS AND REPAYMENTS

Students who withdraw from school may be expected to repay a portion of their financial aid. According to a formula prescribed, any refundable amount used to pay tuition and fees is returned to the appropriate financial aid sources. Students may also be required to pay the unearned portion of assistance that was directly disbursed to them.

### STUDENT LOAN DEFAULT

A hold will be placed on any delinquent or defaulted student loan accounts. A hold will prevent the student from registering and receiving services from SUA including release of transcript, grades and alumni services. Account balance and hold information is available through the borrower's loan servicers.

Delinquent/defaulted loans will include past due accounts placed with a collection agency. Delinquent loans will be reported to credit bureaus, and borrowers will be responsible for any collection costs including but not limited to agency fees, attorney's fees, court costs, and other fees related to the collection of the loan.

The SUA Office of Financial Aid is committed to counseling students regarding borrowed loans after graduation. Students should contact the OFA regarding loan repayment options.

### DISBURSEMENT OF FUNDS

Fall and Spring financial aid is scheduled to be disbursed after the add/drop date.

The Office of Student Accounts is responsible for all financial aid disbursements. After applying tuition, room & board, and other appropriate outstanding charges, the Office of Student Accounts releases the remaining credit balance

to the student within fourteen days after the credit balance occurs.

If a student is receiving a paper check, Office of Student Accounts notifies the student when the check is ready to be picked up. If the funds are sent via Electronic Fund Transfer (EFT), Office of Student Accounts notifies the student that the fund has been transferred into their account. Soka University does not apply any credit balance to prior year's charges. All students must have a zero balance at the end of each academic year.

### SATISFACTORY ACADEMIC PROGRESS (SAP) POLICY

The Office of Financial Aid (OFA) uses the SAP Policy to determine continued eligibility for its financial aid programs. The SAP Policy is comprised of two parts, a qualitative and a quantitative component.

Students must be in good academic standing and uphold the minimum requirements for both the qualitative (grade-based) and quantitative (time-based) requirements of the SAP policy to maintain eligibility to receive financial aid. In compliance with federal regulations, Soka University of America (SUA) has established guidelines that are designed to ensure that students successfully complete courses and to promote timely advancement toward degree objectives. These requirements also serve as a standard against which to evaluate student's progress, grade point average (GPA) and the overall time frame in which students complete their graduate program. SAP is evaluated at the end of each term at SUA.

### Satisfactory Academic Progress (SAP) applies to the following programs:

1. Federal: Direct Loans
2. Institutional: Soka Scholarships, Grants, Loans

SAP policy is a complement to the Academic Probation policy but is a separate policy governing only financial aid eligibility. Students must be aware that it is possible to avoid academic probation or suspension, yet fail to meet SAP for financial aid.

The OFA will notify students of failure to meet SAP; the Office of the Registrar will notify



students of academic probation or suspension.

The following minimum academic standards must be met:

### **1. Qualitative Measure:**

Students must maintain a minimum cumulative grade-point average (GPA) of at least 3.0 in order to be eligible for financial aid.

### **2. Quantitative Measure:**

The second component used to measure SAP is the maximum time a student may take to complete a program. Students must complete their program within 2 years.

Students must achieve both the qualitative and quantitative requirements of SAP to remain in good financial aid standing.

### **Failure to meet SAP Requirements**

The U.S. Department of Education (ED) has mandated that universal terms (warning, suspension, and probation) be implemented to describe failure to meet SAP across all colleges.

#### **SAP Warning**

Failure to meet SAP after one term will result in a placement on "SAP Warning" status. Student will have one term of financial aid eligibility to correct their SAP deficiencies. Students will be notified that he/she is on "SAP Warning." SAP Warning is not given to students who have reached their maximum time frame or students who have failed to meet SAP for 2 consecutive terms.

Academic counseling should be sought to ensure the student satisfies all deficiencies during this period.

If the student meets SAP within the warning period (of one term), he/she will be automatically placed back in good standing for financial aid.

It is possible for students to be placed on warning multiple times in their academic career.

#### **SAP Suspension**

After one term of warning and continued failure to meet SAP, all of the student's financial aid will

be suspended/cancelled and student will be placed on "SAP Suspension."

