ACCREDITATION
Soka University of America is accredited by the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges (WASC), 985 Atlantic Avenue, #100, Alameda, CA 94501, 510.748.9001.

PLEASE NOTE
The 2011-2012 catalog contains the most current information available as of the date of publication (July 2011). 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.
# Table of Contents

Academic Calendar ........................................... 4  
President’s Message ........................................ 5  
About Soka University of America .......................... 6  
General Information  
  
  Admission to the University ............................... 9  
  Financial Aid ............................................ 13  
  Tuition and Fees ......................................... 21  
Student Affairs .............................................. 24  
University Policies .......................................... 29  
Academic Support Services .................................. 38  
Academic Policies and Procedures ......................... 41  
Liberal Arts Curriculum ..................................... 51  
  How Will You Know a Soka Graduate? .................... 52  
  Implementing the Vision .................................. 52  
  General Education Curriculum ....................... 53  
    Core .................................................. 54  
    Communication and Inquiry ............................ 54  
    Creative Arts ......................................... 55  
    Science and Mathematics .............................. 56  
    Area and Comparative Studies ....................... 58  
    Language and Culture ................................ 59  
    Study Abroad ........................................ 59  
    Learning Clusters ................................... 62  
    Wellness ............................................ 62  
    Other General Education Electives .................. 63  
Programs  
  University Writing Program ............................... 64  
  Creative Arts Program ................................... 66  
  Language and Culture Program ........................... 70  
Concentrations  
  Environmental Studies Concentration ................. 74  
  Humanities Concentration ................................ 79  
  International Studies Concentration ............... 88  
  Social and Behavioral Sciences Concentration ....... 98  
Directory .................................................... 110  
  Faculty ................................................. 111  
  Administration and Staff ................................. 113  
  Board of Trustees ....................................... 117  
For More Information ....................................... 118  
Directions to SUA ......................................... 119  
Campus Map .................................................. 120  
Index .................................................................. 121
Soka University’s undergraduate academic calendar is composed of blocks and semesters. The freshmen academic year begins with a block, and all continuing students will begin in the fall semester. All undergraduate students will take part in the fall semester, winter block and end with the spring semester. Please note that the Graduate School is on a different calendar, consisting of two semesters (15 weeks each).

**FALL SESSION 2011**
- Fall Block begins . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . August 15
- Fall Block ends . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . September 2
- Fall Semester begins . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . September 8
- Thanksgiving holiday . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . November 24-25
- Instruction ends . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . December 12
- Study Day . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . December 13
- Final Examinations . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . December 14-20

**SPRING SESSION 2012**
- Winter Block begins . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . January 9
- Martin Luther King, Jr. holiday . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . January 16
- Winter Block ends . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . February 1
- Spring Semester begins . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . February 6
- President’s Day . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . February 20
- Spring Break . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . March 19-23
- Instruction ends . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . May 14
- Study Day . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . May 15
- Final Examinations . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . May 16-22
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 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.

This year, our university celebrates significant milestones, including the tenth anniversary of the opening of our Aliso Viejo campus along with the opening of our Soka Performing Arts Center and new academic building. It is our hope that these new buildings built in our tenth year will further enhance our academic programs so that each of you will have a meaningful experience at SUA. 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, Ph.D.
President
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).

In 1995 Soka University 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 April 2007, the Graduate School was transferred to the Aliso Viejo campus, uniting both programs on one campus for the first time.

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.

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 an MA in Second and Foreign Language Education. Degree offerings and concentrations will increase as enrollment grows.

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.

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!

MA IN SECOND AND FOREIGN LANGUAGE EDUCATION
The MA program stresses knowledge in and understanding of linguistics, teaching and learning processes and cross-cultural awareness. It provides future teachers with a curriculum that balances a sound theoretical foundation with the practical tools necessary to teach a foreign language to a non-native speaker.

The program 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. It also strives to develop critical thinking and learning and to foster a value for life long learning. To this end the program emphasizes small class sizes that cultivate a close and informal relationship among the teachers and students, rigorous academic endeavors, free and open dialogue, and an appreciation for human diversity, especially linguistic and cultural diversity.

The alumni of the graduate program currently live in more than 20 countries, mostly teaching in the field of language education (e.g.: teaching English and/or Japanese). Some are also working in other fields utilizing their expertise in language and education (e.g.: textbook publishing, translation, public relations).
General Information
THE APPLICATION PROCESS
The offices of Student Recruitment, Admission and Financial Aid strive to ensure the successful mission of Soka University of America. Toward that end, the offices of Student Recruitment, Admission and Financial Aid actively seek students who embody those qualities and characteristics that indicate “this is a Soka student.” In addition to academic excellence, SUA values students’ commitment, service, active leadership and the ability to interact well with people.

SUA employs admission processes similar to those at many other institutions and acts through its Admission Committee to review student applications and make selections for each entering class. The Admission Committee evaluates an applicant’s ability to excel in the classroom and to develop as a thoughtful scholar. Therefore, the committee examines secondary school grades, plus any college experience, and the rigor of the student’s college preparatory academic program. Although successful SUA applicants will have excellent academic records, good grades and strong test scores are not enough by themselves for an applicant to be accepted.

The committee also carefully reads the applicant’s personal essays to gauge motivation, personal interests and reasons for choosing Soka University. The essays provide applicants the opportunity to show the committee who they are beyond their recorded grades and test scores.

Finally, applicants must submit recommendations from two teachers who know them and their work. One recommendation can come from the applicant’s guidance counselor, principal or headmaster, as appropriate. The recommendation is most helpful when the writer knows the applicant well.

In summary, SUA seeks students who demonstrate the real potential to live the mission of SUA in their lives after graduation.

EARLY ACTION
SUA does not have the traditional, formal, or binding early decision program that many private universities employ. SUA does, however, provide an early action process by which students can receive early notification of acceptance. Most applicants choosing the early action route are either international or domestic students with high academic qualifications. The deadline for the application and supporting documents for early action is October 15, 2011 for the 2012 entering class. Notification of decisions will be postmarked to students by December 1, 2011.

Admitted students who wish to enroll at SUA must submit a non-refundable US $400 tuition deposit, on or before May 1, 2012, to guarantee their place. Submitted transcripts should reflect all academic coursework completed before September 2011. Domestic students do not have to wait for first semester senior grades before applying.
ADMISSION TO THE UNIVERSITY

Students who apply for Early Action and are subsequently denied admission will not be permitted to reapply for Regular Admission of that same year.

Mid-year grade reports, faxed, scanned, emailed and late application materials will not be accepted. Once all application materials have been received the file is considered complete and is immediately assigned for evaluation. Therefore, no additional materials will be accepted.

REGULAR ADMISSION

The regular admission deadline for the application and supporting documents is January 15, 2012 for the 2012 entering class. Notification of decisions will be postmarked to students by March 1, 2012.

Admitted students who wish to enroll at SUA must submit a non-refundable US $400 tuition deposit, on or before May 1, 2012, to guarantee their place. Submitted transcripts should reflect all academic coursework completed before September 2011. Domestic students do not have to wait for first semester senior grades before applying.

Mid-year grade reports, faxed, scanned, emailed and late application materials will not be accepted. Once all application materials have been received the file is considered complete and is immediately assigned for evaluation. Therefore, no additional materials will be accepted.

APPLICATION CHECKLIST

• 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.
• Official high school/secondary transcripts showing all academic coursework completed by September 2011. If possible, request transcripts to be sent to Soka University before your winter holiday. All coursework completed outside of the U.S. must be sent to IERF (www.ieref.org) for conversion to U.S. equivalents.
• General Equivalency Diploma (GED) or High School Equivalency (HSE)
• You must submit official score reports from the GED or HSE test. You must 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.ieref.org) for conversion to U.S. equivalents.
• Mid-year grade reports are not accepted.
• An in-progress report is required, from the college or university, for all “in-progress” college coursework, whether or not the applicant is currently a high school student.
• Three written academic recommendations from your principal, counselor and/or teacher. Three are recommended, but two are required. Please ask recommenders to use the official form provided in this application.
• 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 are not considered official.
• Two personal written essays—one mandatory and one optional—answering the questions put forth in the application.
• A list of extracurricular activities or talents demonstrating outside interests and leadership experience or potential.
• A $45 nonrefundable application fee (paid by check or money order only) must be submitted with the application. (If you submit your application online, a reduced fee of $30 must be paid by credit card online.)

TRANSFER STUDENTS

SUA will accept applications only for entrance as first year students for fall 2012. If you are currently a college student, you may apply as a first year student in 2012, but you may not transfer college credits. However, applicants with college experience must still submit college transcripts.
INTERNATIONAL STUDENTS
SUA’s student body is currently composed of about 45% international students. International applicants complete the international admission application and are evaluated by the same criteria given above for all students. All instruction at SUA is given in English.

SUA provides verification of student status, I-20 forms, and other documents needed to obtain a student F-1 visa.

Soka University of America assumes no responsibility for the adverse consequences regarding a student’s U.S. immigration status that may result from fulfillment of our Study Abroad requirement. Please review the Internship/Study Abroad Program section of this catalog.

VISITING THE CAMPUS
The University invites all prospective students and all accepted students to visit our Aliso Viejo 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 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 these individuals directly:

Student Recruitment
Marilyn Gove, Director of Student Recruitment Programs; 949-480-4131 or mgove@soka.edu
Jimmy King, Admission Coordinator for National Student Recruitment; 949-480-4019 or jking@soka.edu

Office of Student Recruitment
Soka University of America
1 University Drive
Aliso Viejo, CA 92656
888-600-SOKA (toll free)
949-480-4150 voice
949-480-4151 fax
E-mail: admissionevents@soka.edu
www.soka.edu/admission

Admission, Financial Aid and International Student Services
Nirmala Sharma, Dean of Enrollment Services & Student Records; 949-480-4010 or nisharma@soka.edu
Christopher Brown, Director of Admission and Financial Aid; 949-480-4048 or cbrown@soka.edu
Margaret Kasahara, Manager of International Student Services; 949-480-4135 or mkasahara@soka.edu
Kelleigh Messer, Admissions Data Processor; 949-480-4152 or kmesser@soka.edu
Cindy Cohen, Financial Aid Advisor; 949-480-4042 or ccohen@soka.edu
ADMISSION TO THE UNIVERSITY

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Soka University of America
1 University Drive
Aliso Viejo, CA 92656
888-600-SOKA (toll free)
949-480-4150 voice
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E-mail: admission@soka.edu
E-mail: financialaid@soka.edu
www.soka.edu/admission

Student Accounts
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Yumiko Dittmar, Student Accounts
Assistant/Cashier, 949-480-4043 or
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www.soka.edu
PHILOSOPHY AND PROCEDURES TO APPLY FOR FINANCIAL AID

Meeting the costs of an undergraduate education represents a significant investment for most families. At Soka University of America, however, 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. Most important, Soka University admits students without regard to their ability to pay. Soka University's need-blind admission policy means that student financial aid status will not affect his or her possible admission to the university.

WHO IS ELIGIBLE FOR FINANCIAL AID?

To be considered for financial aid, students must generally meet the following minimum requirement:

- Be a U.S. citizen or eligible non-citizen (an eligible non-citizen is a U.S. permanent resident who has documentation from the Immigration and Naturalization Service verifying that his/her stay in the U.S. is for other than a temporary purpose);
- Show financial need;
- Be making satisfactory academic progress in a course of study leading to a certificate or bachelor’s degree;
- Not be in default on any loan such as Federal Perkins loan, Federal Stafford Loan (subsidized and/or unsubsidized), Federal Direct Loan (subsidized and/or unsubsidized), Supplemental Loans for Students (SLS), or Parental Loans for Undergraduate Students (FPLUS) at any school ever attended;
- Not owe a refund on a Federal Pell Grant, Federal Supplemental Educational Grant (FSEOG) or State Student incentive Grant (SSIG);
- Be registered with the Selective Service if required to do so (males only); and
- Be registered as a regular student attempting to complete at least six (6) units in an eligible program.

WHEN TO APPLY

March 2 – Priority filing date for the Free Application for Federal Student Aid (FAFSA) or the International Student Financial Aid Application.

May 1 – All required documents; taxes, bank statements and verification worksheets.

Financial Aid

Priority dates are established to encourage early application for financial aid. Students who have missed the priority dates may still apply as funds become available. If in doubt, call or visit the Financial Aid Office. Staff members are available to answer your questions.

U.S. CITIZENS AND PERMANENT RESIDENT APPLICANTS

A U.S. citizen or permanent resident who wants to be considered for financial aid must complete the Free Application for Federal Student Aid (FAFSA) for the appropriate academic year. Both early and regular applicants for fall 2012 will be required to complete the FAFSA form for 2012-13.

Official awards will be available online after April 15, 2012, or upon receipt and processing of all required documentation. The 2012-13 FAFSA forms will be available online after January 1, 2012. Do not wait for the admission decision before completing the FAFSA.

