2025-2026
UNIVERSITY CATALOG



Soka
UNIVERSITY

SOKA UNIVERSITY OF AMERICA

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About the Catalog

The 2025-2026 catalog contains the most current information available as of the July 2025 date of publication. 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.

Soka University of America is accredited by the WASC Senior College and University Commission (WSCUC), 1080 Marina Village Parkway, #500, Alameda, CA 94501, 510-748-9001.

President's Message



Soka University of America (SUA) is dedicated to realizing the university's mission and principles from our university founder, Daisaku Ikeda, by providing our students a unique learning environment and academic opportunities.

In regard to our mission, to foster a steady stream of global citizens committed to living a contributive life, Daisaku Ikeda defined these essential elements of global citizens in his 1996 Teachers College, Columbia University address:

- The wisdom to perceive the interconnectedness of all life and living.
- The courage not to fear or deny difference, but to respect and strive to understand people of different cultures and to grow from encounters with them.
- The compassion to maintain an imaginative empathy that reaches beyond one's immediate surroundings and extends to those suffering in distant places.

The two-year MA program in Educational Leadership and Societal Change develops leaders in the field of education as students examine the broad landscape of modern educational institutions and structures through interdisciplinary learning with a small, diverse cohort. SUA's curriculum for the undergraduate program in Liberal Arts provides an excellent foundation for students to develop their critical thinking and communication skills, as well as the foundational and interdisciplinary knowledge from which to develop wisdom to solve the problems confronting society. Toward this end, it is also essential to develop the personal and spiritual fortitude to tackle these problems head on and not give in to adversity. In a message to the students of the first incoming class of the undergraduate program, Daisaku Ikeda stated, "Today is the start of a new, untried venture in education for global citizenship."

Now after more than 20 years since the Aliso Viejo campus opened, it is clear that education for global citizenship is necessary for our society more than ever before. Let us all strive as members of the SUA community to become exemplar global citizens, who contribute to the well-being of others based on wisdom, courage, and compassion, the three qualities of a global citizen that we bring forth from our lives in our quest to create a more peaceful world.



President

About Soka University of America

About SUA

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

University 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.

University 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.

Institutional Learning Outcomes

1. To become integrative learners
2. To become skilled in inquiry
3. To become globally educated
4. To become civically engaged

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.

Consent to Use of Photographic Images

Registration as a student and attendance at or participation in classes and other campus and university activities constitutes an agreement by the student to the university's use and distribution (both now and in the future) of the student's image or voice in photographs, videotapes, electronic reproductions, or audiotapes of such classes and other campus and University activities.

If any student in a class where such photographing or recording is to take place does not wish to have their image or voice so used, the student should raise the matter in advance with the instructor.

Alcohol 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.

Alcohol Policy

It is the firm belief of the university that alcohol, while it may be legally acceptable for those aged 21 years and older, 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.

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)).
- A person under the age of 21 to possess alcoholic beverages on any street or highway or in any public place or in any place open to public view (California Alcohol Beverage Control Act Section 25662).

Soka University of America complies with California state laws concerning the possession and consumption of alcoholic beverages by minors (under the age of 21).

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 Health Services at (949) 480-4143 or the Office of Student Services at (949) 480-4018.

There may be occasions where a group sponsoring an event would request 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.

Administrative Procedures for Obtaining Approval to Serve Alcohol on Campus

With the exception of the Residence Hall Alcohol Policy, alcohol is prohibited on campus, unless approval is given by the Office of the Dean of Students. All individuals wishing to sponsor an event on campus where alcohol is served should contact the office of the dean.

The university, through designated officials, reserves the right to refuse service of alcohol to any individual at events on the campus or at university sponsored events off campus. Individuals may also be removed from campus for inappropriate behavior due to the consumption of drugs or alcohol.

In consideration of Soka University of America's Campus Alcohol, Marijuana, and Illegal Drug Policy, the Residence Hall Alcohol Policy is outlined below:

Residents are expected to act responsibly and be accountable for activities taking place within their living space. The consumption of intoxicating beverages is not an excuse for irresponsible behavior including signs of and manifestations of intoxication. Residents are expected to conduct themselves in a manner best reflecting the highest regard of self, others, and Soka University of America. Residents are expected to adhere to state laws and regulations pertaining to alcohol. Likewise, the Residential Life staff will enforce all California state laws and regulations as expressed in this policy.

Marijuana and Illegal Drug Policy

Marijuana Policy

As a TITLE IV institution receiving Federal aid, the University must comply with Federal regulations regarding illegal substances.

While California state law permits marijuana possession and use in a private residence (SEC. 4.5. Section 11362.2), Federal regulations classify marijuana as a controlled substance. As such, the University complies with Federal law which prohibits the illegal cultivation, manufacture, distribution, dispensing, possession, or use of a controlled substance on campus.

Illegal Drug Policy

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) 480-4143 or the Student Affairs Office at (949) 480-4130.

Smoking Policy

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 Policy

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. Attempted or actual removal of personal or university property from the owner's possession or premises without prior permission is prohibited.

Firearms and Fireworks Policy

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

Disabilities Policy

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

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

The student is presumed to have independent living skills sufficient to provide for their 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 their 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 can include caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working.

Syllabi Notification (For Faculty)

Faculty are requested to include the following statement in their syllabi: "Students desiring accommodations on the basis of physical, learning, or psychological disability for this class are to contact the Office of Student Services. Student Services is located in Student Affairs."

REQUESTING SERVICES AND ACCOMMODATIONS

Students requesting services or accommodations must self-identify and make an appointment with the Office of Student Services. Students who request accommodations/services of other faculty and staff are to be referred to Student Services.

The Office of Student Services will evaluate all requested accommodation and services. Factors involved in the evaluation of the request include the nature of the disability, the impact of such condition upon various aspects of a student's life (academic, social, access issues, etc.), and the type and extent of the requested accommodation. If a student is requesting accommodations and services, the student is responsible for providing appropriate documentation.

Student Services reserves the right to contact appropriate faculty and staff to discuss requests.

Temporary Accommodations

Students may be approved for temporary accommodations at the discretion of the Office of Student Services. In most cases, students will have submitted some form of clinical documentation prior to receiving temporary accommodations. Temporary accommodations may also be implemented to assist students with short-term physical or psychological impairments (e.g. broken limb, Adjustment Disorder). Temporary accommodations will generally not exceed one academic semester.

PROCEDURES FOR REQUESTING SERVICES AND ACCOMMODATIONS

1. Make an appointment with the Office of Student Services. A student must make an appointment with the Office of Student Services and provide documentation of an eligible condition. The eligible condition must have been verified by an appropriate professional/physician within the last three years. Students applying specifically for Learning Disability services must provide an assessment.

2. Receive professor notification letter. Students who are approved for academic accommodations will receive professor notification letters from the Dean of Students to take to their professors. These letters will clearly state the recommended accommodations for each specific course. Clinical information about students will not appear in these letters.

3. Present notification letter to professors. Students are responsible for presenting the accommodation letter to the faculty member, and are expected to discuss the implementation of the accommodations with their professor. For example, if a student is eligible for extended time on examinations in a separate distraction-reduced environment, the student should discuss with the professor the arrangements for taking examinations under these conditions. Professors are encouraged to contact Student Services with any questions or concerns regarding accommodations.

ACADEMIC ACCOMMODATIONS AND SUPPORT SERVICES

The Office of Student Services will identify and provide appropriate accommodations upon receiving appropriate documentation and meeting with the student on an individual basis, or, as the case may be, make a request to the faculty to provide such accommodation for the student.

- Alternative testing arrangements (additional time, oral responses, use of reader and/or scribe, enlarged print, etc.) for eligible students. If a student needs the Office of Student Services to coordinate with the instructor on specific test administration, arrangements should be made with the Office of Student Services at least three working days prior to the scheduled test in order to ensure staff availability.
- Reader services to visually impaired students. If a student has a documented learning disability, the student may also qualify for reader services with proper documentation.
- Counseling services are provided for personal situations which may impact the student's ability to succeed in college.
- Housing accommodations such as rooms with a bathtub seat or wheelchair accessible shower, a visual doorbell, or specific location may all be requested based on need. Disability Services also reviews requests for an Assistance Animal (also known as an Emotional Support Animal) to live in the residence halls.
- Paid note takers are available upon request when student's disability requires such a service (having a note taker is NOT a substitute for attending class. Note-taking services during an absence will be provided only when the absence is directly related to the disability and has been arranged in advance with the faculty member and Student Services).
- Transportation services are provided during regularly scheduled shuttle hours by coordinating with the Manager of Shuttle Services.
- Copy services for text in large print, orientation prior to the start of classes, priority registration before the general student population registers, and ample and conveniently located accessible parking spots may be provided.

Disclaimer

The university is not required to provide accommodations which are fundamental alterations of academic requirements. The accommodations approved at SUA are considered reasonable for certain classes or educational settings at this university and may not apply to other institutions.

STUDENT RIGHTS AND RESPONSIBILITIES

To ensure appropriate accommodations are met, it's important for a student to understand their rights and responsibilities.

Students have the right to:

- Voluntarily work with Student Services.
- Not be precluded from participating in any other course, program, or activity offered by the university or from receiving basic accommodations required by state and federal law.

- Receive a copy of Disability Services Policies & Procedures.
- Privacy where all records maintained by Student Services personnel pertaining to the disability(s) be protected from disclosure and be subject to all other requirements for handling of student records.

Students have the responsibility to:

- Provide Student Services with the necessary information, documentation, and/or forms (medical, educational, etc.) to verify their disability.
- Make an appointment with the Office of Student Services each year to update any changes in accommodation needs.
- Assume personal responsibility for taking any medications.
- Notify instructors when unable to attend class.
- Provide attendant care if that is necessary. This service cannot be provided by Student Services staff.

TRANSITIONING FROM HIGH SCHOOL TO UNIVERSITY

Students with disabilities often face greater transitional changes at the post-secondary level than their peers. The following are some key differences between high school and university that you should know.

	High School	University
Primary Legislation	Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973	Section 504 of the Rehabilitation Act of 1973 and Americans with Disabilities Act of 1990
Assessment	School conducts assessment and provides you with documentations of disability	The student must provide current documentation of disability by a qualified professional
Services and Meetings	School initiates services and sets up meetings for you	The student initiates requests for services, accommodations, and meetings with university staff
Educational Goals	School often creates and monitors progress for you	The student develops and monitors their own progress
Course Workload	May be modified	Will not be modified
Homework	May consist of one to two hours of study time per day, much of it done in class	A student can expect to study two to three times or more than the number of hours spent in class per week
Reading	Requirements for classes may be done with minimal outside work	College is a reading-intensive environment—analytical skills are required
Accommodations	Determined by broader educational and legal mandates	Determined by impact of disability, qualified individual, and essential components of course

GRIEVANCES PROCEDURES

The purpose of a student grievance procedure is to provide a process by which student-related issues may be resolved in a fair and efficient manner. The procedure is intended to achieve an equitable solution to an issue with due regard for the rights of the student, the faculty, the student body, and the university.

Students with disabilities are responsible for contacting the Office of Student Services if reasonable accommodations are not implemented in an effective or timely way. The Office of Student Services works with you to resolve disagreements regarding recommended accommodations.

Students with disabilities may file a grievance with the Dean of Students if they believe they have been discriminated against on the basis of their disability. You may also appeal to the Dean of Students if an agreement between you, the faculty member, and Student Services cannot be reached.

For inquiries regarding Soka University of America disability policy, please contact the Office of Student Services at (949) 480-4018 or visit our website (www.soka.edu) under Student Services for a more detailed description of the Disabilities Services Policies and Procedures.

Abuse, Hazing, and Violence Policy

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 or attempts of suicide), will not be tolerated on the campus. Violations of this policy can result in 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 which causes, or is likely to cause, bodily danger, physical harm, or personal degradation or disgrace resulting in physical or mental harm, to any student or other person attending any college, university, or other educational institution in this state (Education Code, Section 32050).

No student or other person in attendance at any private college . . . or other educational institution, shall conspire to engage in hazing, participate in hazing, or commit any act that causes or is likely to cause bodily danger, physical harm, or personal degradation or disgrace resulting in physical or

mental harm to any fellow student or person attending the institution. The violation of this section is a misdemeanor, punishable by a fine . . . or imprisonment (Education Code, Section 32051).