Students will be notified in the event that he/she is on "SAP Suspension." Failure to receive notification from the OFA is not terms for an appeal approval. It is the student's responsibility to understand the Financial Aid SAP policies and adhere to them.

#### **Regaining Eligibility**

Students on "SAP Suspension" can earn units and raise their cumulative GPA the next academic term; however they are ineligible to receive financial aid during that period of suspension. Once the SAP requirements have been met, students are eligible to apply for financial aid for the upcoming term.

It is the student's responsibility to notify the OFA when he/she regains eligibility for reinstatement of funds.

#### **Appeals and Extenuating Circumstances**

Students may appeal for reinstatement of financial aid via a written request if they have an extenuating circumstance that has prevented the student from meeting SAP for institutional scholarships. Such situation must be exceptional and non-recurring in nature. Some examples are death in the family, illness, or car accident. The appeal must explain the cause of academic difficulty and how the situation has been resolved.

The appeal must be submitted within 20 days of notification of financial aid ineligibility. The student must meet with the Director of MA Program to create an academic plan that will ensure success in completion of their program. The academic plan must be submitted with the SAP appeal.

Students must submit the "SAP Appeal" in person to the OFA. Students may request that the form be date marked for when it has been received.

Students can expect to have a decision within two weeks of submitting an appeal form. The OFA may need to request documentation from the student which could extend this period. In

## FINANCIAL AID

In addition, if the appeal is sent to committee, the period of time needed to convene a committee could also extend the time required to make a decision. If this is the case, students will be notified that there will be a delay.

If the SAP appeal is approved, the student will be placed on "SAP Probation" and will regain eligibility for financial aid for one or more terms based on the academic plan submitted.

If the SAP appeal is denied, students are entitled to an explanation. Once an appeal has been denied, students may not make an identical appeal because he/she did not agree with the outcome. The appeal will be considered officially denied.

A student may not appeal after the enrollment period for the academic year or once graduated.

### **Grades, Repeated Courses, Transfer Credits**

Grades that meet SAP completion standards are grades for which credit is awarded: A, B, C, D and P, F, NP, Withdrawals (W), and Incompletes (I) are not passing grades.

If a student repeats a failed (F) or a previous passed class (D), it will replace the highest grade to recalculate into the new cumulative GPA.

Credits attempted in repeated classes will be included in the cumulative credits attempted in addition to the original credits. Students who passed a class and chooses to repeat for a higher grade may receive financial aid only once for that repeated class. Students may receive financial aid for a failed class that they repeat until they pass.



# *Academic Policies & Procedures*

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## ACADEMIC POLICIES &amp; PROCEDURES

**GRADUATION REQUIREMENTS**

- Satisfactory completion of appropriate 41 course credits with an overall index of B is required for the degree. In addition, B or higher is required for the MA Thesis/Project course.
- A grade of C or higher must be received for all courses.

**GRADUATION**

Upon satisfactory completion of the master's degree academic program, a student may apply for graduation. If graduation is granted, Soka University of America will confer an official graduation date and issue to the student a Soka University of America diploma for a Master of Arts (MA) Degree in Educational Leadership and Societal Change, and an unofficial copy of their final transcript. Soka University of America proudly conducts a commencement ceremony in May of each year to honor new graduates.

**GRADUATE ACADEMIC ADVISING**

Meeting and engaging in dialogue regularly with the academic advisor is an integral part of the Soka experience.

Advising is available from the Program Director to assist graduate students in the planning and completion of their university study as well as in their career search and development. All students are required to meet with the Director prior to enrollment in classes.

**STANDARDS FOR STUDENT ACHIEVEMENT**

The student's performance is evaluated based on his/her class performance (e.g., participation in class discussion) and assignments and/or examinations.

Assignments and examinations given during the course are evaluated and returned to the students with comments and/or grades indicating the instructor's assessment of the student's work and progress. Class performance, assignments and examinations measure and verify critical thinking and the acquisition of analytical and other necessary skills.

**SATISFACTORY ACADEMIC PROGRESS AND PERFORMANCE**

The admission of all graduate students is continued at the discretion of the Dean of the Graduate School, consistent with the policies and practices of the University, the Graduate School and the graduate program. A student must make satisfactory progress in meeting programmatic requirements, must demonstrate the ability to succeed in his/her course of studies, and must attain performance requirements specified by the graduate program, otherwise his/her enrollment will be terminated. Determinations of satisfactory progress occur at the graduate program level.