If you are under 24 years of age, you must provide a copy of your parental Federal Income Tax Returns (1040 EZ, 1040A or 1040) for year 2011, including all Schedules, Form W-2s, and a copy of their most recent bank statement(s).

HOW TO APPLY:

Domestic Applicants

To apply for federal financial aid programs, domestic students complete the FAFSA form. The FAFSA is an all-inclusive form that allows students to apply for all programs. FAFSA applications are available at college financial aid offices, high schools, counseling offices and libraries. Mail the completed FAFSA application in the envelope provided to:

Federal Student Aid Programs
P.O. Box 4008
Mt. Vernon, IL 92864-8608

Students may also apply electronically, which is encouraged, on the World Wide Web. The website address is www.fafsa.ed.gov.

In addition to completing the FAFSA, students may be asked to submit additional information to the Financial Aid Office such as:
FINANCIAL AID

- Student Aid Report (SAR)
- Selective Service Verification
- Social Security Verification
- Permanent residency documents, if an eligible non-citizen
- Citizenship verification
- Proof of income
- Copy of current driver's license/identification
- Proof of High School graduation (Diploma, GED or Transcripts)

The Financial Aid Office maintains the right to request additional information as may be required to process your application, such as, but not limited to income verification-tax returns, non-taxable income certification, verification of non-filing of tax returns, bank statements, verification of household size, and number of family members in college.

Note: Financial Aid applicants must use their Student ID number, once one has been assigned, on all college records. Be sure to indicate this number on all documents that you submit.

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 or through the Financial Aid Office.

NOTE: Soka University of America’s Title IV School code is: 038144

International Applicants

International students interested in applying for SUA financial aid must complete the International Student Financial Aid Application. Both early and regular applicants for Fall 2012 will be required to complete the International Student Financial Aid Application for 2012-13. Official awards will be available online after April 15, 2012, or upon receipt and processing of all required documentation.

International students under 24 years of age must provide a copy of parental tax and bank information for year 2011. All income information must be officially translated into English, for the calendar period of January 1, 2011 through December 31, 2011 and converted into U.S. dollars using the exchange rate effective December 31, 2011. All documentation must be official. Written and/or typewritten income information will not be accepted.

For additional information please visit www.soka.edu/financialaid; contact the Office of Financial Aid, at (949) 480-4048 or (949) 480-4042 or at financialaid@soka.edu.

CITIZENSHIP/RESIDENCY VERIFICATION

Citizenship status is frequently questioned. Appropriate documentation includes a birth certificate showing the student was born in the USA, a passport, or a certification of naturalization. Eligible non-citizens must provide a photocopy of their alien registration card.

VERIFICATION POLICY

Federal verification requirements apply to the following programs:
- Federal Pell Grants
- Federal Direct Loan Program
- Federal Supplemental Educational Opportunity Grant (FSEOG)
- Federal Work Study (FWS)
- Cal Grant A and B
- All institutional aid programs

If your application has been selected for verification by the federal processor or SUA, you will be required to provide additional information.

Students can check the status of their financial aid (including any missing documents) by logging into the school system online and using the self-service feature.

The deadline to submit all missing documentation is May 1, 2012.

VERIFICATION

Verification is the process of confirming the accuracy of student reported data on financial aid applications. SUA will verify all financial aid applicants’ reported data on their FAFSA or International Financial Aid Applications by collecting supporting documentation that assures the validity of the information reported.
The most common verification involves family size, income and taxes paid. Financial aid eligibility will be determined after all needed documentations are provided, analyzed, and, if necessary, corrections to application are made.

The following items are included in the verification process of untaxed income and benefits:
1. Social Security Benefits (if certain conditions apply)
2. Child Support
3. IRA/Keogh Deductions
4. Foreign Income Exclusion
5. Earned Income Credit
6. Interest on Tax Free Bonds
7. All other untaxed income subject to U.S. income tax reporting.

**TYPES OF FINANCIAL AID AVAILABLE**

**Federal Pell Grant** – This program is a federally funded program. To be eligible, an applicant must be an undergraduate student and demonstrate financial need. Grants for 2011-12 range from $555 to $5,550 per academic year. The amount of the award, as determined by the Federal Pell Grant Program, is in most cases based on previous year income and current asset information provided in the application.

**Federal Supplemental Educational Opportunity Grant (FSEOG)** – This program is funded by a combination of federal and institutional funds. To be eligible an applicant must be an undergraduate student, receiving Federal Pell Grant and have demonstrated financial need. Grants are limited and range from $250-$1,000 per academic year.

**Federal Workstudy Program (FWS)** – This program is funded by a combination of federal and institutional funds. To be eligible an applicant must have demonstrated need. This program allows a student to earn money towards his/her tuition while working on campus. Awards are limited and vary depending on need.

**Cal Grant (A & B)** – Soka University of America is eligible to participate in the Cal Grant A and Cal Grant B programs that are funded by the state of California and administered by the California Student Aid Commission (CSAC). To be eligible a student must be a financial aid applicant, a California resident and a U.S. citizen or eligible non-citizen. The application deadline is March 2 each year. For more information about Cal Grants, please contact the Financial Aid Office or check the California Student Aid Commission’s website http://www.csac.ca.gov.

**Federal Direct Loans** – These loans are available through the Financial Aid Office. Subsidized loans are based on financial need, and interest accrued while the student is in school is paid by the federal government. Unsubsidized loans are available to students regardless of income and assets, and there is no interest subsidy. Students are advised to speak with a financial aid officer before applying for a subsidized and/or unsubsidized loan.

- Undergraduate students may borrow up to annual maximums of $3,500 for freshmen, $4,500 for sophomores and $5,500 for juniors and seniors, up to a maximum aggregate indebtedness of $23,000.
- Independent undergraduate students may borrow unsubsidized loans up to annual maximums of $4,000 for freshmen and sophomores, and $5,000 for juniors and seniors, up to a maximum aggregate indebtedness of $23,000. Dependent and independent undergraduate students may also be eligible for up to an additional $2,000 in unsubsidized loans based on federal loan limits (H.R. 5715).

- The interest rate is a fixed rate of 3.4% for subsidized loans and 6.80% for unsubsidized loans.
- Repayment begins six months after last day of attendance or graduation from any educational institution.

**Federal Direct Parent Loans for Undergraduate Students** – These loans are government-insured loans that are made to parents of dependent students.

- Parents may borrow PLUS up to the cost of education minus other financial aid received during the years the dependent student is an undergraduate.
- The interest rate is fixed, annually, at 7.9%. There is no interest subsidy for this loan.
- Repayment begins within 60 days after loan disbursement.
INSTITUTIONAL AID

Global Merit Scholarships – In addition to our other Merit-based awards, Soka University of America offers a select number of full-ride scholarships. All applicants, whether domestic or international, are given equal and automatic consideration for this annual award. These Global Merit Scholarships are automatically renewed annually, up to four years or 8 semesters of continuous enrollment and are subject to the student’s continued Satisfactory Academic Progress of a term GPA of 3.0 or better. This award is not available for 5th year seniors.

Soka Opportunity Scholarship – All admitted students 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 receive free tuition (room and board fees will still apply). Continued receipt of this award, up to four years or 8 semesters of continuous enrollment and are contingent upon an annual financial aid application, income verification and subject to the student’s continued Satisfactory Academic Progress of either a term or cumulative GPA of 3.0 or better. This award is not available for 5th year seniors.

Merit Scholarships – Soka Merit Scholarship awards range from $2,000 to $20,000 annually. Award levels determined upon admission to Soka are automatically renewed annually, up to four years or 8 semesters of continuous enrollment and are subject to the student’s continued Satisfactory Academic Progress of a term GPA of 3.0 or better. This award is not available for 5th year seniors.

Hispanic Education Endowment Fund Scholarships (HEEF) – Two Soka scholarships ($1,500) are awarded annually to selected Latino/Latina high school seniors from Orange County.

SUA 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. This award will consist of tuition, fees and incidental costs, including airfare. This award is granted for a period of four years or 8 semesters of continuous enrollment. This award is not available for 5th year seniors.

Domestic Institutional Need-Based Grants – Need-based grants up to $10,000 annually, up to four years of continued eligibility, will be provided to those students with demonstrated need as determined by the U.S. Department of Education. Students are eligible to receive this award for up to four years or 8 semesters of continuous enrollment and are subject to the student’s continued Satisfactory Academic Progress of a term GPA of 3.0 or better. This award is not available for 5th year seniors.

Soka Parent Loans – Soka Parent Loans are available to parents of international students, up to the cost of tuition less merit scholarship with a fixed interest rate of 8.5%.

Access Loans – Access Loans are available for students, with demonstrated need, for room and board with a fixed interest rate of 6.8%. International students interested in applying for an Access Loan will be required to annually submit certain financial documents for review by the Financial Aid Office. Access Loans, if granted, will not exceed the cost of room and board for a single academic year.

Soka Academic Merit Award – Each year the Scholarship Committee selects the top five academic students from SUA’s first-year, sophomore and junior classes to receive merit scholarships for the following academic year. The awardees receive $5,000 scholarships that are not based upon financial need. Selection is based on outstanding academic performance for that year and not on cumulative performance. Although the Soka Academic Merit Awards are given only for a single year, awardees can be selected again in subsequent years. In cases where recipients are already receiving financial aid, the Soka Academic Merit Awards will be used to reduce the amount of the student loan within their financial aid for that year.

Ikeda Scholarship – The Ikeda Scholarship is the most prestigious scholarship program at Soka University of America. 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. In cases where recipients are already receiving other scholarships or grants, the amount of the Ikeda Scholarship will be reduced not to exceed the total cost of attendance. Students are eligible to receive this award for up to four years or 8 semesters of continuous enrollment and are subject to the student’s continued Satisfactory Academic Progress of a term GPA of 3.0 or better. This award is not available for 5th year seniors.

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 of the Ikeda and Academic Merit scholarships in the fall of each academic year.

**Satisfactory Academic Progress (SAP) Policy**

To be eligible for federal, state and university aid, students are required by the U.S. Department of Education and the State of California to maintain satisfactory academic progress toward their degree objectives. In compliance with prescribed regulations, Soka University of America has established guidelines that are designed to ensure that students successfully completed 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 undergraduate programs.

What programs are governed by the SAP requirements?

All programs are governed by the SAP policy. These programs include the Pell grant, Supplemental Education Opportunity Grant (SEOG), Federal Work Study (FWS), Federal Direct Stafford Loans, Parent loans for undergraduate student (PLUS), alternative loans, Cal-Grant and all Soka University aid.

What are the SAP requirements?

Students who receive any of the above mentioned awards must comply with the following policy in addition to the Academic Progress guidelines required of Soka University of America, Aliso Viejo students.

To satisfy academic progress requirements for financial aid, unless otherwise stated for a particular award, students must accomplish the following:

1. Maintain a minimum grade point average of 2.0 or better each semester. Not to be confused with the minimum term or cumulative grade point average requirements to renew any institutional scholarship or grant.
2. Complete a minimum of six (6) units of credits per semester.
3. Complete the degree objective within the maximum time allowed.

Students who receive an “Incomplete” must fulfill this requirement in the time permitted. Students whose incomplete grade turns into a poor or failing grade must understand that the retroactive impact of their GPA may affect their eligibility for financial aid.

**Maximum Semester Allowance**

To maintain satisfactory academic progress, financial aid recipients must maintain a 2.0 grade point average (GPA) and complete their degree program within a specified amount of time. The time frame allowed would depend upon the student’s enrollment status and degree objective. The maximum time in which most students are allowed to complete their degree programs while remaining eligible for financial aid is one and a half times (150%) of the program. A full time semester will count as a semester whether the student received financial aid or not. A half time or less than half time semester will count as half a semester.

**Quantitative Component**

Soka University of America checks for normal progress at the conclusion of each semester after all grades are recorded by the Registrar’s Office.

Students are expected to successfully complete the units for which they enroll. Units completed will be reviewed at the end of each semester. A BA degree must be completed in no more than twelve (12) total semesters of enrollment as a full-time student. The BA program is eight (8) total semesters in length and students are
FINANCIAL AID

allowed up to 150% of the program length, twelve (12) semesters, to complete it.

Failure to meet requirements will result in financial aid ineligibility

Satisfactory academic progress for financial aid is monitored at the end of each semester. Students not meeting the requirements will be sent a letter of warning and placed on probation for one semester. During the probationary period, students will continue to remain eligible for financial assistance if all other requirements have been satisfied. Academic counseling should be sought to ensure the student satisfies all deficiencies during this period.

At the end of the probationary period, those students who have not met the minimum unit or satisfactory academic progress requirements will be placed on financial aid suspension and will be ineligible for future financial aid. The student will be notified in writing, by the Financial Aid Office, of their financial aid ineligibility.