Hazing of any kind will not be tolerated. If the university determines that harassment has occurred, effective remedial action will be taken in accordance with the circumstances involved. Those campus citizens responsible for harassment will be referred to the dean of students, and face appropriate disciplinary action, up to and including expulsion.

The university encourages all campus citizens to report any incidents of harassment immediately.

The Federal Equal Employment Opportunity Commission and the California Department of Fair Employment and Housing investigate and prosecute complaints of prohibited harassment.

Religious Life on Campus

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

University-Wide Statement of Rights and Responsibilities

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

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

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

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

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

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

Academic Honesty

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

The following definitions will help you understand the boundaries of academic honesty and 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; they are intended to reveal the range of conduct which violates academic honesty. The 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 or artificial intelligence resource requires proper acknowledgment; failure to do so is plagiarism. This applies to direct quotations, paraphrases or summarized ideas.
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 from 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 person or artificial intelligence resource as one's own, changing in any way work that 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.

The Process

Faculty members should provide the student with a written account of the offense and the sanction. Faculty members should also report cases of academic dishonesty to the Office of the Dean of Students (undergraduate)/Dean of the Graduate

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

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

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

Sanctions

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

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. This sanction will ordinarily be applied when, in the estimation of the Dean of Students and the Dean of Faculty (undergraduate)/Dean of the Graduate School and Director of the MA Program (graduate), a pattern of misconduct is so chronic or severe that separation from the campus community is warranted. If serious enough, a single case of academic dishonesty can result in suspension. This could occur in the case of indisputable willful intent by the student to commit an academically dishonest act, such as altering a professor's grade record or maliciously damaging academic work of another individual. Suspension may take effect immediately. Continuing attendance at the university may be permitted during an appeal. The minimum suspension period will be the balance of the current block or semester. Ordinarily, the suspension period 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 returning from a period of suspension for academic dishonesty.

Appeals

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

Institutional Student Complaint Process

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

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

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

An individual may contact the Bureau for Private Postsecondary Education for review of a complaint. The Bureau may be contacted at:

California Bureau for Private Postsecondary Education 2535 Capitol Oaks Drive, Suite 400

Sacramento, CA 95833

Telephone: (916) 431-6924

FAX: (916) 263-1897

http://www.bppe.ca.gov/

Soka University of America is accredited by the WASC Senior College and University Commission (WSCUC). The WSCUC Complaint Process is available at:

https://www.wscuc.org/comments https://www.wscuc.org/content/complaint-form California Student Aid: http://www.csac.ca.gov/

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

Cyberbullying Policy

Discourse with Wisdom, Courage, and Compassion

Members of the Soka University community are expected to engage with one another according to the values of the

university. Exchanging ideas, disagreeing, and debating opposing opinions form the basis of intellectual inquiry are a cornerstone of a liberal arts education. However, in these exchanges all community members are expected to engage one another with a recognition of the human dignity inherent in each person. Using abusive language or participating in harassment, bullying, defamation, or intimidation are unacceptable and antithetical to the values of Soka University.

Harassment, Bullying, Cyberbullying and Intimidation

Harassment, bullying, cyber-bullying and intimidation are prohibited and participating in such acts will result in disciplinary action.

Harassment may involve isolated or continuing acts of intimidation, coercion, bullying and/or verbal, non-verbal, or physical abuse. Examples of the forms it can take include targeted remarks or jokes, threats, ostracism, public humiliation as well as physical actions, including unwanted touching and physical assault. Targets of harassment can be anyone: students, members of the faculty or staff, superiors, subordinates, peers or even individuals not affiliated with Soka University of America.

Bullying includes any unwelcome electronic, written, verbal, or physical act or a series of acts of physical, social, or emotional domination that cause physical or emotional harm to another student or group of students. Bullying conduct may not only cause a negative effect on individuals targeted, but also others who observe the conduct. Bullying conduct is severe, persistent, or pervasive and has the effect of doing any of the following:

1. Has the purpose or effect of interfering with a community member's education, employment, or enjoyment of the university;
2. Creates or has the intention of creating a hostile, offensive or intimidating learning or working environment for the victim or witnesses;
3. Infringes on the rights of the victim; or
4. Materially, substantially or unreasonably interferes with, disrupts or limits another's ability to participate or benefit from an educational program or activity and/or the orderly operation of the university

Defamation No person shall publish to a third party any statement that defames any other person. A statement defames another person if it is:

- Published to a third party other than the subject of the statement or their legal representative;
- Of and concerning that person;
- Is a false statement of fact that holds the person up to hatred, ridicule or contempt;
- Is made negligently, if the person is a private figure or if the person is a public official or public figure, with knowledge of falsity or reckless disregard of the truth;
- Which proximately causes damages; and
- Is not privileged

Intimidation is any verbal, written, or electronic threats of violence or other threatening behavior directed toward another person or group that reasonably leads the person(s) in the group to fear for her/his physical well-being. Intimidation is prohibited and will result in disciplinary action.

Cyberbullying is the use of cell phone, text messages, emails, social media or any other technology or electronic communication, to bully another individual in any of the ways described above in order to harass or damage the reputation of another.

Cyberbullying shall also include the creation of a web page or blog in which the creator assumes the identity of another person or

- The knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in clauses (1) to (4), inclusive, of the definition of bullying.
- Cyberbullying shall also include the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated above in clauses (1) to (4) of the definition of bullying.

Peaceful Demonstrations Policy

Updated: Aug. 28 2024

Soka University of America (SUA) encourages the free pursuit of learning and an atmosphere that supports civil discourse. The right to dissent and assemble is essential to academic freedom and scholarly pursuits. Dissension is a form of protest against a particular position, action, or situation, and SUA supports students' right to engage in peaceful assemblies. It respects and defends free inquiry by

SUA community members, while expecting that in the exchange of criticism and ideas, all will show respect for the humanity of others.

SUA also has an obligation to assure the freedom and safety of individuals to reside in residential spaces, to conduct normal business operations and the continuity of the educational process. Freedom of expression does not include the right to engage in conduct that threatens safety, suppresses others' right to speech, damages property or interferes with the education of SUA students. Such expression must also comply with the Student Code of Conduct, as well as all applicable laws, and SUA reserves the right to determine the time, place, and manner of any assembly. Therefore, this document serves to outline the appropriate procedures for peaceful assembly on SUA campus.

Guidelines for Planning a Peaceful Demonstration

The following guidelines apply to SUA students and student organizations. Individuals or organizations not affiliated with SUA cannot organize demonstrations on campus. Students or student organizations who are interested in planning a peaceful demonstration on campus must first request to host the demonstration in writing by completing the Request to Host a Peaceful Demonstration Form through the Office of Student Activities. The request must be approved before an event can occur. There may be times when a student or student organization plans an activity to quickly respond to a current event. Even in such instances, students or student organizations must still follow this policy. However, the Office of Student Activities will make reasonable efforts to accelerate its review on a case-by-case basis in a manner that is consistent with this policy.

Procedure for Planning a Peaceful Demonstration

A. Prior to sponsoring a peaceful demonstration, an SUA student or student organization representative must submit the Student Event Request Form on Sokannect at least one week in advance.
B. A member of the Student Activities staff will review the request within two working days of its submission. The Office of Student Activities will meet with event organizers prior to its approval. The meeting will cover logistics including safety and security issues, use and limits of amplified sound, the potential for interference with the University's core educational and administrative functions and any other issues, questions or concerns raised by the request. Upon notification of a proposed activity, the Office of Student Activities will inform any other offices potentially impacted by the proposed activity.
C. Assemblies or demonstrations approved by the Office of Student Activities will be subject to time, place, and manner considerations. Please note that the Campus Green and the grass area between the Performing Arts Center and Curie Hall are approved locations for peaceful demonstrations. For any other locations on campus, specific reason(s) for the location must be explained in the request for review and approval.

SUA reserves the right to modify the time, place, or manner of an assembly or demonstration when there is a reasonable expectation that it may threaten the safety of others, suppress others' rights to speech, or disrupt the education of students by interfering with others' ability to see, hear or participate in another event, class, or academic activity. Examples of conduct that will require modification of time, place, or manner or (if they do occur) would constitute violations of this policy include:

1. Blocking access to campus facilities or activities or impeding traffic, including to the venue in which another event is being held;
2. Utilizing signs constructed of hard materials other than cloth or cardboard, or large items that can pose a safety hazard or damage university property;
3. Erecting unauthorized tents, makeshift shelters, temporary structures, or overnight encampments on campus grounds or inside campus buildings, overnight demonstrations, or overnight loitering;
4. Noise levels, loud or amplified sound-making devices or visual aids which are disruptive to residential, academic or administrative activity.

Preservation of Core University Functions and Safety

A. Except as expressly authorized by the Office of Student Activities or by an authorized University official responsible for a program or event sponsored by an academic or administrative unit, no speech, expression, or assembly may be conducted in a way that interferes with any
    1. teaching, research, administration, function of the University, or other authorized activities on the campus;
    2. free and unimpeded flow of pedestrian and vehicular traffic on the campus; or
    3. University events, including guest speakers, distribution of literature, event signage, tables, exhibits, and use of amplified sound by university event organizers

Sponsoring SUA organizations and their representatives are responsible for ensuring that there will be no conduct that is prohibited by federal law, California State law, SUA's Student Code of Conduct, or any other university policies.

1. If a demonstration or activity poses a health or safety risk or interferes with core university instructional or administrative functions, participants will be asked to disperse by Campus Security officers.

2. All individuals are expected to comply with the reasonable directions of university officials who are acting in accordance with the performance of their duties.
3. Failure to comply with reasonable directions of university officials is a violation of the Student Code of Conduct and is subject to sanctions. However, barring exceptional circumstances, the university will endeavor to issue a warning to any student or individual before taking further actions.
4. Demonstrations or activities that have not been coordinated with or approved by the University through the process described in this policy will be considered a violation of university policy.

Equal Opportunity, Harassment, and Nondiscrimination Policy

Equal Opportunity, Harassment, and Nondiscrimination Policy

Updated: Apr. 4 2025

This policy covers all forms of unlawful harassment, discrimination, and retaliation prohibited under SUA's Notice of Nondiscrimination and is intended to comply with the Title IX regulations effective August 14, 2020, and California SB 493 effective January 1, 2022.

1. Policy on Nondiscrimination

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

This policy covers nondiscrimination in both employment and access to educational opportunities. Therefore, any member of the SUA community whose acts deny, deprive, or limit the educational or employment access, benefits, and/or opportunities of any member of the SUA community, guest, or visitor on the basis of that person's actual or perceived membership in the protected classes listed above is in violation of the SUA policy on nondiscrimination.

When brought to the attention of SUA, any such discrimination will be promptly and fairly addressed and remedied by SUA according to the appropriate grievance process described below.

This policy is intended to comply with the Title IX regulations effective August 14, 2020, and California SB 493 effective January 1, 2022.

Title IX of the 1972 Federal Education Amendments provides that "no person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance."

Definitions of terms used in this policy appear in Section 18.

2. Rationale for Policy

SUA is committed to providing a workplace and educational environment, as well as other benefits, programs, and activities, that are safe and free from discrimination and harassment based on a protected characteristic and retaliation for engaging in a protected activity.

SUA values and upholds the equal dignity of all members of its community and strives to balance the rights of the parties in the grievance process during what is often a difficult time for all involved.

To ensure compliance with federal, state, and local civil rights laws and regulations, and to affirm its commitment to promoting the goals of fairness and equity in all aspects of the educational program or activity, SUA has developed policies and procedures that provide a prompt, fair, and impartial process for those involved in an allegation of discrimination or harassment on the basis of protected characteristic and for allegations of retaliation.

3. Applicable Scope

SUA's primary concern is student and employee safety, and the core purpose of this policy is the prohibition of all forms of discrimination. Sometimes, discrimination involves exclusion from or different treatment in activities, such as admission, athletics, or employment. At other times, discrimination takes the form of harassment or, in the case of sex-based discrimination, it can encompass sexual harassment, sexual assault, stalking, sexual exploitation, dating violence, or domestic violence. When an alleged policy violation is reported, the allegations are subject to resolution using SUA's "Process A" or "Process B," as determined by the Title IX Coordinator and as detailed below.