The Graduate School of Soka University of America has established guidelines that are designed to ensure that students successfully complete courses and to promote timely advancement toward specific degree objectives. These requirements also serve as a standard against which to evaluate student progress, grade point averages and the overall time periods in which students complete their graduate programs.

To satisfy academic progress requirements for financial aid, students must accomplish the following:

1. Maintain a minimum grade point average of 3.0 or better each semester.
2. Complete a minimum of six (6) units of credits per semester unless otherwise approved by the Dean of the Graduate School.
3. Complete the degree objective within the maximum time allowed.

**MINIMUM GRADE REQUIREMENTS**

All students are required to have a B average or higher to graduate. A student must receive a C or higher in all required courses. In addition, a B or higher is required for the MA Thesis/Project course. A student who fails to finish his/her thesis/project on time and/or has a B- or lower has the option of re-enrolling in and repeating the course in the following semester.

## DEFINITION OF GRADES

Final grades are defined in the following chart:

Grade	Grade-Point	100% scale*	Definition
A	4.00	94-100	Excellent. Outstanding achievement.
A-	3.70	90-93	Excellent, but not quite outstanding.
B+	3.30	87-89	Very good. Solid and credible graduate-level performance.
B	3.00	84-86	Good. Acceptable achievement.
B-	2.70	80-83	Acceptable achievement, but below what is generally expected of graduate students.
C+	2.30	77-79	Fair achievement, above minimally acceptable level.
C	2.00	74-76	Passing work.
C-	1.70	70-73	Very low performance.
P	N/A		Passed.
F, NP	N/A		Failed.
W	N/A		Withdrawn.
I	N/A		Incomplete.

\*General guidelines based on the 100% scale

## EXPERIENTIAL LEARNING

Life experiences and other non-instructional experiences may be considered in the admission process, but they do not supplant the minimum academic requirements for graduation.

## ATTENDANCE

Students are expected to attend all classes in all courses for which they are registered. Individual absences, dropouts and leaves will be treated on a case-by-case basis. Students who have not completed required assignments will be awarded an "I" grade. Normally this is regarded as a temporary grade; the deadline for the completion of the work is no later than 6 weeks after the end of the term. If the work is not completed by this time the "I" becomes a permanent grade, and the course will neither be counted towards graduation nor be computed in the cumulative index.

## LEAVE OF ABSENCE

Students may request a single 30-day leave of absence, or for an extended period, up to a total of 2 years, under truly extraordinary circumstances during their attendance at Soka University of America to meet individual needs for emergencies. A meeting with the Program Director is required before, if at all possible, or after the leave to develop a revised academic program schedule for the student.

If the student leaves the program for more than 2 years, he or she will be considered to be withdrawn. If a student withdraws from the program and wishes to re-enroll, the student should re-apply. If the decision is to re-admit, the student will be charged a re-enrollment fee in addition to regular tuition and fees.

## CREDIT HOUR POLICY AND ACADEMIC RIGOR

At Soka University of America, the "credit hour" is defined as "the amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:

1. One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester hour of credit for didactic instruction, or the equivalent amount of work over a different amount of time; or
2. At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours."

## ACADEMIC POLICIES & PROCEDURES

The University offers semester-based credit courses in 15-week-semester and 3-week-block sessions. Three-credit lecture (didactic) courses require a total of 45 class contact hours. For every hour of classroom instruction each week, there is a minimum of two hours of student work.

Consistent with award of credit practices in higher education, semester credit is awarded on the following basis:

**Didactic Coursework:** one hour for fifteen weeks (15 hours) equals 1 semester credit, with the expectation of 2 hours of outside work and preparation;

The University will review periodically the application of its policy on credit hour across the degree programs to assure that credit hour assignments are accurate, reliable, appropriate to degree level, and that they conform to commonly accepted practices in higher education through new course development, course review and revision, and program review.

While the commitment of time relative to award of academic credit is standard for the semester credit, the distinction between undergraduate and graduate level curricula and outcomes is represented within the context of the course outline/syllabi, which include course description, expectations for outcomes, and the rigor indicative of the level at which the course and instruction is provided.