RIGHTS AND RESPONSIBILITIES OF STUDENTS ON FINANCIAL AID

As a recipient of financial aid, there are certain rights and responsibilities of which students should be aware. These rights and responsibilities of students on financial aid are listed in the following documents:

1. Rights and Responsibilities statement on the back of the Soka Loan, Access Loan and Soka Parent Loan promissory notes (International students and parents).
2. Rights and Responsibilities statement provided by the lender when applying for Federal Direct Loans (Domestic students).
3. Rights and Responsibilities statement provided by the lender when applying for Federal Parent (PLUS) loans (Domestic parents).
4. Copy of Rights and Responsibilities statement also available in the Financial Aid Office.

Students have the right to know the:
1. Financial aid programs available at SUA.
2. Application process which must be followed to be considered for aid.
3. Criteria used to select recipients and calculate need.
4. SUA refund and repayment policy.
5. Financial Aid Office policies surrounding satisfactory academic progress.

Students are responsible for:
1. Completing all forms accurately and by the published deadlines.
2. Submitting information requested by Financial Aid Office by the deadlines.
3. Keeping the Financial Aid Office and Lenders informed of any changes in name, address, marital status, financial situation, or any change in student status.
4. Reporting to the Financial Aid Office any additional assistance from non-University sources such as scholarships, loans, and educational benefits.
6. Maintaining satisfactory academic progress.
7. Re-applying for aid by March 2 of each year.

REGAINING ELIGIBILITY

Students on financial aid suspension can make up units and raise their cumulative grade point average the next academic year; however they are ineligible to receive financial aid during that period. Once the satisfactory academic progress requirements have been met, students are eligible to apply for financial aid for the upcoming semester.

WAIVERS/APPEALS

The Soka University of America Financial Aid appeals process is available to students who due to extenuating circumstances have unit or GPA deficiencies. Extenuating circumstances may include, but are not limited to, a death in the family or prolonged illness. Students who have experienced special circumstances that have hindered their ability to complete their academic program should contact the Financial Aid Office for details on the appeals process.

REPAYMENT

Repayment of Federal Direct Loans (subsidized and unsubsidized), Soka and Soka Access Loans begins six (6) months after graduation or a student’s last date of attendance, or if a student attends less than half-time. Repayment of Federal Direct PLUS and Soka Parent loans begins within sixty days after disbursement. Borrowers have the right to prepay their loans without penalty. Furthermore, they may choose from the following repayment plans:

• The standard repayment plan with a fixed payment amount (at least $50 a month) over a fixed period of time, not to exceed ten years.
• The extended repayment plan is limited to borrowers with an outstanding balance of
principal and interest in loans totaling more than $30,000. The maximum repayment term is 25 years. Soka Parent Loan borrowers are not eligible for this plan.

• The graduated repayment schedule consisting of two or more graduated levels over a fixed or extended period of time. Soka loan recipients and PLUS or Soka Parent Loan borrowers are not eligible for this plan.

• Then income-contingent repayment plan with varying annual repayment amounts based upon the total amount owed and the annual income of the borrower (and that of the borrower’s spouse, if a joint return is filed) paid over a period not to exceed 25 years. Soka loan recipients and PLUS or Soka Parent Loan borrowers are not eligible for this plan.

If the borrower does not select one of these four plans, the lender, or Soka University for Soka Loans, will automatically assign the standard repayment plan.

The borrower’s liability for repayment is discharged if the borrower becomes permanently and totally disabled or dies or if the student for whom a parent has borrowed dies. Federal Student Loans are generally not dischargeable in bankruptcy.

Deferring Repayment

• Repayment of a Federal Student Loan that is not in default may be deferred for the following:
  • At least half-time study at an eligible school
  • An approved graduate fellowship program or rehabilitation training program
  • Medical internship or residency program
  • Unemployment (up to three years)
  • Economic hardship (up to three years)

During periods of approved deferment, a Federal Stafford or Direct Subsidized Stafford Loan borrower does not need to make payments of principal, and the interest does not accrue. For the Federal Stafford or Direct Unsubsidized or FPLUS borrower, principal repayment may be deferred, but interest continues to accrue and is capitalized or paid by the borrower during that time.

Forbearance

A loan borrower or endorser may receive forbearance from their lender. It is up to the lender’s discretion if the borrower is willing but unable to make scheduled loan payments.

Forbearance is the temporary cessation of payments, an extension of time for making payments, or the temporary acceptance of smaller payments than previously scheduled.

ENTRANCE AND EXIT COUNSELING

First-time Federal Stafford Loan (subsidized and unsubsidized) borrowers must receive pre-loan counseling.

Shortly before graduating from or terminating enrollment at Soka University of America, borrowers must receive exit loan counseling. The Financial Aid Office collects information about the borrower’s permanent address, references, expected employment and driver’s license number. This information is forwarded to the lender or federal servicer.

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.

DISBURSEMENT OF FUNDS

The Student Accounts Office has the responsibility for disbursement of scholarship, grant, and loan checks. After subtracting tuition and other appropriate outstanding charges, the Student Accounts Office releases the remaining credit balance to the student within fourteen (14) days after the credit balance occurs.

If a student is receiving a paper check, Student Accounts Office notifies the student when the check is ready to be picked up. If the monies are an Electronic Fund Transfer (EFT), Student Accounts Office 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.
FINANCIAL AID

STUDENT LOAN DEFAULT
A hold will be placed on any delinquent student loan accounts. A hold will prevent the student from registering and receiving services from SUA including release of transcript, grades and alumni service. Account balance and hold information is available through the loan servicer for Soka Loans and through the designated servicer for federal loans.

Delinquent loans will include past due and/or 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.

TAX LIABILITIES
You are liable for a 14% Federal Income Tax, based on any scholarship or grant award over $27,294. For international students, this tax will be deducted by the Student Accounts Office before a disbursement is made. However, if the tax deduction is not made by Student Accounts, you are still liable to pay it. Domestic students should calculate their tax liability in their annual income tax filing. For further information regarding tax liabilities, please contact the Controller’s Office at (949) 480-4338.

DISTRIBUTION OF FINANCIAL AID TO STUDENTS
Fall aid is scheduled to be disbursed on or after September 15, 2011. Spring aid is scheduled to be disbursed on or after February 10, 2012.

The priority filing date is March 2, of each year for the next school year. For instance, preference will be given to students who apply by March 2, 2011, for the 2011-12 academic year; students who apply by March 2, 2012, for the 2012-13 academic year; and so forth. Applicants also are asked to respond promptly to any requests for additional information. All data provided to the financial aid office and the Federal Government must be accurate in order to minimize processing time. Every effort will be made to serve as quickly as possible those students, who file applications after the priority filing date, but service may be delayed, and funds may not be available in some financial aid programs.

TAX CREDIT
The Tax Relief Act of 1997 created two programs that may be useful to students or their parents.

Hope Scholarship Tax Credit – Provides up to $1,500 in tax credit for tuition and required fees for the first two (2) years of college for students enrolled at least half-time. The credit for most in-state students would, of course, is much less because of the low cost. Students whose fees are waived through the Board of Governors fee waiver program or whose fees are covered by a scholarship or grant would not be eligible to take the tax credit.

Lifetime Learning Tax Credit – Families can receive a 20% tax credit for the first $5,000 of tuition and required fees paid each year. The maximum credit is determined on a per-taxpayer (family) basis, regardless of the number of postsecondary students in the family. As above, students whose fees are covered by a fee waiver, scholarship or grant would not be able to add their cost to their family’s for tax credit calculation.

As tax laws and program change, you should consult a tax professional for further details on the tax units including phase-out of eligibility depending on the family’s adjusted gross income.

Estimated Cost of Attendance for Academic Year 2011-2012

<table>
<thead>
<tr>
<th></th>
<th>Domestic Students</th>
<th>Int’l Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition*</td>
<td>$26,294</td>
<td>$26,294</td>
</tr>
<tr>
<td>Room &amp; Board*</td>
<td>$10,122</td>
<td>$10,122</td>
</tr>
<tr>
<td>Books &amp; Supplies</td>
<td>$1,000</td>
<td>$1,000</td>
</tr>
<tr>
<td>Transportation</td>
<td>$500</td>
<td>$1,500</td>
</tr>
<tr>
<td>Health Insurance Fee**</td>
<td>$858</td>
<td>$858</td>
</tr>
<tr>
<td>Personal Expenses</td>
<td>$642</td>
<td>$642</td>
</tr>
<tr>
<td>Total</td>
<td>$39,416</td>
<td>$40,416</td>
</tr>
</tbody>
</table>

*Actual university charges.
**The premium is subject to change.
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 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:

<table>
<thead>
<tr>
<th><strong>Full-time</strong></th>
<th><strong>Part-time (upon approval)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>$13,147 per session</td>
</tr>
<tr>
<td>Room &amp; Board</td>
<td>$5,061 per session</td>
</tr>
<tr>
<td>Health Fee</td>
<td>$466 per session</td>
</tr>
<tr>
<td>Tuition</td>
<td>$1,096 per unit</td>
</tr>
<tr>
<td>Room &amp; Board</td>
<td>$5,061 per session</td>
</tr>
<tr>
<td>Health Fee</td>
<td>$466 per session</td>
</tr>
</tbody>
</table>

**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
Tuition and Fees

be made according to the calculated due amount for Fall & Spring Sessions at their respective payment schedule.

SUA 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:

<table>
<thead>
<tr>
<th>Fall Session:</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Payments:</strong></td>
<td>1st</td>
<td>2nd</td>
<td>3rd</td>
<td>4th</td>
</tr>
<tr>
<td><strong>Full Session Payment</strong></td>
<td>8/10</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Monthly Installments</strong></td>
<td>8/10 9/10 10/10 11/10 12/10</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(Above dates reference August 2011 to December 2011.)

<table>
<thead>
<tr>
<th>Spring Session:</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Payments:</strong></td>
<td>1st</td>
<td>2nd</td>
<td>3rd</td>
<td>4th</td>
</tr>
<tr>
<td><strong>Full Session Payment</strong></td>
<td>1/10</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Monthly Installments</strong></td>
<td>1/10 2/10 3/10 4/10 5/10</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(Above dates reference January 2012 to May 2012.)

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 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 $27,294 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.

<table>
<thead>
<tr>
<th>Session</th>
<th>Week</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>100%</td>
<td>90</td>
<td>85</td>
<td>80</td>
<td>75</td>
<td>70</td>
<td>50</td>
<td>0</td>
</tr>
</tbody>
</table>

**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 will 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
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 all 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.

**STUDENT GOVERNMENT ASSOCIATION**
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.

SSU provides the student body with activities and a forum to discuss school issues. The Union also administers research grants awarded to students to assist in individual or group research projects.

**Elected officers**
1. President
2. Vice President
3. Secretary
4. Treasurer
5. Attorney General

The elected officers coordinate elections, manage the budget for student organizations, and represent the student body on university committees. Annual elections for SSU officers are held in the spring. All members of SSU are invited and encouraged to attend meetings.

**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.

**STUDENT CODE OF CONDUCT**

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, SUA has established a standard of conduct as a provision to protect the rights of members of the University community. The Code of Conduct and the Office of Student Conduct & Resolution to communicate SUA standards. Copies of these documents can be found in this handbook and in the Student Handbook.

The Code of Conduct identifies the kinds of disruptive behavior that inhibit the normal functioning of the University and its constituents. In order to protect the community from such disruption, the Code of Conduct includes various actions that the University can elect to apply. The Code of Conduct and the Student Conduct & Resolution processes describe the policies of the institution, which are designed to protect the entire University community. Soka expects that its students, inside and outside of the University, will conduct themselves with honor and integrity and in the spirit of good citizenship will adhere to the high standards of this institution.

The following misconduct is subject to disciplinary action:

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 harassment as defined in the University Policy on Sexual Harassment.
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 Academic Catalog and the 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.

**STUDENT RIGHTS AND RESPONSIBILITIES**

Each member of the University shares the responsibility for maintaining conditions conducive to the achievement of the University’s mission.

**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 complaint 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.


- 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.

**Non-SUA Complainant**

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 affect upon the integrity of the University and its community, disciplinary action may take place. Students should be made aware that being found responsible for violations of the Code of Conduct could lead to suspension or expulsion. The University will not tolerate students who act to endanger others, repeat any inappropriate behavior, or interfere with the educational process and operation of the University.

**Accused Student 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 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 of Student(s) allegedly responsible for misconduct 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 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.

**STUDENT CONDUCT & RESOLUTION PROCESS**

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 works in cooperation with this office to report incidents and assist in the fact finding process.

Our approach is intended to be an educational process and all proceedings are informal. 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.

When an allegation is made that a violation of the Code of Conduct has occurred, the Coordinator of Student Conduct & Resolution conducts a preliminary fact-finding process 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. 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, an appropriate sanction will be imposed.

Certain cases involving issues such as sexual harassment 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.
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 consideration 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 for violating the Student Code of Conduct.
• Warnings (verbal and/or written)
• Community Service or Special Assignment
• Monetary Fines
• Parental Notification in the case of alcohol and/or controlled substance abuse
• Exclusion from specific campus privileges
• Probation*
• Suspension*
• Expulsion*

*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. These would include but are not limited to restitution including monetary or material replacements, fines, or parental notification.