When the Respondent is a member of the SUA community, a grievance process may be available regardless of the status of the Complainant, who may or may not be a member of the SUA community. This community includes, but is not limited to, students, student organizations, faculty, administrators, staff, and third parties such as guests, visitors, volunteers, and invitees. The procedures below may be applied to incidents, to patterns, and/or to the institutional culture/climate, all of which may be addressed and investigated in accordance with this policy.

SUA recognizes that reports and/or Formal Complaints under this policy may include multiple forms of discrimination and

harassment as well as violations of other SUA policies; may involve various combinations of students, employees, and other members of SUA community; and may require simultaneous attention of multiple SUA departments. Accordingly, all SUA departments will share information, combine efforts, and otherwise collaborate, to the maximum extent permitted by law and consistent with other applicable SUA policies, to provide uniform, consistent, efficient, and effective responses to alleged discrimination and harassment or retaliation.

4. Dissemination

SUA provides this policy and procedures on its website and in each handbook or catalog provided to applicants for admission and employment, students, and employees. SUA also provides this policy and procedures to each volunteer who regularly interacts with students and each individual or entity under contract with SUA to perform any service involving regular interaction with students at the institution.

SUA provides training to all employees on the identification of sexual harassment, including the person to whom it may be reported.

5. Title IX Coordinator

The Title IX Coordinator and ADA/504 Coordinator identified below oversee the implementation of SUA's policy on equal opportunity, harassment, nondiscrimination, and disability compliance.

The Title IX Coordinator has the primary responsibility for coordinating SUA's efforts related to the intake, investigation, resolution, and implementation of supportive measures to stop, remedy, and prevent discrimination, harassment, and retaliation prohibited under this policy. The Title IX Coordinator understands how the institution's grievance procedures operate and has received training on what constitutes sexual harassment and trauma-informed investigatory and hearing practices.

All parties will be provided with a comprehensive electronic brochure detailing options and resources, which the Title IX Coordinator may also review with the parties in person.

6. Independence and Conflict of Interest

The Title IX Coordinator manages the Title IX Team and acts with independence and authority free from bias and conflicts of interest. The Title IX Coordinator oversees all resolutions under this policy and these procedures. The members of the Title IX Team are vetted and trained to ensure they are not biased for or against any party in a specific complaint, or for or against Complainants and/or Respondents, generally.

To raise any concern involving bias or conflict of interest by the Title IX Coordinator, contact the SUA President [949-480-4133; feasel@soka.edu]. Concerns of bias, misconduct, discrimination, or a potential conflict of interest by any other Title IX Team member should be raised with the Title IX Coordinator.

7. Administrative Contact Information

Complaints or notice of alleged policy violations or inquiries about or concerns regarding this policy and procedures, may be made internally to:

Katherine King
Title IX and Section 504 Coordinator for Faculty, Staff, and Others
1 University Drive
Founders 100/309
Aliso Viejo, CA 92656
(949) 480-4161
kking@soka.edu

Hyon Moon
Title IX and Section 504 Deputy Coordinator for Students
1 University Drive
Library 140/303
Aliso Viejo, CA 92656
(949) 480-4139
hmoon@soka.edu

Officials With Authority (OWA):

SUA has determined that the President, Vice Presidents, and Deans are Officials with Authority to address and correct harassment, discrimination, and/or retaliation. In addition to the Title IX Team members listed above, these Officials with Authority may also accept notice or complaints on behalf of SUA.

SUA has also classified all employees (excluding non-supervisory student employees and Confidential Resources) as Mandated Reporters of any knowledge they have that a member of the community is experiencing harassment, discrimination, and/or retaliation. The section on Mandated Reporting details which employees have this responsibility and their duties, accordingly.

Inquiries may be made externally to:

Office for Civil Rights (OCR)
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-1100
Customer Service Hotline #: (800) 421-3481
Facsimile: (202) 453-6012
TDD#: (877) 521-2172
Email: OCR@ed.gov
Web: http://www.ed.gov/ocr

For complaints involving employee-on-employee conduct:

Equal Employment Opportunity Commission (EEOC):
http://eeoc.gov/

California Department of Fair Employment and Housing (DFEH):
2218 Kausen Drive, Ste 100
Elk Grove, CA 95758
(800) 884-1684
(800) 700-2320 TDD Only
https://www.dfeh.ca.gov/complaintprocess/

8. Notice/Complaints of Discrimination, Harassment, and/or Retaliation

Notice or complaints of discrimination, harassment, and/or retaliation may be made by filing a report or Formal Complaint with, or giving verbal notice to, the Title IX Coordinator, Title IX Deputy Coordinator, or another Official with Authority. Such a report may be made at any time (including during non-business hours) by using the telephone number or email address below, or by mail to the office address of the Title IX Coordinator, Title IX Deputy Coordinator, or other Official with Authority, including the following:

Katherine King
Title IX and Section 504 Coordinator for Faculty, Staff and Others
1 University Drive
Founders 100/309
Aliso Viejo, CA 92656
(949) 480-4161
kking@soka.edu

Hyon Moon
Title IX and Section 504 Deputy Coordinator for Students
1 University Drive
Library 140/303
Aliso Viejo, CA 92656
(949) 480-4139
hmoon@soka.edu

Anonymous reports are accepted but can give rise to a need to investigate to determine if the parties can be identified. Anonymous reports will be investigated to the extent possible, both to assess the underlying allegation(s) and to determine if supportive measures or remedies can be provided. However, anonymous notice typically limits SUA's ability to investigate, respond, and provide remedies, depending on what information is shared. SUA tries to provide supportive measures to all Complainants, which may be impossible with an anonymous report where the Complainant cannot be identified.

As used in this Policy, the term "Formal Complaint" means a document or electronic submission that contains the Complainant's physical or digital signature, or otherwise indicates that the Complainant is the person filing the complaint, and requests that SUA investigate the allegations. If notice is submitted in a form that does not meet this standard, the Title IX Coordinator will contact the Complainant to ensure that it is filed correctly.

9. Resources & Support

If there is any immediate danger, call 911.

On Campus:

Title IX Coordinator (For Faculty, Staff, and Others)
Katherine King: kking@soka.edu (949) 480-4161
Deputy Title IX Coordinator (For Students)
Hyon Moon: hmoon@soka.edu (949) 480-4139
Director of Student Services
Brian Durick: bdurick@soka.edu (949) 480-4018
Counseling Services (Students)
Sophia Nakabayashi: snakabayashi@soka.edu (949) 480-4192
April Nelson Afoa: anelsonafoa@soka.edu (949) 269-5614
Health Services (Students): healthservices@soka.edu (949) 480-4143
Public Safety (24 hours): (949) 480-4100
Human Resources: humanresources@soka.edu (949) 480-4766
Residential Life Staff (24 hours) (949) 480-4658 or (949) 480-4664

Off Campus:

Sexual Assault Victim Services/Prevention Program (714) 957-2737
RAINN: National Sexual Assault Crisis Hotline (800) 656-4673
National Domestic Violence Hotline (800) 799-7233
GLBT National Help Center (888) 843-4564
Trans Lifeline (877) 565-8860
24-Hour Crisis Hotline (949) 831-9110
Orange County Sheriff's Department (949) 425-1800
Employee Assistance Program (AETNA) (800) 221-0945

Saddleback Medical Center
24451 Health Center Drive
Laguna Hills, CA 92653
(949) 837-4500

Mission Hospital
27700 Medical Center Road
Mission Viejo, CA 92691
(949) 364-1400

10. Prevention and Outreach Programs

SUA has implemented comprehensive prevention and outreach programs to address issues of sexual harassment, sexual violence, domestic violence, dating violence, and stalking. These programs include, but are not limited to, information about SUA's policies and procedures, rights and responsibilities, the practical implications of an affirmative

consent standard, empowerment programming, awareness raising campaigns, primary prevention, bystander intervention, and risk reduction programs. Prevention and outreach programs are included as part of incoming student and new employee orientation. In addition, all employees must complete ongoing prevention and intervention training and education.

11. Supportive Measures

SUA will offer and implement appropriate and reasonable supportive measures to the parties upon notice of alleged harassment, discrimination, and/or retaliation.

Supportive measures are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the parties to restore or preserve access to SUA's education program or activity, including measures designed to protect the safety of all parties or SUA's educational environment, and/or deter harassment, discrimination, and/or retaliation.

The Title IX Coordinator promptly makes supportive measures available to the parties upon receiving notice of a complaint. At the time that supportive measures are offered, SUA will inform the Complainant, in writing, that they may file a formal complaint with SUA either at that time or in the future, if they have not done so already.[1] The Title IX Coordinator works with the Complainant to ensure that their wishes are considered with respect to the supportive measures that are planned and implemented.

SUA will maintain the confidentiality of the supportive measures, provided that confidentiality does not impair SUA's ability to provide those supportive measures. SUA will act to ensure as minimal an academic/occupational impact on the parties as possible. SUA will implement measures in a way that does not unreasonably burden the other party.

These actions may include, but are not limited to:

- Referral to counseling, medical, and/or other healthcare services
- Referral to the Employee Assistance Program
- Referral to community-based service providers
- Visa and immigration assistance
- Student financial aid counseling
- Education to the institutional community or community subgroup(s)
- Altering campus housing assignment(s)
- Altering work arrangements for employees or student-employees
- Safety planning
- Providing campus safety escorts
- Providing transportation assistance
- Implementing contact limitations (no contact orders) between the parties
- Academic support, extensions of deadlines, or other course/program-related adjustments
- Trespass, Persona Non Grata (PNG), or Be-On-the-Lookout (BOLO) orders
- Timely warnings
- Class schedule modifications, withdrawals, or leaves of absence
- Increased security and monitoring of certain areas of the campus
- Any other actions deemed appropriate by the Title IX Coordinator

When requested by a Complainant or otherwise determined to be appropriate, SUA will issue an interim no-contact directive prohibiting the Respondent from contacting the Complainant during the pendency of the investigation. The institution will not issue an interim mutual no-contact directive automatically but instead will consider the specific circumstances of each situation to determine whether a mutual no-contact directive is necessary or justifiable to protect the noncomplaining party's safety or well-being, or to respond to interference with an investigation. A no-contact directive issued after a decision of responsibility has been made as a remedy will be unilateral and only apply against the party found responsible.

Upon the issuance of a mutual no-contact directive, the institution will provide the parties with a written justification for the directive and an explanation of the terms of the directive. Upon the issuance of any no-contact directive, the institution will provide the parties with an explanation of the terms of the directive.

Violations of no contact orders or other restrictions may be referred to appropriate student or employee conduct processes for enforcement or added as collateral misconduct allegations to an ongoing complaint under this policy.

12. Emergency Removal

SUA can act to remove a student Respondent entirely or partially from its education program or activities on an emergency basis when an individualized safety and risk analysis has determined that an immediate threat to the physical health or safety of any student or other individual justifies removal. This risk analysis is performed by the Title IX Coordinator in conjunction with other appropriate offices.

When an emergency removal is imposed, the student will be given notice of the action and the option to request to meet with the Title IX Coordinator prior to such action/removal being imposed, or as soon as reasonably possible thereafter, to show cause why the action/removal should not be implemented or should be modified.

This meeting is not a hearing on the merits of the allegation(s), but rather is an administrative process intended to determine solely whether the emergency removal is

appropriate. When this meeting is not requested in a timely manner, objections to the emergency removal will be deemed waived. A Complainant and their Advisor may be permitted to participate in this meeting if the Title IX Coordinator determines it is equitable to do so. This section also applies to any restrictions that a coach or athletic administrator may place on a student-athlete arising from allegations related to Title IX. There is no appeal process for emergency removal decisions.

A Respondent may be accompanied by an Advisor of their choice when meeting with the Title IX Coordinator to show cause why the action/removal should not be implemented or should be modified. The Respondent will be given access to a written summary of the basis for the emergency removal prior to the meeting to allow for adequate preparation.

The Title IX Coordinator has sole discretion under this policy to implement or modify an emergency removal and to determine the conditions and duration. Violation of an emergency removal under this policy will be grounds for discipline within the student or employee conduct processes, which may include expulsion or termination.

SUA will implement the least restrictive emergency actions possible in light of the circumstances and safety concerns. As determined by the Title IX Coordinator, these actions could include, but are not limited to: removing a student from a residence hall, temporarily re-assigning an employee, restricting a student's or employee's access to or use of facilities or equipment, allowing a student to withdraw or take grades of incomplete without financial penalty, authorizing an administrative leave, and suspending a student's participation in extracurricular activities, student employment, student organizational leadership, or intercollegiate/intramural/club athletics.