# *Student Affairs*

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## STUDENT AFFAIRS

### STUDENT AFFAIRS

Student Affairs recognizes that students learn as much outside the classroom as they do in the classroom. With this awareness in mind, Student Affairs is dedicated to creating a student-centered environment on campus that will provide the best possible living experience and learning opportunity for students. Working effectively with faculty and staff, Student Affairs supports the university's mission to foster a steady stream of global citizens committed to living a contributive life.

### RESIDENTIAL LIFE

The Residential Life staff work closely with residents in providing the best living experience.

The residential community at Soka University is comprised of a uniquely diverse group of individuals varying in ethnicity, nationality, religion, age, gender, lifestyle and experience. Unique in many aspects, the residential program of the SUA Graduate School reflects the needs of its diverse community. The program aims to support a residential living environment where residents are enabled to develop meaningful relationships with a diverse population and seeks to foster an environment conducive to the development of and an appreciation for multicultural perspectives. In accomplishing its educational mission, Soka University of America aspires to create and maintain the necessary standards that are conducive to student learning.

### RESIDENCE HALLS

Limited residence hall housing is available for all single full-time graduate students throughout the academic year. The residence halls at Soka University of America are designed to stimulate group interactions through providing shared spaces such as the Multi-purpose Room, living room, Multi-faith room and exercise room. Graduate students living on campus will also have access to the residence hall Graduate Lounge.

Graduate students are accommodated in one of the eight modern residence halls on campus. Resident housing features:

- Two students assigned to a suite
- Shared bathroom per suite
- Wireless SokaNet and Internet access
- Cherry wood twin bed, desk, armoire (closet) and bookcase provided for each student
- I.D. Card security access
- Indoor bicycle storage
- Spectacular views

Room and Board fees will be charged on a per session basis, Fall Session and Spring Session, and are due and payable at the beginning of each session/semester along with the tuition payment. The term of the housing contract will be for the academic year. Soka University does not have accommodations for students with families.

### OFF-CAMPUS HOUSING

Graduate students are not required to live on campus. Other housing is available off-campus in the local community, however, the University does not offer housing resources outside the campus. For more information, please contact the Office of Residential Life at (949) 480-4134 or [ResidentialLife@soka.edu](mailto:ResidentialLife@soka.edu).

### CAREER COUNSELING

One of the biggest concerns students face is identifying their career goals. To support students not only in identifying their goals but to ensure they are prepared to realize them, services such as career planning, job search, cover letter and resume writing, interviewing and follow-up, negotiation, interviews, and various workshops and seminars will be offered.





STUDENT AFFAIRS

**COUNSELING**

The Counseling office can help students handle the challenges and stress in their lives associated with the rigor of graduate level coursework.





# *Soka Directory*

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(949) 480-4150  
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(949) 480-4342  
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(949) 480-4207  
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(949) 480-4243 Fax

### **Development**

(949) 480-4073  
(949) 480-4260 Fax

### **Community Relations**

(949) 480-4081  
(949) 480-4260 Fax

Telephone calls may either be made to direct dial numbers or to the Soka University switchboard, (949) 480-4000. Mail inquiries can be addressed to the appropriate office at the campus address. As an added convenience, students may reach us at our website: [www.soka.edu](http://www.soka.edu).



## DIRECTIONS TO SUA

**From Interstate 5:**

Go to Oso Parkway exit and turn west.

Oso becomes Pacific Park Drive — just stay on it, continuing about five miles until you reach Wood Canyon Drive.

Turn left and continue one mile, then right on University Drive.

**From the San Joaquin Hills Tollway (State Route 73) - tolls up to \$5.00 will apply:**

Going south from Newport Beach, take the Glenwood/Pacific Park Exit.