INTERIM 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 her/himself, to others, or to the stability and continuance of normal University functions.

APPEALS PROCESS
If a student is held responsible for violating the Student Code of Conduct by the Coordinator of Student Conduct & Resolution or the Dean of Students and disagrees with it, he/she may choose to go through the Appeals Process. 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.

1. 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.

2. 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. After hearing the case, the Student Conduct & Resolution Board will issue a finding as to the responsibility of the student regarding the decision. The Judicial Board’s decision will be final. The Coordinator of Student Conduct & Resolution or the Dean of Students will impose an appropriate sanction if the student is found responsible by the Board.

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.
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 Education 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.

NOTICE OF NONDISCRIMINATORY POLICY
SUA does not discriminate on the basis of race, color, creed, national and ethnic origin, sex, marital status, sexual orientation, age, religion, disability or status as a disabled veteran in administration of its educational policies, admissions policies, scholarships and loan programs, and athletic and other school-administered programs.

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. 

UNIVERSITY POLICIES

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.

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.

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 aids 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
UNIVERSITY POLICIES

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) under Student Services for a more detailed description of the Disabilities Services Policies and Procedures.

NON-HARASSMENT POLICY
The university does not tolerate sexual harassment or harassment based on race, religion, color, gender, national origin or ancestry, marital status, age, sexual orientation, or ability. 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 OFFENSE POLICY AND PROCEDURES
Following is an abbreviated version of the policy. For the complete policy, please refer to student handbook.

I. Policy
Soka University of America (SUA) will not tolerate and prohibits rape, acquaintance rape, and sexual assault in any form. These acts are against California State Law. Rape and other sexual assaults also violate the University's policy prohibiting sexual harassment. If there is reason to believe that SUA campus regulations prohibiting sexual assaults of any kind have been violated, on or off-campus, the administration will pursue disciplinary action through the appropriate University procedures.

Sexual assault occurs with disturbing frequency among college age men and women but is very often unreported. In order to provide support for individuals reporting incidents of sexual assault and to enforce the behavioral standards critical to the University’s mission, students are encouraged to report all violations of this policy to appropriate University personnel.

The University acknowledges that rape perpetrated by someone unknown (often referred to as “stranger rape”) does occur. However, the most prevalent form of sexual assault on a college campus is between two people who know each other (often referred to as “acquaintance rape”). The acquaintance may be a date, partner, or someone known casually from a residence hall, class, club, or through mutual friends.

Regardless of the relationship, the same institutional response and penalties apply. To clearly illustrate the seriousness of these offenses, this policy does not differentiate the types of offenses based on the relationship between the individuals. SUA complies with its obligation to investigate and resolve concerns of harassment and/or assault, regardless of whether or not a formal complaint is filed, in order to maintain a non-discriminatory and respectful educational environment.
II. Definition

A. Sexual Assault: Non-Consensual Sexual Intercourse

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.

B. 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:

a. Submission to such conduct is made either explicitly or implicitly as a term or condition of instruction, employment, or participation in other College activity;

b. 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

c. Such conduct has the purpose or effect of unreasonably interfering with an individual’s performance or creating an intimidating, hostile, or offensive College environment.”

C. 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.

D. 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.

III. Disciplinary Action

A student charged with sexual assault may be prosecuted under the California Criminal Justice System and disciplined through SUA student conduct and resolution process. Even if the criminal justice authorities choose not to prosecuted, the accused may be subject to University disciplinary action. University student conduct and resolution procedures should be considered distinct and
independent of any and all criminal procedures. Student conduct and resolution procedures may precede, occur simultaneously, or follow court action. In the event that University student conduct and resolution procedures follow court action, the court proceedings and/or verdict may be considered in the judicial proceeding. 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.

Any student found by Office of Dean of Students to have committed sexual assault may be subject to severe disciplinary sanctions, including suspension or dismissal from the University. For information about sanctions, individuals should refer to SUA Student Conduct and Resolution Process.

The University recognizes that violations of sexual assault are not the fault of the individual filing the complaint. The University intends to encourage the report of sexual assaults 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 assault. The University administration will use discretion to ensure the rights of the complainant are preserved. Please refer to the complete policy in Student Handbook for the Rights of the Complainant, Rights of the Person Accused and details of the student conduct and resolution process.

The use of alcohol and other drugs by the accused in conjunction with an incident of sexual assault does not mitigate accountability for the commission of sexual assault or diminish the seriousness of the incident. The accused person’s intentional use of a substance to affect an individual in order to facilitate an assault will be considered when determining responsibility and, if found responsible, appropriate sanctions.

IV. Reporting Procedures
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. Disruptive behavior of this nature should be reported to appropriate University staff so it may be addressed. Any member of the community can file a report with the appropriate University official.

A. Safety and Security Information Report
Under The Clery Act, an institution must report certain crimes to the campus community in a timely manner that will aid in prevention of similar crimes that represent a threat to students and employees. To that end, a community alert will be issued whenever appropriate. Additionally, departments will comply with all mandatory reporting requirements.

B. Reporting Options
In order to provide appropriate support and services, this policy delineates the following reporting options.

1. Confidential Disclosure
SUA 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.

2. Official Reporting
All SUA students are strongly encouraged to make an official report of any incident of sexual assault to the Office of Dean of Students whether the incident occurred on or off campus. Official reporting initiates a course of action and university’s student conduct and resolution process.

3. Anonymous Reporting
Any SUA students may file an anonymous report form to report a sexual assault or incidence of harassment. Filling out this form will not result in an investigation, but will assist with the compilation of statistical records in compliance of the Jeanne Clery Act and the development of
better support services for victims of sexual assault and harassment. The person who has been assaulted may fill out this form or she/he may ask a friend to do so. Students can find this form under Soka.edu or SUA portal. Once completed, please send the form via campus mail to the Dean of Students.

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.

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, 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. 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
UNIVERSITY POLICIES

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 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 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, 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, including an indication of the sanction levied (this could be a copy of the letter sent to the student).

The Dean of Students 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 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.

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.

**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 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.
Academic Support Services
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. The Ikeda library strives to meet the information needs of the SUA community by providing academic resources in various formats alongside personal reference services and information literacy instruction.

Nine library staff members, including four librarians, are dedicated to connecting all library patrons to the information they need. The Reference Desk is always staffed during daily hours of operation.

Although constantly increasing its resources, the library currently provides over 82,100 print books, 49,200 electronic books (e-books), 350 paper journals, 2,000 VHS/DVDs, 400 Music CDs, and 20,200 full-text electronic periodicals included in 80 databases. By working with the faculty, SUA librarians develop collections that meet the needs of the campus community.

The library’s interlibrary loan (ILL) service provides the campus community with the means to access material far beyond the stone walls of the library. ILL staff members provide services that grant the SUA community access to other university libraries’ collections.

As a highly electronic oriented environment, the library offers a multitude of ports permitting students to plug in their laptops wherever convenient. While there are quiet spots for individual study, five group study rooms are also available. In addition, there are two 24-hour study rooms on the second/main and fourth floors. These rooms are accessible to students at all times.

Information literacy instruction is imbedded within the required first and third-year communication classes. Information literacy instruction sessions, provided by the Reference/Instruction Librarian, impart not only skills needed to succeed in academia, but also instill in the students the ability for self-directed lifelong learning.

When in need of help, come in person to the library or contact a librarian at library@soka.edu/ext. 4105. For more information about the library’s services and collections, please visit the website at http://ikedalibrary.soka.edu.

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 support and training to meet the varied needs of a small liberal arts college environment. The primary areas of responsibility include microcomputer support, instructional technology services, multi-media systems, and the central
academic support services

Administrative Data Systems. All computers on campus are connected via a high-speed data network and provide electronic mail service, shared file storage, and a home for a variety of database systems. SUA’s local area network is connected to the Internet and provides all campus users and classrooms with high-speed access to a multitude of web-based sources. The Information Technology Department team offers computer workshops, user training, documentation, a computing help desk, and training of student assistants.

Instructional Support
Upon arrival, each student receives a laptop computer after completing a hands-on training session. Web access to each course of instruction at SUA provides important information about the course, e-mail access between students and instructor, and a placeholder for as many course-related references as the instructor desires.

Teaching/learning spaces consist of classrooms, labs, seminar rooms, and learning clusters, and each has a large number of data connections as well as built-in data projection systems. Many of these systems have touch-panel controls that enable the instructor to select from a variety of input sources (computer, VCR, DVD or cassette tape) and manipulate controls from a single location. Information Technology Department offers faculty training in standard and multimedia applications as well as support from an instructional technologist. There are multimedia workspaces for the creation of teaching materials.

SUA operates a student computing lab with state of the art video editing bays and video editing software. Our student labs are also equipped with color printing and large poster production equipment.

Audio-visual/Multimedia Services
The SUA campus has a large number of sophisticated presentation systems, video/data projection, sound amplification, and lighting controls managed by a single touch-screen panel. Most systems include playback options for cassette tape, VHS tape, and CD/DVD, as well as input for computer-based content. Campus network access as well as cable TV connections are also provided in all teaching and meeting locations.
Academic Policies & 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: Students must complete one course in creative arts. A 1-unit Creative Arts forum must be taken concurrently with this class.
   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 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, 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 reaplication 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 ongoing 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 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 and the Dean of Faculty 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.

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 AND NARRATIVE CHANGES
Once grades and narratives 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 or narrative 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 or narrative 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: Outstanding
- B: Superior
- C: Satisfactory
- D: Marginal
- 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.
- 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.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+/A</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
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<tr>
<td>B-</td>
<td>2.7</td>
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<tr>
<td>C+</td>
<td>2.3</td>
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<tr>
<td>C</td>
<td>2.0</td>
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<td>C-</td>
<td>1.7</td>
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<tr>
<td>D</td>
<td>1.0</td>
</tr>
<tr>
<td>F, NP</td>
<td>0.0</td>
</tr>
<tr>
<td>P, I, and W are not calculated in the GPA.</td>
<td></td>
</tr>
</tbody>
</table>

GRADE POINT AVERAGE
Grades are averaged on the basis of their unit value to determine a grade point average. Grades
ACADEMIC POLICIES & PROCEDURES

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 wishing to begin language study at a level above 101 are required to take a language placement exam upon entering the university, and will enroll in the appropriate level of their chosen foreign language based on the results of this test and an interview with instructor(s) of that language and consultation with the LCP Director. Students who place into the 400-level should choose another 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.

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 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 one year from the time the incomplete was granted.

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 SUA. 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.
ACADEMIC POLICIES & PROCEDURES

requirements (see elective requirements of the chosen concentration on page 42).

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 which case they will also receive a narrative evaluation from the instructor. 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 nor is a narrative evaluation given.
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 upcoming fall classes in May and for upcoming 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.

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 at the Office of Student Accounts. Regular service requests are generally processed within 3-5 working days after receipt of request. The fee for regular service is $5 for each copy. 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 $20 or $30 respectively. 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. 43).

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 last class attended or the last evidence of academic participation.

Withdrawal from the university will not be granted during the last week of any class.
Liberal Arts Curriculum
LIBERAL ARTS

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.
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 concurrently, any year)

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. 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 Advanced Communication Skills** 3 units
This course provides 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 writing and oral presentations to explore solutions to problems and new perspectives in concentration areas. 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**
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, with exposure to others.
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 courses offered (see pp. 66) and taking the Creative Arts Forum (see p. 66).

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 the concepts, terminology, ideas, and methods of both descriptive and inferential statistics with sufficient depth to develop, organize, evaluate, and present the results of their own survey research project. This course is especially recommended for students interested in concentrating in Social and Behavioral Sciences, since a working knowledge of the basic statistical methods is indispensable in the social sciences.

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.

BIO 140 Principles of Biology 3 units
This course introduces students to the principles underlying the biological sciences: cells and the cell cycle, the genetic code, evolution, and ecology. Students will explore these principles through investigative field and laboratory experiences, lectures and small group discussions.

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 101 General Chemistry 4 units
This course focuses on the fundamental concepts of chemistry, including atomic structure, chemical bonding, chemical reactions, states of matter, solutions, acids and bases, chemical equilibria, nuclear chemistry, organic chemistry and biochemistry.
GENERAL EDUCATION CURRICULUM

CHEM 201 Organic Chemistry  4 units
This course covers modern organic chemistry, including structure, nomenclature, reactivity, synthesis, reaction mechanisms, and the chemistry of carbohydrates, lipids, nucleic acids, amino acids, and proteins. The course also includes laboratory techniques of purification, isolation, synthesis, reactions, and spectroscopic analysis. Prerequisite: CHEM 101 or instructor consent.

CHEM 301 Environmental Chemistry  4 units
This course examines the applications of chemical principles to environmental problems and solutions, including pollution, radioactivity, energy sources, and agriculture. Prerequisite: CHEM 101 or instructor consent.