At the discretion of the Title IX Coordinator, alternative coursework options may be pursued to ensure as minimal an academic impact on the parties as possible.

Where the Respondent is an employee, or a student employee, accused of misconduct in the course of their employment, existing provisions for interim action are applicable instead of the above emergency removal process.

13. Promptness

All allegations are acted upon promptly by SUA once it has received notice or a formal complaint. Complaints typically take sixty to ninety (60-90) business days to resolve. There are always exceptions and extenuating circumstances that can cause a resolution to take longer, but SUA will avoid all undue delays within its control.

Any time the general timeframes for resolution outlined in SUA procedures will be delayed, SUA will provide written notice to the parties of the delay, the cause for the delay, and an estimate of the anticipated additional time that will be needed as a result of the delay.

14. Confidentiality/Privacy

Every effort is made by SUA to preserve the confidentiality of reports.[2] SUA will not share the identity of any individual who has made a report or formal complaint of harassment, discrimination, or retaliation; any Complainant, any individual who has been reported to be the perpetrator of harassment, discrimination, or retaliation; any Respondent, or any witness, except as permitted by the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. 1232g; FERPA regulations, 34 CFR part 99; or as required by law; or to carry out the purposes of 34 CFR Part 106, including the conducting of any investigation, hearing, or grievance proceeding arising under these policies and procedures.

SUA reserves the right to determine which SUA officials have a legitimate educational interest in being informed about incidents that fall under this policy, pursuant to the Family Educational Rights and Privacy Act (FERPA).

Only a small group of officials who need to know will typically be told about the complaint, including but not limited to: Counseling Office, Deans' Offices, Public Safety and Employee's supervisor. Information will be shared as necessary with Investigators, Decision-makers, witnesses, and the parties. The circle of people with this knowledge will be kept as tight as possible to preserve the parties' rights and privacy.

SUA may contact parents/guardians to inform them of situations in which there is a significant and articulable health and/or safety risk, but will usually consult with the student first before doing so.

Mandated reporting and confidentiality are addressed more specifically in the section on Mandated Reporting.

15. Jurisdiction

This policy applies to the education program and activities of SUA and to conduct that takes place on the campus or on property owned or controlled by SUA, at SUA-sponsored events, and in buildings owned or controlled by SUA's recognized student organizations. The Respondent must be a member of SUA's community in order for its policies to apply.

This policy can also be applicable to the effects of off-campus misconduct that effectively deprive someone of access to SUA's educational program. SUA may also extend jurisdiction to off-campus and/or to online conduct when the Title IX Coordinator determines that the conduct affects a substantial SUA interest.

Regardless of where the conduct occurred, SUA will address notice/complaints to determine whether the conduct occurred in the context of its employment or educational program or activity and/or has continuing effects on campus or in an off-campus sponsored program or activity. A substantial SUA interest includes:

a. Any action that constitutes a criminal offense as defined by law. This includes, but is not limited to, single or repeat violations of any local, state, or federal law.
b. Any situation in which it is determined that the Respondent poses an immediate threat to the physical health or safety of any student, employee, or other individual.
c. Any situation that significantly impinges upon the rights, property, or achievements of others, significantly breaches the peace, and/or causes social disorder.
d. Any situation that substantially interferes with the educational interests or mission of SUA.

If the Respondent is unknown or is not a member of the SUA community, the Title IX Coordinator will assist the Complainant in identifying appropriate campus and local resources and support options. If criminal conduct is alleged, SUA can assist in contacting local law enforcement if the individual would like to file a police report.

Further, even when the Respondent is not a member of SUA's community, supportive measures, remedies, and resources may be provided to the Complainant by contacting the Title IX Coordinator.

In addition, SUA may take other actions as appropriate to protect the Complainant against third parties, such as barring individuals from SUA property and/or events.

All vendors serving SUA through third-party contracts are subject to the policies and procedures of their employers and/or to these policies and procedures to which their employer has agreed to be bound by their contracts.

When the Respondent is enrolled in or employed by another institution, the Title IX Coordinator can assist the Complainant in liaising with the appropriate individual at that institution, as it may be possible to pursue action under that institution's policies.

Similarly, the Title IX Coordinator may be able to assist and support a student or employee Complainant who experiences discrimination in an externship, study abroad program, or other environment external to SUA where sexual harassment or nondiscrimination policies and procedures of the facilitating or host organization may give recourse to the Complainant.

16. Time Limits on Reporting

There is no time limitation on providing notice/complaints to the Title IX Coordinator. However, if the Respondent is no longer subject to SUA's jurisdiction and/or significant time has passed, the ability to investigate, respond, and provide remedies may be more limited or impossible.

Acting on notice/complaints significantly impacted by the passage of time (including, but not limited to, the rescission or revision of policy) is at the discretion of the Title IX Coordinator, who may document allegations for future reference, offer supportive measures and/or remedies, and/or engage in informal or formal action, as appropriate.

When notice/complaint is affected by significant time delay, SUA will typically apply the policy in place at the time of the alleged misconduct and the procedures in place at the time of notice/complaint.

17. Online Harassment and Misconduct

The policies of SUA are written and interpreted broadly to include online manifestations of any of the behaviors prohibited below, when those behaviors occur in or have an effect on SUA's education program and activities or use SUA networks, technology, or equipment.

Although SUA may not control websites, social media, and other venues through which harassing communications are made, when such communications are reported to SUA, it will engage in a variety of means to address and mitigate the effects.

Members of the community are encouraged to be good digital citizens and to refrain from online misconduct, such as feeding anonymous gossip sites; sharing inappropriate content via social media; unwelcome sexual or sex-based messaging; distributing or threatening to distribute nude or semi-nude photos or recordings; breaches of privacy; or otherwise using the ease of transmission and/or anonymity of the Internet or other technology to harm another member of the SUA community.

Any online posting or other electronic communication by students, including cyber-bullying, cyber-stalking, cyber-harassment, etc., occurring completely outside of SUA's control (e.g., not on SUA networks, websites, or between SUA email accounts) will only be subject to this policy when such online conduct can be shown to cause a substantial in-program disruption or infringement on the rights of others. Otherwise, such communications are considered speech protected by the First Amendment. Supportive measures for Complainants will be provided, but legally protected speech cannot be subjected to discipline.

18. Definitions

- *Advisor* means a person chosen by a party or appointed by the institution to accompany the party to meetings related to the resolution process, to advise the party on that process, and to conduct questioning for the party at the hearing, if any.
- *Appeal Decision-maker* means the person or panel who accepts or rejects a submitted appeal request, determines whether an error occurred that substantially affected the investigation or original determination, and directs corrective action, accordingly.
- *Complainant* means an individual who is alleged to be the victim of conduct that could constitute harassment or discrimination based on a protected characteristic or retaliation for engaging in a protected activity.
- *Confidential Resource* means an employee who is not a Mandated Reporter of notice of harassment, discrimination, and/or retaliation (irrespective of Clery Act Campus Security Authority status).
- *Day* means a business day when SUA is in normal operation, if not otherwise specified.
- *Decision-maker* means the person or panel who hears evidence, determines relevance, and makes the Final Determination of whether this Policy has been violated and/or assigns sanctions.
- *Directly Related Evidence* is evidence connected to the complaint, but is neither inculpatory (tending to prove a violation) nor exculpatory (tending to disprove a violation) and will not be relied upon by the Decision-maker(s).
- *Education Program or Activity* means locations, events, or circumstances where SUA exercises substantial control over both the Respondent and the context in which the harassment, discrimination, and/or retaliation occurs and also includes any building owned or controlled by a student organization that is officially recognized by SUA.
- *Final Determination* means a conclusion by a preponderance of the evidence standard that the alleged conduct did or did not violate policy.
- *Finding* means a conclusion by a preponderance of the evidence standard that the conduct did or did not occur as alleged (as in a “finding of fact”).
- *Formal Complaint* means a document submitted or signed by a Complainant or signed by the Title IX Coordinator alleging harassment or discrimination based on a protected class or retaliation for engaging in a protected activity against a Respondent and requesting that SUA investigate the allegation(s).
- *Formal Grievance Process* means the formal hearing process described in “Process A,” a method of formal resolution designated by SUA to address certain conduct that falls within the policies included below, and which complies with the requirements of the Title IX regulations (34 CFR §106.45) and the Violence Against Women Act § 304.
- *Informal Resolution* is a complaint resolution agreed to by the parties and approved by the Title IX Coordinator that occurs prior to a formal Final Determination being reached.
- *Investigator* means the person or persons authorized by SUA to gather facts about an alleged violation of this policy, assess relevance and credibility, synthesize the evidence, and compile this information into an investigation report and file of Directly Related Evidence.
- *Mandated Reporter* means an employee of SUA who is obligated by policy to share knowledge, notice, and/or reports of harassment, discrimination, and/or retaliation with the Title IX Coordinator or Deputy Title IX Coordinator.[3] SUA has classified all employees (excluding non-supervisory student employees and Confidential Resources) as Mandated Reporters.
- *Notice* means that an employee, student, or third-party informs the Title IX Coordinator or other Official with Authority of the alleged occurrence of harassing, discriminatory, and/or retaliatory conduct.
- *Official with Authority* (OWA) means an employee of SUA who has responsibility to implement corrective measures for harassment, discrimination, and/or retaliation on behalf of SUA.
- *Parties* means the Complainant(s) and Respondent(s), collectively.
- *Process A* means the grievance process detailed in "Appendix A."
- *Process B* means the administrative resolution process and other procedures detailed in "Appendix B."
- *Relevant Evidence* is evidence that tends to prove (inculpatory) or disprove (exculpatory) an issue in the complaint.
- *Remedies* are post-finding actions directed to the Complainant and/or the community as mechanisms to address safety, prevent recurrence, and restore access to SUA’s educational program.
- *Respondent* means an individual who has been reported to be the perpetrator of conduct that could constitute harassment or discrimination based on a protected characteristic or retaliation for engaging in a protected activity under this policy.
- *Responsible Employee* means an employee who has the authority to take action to redress sexual harassment or provide supportive measures to students, or who has the duty to report sexual harassment to an appropriate school official who has that authority.
- *Resolution* means the result of an informal resolution or Formal Grievance Process.
- *Sanction* means a consequence imposed by SUA on a Respondent who is found to have violated this policy.
- *Sexual Harassment* is an umbrella category including the offenses of sexual harassment, sexual assault, stalking, dating violence and domestic violence. See Section 20B, for greater detail.

- *Student* means any individual who has accepted an offer of admission, or who is registered or enrolled for credit or non-credit bearing coursework, and who maintains an ongoing educational relationship with SUA.
- *SUA* means Soka University of America.
- *Title IX Coordinator* is at least one official designated by SUA to ensure compliance with Title IX and SUA's Title IX program. References to the Coordinator throughout this policy may also encompass a designee of the Coordinator for specific tasks.
- *Title IX Team* refers to the Title IX Coordinator, Deputy Coordinators, investigators, hearing officers, appeal officers, and Advisors.

19. Policy on Disability Discrimination and Accommodation

SUA is committed to full compliance with the Americans with Disabilities Act of 1990 (ADA), as amended, and Section 504 of the Rehabilitation Act of 1973, which prohibit discrimination against qualified persons with disabilities, as well as other federal, state, and local laws and regulations pertaining to individuals with disabilities.

Under the ADA and its amendments, a person has a disability if they have a physical or mental impairment that substantially limits a major life activity.

The ADA also protects individuals who have a record of a substantially limiting impairment or who are regarded as disabled by SUA, regardless of whether they currently have a disability. A substantial impairment is one that significantly limits or restricts a major life activity such as hearing, seeing, speaking, breathing, performing manual tasks, walking, or caring for oneself.

The Chief Human Resources Officer has been designated as SUA's ADA/504 Coordinator for Faculty, Staff, and Others, and the Dean of Students as Deputy ADA/504 Coordinator for Students, and they are responsible for overseeing efforts to comply with these disability laws, including responding to grievances and conducting investigations of any allegation of noncompliance or discrimination based on disability.

Grievances related to disability status and/or accommodations will be addressed using the procedures below. For details relating to disability accommodations in SUA's resolution process, see below.

A. Students with Disabilities

SUA is committed to providing qualified students with disabilities with reasonable accommodations and support needed to ensure equal access to the academic programs, facilities, and activities of SUA.