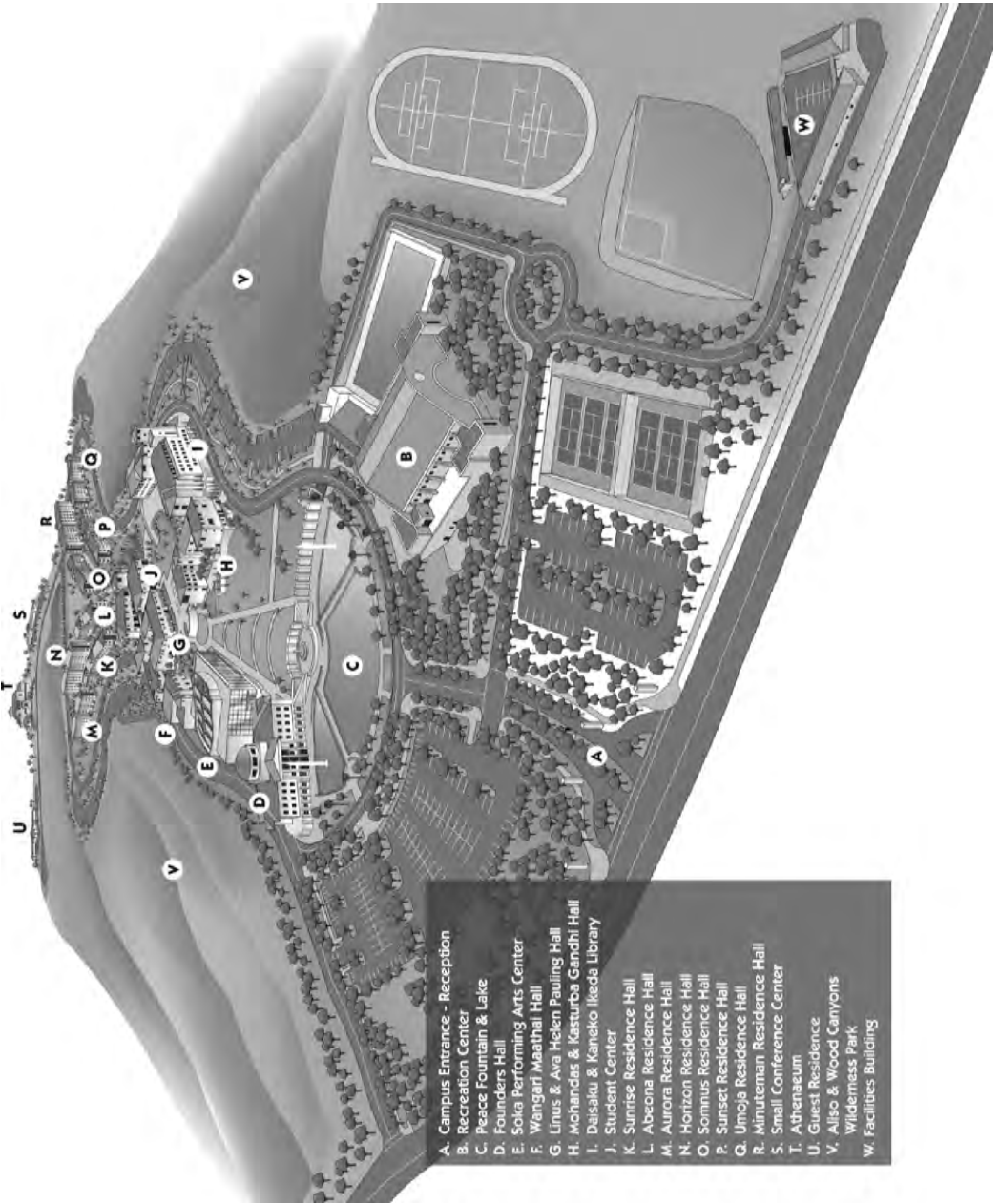
Turn right on Glenwood/Pacific Park, right on Wood Canyon Drive, then right on University.

For map: [www.soka.edu/directions](http://www.soka.edu/directions)



# CAMPUS MAP

*university catalog*



- A. Campus Entrance - Reception
- B. Recreation Center
- C. Peace Fountain & Lake
- D. Founders Hall
- E. Soka Performing Arts Center
- F. Wangerl Maathal Hall
- G. Linus & Ava Helen Pauling Hall
- H. Mohandas & Kasturba Gandhi Hall
- I. Daisaku & Kaneko Ikeeda Library
- J. Student Center
- K. Sunrise Residence Hall
- L. Abeona Residence Hall
- M. Aurora Residence Hall
- N. Horizon Residence Hall
- O. Somnus Residence Hall
- P. Sunset Residence Hall
- Q. Umoja Residence Hall
- R. Minuteman Residence Hall
- S. Small Conference Center
- T. Athenaeum
- U. Guest Residence
- V. Alliso & Wood Canyons Wilderness Park
- W. Facilities Building



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