PHYS 150 Heaven and Earth: A First Synthesis  3 units
This course examines the physics of motion on earth and in the heavens from ancient Greek times through the Middle Ages to the Renaissance and the Enlightenment. Humanistic, cultural, and historical perspectives are emphasized, as is the scientific method. Science is shown to be inextricably linked to other human endeavors, such as religion, art, politics, music, literature, philosophy, and commerce. This course, including modern physics labs, also explores physics after Newton and up to the frontier of string theory, covering topics such as relativity and quantum mechanics.

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.

PAC BASIN 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, transnationalism, 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.

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 70).

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 daily 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.
- 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 administered by the LCP, once before and once after Study Abroad.
- Students are also required to attend orientations organized by the Office of Study Abroad and International Internships (SAII) 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 Study Abroad and International Internships (SAII) Office. The academic worthiness of a particular program will be determined by a faculty committee working with the SAII Office.

Students on study abroad programs must choose courses based on the results of the Pre-Study Abroad Language Proficiency Test (STAMP Test) they take at SUA. Students must score at the Intermediate-Mid level or above to be approved to take regular university courses while abroad as valid units for completion of SUA's study abroad requirements. Students whose STAMP scores are at Intermediate-Low or below will not be approved to take regular university level courses for locals. These students are only allowed to enroll in language courses and/or content courses designed exclusively for international students.

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 the Language and Culture Program and the Director of Study Abroad & International Internships. Please note that full-time does not necessarily mean just four courses. Many students enroll in five courses abroad, and a few students enroll in six or seven, depending on the structure of education in the host country.

In addition to the minimum required target language credits, students studying abroad are welcome to choose any course offered by the Site University or Provider Program. However, students should keep in mind that they will not receive credit for every course in which they enroll (e.g., Ceramics, 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.
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).

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 14 days after the start of class registration on-site. 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 both the Director of the Language and Culture Program and the Director of Study Abroad & International Internships. 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.

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 institutions 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.) Only the titles and grades of courses that have been approved to be transferred will appear on SUA official transcripts. All courses taken and grades received abroad will appear on original transcripts provided by the programs or host institutions abroad.

Withdrawal From the 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.

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 language (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 one or more faculty “facilitators,” 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 occur in 3.5 week block periods 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 problem or question.
3. Enhance the ability to work collaboratively toward the completion of a common project.
4. Foster a contributive ethic by working on issues that have a larger social significance or meaning.
5. 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 advisor, 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.

Students will take the following Learning Cluster courses:

**LRNCLSTR 200:** (required for first and second year students)
**LRNCLSTR 300:** (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/NP._

**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 (Advanced Communication Skills) provides juniors with opportunities to practice the kind of writing and oral presentation skills that characterize discourses in particular concentrations as preparation for graduate and/or professional work. Both courses are organized as workshops, which means that students work collaboratively to discuss, plan, draft, revise, and edit their work, and both include an information literacy component.

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.

liberal arts
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 Advanced Communication Skills 3 units**
This course provides 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 writing and oral presentations to explore solutions to problems and new perspectives in concentration areas. Prerequisites: WRIT 101, with a grade of C- or better.

**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,” 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: WRIT 101. Same as HUM 301.

**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 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.
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 choosing one 3-credit course in any of the following areas: Ceramics, Dance, Drawing, Music Composition, Painting or Photography. All of the introductory level courses are open to all students, regardless of their level of prior experience.

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.

Students taking their first Creative Arts course are also required to register for the Creative Arts Forum, a 1-credit course which focuses on creativity, imagination and teamwork. Please see the course description below.

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

Creative Arts Forum 100 1 Units
This course focuses on learning about creativity and the creative process in general, and especially on opportunities for creative collaboration across artistic media. There will be presentations by faculty members from the arts as well as guest speakers from other disciplines, team “brainstorming” exercises, and multi-disciplinary projects developed by groups of students from the various arts courses.

Art
ART 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.

ART 125 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.

ART 130 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.

ART 140 Creative Painting 3 Units
Students explore technique and creativity through descriptive and expressive approaches to painting. Projects emphasize the application of personal 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.

ART 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.

ART 322 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.

ART 325 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.

ART 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.

ART 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.

ART 298, 398, 498 Special Study 1-4 units
ART 299, 399, 499 Independent Study 1-4 units

Dance
DANCE 105 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.

DANCE 205 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.

DANCE 298, 398, 498 Special Study 1-4 units
DANCE 299, 399, 499 Independent Study 1-4 units

Music
MUSIC 101 Music Composition I 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.
MUSIC 110 Music Composition w/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.

MUSIC 201 Music Composition II 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 or Instructor Consent.

MUSIC 215 Music Improvisation 3 Units
This course, which requires at least basic instrumental or vocal performance skills and basic music literacy skills as prerequisites, focuses on developing tools for musical improvisation: aural skills, inventiveness and flexibility, familiarity with improvisatory idioms, such as raga, jazz, and contemporary music, and fundamentals of theory and harmony. Students will work on both individual and group improvisation in a variety of contexts. Instructor Consent Required.

MUSIC 298, 398, 498 Special Study 1-4 units
MUSIC 299, 399, 499 Independent Study 1-4 units

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 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.

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.

MUSICENS 132 Chamber Singers 1 Unit
This course is open to student singers with basic musicianship skills who wish instruction and performance opportunities in small vocal ensembles and/or solo voice repertoire. May be repeated for credit.

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.
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.

MUSICENS 136 Concert Band 1 Unit
This course is open to all wind and percussion instrumentalists with basic music literacy skills who want instruction and performance opportunities. The Concert Band will play both traditional and contemporary repertoire. May be repeated for credit.

MUSICENS 139 Jazz Theory at the Keyboard 1 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.

MUSICENS 140 Vocal Technique for Singers 1 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.

MUSICENS 240 Intermediate Vocal Technique for Singers 1 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.

MUSICENS 141 Jazz Ensemble – Combo 1 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.

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 is required for all of these courses.

MUSICENS 331 Advanced Piano 1 Unit
Advanced level piano students will build technique and repertoire through weekly private lessons.

MUSICENS 332 Advanced Chamber Singers 1 Unit
This course is open to student singers with advanced musicianship skills who wish instruction and performance opportunities in small vocal ensembles and/or solo voice repertoire. May be repeated for credit.

MUSICENS 334 Advanced String Instrumental Ensemble 1 Unit
This course is for intermediate to advanced level string players, and includes private study and recital preparations.

MUSICENS 335 Adv. Instrumental Chamber Ensemble 1 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 Advanced Concert Band 1 Unit
This course is open to intermediate to advanced level instrumentalists (wind and percussion) who will have the opportunity for more in depth instruction and responsibility for the Concert Band's activities (see general description above.)

MUSICENS 339 Advanced Jazz Theory at the Keyboard 1 Unit
This course is for intermediate to advanced level jazz pianists, and/or upper division students who wish instruction and performance opportunities.

MUSICENS 341 Advanced Jazz Ensemble – Combo 1 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 309 Advanced Chinese Conversation 3 units
This course is geared towards students returning from a study abroad program in a Chinese-speaking area. Emphasis is on further improving all four language skills students have gained, 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. Prerequisite: Completion of a Study Abroad program in Chinese, or Instructor Consent.

CHI 311 Intermediate Reading and Writing in Chinese 3 units
This course emphasizes increased exposure to the written as opposed to the oral style of discourse in Chinese. Writing and grammar skills are enhanced through composing essays and reflection pieces on materials read in the course. Prerequisite: Completion of a Study Abroad program in Chinese, or Instructor Consent.

CHI 312 Advanced Reading and Writing in Chinese 3 units
Continuation of CHI 311, using somewhat complex and more in-depth authentic materials. Prerequisite: Completion of a Study Abroad program in Chinese, or Instructor Consent.

CHI 401 Cultural History of China 3 units
Using Chinese language skills previously acquired and strengthened through practice, this course explores the rich cultural history of China, using authentic materials aimed at Chinese youth. Prerequisite: Completion of a Study Abroad program in Chinese, or Instructor Consent.

CHI 410 Chinese Literature & Film 3 units
An advanced language course in which basic Chinese cultural and societal issues are explored through discussion of short pieces of literature and screening of 20th-century 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 designed to provide students with an in-depth understanding of some important issues in contemporary Chinese society and communities that students bring back from their study abroad experience.  
*Prerequisite: Completion of a Study Abroad program in Chinese, or Instructor Consent.*

**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.*

**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 Post-war Modern Japanese Culture and Contemporary Issues 3 units
Survey of (post-war) 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, 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 at various practical everyday situations where the appropriate use of grammatical constructions and knowledge of language functions/sociolinguistics are required. It 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
A course 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
Geared to develop reading and writing skills while strengthening the mastery of vocabulary, language usage, and grammar. Main reading materials consist of short essays, and literary and expository writings. Writing activities include letter, journal, and expository writing. Prerequisite: Completion of a Study Abroad program in Spanish, or Instructor Consent.

SPA 312 Advanced Spanish Grammar 3 units
A systematic study of the more complex structures and forms of the 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 402 Cultural History of Latin America 3 units
Designed to examine the historical and cultural development of Latin American countries. The course surveys the major historical events from the pre-Columbian period to the present. 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 master pieces 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

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 concentration 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.
COURSE DESCRIPTIONS

Ecology

ECOL 211 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 a 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 325 Freshwater Systems Ecology 4 units
The ecology of freshwater ecosystems to include (natural and man-made) lakes and ponds, rivers and streams, wetlands and groundwater. Students will become familiar with the methodology in the biological, physical, and chemical aspects of local freshwater systems. Prerequisite: BIO 140.

ECOL 333 Conservation Biology 3 units
This course examines the problem of maintaining biological diversity in a human dominated world. Emphasis is on the biological concepts involved in population biology, genetics and community ecology, and their use in conservation and management of biodiversity. Prerequisite: BIO 140.

ECOL 335 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: BIO 140.

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. Prerequisite: BIO 140 or CHEM 101 or consent of instructor.

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. Prerequisite: BIO 110 or BIO 140 or consent of instructor.

ECOL 430 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: BIO 140.

ECOL 433 Conservation Genetics 4 units
This course will serve as an introduction to conservation genetics; the understanding of genetic diversity. The class will focus on why genetic diversity is important and ways to prevent the loss of it and the tools used to measure it. Prerequisite: ECOL 333 or consent of instructor.

ECOL 450 Ecological Modeling 3 units
This course introduces various theoretical and mathematical approaches to modeling ecological and environmental data through computer-based exercises in the application of existing models and the development of new models. Modeling topics cover animal population models, vegetation models, and large scale landscape models, as well as model applications in decision making. This course is geared towards demystifying models and providing students with the confidence and skills to apply this very useful tool to research projects. Prerequisite: MATH 101 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. Prerequisite: BIO 140 or CHEM 101 or consent of instructor.

EMP 340 Environmental Movements 3 units
This course examines the role of environmental movements in the development of policies for environmental protection. This course focuses on the role of nongovernmental organizations in environmental politics and policy.

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

EMP 420 Aquatic Management & Policy 3 units
This course focuses on case studies of the development and management of policies for the protection and regulation of the aquatic environments (fresh and marine). This course will also examine the nature of aquatic policy and identify forces instrumental in creating such policies.

Earth And Ocean Sciences
EOS 222 Watershed Processes 3 units
Watersheds are an area of land that drains into a single waterway, such as a river or creek. Watershed management is an approach to the environmental management of water quality that takes into account all human and natural activities within this area that affect water quality. Using examples from Orange County, we will study the processes that control water quality, such as rainfall, soil infiltration, development and impermeable surfaces, groundwater, the effects of plants and microorganisms, and the measures that can be taken to improve or maintain water quality. This course will have a strong laboratory and field component. Prerequisite: BIO 140 or CHEM 101 or consent of instructor.

EOS 302 Greenhouse Gases 3 units
Although carbon dioxide is often associated with global warming, many other gases, both natural and anthropogenic, play a role in changing the earth’s climate. In this course, students will study the processes that produce, transform, and decompose these gases, explore their role in the earth’s heat balance, and investigate options for their control. The topic will be approached via readings and lectures, as well as laboratory experimentation. Prerequisite: CHEM 101 or consent of instructor.

EOS 446 Biogeochemistry 4 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. Prerequisite: CHEM 101 or consent of instructor.

Environmental Studies

ENVST 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 artifactual 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 also examines the value of studies of contemporary primate behavior in formulating hypothesis about early human adaptation. Same as: ANTH 150.

ENVST 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: PHIL 170.