All accommodations are made on an individualized basis. A student requesting any accommodation should first contact the Director of Student Services, who coordinates services for students with disabilities.

The Director of Student Services reviews documentation provided by the student and, in consultation with the student, determines which accommodations are appropriate for the student's particular needs and academic program(s) in accordance with SUA's applicable policies.

B. Employees with Disabilities

Pursuant to the ADA, SUA will provide reasonable accommodation(s) to all qualified employees with known disabilities when their disability affects the performance of their essential job functions, except when doing so would be unduly disruptive or would result in undue hardship to SUA.

An employee with a disability is responsible for submitting a request for an accommodation to the ADA/504 Coordinator and providing necessary documentation. The ADA/504 Coordinator will work with the employee's supervisor to identify which essential functions of the position are affected by the employee's disability and what reasonable accommodations could enable the employee to perform those duties in accordance with SUA's applicable policies.

20. Policy on Discriminatory Harassment

Students, staff, administrators, and faculty are entitled to an employment and educational environment that is free of discriminatory harassment. This policy is not meant to inhibit or prohibit educational content or discussions inside or outside of the classroom that include germane but controversial or sensitive subject matters protected by academic freedom.

The sections below describe the specific forms of legally prohibited harassment that are also prohibited under SUA policy. When speech or conduct is protected by academic freedom and/or the First Amendment, it will not be considered a violation of SUA policy, though supportive measures will be offered to those impacted. All offense definitions encompass actual and/or attempted offenses.

A. Discriminatory Harassment

Discriminatory harassment -- defined as unwelcome conduct by any member or group of the community on the basis of actual or perceived characteristic protected by policy or law -- is a form of prohibited discrimination under SUA's policy.

SUA does not tolerate discriminatory harassment of any employee, student, visitor, or third party. SUA will act to remedy all forms of harassment when reported, whether or not the harassment rises to the level of creating a "hostile

environment." A hostile environment is one that unreasonably interferes with, limits, or effectively denies an individual's educational or employment access, benefits, or opportunities.

This discriminatory effect results from harassing verbal, written, graphic, or physical conduct that is severe, pervasive, and objectively offensive.

When discriminatory harassment rises to the level of creating a hostile environment, SUA may impose sanctions on the Respondent through application of the appropriate grievance process below.

SUA reserves the right to address offensive conduct and/or harassment that 1) does not rise to the level of creating a hostile environment, or 2) that is of a generic nature and not based on a protected status. Addressing such conduct will not necessarily result in the imposition of discipline under SUA policy but may be addressed through respectful conversation, remedial actions, education, effective Alternate Resolution, and/or other informal resolution mechanisms.

For assistance with Alternate Resolution and other informal resolution techniques and approaches, employees should contact the Chief Human Resources Officer, and students should contact the Dean of Students.

B. Sexual Harassment

The U.S. Department of Education's Office for Civil Rights (OCR), the Equal Employment Opportunity Commission (EEOC), and the State of California regard sexual harassment, a specific form of discriminatory harassment, as an unlawful discriminatory practice.[4]

SUA has adopted the following definitions of sexual harassment to address the unique environment of an academic community. One definition is required by state law (sexual harassment under California law) and the other by federal law (Title IX sexual harassment). Both definitions apply, and while they overlap, they are not identical.

Sexual Harassment Under California Law

Under California law, sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature, made by someone from or in the work or educational setting, under any of the following conditions:

a. submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, academic status, or progress, or
b. submission to, or rejection of, the conduct by the individual is used as the basis of employment or academic decisions affecting the individual, or
c. the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment, or
d. submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

Under California law, sexual harassment includes sexual violence, rape, sexual battery, and sexual exploitation, defined as follows:

Sexual Violence means physical sexual acts perpetrated against a person without the person's affirmative consent. Physical sexual acts include rape and sexual battery as follows:

Rape, defined as penetration, no matter how slight, of the vagina or anus with any part or object, or oral copulation of a sex organ by another person, without the consent of the victim, and

Sexual battery, defined as the intentional touching of another person's intimate parts without consent, intentionally causing a person to touch the intimate parts of another without consent, or using a person's own intimate part to intentionally touch another person's body without consent.

Sexual exploitation means a person taking sexual advantage of another person for the benefit of anyone other than that person without that person's consent, including, but not limited to, any of the following acts:

a. The prostituting of another person.
b. The trafficking of another person, defined as the inducement of a person to perform a commercial sex act, or labor or services, through force, fraud, or coercion.
c. The recording of images, including video or photograph, or audio of another person's sexual activity or intimate parts, without that person's consent.
d. The distribution of images, including video or photograph, or audio of another person's sexual activity or intimate parts, if the individual distributing the images or audio knows or should have known that the person depicted in the images or audio did not consent to the disclosure.
e. The viewing of another person's sexual activity or intimate parts, in a place where that other person would have a reasonable expectation of privacy, without that person's consent, for the purpose of arousing or gratifying sexual desire.

Acts of sexual harassment may be committed by any person upon any other person, regardless of the sex, sexual orientation, and/or gender identity of those involved.

Title VII/FHA Sexual Harassment applies to situations where an employee is subjected to workplace sexual harassment or where a situation involves a residential Complainant in SUA-provided housing.

a. unwelcome verbal, written, graphic, and/or physical conduct;
b. that is severe or pervasive and objectively offensive;
c. on the basis of sex/gender, that
d. unreasonably interferes with, limits, or effectively denies an individual's educational or employment access, benefits, or opportunities.

Title IX Sexual Harassment

Title IX sexual harassment, as an umbrella category, includes specific definitions of sexual harassment, sexual assault, domestic violence, dating violence, and stalking, as follows:

Conduct on the basis of sex (including gender identity, gender expression, sexual orientation, and sex stereotypes) or that is sexual in nature, that satisfies one or more of the following:

1. **Quid Pro Quo:**
    1. an employee of SUA
    2. conditions (implicitly or explicitly) the provision of an aid, benefit, or service of SUA
    3. on an individual's participation in unwelcome sexual conduct.
2. **Sexual Harassment (Hostile Environment):**
    1. unwelcome conduct
    2. determined by a reasonable person
    3. to be so severe
    4. pervasive, and
    5. objectively offensive
    6. that it effectively denies a person equal access to SUA's education program or activity.[5]
3. **Sexual Assault**, defined as:
    1. Any sexual act[6] directed against a Complainant[7] without their consent, or instances in which the Complainant is incapable of giving consent.
    2. **Incest:**
    - Non-forcible sexual intercourse,
    - between persons who are related to each other,
    - within the degrees wherein marriage is prohibited by California law.
    c. **Statutory Rape:**
    - Non-forcible sexual intercourse,
    - with a person who is under the statutory age of consent (18 years of age in California).
4. **Dating Violence**, defined as:
    1. violence,
    2. on the basis of sex,
    3. committed by a person,
    4. who is in or has been in a social relationship of a romantic or intimate nature with the Complainant.
        i. The existence of such a relationship shall be determined based on the Complainant's statement and with consideration of the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship. For the purposes of this definition—
        ii. Dating violence includes, but is not limited to, sexual or physical abuse or the threat of such abuse.
        iii. Dating violence does not include acts covered under the definition of domestic violence.
5. **Domestic Violence**[8], defined as:
    1. violence,
    2. on the basis of sex,
    3. committed by a current or former spouse or intimate partner of the Complainant,
    4. by a person with whom the Complainant shares a child in common, or
    5. by a person who is cohabitating with, or has cohabitated with, the Complainant as a spouse, domestic partner, or intimate partner, or
    6. by a person similarly situated to a spouse of the Complainant under the domestic or family violence laws of California, or
    7. by any other person against an adult or youth Complainant who is protected from that person's acts under the domestic or family violence laws of California.

To categorize an incident as Domestic Violence, the relationship between the Respondent and the Complainant must be more than just two people living together as roommates. The people cohabitating must be current or former spouses or have an intimate relationship.

6. **Stalking**[9], defined as:
    1. engaging in a course of conduct,
    2. on the basis of sex,
    3. directed at the Complainant, that
        i. would cause a reasonable person to fear for the person's safety, or
        ii. the safety of others; or
        iii. suffer substantial emotional distress.

For the purposes of this definition—

i. Course of conduct means two or more acts, including, but not limited to, acts in which the Respondent directly, indirectly, or through third parties, by any action, method, device, or means, follows, monitors, observes, surveils, threatens, or communicates to or about a person, or interferes with a person's property.

ii. Reasonable person means a reasonable person under similar circumstances and with similar identities to the Complainant.
iii. Substantial emotional distress means significant mental suffering or anguish that may but does not necessarily require medical or other professional treatment or counseling.

SUA reserves the right to impose any level of sanction, ranging from a reprimand up to and including suspension or expulsion/termination, for any offense under this policy.

C. Force, Coercion, Consent, and Incapacitation [10]

As used in the offenses above, the following definitions and understandings apply:

Force: Force is the use of physical violence and/or physical imposition to gain sexual access. Force also includes threats, intimidation (implied threats), and coercion that is intended to overcome resistance or produce consent (e.g., "Have sex with me, or I'll hit you," which elicits the response, "Okay, don't hit me. I'll do what you want.").

Sexual activity that is forced is, by definition, non-consensual, but non-consensual sexual activity is not necessarily forced. Silence or the absence of resistance alone is not consent. Consent is not demonstrated by the absence of resistance. While resistance is not required or necessary, it is a clear demonstration of non-consent.

Coercion: Coercion is unreasonable pressure for sexual activity. Coercive conduct differs from seductive conduct based on factors such as the type and/or extent of the pressure used to obtain consent. When someone makes clear that they do not want to engage in certain sexual activity, that they want to stop, or that they do not want to go past a certain point of sexual interaction, continued pressure beyond that point can be coercive.

Affirmative Consent[11] is:

- Knowing (conscious), and
- voluntary, and
- clear permission
- by word or action
- to engage in sexual activity.

Individuals may perceive and experience the same interaction in different ways. Therefore, it is the responsibility of each party to determine that the other has consented before engaging in the activity.

If consent is not clearly provided prior to engaging in the activity, consent may be ratified by word or action at some point during the interaction or thereafter, but clear communication from the outset is strongly encouraged.

For consent to be valid, there must be a clear expression in words or actions that the other individual consented to that specific sexual conduct. Reasonable reciprocation can be implied consent. For example, if someone kisses you, you can kiss them back (if you want to) without the need to explicitly obtain *their* consent to being kissed back.

Consent can also be withdrawn once given, as long as the withdrawal is reasonably and clearly communicated. If consent is withdrawn, that sexual activity should cease within a reasonably immediate time.

Consent to some sexual contact (such as kissing or fondling) cannot be presumed to be consent for other sexual activity (such as intercourse). A current or previous intimate relationship is not sufficient to constitute consent. If an individual expresses conditions on their willingness to consent (e.g., use of a condom) or limitations on the scope of their consent, those conditions and limitations must be respected.

Proof of consent or non-consent is not a burden placed on either party involved in a complaint. Instead, the burden remains on SUA to determine whether its policy has been violated. The existence of consent is based on the totality of the circumstances evaluated from the perspective of a reasonable person in the same or similar circumstances, including the context in which the alleged misconduct occurred and any similar and previous patterns that may be evidenced.

Consent in relationships must also be considered in context. When parties consent to BDSM[12] or other forms of kink, non-consent may be shown by the use of a safe word. Resistance, force, violence, or even saying "no" may be part of the kink and thus consensual, thus SUA's evaluation of communication in kink situations should be guided by reasonableness, rather than strict adherence to policy that assumes non-kink relationships as a default.

Incapacitation: A person cannot consent if they are unable to understand what is happening or are disoriented, helpless, asleep, or unconscious for any reason, including due to alcohol or other drug consumption.

In the evaluation of complaints, it shall not be a valid defense that the Respondent believed that the Complainant affirmatively consented to the sexual activity if the Respondent knew or reasonably should have known that the Complainant was unable to consent to the sexual activity under any of the following circumstances:

a. The Complainant was asleep or unconscious.
b. The Complainant was incapacitated due to the influence of drugs, alcohol, or medication, so that the Complainant could not understand the fact, nature, or extent of the sexual activity.

c. The Complainant was unable to communicate due to a mental or physical condition.