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: MUSICHST 215.
ENVIRONMENTAL STUDIES

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 315 Urban Anthropology 3 units
Cultural Anthropology is the comparative study of society, culture, and human diversity. The discipline focuses on the various ways social relations, history, politics, and cultural products like the media shape peoples everyday lives. Today much of the world's population live in rapidly expanding urban areas. As such anthropologists have begun to more actively study contemporary urban life and culture as it relates to some of the core questions that anthropologists have traditionally been interested in. In this course, we will specifically look at ethnographic studies of the strategies people use to cope with the demands posed by modern urban environments. We will pay particular attention to some common social problems encountered in urban contexts like those involving concentrated poverty and inequality, crime and urban youth sub-cultures, migration and economic globalization, and public health. We will comparatively examine these issues in well-established industrial countries like the United States and Japan an also urban life in emerging economies of Africa, South-East Asia and Central and South America. Prerequisite: ANTH 100 or SOC 100.

ENVST 330 Environmental Justice 3 units
This seminar is designed to explore the dynamics and interplay of face, socioeconomic status and political and economic interest groups in impacting the differential access, use and outcomes of some groups and contriers 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.

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
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 105 Introductory 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 310 Art of Asia
3 units
This course introduces students to the arts of Asia and analyzes the visual characteristics of works of art, placing them in their historical and cultural contexts. The course also helps students understand how art changed over time. It traces the history and development of art in China, Japan, Korea, India, Nepal, Tibet, and the countries of South East Asia in an effort to understand the religion and culture that produced it. Prerequisite: 100 level Art History or sophomore standing.
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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<tr>
<td>ARTHIST 315</td>
<td>Contemporary Visual Culture</td>
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<td>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.</td>
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<tr>
<td>ARTHIST 320</td>
<td>Buddhist Art of Asia Study</td>
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<td>The class offers an understanding of visual characteristics of the most important works of Buddhist sculpture, architecture and painting as related to Buddhist religious and philosophical traditions of India, China and Japan, Tibet and parts of S.E. Asia. It places the works of art in their historical, literary and cultural context and explores the influences of indigenous beliefs and practices as well as those of the silk and spice routes. Prerequisite: Instructor Consent.</td>
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<tr>
<td>ARTHIST 370</td>
<td>Architecture and Urban Environment</td>
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<td>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 architecture that reconnects man to earth through the built environment, which will provide a new framework to approach buildings and structures.</td>
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<td>ARTHIST 290</td>
<td>Topics in Art History</td>
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<td>ARTHIST 390</td>
<td>Advanced Topics in Art History</td>
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<td>ARTHIST 298</td>
<td>Special Study</td>
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<td>ARTHIST 299</td>
<td>Independent Study</td>
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**History**

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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tr>
<td>HIST 119</td>
<td>Western Worlds I: Ancient World to the Renaissance</td>
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<td>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.</td>
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<tr>
<td>HIST 120</td>
<td>Western Worlds II: Emerging Modernity</td>
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<td>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.</td>
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<tr>
<td>HIST 140</td>
<td>East Asia: A Historical Survey</td>
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<td>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.</td>
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<tr>
<td>HIST 210</td>
<td>The City in History</td>
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|             | 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 284 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 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 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 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.

**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 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 489 Culture and Imperialism**  3 units
The United States is often portrayed as an exceptional nation — standing apart from the main lines of Western European economic, political, and cultural development. Nowhere is the claim of “American exceptionalism” raised with more vigor than in the field of foreign affairs where it is often asserted that the United States has held aloof from the Great Power rivalries of Europe and refused to engage in a national policy of empire formation. “Empire at Home” explores and critiques this claim. It locates America’s political, economic, and cultural development within the evolving European states system and world market economy and focuses on America’s “colonization” of the geographical space that became the continental United States — including the colonization of the peoples and cultures within that space. Throughout the course students will be asked to think about how the internal colonization of America has affected class formation, race relations, and democratic processes in the United States. 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 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 borrowings, as it please, 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.

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 which is different albeit complementary to Lit 301: Introduction to Classical Literature.

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 premodern 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 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 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 301 Introduction to Classical Literature 3 units**
This course introduces students to the classical literature of Greece and Rome, primarily poetry and drama, from the 5th century B.C.E. 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 unparallel 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 Yamadashii, 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 341 The European Novel 3 units**
This course examines the European novel either in terms of its historical development, its form and cultural function in a specific period, or its embodiment in the works of one or more authors. The focus of the course varies from year to year. Prerequisite: LIT 140, or sophomore standing.

**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

LIT 298, 398, 498 Special Study 1-4 units

LIT 299, 399, 499 Independent Study 1-4 units

Music History
MUSIC HST 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.

MUSIC HST 215 Musical Environmentalism: 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.

MUSIC HST 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.

MUSIC HST 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.

MUSIC HST 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.

MUSIC HST 290 Topics in Music History 1-4 units

MUSIC HST 390, 490 Advanced Topics in Music History 1-4 units

MUSIC HST 298, 398, 498 Special Study 1-4 units

MUSIC HST 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 270 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 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 460 Corporate Responsibility 3 units
The essential intention is to raise SUA students’ awareness of the importance of the roles epistemology and corporate ethics play in preventing disasters for which corporations are responsible and their consequent cost to human lives and to destruction to the environment.

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
OVERVIEW
The International Studies concentration is designed to provide students with a firm understanding of the global arena, with special reference to Asia and Latin America. Students learn to integrate complex and diverse historical experiences with the study of national, regional, and global issues, and are expected to gain a firm knowledge of the working of the global system through courses spanning a range of disciplines. Drawing upon a broad multidisciplinary curriculum, International Studies places particular emphasis on the acquisition of analytical skills in such areas as: international relations, security and conflict resolution, human rights, transnational migration, indigenous and national minorities, media and communications, economic development and international trade, and the role of international and regional organizations.

The philosophy behind the international studies concentration is the belief that understanding changes in the international arena demands a variety of disciplinary lenses. A combination of anthropology, economics, history, politics and international relations provides students with the tools for comprehending multi-faceted global issues. The concentration encourages students to gain expertise in at least one geographic area, and to deepen his or her grasp of how international policy is made. Courses on international institutions, history, anthropology, and trade and finance prepare students to analyze the world around them, while competency in a foreign language deepens their cultural understanding. To accomplish these goals, the International Studies curriculum requires students to select a minimum of five courses from the various fields of the concentration, three of which must be at the 300 or 400 level. By examining the effects of globalization, international and domestic conflicts, legacies of the past, ecological issues, resource distribution, social and political organization, and human rights, students are better prepared to meet the challenges of global citizenship in the twenty-first century. International Studies graduates may pursue careers in government, economics, public service, diplomacy, and international business, as well as academic careers with an international focus.

The student learning outcomes for the International Studies concentration are:

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 critically investigate regional and global issues
3. Effectively communicate their understanding of critical regional and global issues
4. Generate a theoretically and historically informed analysis of social phenomena within a national, regional, or international context
5. Demonstrate and articulate an understanding of the cross-cultural representation and interpretation of societies
6. Apply their knowledge and skills to formulate practical and ethical responses to regional and global issues

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 project during their senior year. This project, involving the presentation of a substantial research paper, 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 project. Students will meet regularly throughout their project with faculty 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

Regional Studies

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 130 Introduction to Latin American Studies 3 units
This course explores the geography, history, culture, society, government and economies of Latin America. It examines enduring themes and issues central to the understanding of Latin America today, such as regime change and economic development. The course covers key actors and organizations affecting Latin America, such as political parties, the Church, the military, land reform movements, and the United States. It also looks at regional associations, including the Organization of American States, NAFTA, and other emerging efforts at regional cooperation.

INTS 150 Introduction to Southeast Asian Studies 3 units
This course explores the geographies, histories, societies, economies, and politics of Southeast Asian countries. Organized around these themes, the class will be structured in terms of case studies, with some emphasis on Thailand and Indonesia, and will also consider the region’s common challenges and growing regional identity.

INTS 155 South Asia 3 units
This course introduces the geography and history of South Asia. It examines the socio-cultural, linguistic, ethnic, and cultural layers of India, Pakistan, Sri Lanka, and Nepal, with emphasis on colonialism, nationalism, non-violent movements and their role in the world economy and in international relations.

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 ascendency 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 importantly, 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.
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 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 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. Prerequisites: INTS 130, or 210, or Instructor’s consent.

INTS 315 Latin American Politics 3 units
This course provides an introduction to Latin America by exploring its rich history, including ancient civilizations, the colonial period, and the contemporary republican era. The course also examines some of the key current challenges that face Latin America as a whole, such as the debt crisis, democratization, the illegal narcotics trade, revolutionary movements, militarism, economic development, and U.S. influence. Same as: POLSCI 315.

INTS 321 Economic Development in Pacific Asia 3 units
This course provides a survey of the economic development of this region in the 20th century. The course examines the role of history, culture, and institutions in the economic development of the region, as well as government strategies and policies that promoted or hindered economic growth and development. Prerequisite: INTS 100.

INTS 325 Inequalities, Repression, and Resistance in Central America 3 units
This course offers an introduction to Central America through an in-depth look at the historical, political, and cultural forces that have shaped the seven countries in that region. In the first part of the course students will be introduced to the configuration of indigenous societies before the conquest, the impact of colonialism on those societies, and the formation of new societies through the period of liberal reform and nation-state formation. The second part of the course will consider more recent phenomena such as the civil wars of the 1980s, ethnic social movements of the 1990s, and changes brought about by economic reform. Throughout the course special attention will be paid to the dynamics of race, class, and gender that have shaped Central American societies today. Prerequisite: INTS 130 or ANTH 100.

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:** Instructor’s consent.

**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. **Prerequisites:** ANTH 100 or SOC 100 or INTS 130. Same as: ANTH 320.

**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? Are processes of globalization eroding the ability of nations to shape cultural identities? How useful are concepts such as ‘global’ and ‘local’ for explaining these processes? **Prerequisite:** Instructor’s consent.

**INTS 350 Political & Social Change in Pacific Asia** 3 units
This course focuses on political and social change in East Asia, Southeast Asia, and Central Asia. Topics include: the rule of law, the crisis of governance, the nature of civil society, civil-military relations, human rights, the relationship between political development and economic development, the evolution of political culture, state-society relations, and the impact of regional institutions and international norms on domestic practices. **Prerequisite:** Instructor’s consent.

**INTS 380 Peoples of Oceania** 3 units
As the Pacific Islands take on a new significance as a world region, we are encouraged to broaden our study of them by developing new ways of looking at Pacific Island-Pacific Rim relationships. Therefore, this class will incorporate both classic and contemporary social science studies (drawn mainly 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 Same as: ANTH 330.
INTS 404 Violence and Oppression in Latin America 3 units

In order to understand what peace is, we need to know what it is not. This class examines the "dark side" of life, but with the ultimate goal of better understanding — and thereby furthering — peace. Students begin with a series of topical themes that are closely connected to case studies in the history and contemporary societies of Latin America. These are detailed models to gauge theory: the conquest, persisting poverty, economic inequality, slavery and peonage, racism, war, imperialism, forced migration, and drug violence. How do governments, international systems of relations, non-governmental organizations, and formal or informal institutions strengthen or weaken social and economic justice? Students will seek answers to this question in theories that probe the deep structures of violence and oppression. The class ends on a hopeful note: in many ways, peace and prosperity prevail in Latin America as never before. Prerequisites: INTS 130, or 210, or Instructor’s consent.

INTS 405 War and Memory in the Asia Pacific 3 units

The objectives of this course are fourfold: (1) To examine the historiography of the Asia Pacific War with reference to the problems of historical evidence and memory, interpretation, authentication and the political uses of history; (2) To analyze and reappraise the current trend towards historical revisionism in Japan, the U.S., and elsewhere, and explore the concepts of nationalism, national history and identity which lie at the core of such attempts to normalize the past; (3) To examine English language writings produced during recent years that touch on or focus directly on the issue of war responsibility and to clarify the boundaries of the Japan Germany comparison; and (4) To explore the issue of the atomic bombing of Japan and the 1995 Smithsonian Controversy. Prerequisites: Junior/Senior standing.

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. Prerequisites: INTS 205 or Instructor consent.

Country Studies

INTS 251 India 3 units

This course explores India's geography, history, culture, and society. It also emphasizes issues such as national development, peaceful resolution of conflicts, human rights, and the environment.