Thus, it is a defense to a sexual assault policy violation that the Respondent neither knew nor should have known the Complainant to be physically or mentally incapacitated. "Should have known" is an objective, reasonable person standard that assumes that a reasonable person is both sober and exercising sound judgment. In the evaluation of complaints, it shall not be a valid defense to alleged lack of affirmative consent that the Respondent believed that the Complainant consented to the sexual activity under either of the following circumstances:

a. The Respondent's belief in affirmative consent arose from the intoxication or recklessness of the Respondent.
b. The Respondent did not take reasonable steps, in the circumstances known to the Respondent at the time, to ascertain whether the Complainant affirmatively consented.

Incapacitation occurs when someone cannot make rational, reasonable decisions because they lack the capacity to give knowing/informed consent (e.g., to understand the "who, what, when, where, why, and how" of their sexual interaction).

Incapacitation is determined through consideration of all relevant indicators of an individual's state and is not synonymous with intoxication, impairment, blackout, and/or being drunk.

This policy also covers a person whose incapacity results from a temporary or permanent physical or mental health condition, involuntary physical restraint, and/or the consumption of incapacitating substances.

D. Other Civil Rights Offenses

In addition to the forms of sexual harassment described above, which are covered by Title IX, SUA additionally prohibits the following offenses as forms of discrimination that may be within or outside of Title IX when the act is based upon the Complainant's actual or perceived protected characteristic.

- Harm/Endangerment, defined as threatening to cause or causing physical harm, extreme verbal, emotional, or psychological abuse, or other conduct which threatens or endangers the health or safety of any person
- Discrimination, defined as actions that deprive, limit, or deny other members of the community of educational or employment access, benefits, or opportunities, including disparate treatment
- Intimidation, defined as implied threats or acts that cause the Complainant reasonable fear of harm
- Hazing, defined as acts likely to cause physical or psychological harm or social ostracism to any person within the SUA community, when related to the admission, initiation, pledging, joining, or any other group-affiliation activity
- Bullying, defined as repeated and/or severe aggressive behavior likely to intimidate or intentionally hurt, control, or diminish another person, physically and/or mentally, that is not speech or conduct otherwise protected by the First Amendment

Violation of other SUA policies may constitute a Civil Rights Offense when a violation is motivated by actual or perceived membership in a protected category, and the result is a discriminatory limitation or denial of employment or educational access, benefits, or opportunities.

Sanctions for Civil Rights Offenses range from reprimand through expulsion/termination.

21. Retaliation[13]

Protected activity under this policy includes reporting alleged misconduct that may implicate this policy, participating in the resolution process, supporting a Complainant or Respondent, assisting in providing information relevant to an investigation, and/or acting in good faith to oppose conduct that constitutes a violation of this policy.

Acts of alleged retaliation should be reported immediately to the Title IX Coordinator and will be promptly investigated. SUA will take all appropriate and available steps to protect individuals who fear that they may be subjected to retaliation.

SUA and any member of SUA's community are prohibited from taking or attempting to take materially adverse action by intimidating, threatening, coercing, harassing, or discriminating against any individual for the purpose of interfering with any right or privilege secured by law or policy, or because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under this policy and procedure.

The exercise of rights protected under the First Amendment does not constitute retaliation.

Pursuing a code of conduct violation or making a materially false statement in bad faith in the course of a grievance proceeding under this policy and procedure does not constitute retaliation, provided that the determination of responsibility, by itself, is not sufficient to conclude that any party has made a materially false statement in bad faith.

22. Mandated Reporting

All SUA employees (faculty, staff, administrators) are expected to report actual or suspected discrimination,

harassment, and/or retaliation to appropriate officials immediately, though there are some limited exceptions, e.g. non-supervisory student employees and Confidential Resources.

SUA has determined that the following administrators are Responsible Employees who have a duty to address and correct harassment, discrimination, and/or retaliation, or who have the duty to report sexual harassment to an appropriate SUA official who has that authority. Responsible Employees have received appropriate training and have been trained on how to report prohibited conduct under this policy.

- Residential assistants, while performing the duties of employment by the institution.
- Housing directors, coordinators, or deans.
- Student Affairs directors, coordinators, or deans.
- Athletic directors, coordinators, or deans.
- Coaches of any student athletic or academic team or activity.
- Faculty and associate faculty, teachers, instructors, or lecturers.
- Graduate student instructors, while performing the duties of employment by the institution.
- Laboratory directors, coordinators, or principal investigators.
- Internship or externship directors or coordinators.
- Study abroad program directors or coordinators.

To make informed choices, it is important to be aware of confidentiality and mandatory reporting requirements when consulting institutional resources. Within the institution, some resources may maintain confidentiality and are not required to report actual or suspected harassment, discrimination, or retaliation in a way that identifies the parties. They may offer options and resources without any obligation to inform an outside agency or institution official unless a Complainant has requested the information be shared.

If a Complainant expects formal action in response to their allegations, reporting to any Mandated Reporter can connect them with resources to report alleged crimes and/or policy violations, and these employees will immediately pass reports to the Title IX Coordinator (and/or police, if desired by the Complainant or required by law), who will act when an incident is reported to them.

The following sections describe the reporting options at SUA for a Complainant or third-party (including parents/guardians when appropriate):

A. Confidential Resources

If a Complainant would like the details of an incident to be kept confidential, the Complainant may speak with:

- On-campus licensed professional counselors (Students)
- Off-campus (Students, staff, and others):
  - Licensed professional counselors and other medical providers
  - Local rape crisis counselors
  - Domestic violence resources
  - Local or state assistance agencies
  - Clergy/Chaplains
  - Attorneys

All of the above-listed individuals will maintain confidentiality when acting under the scope of their licensure, professional ethics, professional credentials, or official designation, except in extreme cases of immediacy of threat or danger or abuse of a minor/elder/individual with a disability, or when required to disclose by law or court order.

Campus counselors (for Students) and/or the Employee Assistance Program (for Employees) are available to help free of charge and may be consulted on an emergency basis during normal business hours.

Campus counselors who are confidential and who receive reports within the scope of their confidential roles will timely submit anonymous statistical information for Clery Act purposes unless they believe it would be harmful to their client.

B. Mandated Reporters and Formal Notice/Complaints

All employees of SUA, with the exception of non-supervisory student employees and those who are designated as Confidential Resources, are Mandated Reporters and must promptly share with the Title IX Coordinator all known details of a report made to them in the course of their employment.

Employees must also promptly share all details of behaviors under this policy that they observe or have knowledge of, even if not reported to them by a Complainant or third-party.

Complainants may want to carefully consider whether they share personally identifiable details with non-confidential Mandated Reporters, as those details must be shared with the Title IX Coordinator.

Generally, disclosures in climate surveys, classroom writing assignments or discussions, human subjects research, or at events such as "Take Back the Night" marches or speak-outs do not provide notice that must be reported to the Title IX Coordinator by employees, unless the Complainant clearly indicates that they desire a report to be made or a seek a specific response from SUA.

Supportive measures may be offered as the result of such disclosures without formal SUA action.

Failure of a Mandated Reporter, as described above in this section, to report an incident of harassment, discrimination,

or retaliation of which they become aware is a violation of SUA policy and can be subject to disciplinary action for failure to comply/failure to report.

Though this may seem obvious, when a Mandated Reporter is engaged in harassment or other violations of this policy, they still have a duty to report their own misconduct, though SUA is technically not on notice simply because a harasser is also a Mandated Reporter unless the harasser does in fact report themselves.

Finally, it is important to clarify that a Mandated Reporter who is themselves a target of harassment or other misconduct under this policy is not required to report their own experience, though they are, of course, encouraged to do so.

23. Notice to Law Enforcement

There may be circumstances where SUA is obliged to report an incident of violent crime, hate crime, or sexual assault immediately, or as soon as practicably possible, to local law enforcement. SUA has a Memorandum of Understanding with the OC Sheriff's Department to enhance communication, coordination, and collaboration. The signatories of the MOU have instituted specialized, trauma-informed responses developed in consultation with campus and community-based victim advocates to remedy sexual assault and violence and hate crimes, and to respect the Complainant's request for confidentiality.

Requests for Confidentiality with Respect to Reporting to Law Enforcement

Complainants have the right to decide if they want to make a report to the police and/or speak with the police. SUA will honor requests for confidentiality. Local law enforcement agencies are prohibited from disclosing information about most sexual assaults if the Complainant requests anonymity. When information is shared with law enforcement, such reports will include (when the Complainant has consented to being identified):

- The name and characteristics of the alleged victim;
- The name and characteristics of the alleged perpetrator, if known;
- Description of the incident, including location and date and time; and
- Any report number assigned to the police incident report documenting the investigation being conducted by the jurisdictional agency.

Mandatory Reporting Requirements for Health Practitioners in California

Any licensed health care provider in the State of California providing services in a health facility, clinic or physician's office is required to make a report if they provide *medical treatment for a physical condition* to a patient whom they know or reasonably suspect is the victim of assaultive or abusive conduct or a firearm injury. The health practitioner is required to make a report by telephone as soon as practically possible and send a written report to a local law enforcement agency within two working days. The report must be made to the enforcement agency that has jurisdiction over the location in which the injury was sustained. This includes student health services.

24. When a Complainant Does Not Wish to Proceed

If a Complainant does not wish for their name to be shared, does not wish for an investigation to take place, or does not want a formal complaint to be pursued, they may make such a request to the Title IX Coordinator, who will evaluate that request in light of the duty to ensure the safety of the campus and to comply with state or federal law.

The Title IX Coordinator has ultimate discretion over whether SUA proceeds when the Complainant does not wish to do so, and the Title IX Coordinator may sign a formal complaint to initiate a grievance process upon completion of an appropriate violence risk assessment to help determine whether to proceed. The Title IX Coordinator may sign a Formal Complaint to initiate a grievance process after reviewing any violence risk assessment results and weighing the following factors:

a. Multiple or prior reports of sexual misconduct against the Respondent.
b. The Respondent reportedly used a weapon, physical restraints, or engaged in battery.
c. The Respondent is a faculty or staff member with oversight of students.
d. There is a power imbalance between the Complainant and Respondent.
e. The Complainant believes that the Complainant will be less safe if the Complainant's name is disclosed, or an investigation conducted.
f. The institution is able to conduct a thorough investigation and obtain relevant evidence in the absence of the Complainant's cooperation.

In instances where the Complainant's request for confidentiality or no investigation is granted, SUA will provide supportive measures to the Complainant and take reasonable steps to respond to the complaint, consistent with the request, to limit the effects of the alleged sexual harassment and prevent its recurrence without initiating formal action against the alleged Respondent or revealing the identity of the Complainant. These steps may include but are not limited to:

- Increased monitoring, supervision, or security at locations or activities where the alleged misconduct occurred

- Providing additional training and education materials for students and employees
- Conducting climate surveys regarding sexual violence

SUA will also take immediate steps to provide for the safety of the Complainant while keeping the Complainant's identity confidential, as appropriate. These steps may include changing living arrangements or course schedules, assignments, or tests. The Complainant will be notified that the steps SUA will take to respond to the complaint will be limited by the request for confidentiality.

When the Title IX Coordinator executes the written complaint, they do not become the Complainant. The Complainant is the individual who is alleged to be the victim of conduct that could constitute a violation of this policy.

When SUA proceeds, the Complainant (and/or their Advisor) may have as much or as little involvement in the process as they wish. The Complainant retains all rights of a Complainant under this Policy irrespective of their level of participation. Typically, when the Complainant chooses not to participate, the Advisor may be appointed as proxy for the Complainant throughout the process, acting to ensure and protect the rights of the Complainant, though this does not extend to the provision of evidence or testimony. SUA will inform the Complainant prior to initiating the Formal Grievance Process and take immediate steps to provide for the safety of the Complainant, where appropriate. In the event the Complainant requests that SUA inform the Respondent that the Complainant asked SUA not to investigate or seek discipline, SUA will honor this request.

Note that SUA's ability to remedy and respond to notice may be limited if the Complainant does not want SUA to proceed with an investigation and/or grievance process. The goal is to provide the Complainant with as much control over the process as possible, while balancing SUA's obligation to protect its community.

In cases in which the Complainant requests confidentiality/no formal action and the circumstances allow SUA to honor that request, SUA may offer informal resolution options (see below), supportive measures, and remedies to the Complainant and the community, but will not otherwise pursue formal action.