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

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: ECON 262.
**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. *Prerequisites: INTS 120, HIST 230, or HIST 231/INTS 261. Same as Hist. 335*

**INTS 342 Asian America in Comparative Perspective** 3 units
This is an interdisciplinary course related to the phenomenon of migration and settlement within the Asia Pacific region. The course also seeks to deepen our understanding and appreciation of the ways in which transnational migration, racism, and resistance to racial discrimination have shaped and continue to shape social thought and institutions in the United States. Although the broader intra-Asian migration experience will be considered, we will focus on the history of Asian migration to and settlement in the United States, with particular reference to California. Given the immensity of this topic, the approach will be topical and broadly comparative. It is organized around four interrelated themes: migration and labor, racism and resistance, identity and community, and migration and globalization. *Prerequisite: Instructor’s consent.*

**INTS 370 Politics of China** 3 units
This course provides an introduction to the key institutions and relationships that make up the modern Chinese political system. It examines a range of current Chinese domestic governance issues: the political impact of the economic reforms, state-society relations, the legitimacy of the Communist Party, ethnic and religious resistance, rural and urban political participation and protest, and rising nationalism. *No prerequisites.*

**INTS 371 The Emergence of Modern Japan** 3 units
Drawing upon a wide array of primary and secondary sources, this course encourages a critical analysis of the social, economic, cultural and political development of modern Japan. The starting point is an examination of the consequences of ‘decentralized authoritarian’ rule under the Tokugawa. Emphasis is placed on indigenous forms of industrialization, the development of a market economy, social and political structures, and foreign relations. The second part of this course, extending through 1945, considers the remarkable and eventful adaptation of Japan to the “modern” world of European imperialism, colonialism, and industrial capitalism. In the final part of the course the focus shifts to the postwar reconstruction of Japan, its re-emergence as an economic and political global actor, and on more recent social and cultural trends. *Same as: Hist. 371.*

**INTS 401 Senior Seminar in Asian Studies** 3 units
The purpose of this course is to acquaint students with the Capstone process, to establish a topic in Asian Studies for the Capstone, to articulate the Capstone topic for non-specialists, and to sharpen the focus of the topic by narrowing the topic and introducing related issues and appropriate research methodology. This course will serve as a foundation for Capstone I and II. *Prerequisite: Senior standing.*

**Global Studies**

**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 111 INTRODUCTION TO INTERNATIONAL RELATIONS 3 UNITS
This course gives students a basic introduction to the patterns of relations between different nations and actors on the world stage. The course considers new opportunities and challenges for maintaining security and peace, promoting economic prosperity, improving the quality of human life, and assuring the sustainable development of the natural world, as it explores various policy issues of the new global era (e.g., human rights, environmental protection, and terrorism).

INTS 114 INTRODUCTION TO PEACE STUDIES 3 UNITS
This course introduces the students to the varieties of approaches to peace and security. Historically, political systems seem to have evolved from peace through domination to balance of power, trade relations, functionalism, collective security, dialogue, and the still evolving institutions of global governance. The course also takes up case studies of non-violence in action in Russia, India, Poland, Germany, Denmark, El Salvador, Argentina, USA, South Africa, the Philippines, Palestine, and China.

INTS 205 INTRODUCTION TO HUMAN RIGHTS 3 UNITS
The course explores the concept of human rights and asks key questions with regard to individual, inalienable rights as well as groups’ rights not to be oppressed collectively. Human rights are discussed as a broader range of rights that are not simply defined by laws but rather by the norms or standards of the world as a whole. Specific cases, both historical and current, are discussed.

INTS 211 U.S. FOREIGN POLICY 3 UNITS
This course focuses on the formation, objectives, and application of U.S. foreign policy. Particular attention is given to the historical development of U.S. policy toward other major powers and regions (including Africa, Asia, Europe, and Latin America). The course considers the relations of the United States with international organizations, as well as the role of domestic actors and organizations important to U.S. foreign policy. Special consideration is given to the conflicting tendencies of “realism” and “idealism” as manifested in issues such as trade, security, human rights, and the environment.

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 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. Prerequisites: INTS 111 or INTS 114. Same as: POLISCI 350.

INTS 305 Democracy and Democratization 3 units
This course looks at the concept of democracy in an effort to understand what does or does not constitute a democratic society. The course explores recent waves of global and/or regional democratization, highlighting the factors that promote transitions to democracy. In addition, the course considers those factors that scholars have identified as being necessary for the consolidation or stability of democratic regimes. Finally, the course explores the effects of democracy, with an eye toward understanding whether competitive elections and political rights can help to ameliorate social problems such as inequality, injustice, and ethnic or racial conflict. Prerequisite: Any International Studies course. Instructor Consent Required.

INTS 310 Peace and Conflict Resolution 3 units
The purpose of this course is to provide students with an opportunity to learn about the causes of conflict and strategies of maintaining and/or restoring peace. Case studies will be used to explore the causes of social and political conflict, strategies for conflict transformation and peace building. Students will explore state-centered and human-centered concepts of security and consider military, political, economic, social and diplomatic strategies for attaining both positive and negative peace. Prerequisite: INTS 111 or INTS 114.

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 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. Prerequisites: INTS 111 or INTS 114.

INTS 348 Gender and Society 3 units
This course examines the social and political implications of gender from a cross-cultural
perspective. It compares patterns of behavior and belief systems surrounding gender, sexuality, marriage, parenthood, male and female power, and masculine and feminine temperament. Topics include the ways in which cultural factors modify and exaggerate the biological differences between the sexes, positions of men and women historically and in various types of societies, and how gender is constructed in conjunction with other identities, such as race, class, and nationality. Prerequisite: ANTH 100 or SOC 100. Same as: ANSO 280.

INTS 355 International Relations of Pacific Asia 3 units
This course introduces students to the politics of Pacific Asia. The course focuses on international, domestic and transnational factors that have shaped the history of evolving multilateral institutions in the region and the construction of Pacific Asian regionalism. The course will consider various approaches that scholars use for theoretical understanding and policy prescription in examining prospects for peace and stability in Pacific Asia. Same as: POLISCI 355.

INTS 360 American Trade Politics 3 units
Ever since the United States assumed the superpower role at the end of World War II a deep and unresolved tension has plagued American trade politics between the promotion of an open world trading system and the nation's democratic domestic political regime. On the one hand, the promotion of an open world trading system has required the United States to pursue a national policy of freer trade; on the other hand, the operations of American democracy have been the source of severe constraints on the pursuit of this policy. The purpose of this course is twofold: first, to understand the problem of America being an economic superpower and a democracy; second, to examine the major contending theories that attempt to explain the nation's ability to exercise world trade leadership despite the operations of its democratic domestic political regime. No Prerequisite. 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: INTS 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: INTS 100. Same as: ECON 340.

INTS 365 Comparative Social and Political Systems 3 units
This course will survey various forms of human organization, including electoral systems, regime types, religious organizations, and civil society
movements. Throughout the course, students will be asked to consider major methodological questions, such as: How and why do we compare? What are some of the shortcomings of the comparative method?

INTS 375 Global Communications 3 units
Global communication is perhaps as old as history. This course introduces students to the multiplicity of channels, including ancient trade routes, world religions, world tourism, academic exchanges, professional associations, non-governmental organizations, transnational corporations, transnational criminal organizations, intergovernmental organizations, global posture and telegraph, global newspapers, RTV, and global internet. Global communication has thus moved from orality to literacy and digitality. It has always encountered a culturally heterogeneous world in search of unity in diversity. Prerequisite: Instructor’s 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 credits
Countless societies have collapsed or been overthrown because of the effects of invisible microbes. It is often during times of plague, in fact, that we find the most pivotal points within history. Students will look to the past and the future to explore the intersection of epidemiology, international relations and policy. Infectious disease will continue to profoundly affect our world, what can we do to prepare? As a “research seminar,” students will be asked to formulate research projects, conduct investigations using academic sources and formally present new expertise to their peers. This class may be of interest to students who wish to pursue careers in medicine, global public health and environmental security.

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.

INTS 290 Topics in International Studies 1-4 units

INTS 390, 490 Advanced Topics in International Studies 1-4 units

INTS 298, 398, 498 Special Study 1-4 units

INTS 299, 399, 499 Independent Study 1-4 units
SOCIAL AND BEHAVIORAL SCIENCES

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 take five courses in the area and three of which must be upper-division courses (i.e., three 300-level or above). In addition, 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. They also 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 to 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, 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 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, 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 social relations. Course material covers a wide variety of cultural contexts, both familiar and unfamiliar, to help students think beyond their own cultures, and it critically examines assumptions about the world, society, inequality, and human nature.
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 that explain the development of social complexity. Same as: ENVST 150.

ANTH 284 Indigenous North America 3 units
The Americas were populated for millennia before European colonization transformed the hemisphere and the lives of its first 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 into the contemporary period. Readings 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: HIST 284.

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 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. Same as: ENVST 315.

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 through today, examining a range of processes and events, such 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 these processes and events, looking specifically at such topics 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 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: 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 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 how islanders are active in 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: ANTH 100 or SOC 100. Same as: INTS 380.

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 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: HIST 380.

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 those living in the margins of large, dense urban communities 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 include cities from around the Pacific basin including those located in East and Southeast Asia, Oceania, North America, and South America. Prerequisite: ANTH 100, ANTH 150, SOC 100, or Junior Standing.

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

Economics

ECON 100 Principles of Economics 3 units
This course provides a survey of economics principles in 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 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 ongoing 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 interaction of 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.

**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.

**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 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 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 briefly discussed. 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 developing economies and attempts to explore 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/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 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 vs. protectionism, and international resources movement. 
Prerequisite: ECON 100/INTS 100. Same as: ENVST 360.

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 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 to study 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, the design and evaluation of environmental policy instruments, and the political economy of environmental policy. Students learn to identify the economic components of an environmental issue, analyze the effects of human economic activity on the environment, and 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

Linguistics
LINGUIS 100 Introduction to Linguistics 3 units
This course introduces students to the major areas of linguistics: phonology, syntax, semantics, psycholinguistics, and pragmatics. Special emphasis is placed on syntax and semantics.
LINGUIS 201 Psycholinguistics 3 units
This course introduces students to psycholinguistics, giving special attention to language acquisition, mental models, neural networks, and the representation of meaning. It explores the dominant theories in the field, such as Piaget's stage theory and Vygotsky's social-construction theory, and provides an overview of the relation between mind and language.

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, Introductions to Linguistics. The format will be seminar, with significant board work. Assessment will be in the form of quizzes, a mid-term, and a final exam. Prerequisite: Instructor consent.

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 the thinkers who most influenced the Founders (including Aristotle, Machiavelli, Grotius, Hobbes, Locke, and Montesque); 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 differentially reflected in key Supreme Court decisions ever since the famous Marbury v. Madison case in 1803.

POLISCI 315 Latin American Politics 3 units
This course provides an introduction to Latin America by exploring its rich history, including ancient civilizations, the colonial period, and the contemporary republican era. The course also examines some of the key current challenges that face Latin America as a whole, such as the
debt crisis, democratization, the illegal narcotics trade, revolutionary movements, militarism, economic development, and U.S. influence. Same as: INTS 315.

**POLISCI 330 American Political Thought**  
3 units  
Since the founding of the United States few questions have dominated American political thought more than this: what does it mean for the United States to be a democratic society? This course examines how this question has been answered by leading intellectuals and representatives of contending political and social movements over the course of American history. Thematically, the course focuses on a persistent tension between notions of individual liberty and political, social, and economic equality. Historically, it focuses on a number of pivotal periods in American political development when the question of what it means for the United States to be a democratic society were particularly in flux: the Founding Era, the Civil War period, the Gilded Age, the Progressive Era, the New Deal, and the Post-World War II era of new social movements (including, the civil rights, student, and women’s movements, as well as the rise of the New Right and neo-conservatism).

**POLISCI 355 International Relations of Pacific Asia** 3 units  
This course introduces students to the politics of Pacific Asia. The course focuses on international, domestic and transnational factors that have shaped the history of evolving multilateral institutions in the region and the construction of Pacific Asian regionalism. The course will consider various approaches that scholars use for theoretical understanding and policy prescription in examining prospects for peace and stability in Pacific Asia. Same as: INTS 355.

**POLISCI 365 Comparative Social and Political Systems** 3 units  
This course provides an introduction to the varying ways in which societies around the world organize and govern themselves. Students examine different political systems, including democracy, authoritarianism, and “developing” regimes. They also explore how and why political systems change, paying particular attention to the emergence of democratic and market societies around the world. To understand global societies and political systems in more detail, students consider the history, society, and contemporary political systems of a handful of exemplary countries such as Great Britain, Japan, Russia, China, Mexico, and Nigeria. Same as: INTS 365.

**POLISCI 370 Political & Social Change in Pacific Asia** 3 units  
This course focuses on political and social change in East Asia, Southeast Asia, and Central Asia. Topics include: the rule of law, the crisis of governance, the nature of civil society, civil-military relations, human rights, the relationship between political development and economic development, the evolution of political culture, state-society relations, and the effect of regional institutions and international norms on domestic practices. Same as: INTS 330.
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 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, 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-psi 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 causes of disorders as well as 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 various 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 provides a cross-cultural perspective to the study of psychology. Students will be introduced to an array of research topics: basic theoretical and methodological issues in cross-cultural research, culture and cognition, culture and socio-emotional development, culture and social behavior, and cultural diversity and acculturation. This course is designed to examine and uncover aspects of human nature that are universal as well as aspects that are culture-specific. Diverse cultures (e.g., Asian, American, and African) will 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 understand them. 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
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.

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 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 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. Same as ENVST 330.