If the Complainant elects to take no action, they can change that decision if they decide to pursue a formal complaint at a later date. Upon making a formal complaint, a Complainant has the right, and can expect, to have allegations taken seriously by SUA, and to have the incidents investigated and properly resolved through these procedures. Please consider that delays may cause limitations on access to evidence or present issues with respect to the status of the parties.

25. Federal Timely Warning Obligations

SUA must issue timely warnings for reported incidents that pose a serious or continuing threat of bodily harm or danger to members of the campus community.

SUA will ensure that a Complainant's name and other identifying information is not disclosed, while still providing enough information for community members to make safety decisions in light of the potential danger.

26. False Allegations and Evidence

Deliberately false and/or malicious accusations under this policy are a serious offense and will be subject to appropriate disciplinary action. This does not include allegations that are made in good faith but are ultimately shown to be erroneous or do not result in a policy violation determination.

Additionally, witnesses and parties knowingly providing false evidence; tampering with or destroying evidence; or deliberately misleading an official conducting an investigation, hearing, or informal resolution can be subject to discipline under appropriate SUA policies.

27. Amnesty

The SUA community encourages the reporting of misconduct and crimes by Complainants and witnesses. Sometimes, Complainants or witnesses are hesitant to report to SUA officials or participate in resolution processes because they fear that they themselves may be in violation of certain policies, such as underage drinking or use of illicit drugs at the time of the incident. Respondents may hesitate to be forthcoming during the process for the same reasons. It is in the best interests of the SUA community that Complainants choose to report misconduct to SUA officials, that witnesses come forward to share what they know, and that all parties be forthcoming during the process.

To encourage reporting and participation in the process, SUA maintains a policy of offering parties and witnesses amnesty from minor policy violations – such as underage consumption of alcohol or the use of illicit drugs – related to the incident.

Amnesty does not apply to more serious allegations such as physical abuse of another or illicit drug distribution. The decision not to offer amnesty to a Respondent is based on neither sex nor gender, but on the fact that collateral misconduct is typically addressed for all students within a progressive discipline system, and the rationale for amnesty – the incentive to report serious misconduct – is rarely applicable to Respondent with respect to a Complainant.

Students: Sometimes, students are hesitant to assist others for fear that they may get in trouble themselves. For example, an underage student who has been drinking or using marijuana might hesitate to help take an individual who has experienced sexual assault to Public Safety.

SUA maintains a policy of amnesty for students who offer help to others in need. Although policy violations cannot be overlooked, SUA may provide purely educational options with no official disciplinary finding, rather than punitive sanctions, to those who offer their assistance to others in need.

Employees: Sometimes, employees are hesitant to report harassment, discrimination, or retaliation they have experienced for fear that they may get in trouble themselves. For example, an employee who has violated the consensual sexual relations policy and is then assaulted in the course of that relationship might hesitate to report the incident to SUA officials.

SUA may, at its discretion, offer employee Complainants amnesty from such policy violations (typically more minor policy violations) related to the incident. Amnesty may also be granted to Respondents and witnesses on a case-by-case basis.

28. Federal Statistical Reporting Obligations

Certain institutional officials – those deemed Campus Security Authorities – have a duty to report the following for federal statistical reporting purposes (Clery Act):

a. All "primary crimes," which include criminal homicide, rape, fondling, incest, statutory rape, robbery, aggravated assault, burglary, motor vehicle theft, and arson
b. Hate crimes, which include any bias-motivated primary crime as well as any bias motivated larceny or theft, simple assault, intimidation, or destruction/damage/ vandalism of property
c. VAWA-based crimes[14], which include sexual assault, domestic violence, dating violence, and stalking
d. Arrests and referrals for disciplinary action for weapons-related law violations, liquor-related law violations, and drug law violations

All personally identifiable information is kept private, but statistical information must be shared with Public Safety regarding the type of incident and its general location (on or off-campus or in the surrounding area, but no addresses are given) for publication in the Annual Security Report and daily campus crime log.

Campus Security Authorities include: student affairs/student conduct staff, public safety, local police, coaches, athletic directors, residence life staff, student activities staff, human resources staff, advisors to student organizations, and any other official with significant responsibility for student and campus activities.

29. Preservation of Evidence

The preservation of evidence in incidents of sexual assault and stalking is critical to potential criminal prosecution and to obtaining restraining/protective orders, and is particularly time-sensitive. SUA will inform the Complainant of the importance of preserving evidence by taking the following actions such as the following:

Sexual Assault

- Seek forensic medical assistance at a hospital, ideally within 120 hours of the incident (sooner is better).
- Avoid urinating, showering, bathing, washing hands or face, or douching, if possible, but evidence may still be collected even if you do.
- If oral sexual contact took place, refrain from smoking, eating, drinking, or brushing teeth.
- If clothes are changed, place soiled clothes in a paper bag (plastic destroys evidence) or secure evidence container.
- Seeking medical treatment can be essential even if it is not for the purposes of collecting forensic evidence.

Stalking

- Evidence in the form of text and voice messages will be lost in most cases if the Complainant changes their phone number.
  - Make a secondary recording of any voice messages and/or save the audio files to a cloud server.
  - Take screenshots and/or a video recording of any text messages or other electronic messages (e.g., Instagram, Snapchat, Facebook).
- Save copies of e-mail or social media correspondence, including notifications related to account access alerts.
- Take timestamped photographs of any physical evidence including notes, gifts, etc. in place when possible.
- Save copies of any messages, to include those showing any request for no further contact.

During the initial meeting between the Complainant and the Title IX Coordinator, the importance of taking these actions will be reiterated, if timely.

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APPENDIX A: PROCESS "A"

1.Overview

SUA will act on any formal or informal notice/complaint of violation of the policy on Equal Opportunity, Harassment, and Nondiscrimination ("the Policy") that is received by the Title IX Coordinator[15] or any other Official with Authority by applying these procedures, known as "Process A."

The formal hearing procedures described below generally apply only to qualifying allegations of "Title IX sexual

harassment" (including sexual assault, dating violence, domestic violence, and stalking, as defined above) involving students, staff, administrators, or faculty members.

If other policies are involved, such as policies on harassment, discrimination, and/or retaliation based on non-Title IX sexual harassment or protected categories other than sex, see Appendix B for a description of the procedures generally applicable to the resolution of such offenses, known as "Process B."

Process B can also apply to sexual harassment (including sexual assault, dating violence, domestic violence, and stalking, as defined above) when jurisdiction does not fall within Process A, as determined by the Title IX Coordinator, and as discussed below. The Title IX Coordinator may, in their sole discretion apply the hearing procedures of Process A when they determine it is appropriate.

The procedures below may be used to address collateral misconduct arising from the investigation of or occurring in conjunction with reported misconduct (e.g., vandalism, physical abuse of another). All other allegations of misconduct unrelated to incidents covered by the Policy will be addressed through procedures described in the student, faculty, and staff handbooks.

2. Notice/Complaint

Upon receipt of a complaint or notice of an alleged policy violation, the Title IX Coordinator initiates a prompt initial assessment to determine the next steps SUA needs to take. The Title IX Coordinator will contact the Complainant to offer supportive measures and determine whether the Complainant wishes to file a Formal Complaint. This contact with Complainant will include the following information:

- SUA has received a report that the Complainant may have been subjected to sexual harassment.
- A statement that retaliation for filing a complaint or participating in a complaint process, or both, is prohibited.
- Counseling resources within the institution or the community.
- Notice that the Complainant has the right, but not the obligation, to report the matter to law enforcement.
- SUA's investigation procedures.
- A list of potential supportive measures, such as no-contact directives, housing changes, and academic schedule changes.
- The importance of preserving evidence.
- A request for Complainant to meet with the Title IX Coordinator to discuss options for responding to the report.
- Information on how SUA responds to reports of sexual harassment and a description of potential disciplinary consequences.

The Title IX Coordinator will then generally initiate at least one of three responses:

1. Offer supportive measures (if the Complainant does not want to file a Formal Complaint)
2. Informal resolution (upon submission of a Formal Complaint)
3. A Formal Grievance Process including an investigation and a hearing (upon submission of a Formal Complaint)

SUA uses the Formal Grievance Process described below to determine whether or not its Policy has been violated for complaints that fall within the jurisdiction of Title IX. SUA will promptly implement effective remedies designed to ensure that it is not deliberately indifferent to harassment or discrimination, their potential recurrence, and/or their effects.

If the Title IX Coordinator receives notice from a third party who is not the actual Complainant, the Coordinator will take appropriate steps to address and remedy any potential hostile environment, to the extent possible based on the information received.

3. Initial Assessment

Following receipt of notice or a complaint of an alleged violation of this Policy, the Title IX Coordinator[16] engages in an initial assessment, typically within one to five business days. The steps in an initial assessment can include:

- The Title IX Coordinator seeks to determine if the person impacted wishes to make a Formal Complaint, and will assist them to do so, if desired.
    - If they do not wish to do so, the Title IX Coordinator determines whether to initiate a complaint because a violence risk assessment indicates a compelling threat to health and/or safety.
- If a Formal Complaint is received, the Title IX Coordinator assesses its sufficiency and works with the Complainant to make sure it is correctly completed.
- The Title IX Coordinator reaches out to the Complainant to offer supportive measures.
- The Title IX Coordinator works with the Complainant to ensure they are aware of the right to have an Advisor.
- The Title IX Coordinator works with the Complainant to determine whether the Complainant prefers a supportive and remedial response, an informal resolution option, or a formal investigation and grievance process.
    - If a supportive and remedial response is preferred, the Title IX Coordinator works with the Complainant to identify their wishes, assesses the request, and implements accordingly. No Formal Grievance Process is initiated, though the Complainant can elect to initiate one later, if desired.

- If an Informal Resolution option is preferred, the Title IX Coordinator assesses whether the complaint is suitable for Informal Resolution, which informal mechanism may serve the situation best or is available, and may seek to determine if the Respondent is also willing to engage in Informal Resolution.
- If a Formal Grievance Process is preferred, the Title IX Coordinator determines if the alleged misconduct falls within the scope of Title IX:
  - If it does, the Title IX Coordinator will initiate the formal investigation and grievance process, directing the investigation to address, based on the nature of the complaint:
    - an incident, and/or
    - a pattern of alleged misconduct, and/or
    - a culture/climate issue, based on the nature of the complaint.
  - If alleged misconduct does not fall within the scope of Title IX, the Title IX Coordinator determines that Title IX does not apply (and will "dismiss" that aspect of the complaint, if any), assesses which policies may apply, which resolution process is applicable, and will refer the matter accordingly. Please note that dismissing a complaint under Title IX is solely a procedural requirement under Title IX, and does not limit SUA's authority to address a complaint with an appropriate process and remedies.

A. Violence Risk Assessment

In some cases, the Title IX Coordinator may determine that a Violence Risk Assessment (VRA) should be conducted as part of the initial assessment. A VRA can aid in ten critical and/or required determinations, including:

1. Emergency removal of a Respondent on the basis of immediate threat to an individual or the community's physical health/safety
2. Whether the Title IX Coordinator should pursue/sign a Formal Complaint absent a willing/able Complainant
3. Whether the scope of the investigation should include an incident, and/or pattern of misconduct, and/or climate of hostility/harassment
4. To help identify potential predatory conduct
5. To help assess/identify grooming behaviors
6. Whether it is reasonable to try to resolve a complaint through Informal Resolution, and if so, what approach may be most successful
7. Whether to permit a voluntary withdrawal by the Respondent
8. Whether to impose transcript notation or communicate with a transfer Recipient about a Respondent
9. Assessment of appropriate sanctions/remedies (to be applied post-hearing)
10. Whether a Clery Act Timely Warning/Trespass order/ Persona-non-grata is needed

Threat assessment is the process of evaluating the actionability of violence by an individual against another person or group following the issuance of a direct or conditional threat. A VRA is a broader term used to assess any potential violence or danger, regardless of the presence of a vague, conditional, or direct threat.

VRAs require specific training and are typically conducted by but not limited to psychologists, clinical counselors, social workers, case managers, law enforcement officers and student conduct officers. Where a VRA is required by the Title IX Coordinator, a Respondent refusing to cooperate may result in a charge of failure to comply within the appropriate student or employee conduct process.

A VRA is not an evaluation for an involuntary behavioral health hospitalization (e.g., 5150 in California), nor is it a psychological or mental health assessment. A VRA assesses the risk of actionable violence, often with a focus on targeted/predatory escalations, and is supported by research from the fields of law enforcement, criminology, human resources, and psychology.