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

**Topics in Anthropology and Sociology**

**ANSO 348 Gender and Society** 3 units

This course examines the social and political implications of gender from a cross-cultural perspective. It compares patterns of behavior and belief systems surrounding gender, sexuality, marriage, parenthood, male and female power, and masculine and feminine temperament. Topics include the ways in which cultural factors modify and exaggerate the biological differences between the sexes, positions of men and women historically and in various types of societies, and how gender is constructed in conjunction with other identities, such as race, class, and nationality. *Prerequisite: ANTH 100 or SOC 100. Same as: INTS 348.*

**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.*
Soka Directory
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**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)
<table>
<thead>
<tr>
<th>Index</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td></td>
</tr>
<tr>
<td>Academic</td>
<td></td>
</tr>
<tr>
<td>Advising</td>
<td>42</td>
</tr>
<tr>
<td>Calendar</td>
<td>4</td>
</tr>
<tr>
<td>Credit</td>
<td>43</td>
</tr>
<tr>
<td>Dismissal</td>
<td>43</td>
</tr>
<tr>
<td>Honesty</td>
<td>36</td>
</tr>
<tr>
<td>Policies and Procedures</td>
<td>41</td>
</tr>
<tr>
<td>Probation</td>
<td>43</td>
</tr>
<tr>
<td>Requirements</td>
<td>42</td>
</tr>
<tr>
<td>Standing</td>
<td>43</td>
</tr>
<tr>
<td>Accreditation</td>
<td>2</td>
</tr>
<tr>
<td>Admission</td>
<td></td>
</tr>
<tr>
<td>Application Process</td>
<td>9</td>
</tr>
<tr>
<td>Application Checklist</td>
<td>10</td>
</tr>
<tr>
<td>Contact</td>
<td>11</td>
</tr>
<tr>
<td>Early Action</td>
<td>9</td>
</tr>
<tr>
<td>International Students</td>
<td>11</td>
</tr>
<tr>
<td>Regular Admission</td>
<td>10</td>
</tr>
<tr>
<td>Transfer Students</td>
<td>10</td>
</tr>
<tr>
<td>Visit the Campus</td>
<td>11</td>
</tr>
<tr>
<td>Advanced Placement Coursework (AP)</td>
<td>43</td>
</tr>
<tr>
<td>Alcohol and Drug Policy</td>
<td>30</td>
</tr>
<tr>
<td>American Experience</td>
<td>58</td>
</tr>
<tr>
<td>Anthropology</td>
<td></td>
</tr>
<tr>
<td>98</td>
<td></td>
</tr>
<tr>
<td>Anthropology and Sociology</td>
<td>109</td>
</tr>
<tr>
<td>Appeals Process</td>
<td>28, 37</td>
</tr>
<tr>
<td>Area and Comparative Studies</td>
<td>58</td>
</tr>
<tr>
<td>Art</td>
<td>66</td>
</tr>
<tr>
<td>Art History</td>
<td>79</td>
</tr>
<tr>
<td>Athletics and Recreational Sports</td>
<td>25</td>
</tr>
<tr>
<td>Audio-Visual/Multi-Media Services</td>
<td>40</td>
</tr>
<tr>
<td>Awards of Excellence, Annual</td>
<td>47</td>
</tr>
<tr>
<td>B</td>
<td></td>
</tr>
<tr>
<td>BA, Liberal Arts</td>
<td>7, 42</td>
</tr>
<tr>
<td>Biology</td>
<td>57</td>
</tr>
<tr>
<td>C</td>
<td></td>
</tr>
<tr>
<td>Campus Map</td>
<td>120</td>
</tr>
<tr>
<td>Capstone</td>
<td>74, 79, 88, 98</td>
</tr>
<tr>
<td>Career Services</td>
<td>25</td>
</tr>
<tr>
<td>Change of Address</td>
<td>43</td>
</tr>
<tr>
<td>Chemistry</td>
<td>57</td>
</tr>
<tr>
<td>Chinese</td>
<td>70</td>
</tr>
<tr>
<td>Class Level</td>
<td>43</td>
</tr>
<tr>
<td>Communication and Inquiry</td>
<td>54</td>
</tr>
<tr>
<td>Community Services/Internship</td>
<td>25</td>
</tr>
<tr>
<td>Concentration Declaration</td>
<td>44</td>
</tr>
<tr>
<td>Conduct and Resolution Process, Student</td>
<td>27</td>
</tr>
<tr>
<td>Core</td>
<td>54</td>
</tr>
<tr>
<td>Counseling</td>
<td>25</td>
</tr>
<tr>
<td>Country Studies</td>
<td>92</td>
</tr>
<tr>
<td>Course Load</td>
<td>44</td>
</tr>
<tr>
<td>Course Numbering</td>
<td>44</td>
</tr>
<tr>
<td>Creative Arts</td>
<td>55, 66</td>
</tr>
<tr>
<td>Creative Arts Forum</td>
<td>66</td>
</tr>
<tr>
<td>D</td>
<td></td>
</tr>
<tr>
<td>Dance</td>
<td>67</td>
</tr>
<tr>
<td>Dean's List</td>
<td>46</td>
</tr>
<tr>
<td>Declaration of Concentration</td>
<td>44</td>
</tr>
<tr>
<td>Degree Requirements</td>
<td>42</td>
</tr>
<tr>
<td>Diplomas</td>
<td>44</td>
</tr>
<tr>
<td>Directions to SUA</td>
<td>119</td>
</tr>
<tr>
<td>Directory</td>
<td></td>
</tr>
<tr>
<td>Administration and Staff</td>
<td>113</td>
</tr>
<tr>
<td>Board of Trustees</td>
<td>117</td>
</tr>
<tr>
<td>Faculty</td>
<td>111</td>
</tr>
<tr>
<td>Disabilities Policy</td>
<td>31</td>
</tr>
<tr>
<td>Dismissal</td>
<td>43</td>
</tr>
<tr>
<td>Distinguished Topics</td>
<td>63</td>
</tr>
<tr>
<td>Double Concentration</td>
<td>44</td>
</tr>
<tr>
<td>E</td>
<td></td>
</tr>
<tr>
<td>Earth and Ocean Sciences</td>
<td>76</td>
</tr>
<tr>
<td>Ecology</td>
<td>75</td>
</tr>
<tr>
<td>Economics</td>
<td>100</td>
</tr>
<tr>
<td>Enrollment Verification</td>
<td>45</td>
</tr>
<tr>
<td>Environmental Management and Policy</td>
<td>76</td>
</tr>
<tr>
<td>Environmental Studies Concentration</td>
<td>74</td>
</tr>
<tr>
<td>Environmental Studies</td>
<td>77</td>
</tr>
<tr>
<td>F</td>
<td></td>
</tr>
<tr>
<td>FERPA (Family Education Rights and Privacy Act)</td>
<td>30</td>
</tr>
<tr>
<td>Final Examination</td>
<td>45</td>
</tr>
<tr>
<td>Financial Aid Information</td>
<td></td>
</tr>
<tr>
<td>Application Deadline</td>
<td>13</td>
</tr>
<tr>
<td>Citizenship/Residency Verification</td>
<td>14</td>
</tr>
<tr>
<td>Disbursement of Funds</td>
<td>19</td>
</tr>
<tr>
<td>Distribution of Aid</td>
<td>20</td>
</tr>
<tr>
<td>Domestic Applicants</td>
<td>13</td>
</tr>
<tr>
<td>Eligibility</td>
<td>13</td>
</tr>
<tr>
<td>Entrance and Exit Counseling</td>
<td>19</td>
</tr>
<tr>
<td>Free Application for Federal Student Aid (FAFSA)</td>
<td>13</td>
</tr>
</tbody>
</table>
INDEX

I
Ikeda Scholarship ..................................................16
Incomplete Course Work ..........................................47
Independent Study/Special Study .........................47
Information Technology Services (ITS) .................39
Inquiry ..................................................................55
Instructional Support ............................................40
International Students .........................................11
International Studies Concentration ....................88
Internship ..........................................................25

J
Japanese ................................................................71

L
Language and Culture Program ..........................59, 70
Leadership ..........................................................63
Learning Clusters ...............................................62
Leave of Absence, Short term ...............................49
Library, The Daisaku and Kaneko Ikeda ...............39
Linguistics ..........................................................102
Literature ...........................................................84
Low Grade Notices .............................................48

M
MA, Second & Foreign Language Education ..........7
Mathematics .......................................................56
Mission of SUA ..................................................6
Music ...............................................................67
Music Ensembles ...............................................68
Music History .....................................................86

N
Non-Harassment Policy .......................................32
Nondiscriminatory Policy .....................................30

P
Pacific Basin .......................................................59
Part-time Students ...............................................21, 43
Pass/No Pass Grading System .............................48
Philosophy ........................................................86
Physics .............................................................58
Policies, University .............................................29
Political Science ................................................103
President's Message ..........................................5
Prior College Coursework ..................................43
Privacy of Student Records, FERPA ......................30
Probationary Standing .........................................43
Psychology .........................................................105

R
Readmission .......................................................49
Regional Studies ...............................................89
Registration .......................................................48
Religion ...........................................................87
Religious Life on Campus ..................................35
Repeating Courses .............................................48
Residential Life ..................................................25
Rights and Responsibilities, University .................35

G
General Education Requirements ......................53
General Education Electives, Other ....................63
Geography .........................................................77
Global Studies ....................................................93
Good Academic Standing ..................................43
Grade and Narrative Changes ..............................45
Grade Grievance ................................................45
Grade Point Average ..........................................45
Grade Points ......................................................45
Grading System ..................................................45
Graduation with Honors .....................................46

H
History ..............................................................80
Honors and Awards ...........................................46
Housing for Study Abroad Students ....................42
Humanities ........................................................83
Humanities Concentration ..................................79

J
Japanese ................................................................71

L
Language and Culture Program ..........................59, 70
Leadership ..........................................................63
Learning Clusters ...............................................62
Leave of Absence, Short term ...............................49
Library, The Daisaku and Kaneko Ikeda ...............39
Linguistics ..........................................................102
Literature ...........................................................84
Low Grade Notices .............................................48

M
MA, Second & Foreign Language Education ..........7
Mathematics .......................................................56
Mission of SUA ..................................................6
Music ...............................................................67
Music Ensembles ...............................................68
Music History .....................................................86

N
Non-Harassment Policy .......................................32
Nondiscriminatory Policy .....................................30

P
Pacific Basin .......................................................59
Part-time Students ...............................................21, 43
Pass/No Pass Grading System .............................48
Philosophy ........................................................86
Physics .............................................................58
Policies, University .............................................29
Political Science ................................................103
President's Message ..........................................5
Prior College Coursework ..................................43
Privacy of Student Records, FERPA ......................30
Probationary Standing .........................................43
Psychology .........................................................105

R
Readmission .......................................................49
Regional Studies ...............................................89
Registration .......................................................48
Religion ...........................................................87
Religious Life on Campus ..................................35
Repeating Courses .............................................48
Residential Life ..................................................25
Rights and Responsibilities, University .................35
INDEX

S
Sanctions ..............................................................28, 37
Schedule Changes ....................................................49
Scholarships .........................................................16, 20
Science and Mathematics ......................................56
Sexual Offense Policy and Procedures .................32
Smoking ......................................................................31
Social and Behavioral Sciences
  Concentration ....................................................98
Social and Behavioral Sciences ............................108
Sociology ..................................................................107
Spanish ........................................................................72
Student
  Activities.................................................................25
  Code of Conduct.....................................................26
  Conduct and Resolution Process.......................27
  Government (SSU) ..............................................25
  Identification Number .........................................49
  Rights and Responsibilities ..................................26
Student Affairs ..........................................................24
Study Abroad ............................................................49, 59
  Academic Load .....................................................60
  Eligibility ...............................................................60
  Housing for Study Abroad Students ..................62
  Re-Entry .................................................................62
  Transferred Grades ..............................................61
  Withdrawal from Program ..................................61
Suspension ...............................................................28

T
Table of Contents ......................................................3
Theft ............................................................................31
Transcripts ...............................................................49
Transfer Credit Policy ..............................................50
Transfer Students ......................................................10
Tuition and Fees .......................................................21
  Contact ..................................................................23
  Fees and Fines .......................................................23
  Financial Aid Disbursement ..................................22
  Health Insurance Fees ..........................................21
  Hold Policy ............................................................22
  Non Payment Withdrawal ....................................22
  Payment Method ..................................................21
  Payment Plan ........................................................21
  Refund ....................................................................23
  Replacement Check Policy ....................................23
  Return Check Policy ..............................................23
  Tax Liabilities ........................................................22
  Tuition, Room and Board .....................................21
  Withdrawal Refund Schedule ...............................23
University Policies ....................................................29
University Rights and Responsibilities ...................35
Values of SUA...........................................................7
Veteran Benefits ......................................................14
Violence, Abuse and Hazing ..................................35
Visit the Campus .......................................................11
Wellness .................................................................62
Withdrawal Policies ..................................................50
Writing .................................................................55, 65
Writing Center .........................................................39, 64
Writing Program ......................................................64

123