B. Dismissal (Mandatory and Discretionary)[17]

SUA must dismiss a Formal Complaint or any allegations therein if, at any time during the investigation or hearing, it is determined that:

1. The conduct alleged in the Formal Complaint would not constitute Title IX Sexual Harassment as defined above, even if proved
2. The conduct did not occur in an educational program or activity controlled by SUA (including buildings or property controlled by recognized student organizations), and/or SUA does not have control of the Respondent
3. The conduct did not occur against a person in the United States
4. At the time of filing a Formal Complaint, a Complainant is not participating in or attempting to participate in the education program or activity of SUA , and based on the available information, the Title IX Coordinator has determined they do not need to sign a Formal Complaint on behalf of SUA.

SUA may dismiss a formal complaint or any allegations therein if, at any time during the investigation or hearing:

1. A Complainant notifies the Title IX Coordinator in writing that the Complainant would like to withdraw the Formal Complaint or any allegations therein

2. The Respondent is no longer enrolled in or employed by SUA
3. Specific circumstances prevent SUA from gathering evidence sufficient to reach a determination as to the Formal Complaint or allegations therein

A Complainant who decides to withdraw a complaint may later request to reinstate it or refile it.

Upon any dismissal, SUA will promptly send written notice of the dismissal and the rationale for doing so simultaneously to the parties.

This dismissal decision is appealable by any party under the procedures for appeal below. The decision not to dismiss is also appealable by any party claiming that a dismissal is required or appropriate.

4. Counterclaims

SUA is obligated to ensure that the grievance process is not abused for retaliatory purposes, thus counterclaims made with retaliatory intent will not be permitted. SUA permits the filing of counterclaims but uses an initial assessment, described above, to assess whether the allegations in the counterclaim are made in good faith.

Counterclaims determined to have been reported in good faith will be processed using the grievance procedures below. Investigation of such claims may take place after resolution of the underlying initial complaint, in which case a delay may occur.

Counterclaims may also be resolved through the same investigation as the underlying complaint, at the discretion of the Title IX Coordinator. When counterclaims are not made in good faith, they will be considered retaliatory and may constitute a violation of this policy.

5. Right to an Advisor

The parties may each have an Advisor[19] of their choice present with them for all meetings, interviews, and hearings within the resolution process, if they so choose. The parties may select whomever they wish to serve as their Advisor as long as the Advisor is eligible and available.[20]

Choosing an Advisor who is also a witness in the process creates potential for bias and conflict-of-interest. A party who chooses an Advisor who is also a witness can anticipate that issues of potential bias will be explored by the hearing Decision-maker(s).

A. Who Can Serve as an Advisor

The Advisor may be a friend, mentor, family member, attorney, or any other individual a party chooses to advise, support, and/or consult with them throughout the resolution process. The parties may choose Advisors from inside or outside of the SUA community.

The Title IX Coordinator will also offer to assign a trained Advisor for any party if the party so chooses. If the parties choose an Advisor offered by SUA, the Advisor will be trained by SUA and be familiar with SUA's resolution process. SUA may use the services of one or more external sources for an Advisor, such as external dispute resolution service provider JAMS.

If the parties choose an Advisor outside of those identified by SUA, the Advisor may not have been trained by SUA and may not be familiar with SUA policies and procedures.

Parties also have the right to choose not to have an Advisor in the initial stages of the resolution process, prior to a hearing.

B. Advisor's Role in Meetings and Interviews

The parties may be accompanied by their Advisor in all meetings and interviews at which the party is entitled to be present, including intake and interviews. Advisors should help the parties prepare for each meeting and are expected to advise ethically, with integrity, and in good faith.

SUA cannot guarantee equal Advisory rights, meaning that if one party selects an Advisor who is an attorney, but the other party does not or cannot afford an attorney, SUA is not obligated to provide an attorney.

C. Advisors in Hearings/SUA-Appointed Advisor

Under the Title IX regulations, a form of indirect questioning is required during the hearing, but must be conducted by the parties' Advisors. The parties are not permitted to directly question each other or any witnesses. If a party does not have an Advisor for a hearing, SUA will appoint a trained Advisor for the limited purpose of conducting any questioning of the other party and witnesses.

A party may reject this appointment and choose their own Advisor, but they may not proceed without an Advisor. If the party's Advisor will not conduct questioning, SUA may appoint an Advisor who will do so thoroughly, regardless of the participation or non-participation of the advised party in the hearing itself. Extensive questioning of the parties and witnesses may also be conducted by the Decision-maker(s) during the hearing.

D. Pre-Interview Meetings

Advisors and their advisees may request to meet with the investigator(s) conducting interviews/meetings in advance of these interviews or meetings. This pre-meeting allows Advisors to clarify and understand their role and SUA's policies and procedures.

E. Advisor Violations of SUA Policy

All Advisors are subject to the same SUA policies and procedures, whether they are attorneys or not, and whether they are selected by a party or assigned by SUA. Advisors are expected to advise their advisees without disrupting proceedings. Advisors should not address SUA officials or investigators in a meeting or interview unless invited to do so (e.g., asking procedural questions). The Advisor may not make a presentation or represent their advisee during any meeting or proceeding and may not speak on behalf of the advisee to the Investigator(s) or other Decision-maker(s), except during a hearing proceeding, during questioning.

The parties are expected to ask and respond to questions on their own behalf throughout the investigation phase of the resolution process. Although the Advisor generally may not speak on behalf of their advisee, the Advisor may consult with their advisee, either privately as needed, or by conferring or passing notes during any resolution process meeting or interview. For longer or more involved discussions, the parties and their Advisors should ask for breaks to allow for private consultation.

Any Advisor who oversteps their role as defined by this Policy, or who refuses to comply with the SUA's established rules of decorum for the hearing, will be warned. If the Advisor continues to disrupt or otherwise fails to respect the limits of the Advisor role, the meeting/interview/hearing may be ended, or other appropriate measures implemented, including SUA requiring the party to use a different Advisor or providing a different SUA-appointed Advisor. Subsequently, the Title IX Coordinator will determine how to address the Advisor's non-compliance and future role.

F. Sharing Information with the Advisor

SUA expects that the parties may wish to have SUA share documentation and evidence related to the allegations with their Advisors. Parties may share this information directly with their Advisor or other individuals if they wish. Doing so may help the parties participate more meaningfully in the resolution process.

SUA provides a consent form that authorizes SUA to share such information directly with their Advisor. The parties must either complete and submit this form to the Title IX Coordinator or provide similar documentation demonstrating consent to a release of information to the Advisor before SUA is able to share records with an Advisor.

If a party requests that all communication be made through their attorney Advisor, SUA will comply with that request at the discretion of the Title IX Coordinator.

G. Privacy of Records Shared with Advisor

Advisors are expected to maintain the privacy of the records shared with them. These records may not be shared with third parties, disclosed publicly, or used for purposes not explicitly authorized by SUA. SUA may seek to restrict the role of any Advisor who does not respect the sensitive nature of the process or who fails to abide by SUA's privacy expectations.

H. Expectations of an Advisor

SUA generally expects an Advisor to adjust their schedule to allow them to attend SUA meetings, interviews, or hearings when planned, but may change scheduled meetings, interviews, or hearings to accommodate an Advisor's inability to attend, if doing so does not cause an unreasonable delay.

SUA may also make reasonable provisions to allow an Advisor who cannot be present in person to attend a meeting, interview, or hearing by telephone, video conferencing, or other similar technologies as may be convenient and available.

I. Expectations of the Parties with Respect to Advisors

A party may elect to change Advisors during the process and is not obligated to use the same Advisor throughout. The parties are expected to inform the Investigator(s) of the identity of their Advisor at least two (2) business days before the date of their first meeting with Investigators (or as soon as possible if a more expeditious meeting is necessary or desired).

The parties are expected to provide timely notice to the Title IX Coordinator if they change Advisors at any time. It is assumed that if a party changes Advisors, consent to share information with the previous Advisor is terminated, and a release for the new Advisor must be secured. Parties are expected to inform the Title IX Coordinator of the identity of their hearing Advisor at least two (2) business days before the hearing.

J. Assistance in Securing an Advisor

For representation, Respondents may wish to contact organizations such as:

- Families Advocating for Campus Equality (FACE) (http://www.facecampusequality.org)
- Stop Abusive and Violent Environments (SAVE) (http://www.saveservices.org)

Complainants may wish to contact organizations such as:

- The Victim Rights Law Center (http://www.victimrights.org)
- The National Center for Victims of Crime (http://www.victimsofcrime.org), which maintains the Crime Victim's Bar Association
- The Time's Up Legal Defense Fund (https://nwlc.org/times-up-legal-defense-fund/)

6. Resolution Processes

Resolution proceedings are private. All persons present at any time during the resolution process are expected to maintain the privacy of the proceedings in accordance with SUA policy. Although there is an expectation of privacy around what Investigators share with parties during interviews, the parties have discretion to share their own knowledge and evidence with others if they so choose, except for information the parties agree not to disclose as part of an Informal Resolution. SUA encourages parties to discuss any sharing of information with their Advisors before doing so.

A. Informal Resolution

Three options for Informal Resolution are detailed in this section.

- **Supportive Resolution**. When the Title IX Coordinator can resolve the matter informally by providing supportive measures (only) to remedy the situation.
- **Alternative Resolution**. When the parties agree to resolve the matter through an alternate resolution mechanism as described below, including mediation, restorative practices, facilitated dialogue, etc., usually before a formal investigation takes place; see Section 6B.
- **Accepted Responsibility**. When the Respondent accepts responsibility for violating policy, and desires to accept the recommended sanction(s) and end the resolution process (similar to above but usually occurs post-investigation); see Section 6C.

To initiate Informal Resolution, a Complainant needs to submit a Formal Complaint, as defined above. A Respondent who wishes to initiate Informal Resolution should contact the Title IX Coordinator. The parties may agree, as a condition of engaging in Informal Resolution, that statements made, or evidence shared, during the Informal Resolution process will not be considered in the Formal Grievance Process unless all parties consent.

It is not necessary to pursue Informal Resolution first in order to pursue a Formal Grievance Process, and any party participating in Informal Resolution can stop the process at any time and begin or resume the Formal Grievance Process. The parties may not enter into an agreement that requires SUA to impose specific sanctions, though the parties can agree to certain restrictions or other courses of action. For example, the parties cannot require a student be suspended, but the parties can agree that the Respondent will temporarily or permanently withdraw. The only Informal Resolution Process that can result in sanctions levied by the institution is "Accepted Responsibility." The Title IX Coordinator has discretion to determine if an investigation will be paused during Informal Resolution, or if it will be limited, or will continue during the Informal Resolution process.

Prior to implementing Informal Resolution, SUA will provide the parties with written notice of the reported misconduct and any sanctions or measures that may result from participating in such a process, including information regarding any records that will be maintained or shared by SUA.

SUA will obtain voluntary, written confirmation that all parties wish to resolve the matter through Informal Resolution before proceeding and will not pressure the parties to participate in Informal Resolution.

B. Alternate Resolution

Alternate Resolution is an informal approach, including mediation or restorative practices, etc. by which the parties reach a mutually agreed upon resolution of a complaint. All parties must consent to the use of an Alternate Resolution approach.

The Title IX Coordinator may look to the following factors to assess whether Alternate Resolution is appropriate, or which form of Alternate Resolution may be most successful for the parties:

- The parties' amenability to Alternate Resolution
- Likelihood of potential resolution, considering any power dynamics between the parties
- The nature and severity of the alleged misconduct
- The parties' motivation to participate
- Civility of the parties
- Results of a violence risk assessment/ongoing risk analysis
- Disciplinary history of the Respondent
- Whether an emergency removal is needed
- Skill of the Alternate Resolution facilitator with this type of complaint
- Complaint complexity
- Emotional investment/capability of the parties
- Rationality of the parties
- Goals of the parties
- Adequate resources to invest in Alternate Resolution (time, staff, etc.)

The ultimate determination of whether Alternate Resolution is available or successful is to be made by the Title IX Coordinator. The Title IX Coordinator is authorized to facilitate a resolution that is acceptable to all parties, and/or to accept a resolution that is proposed by the parties, usually through their Advisors, including terms of confidentiality, release, and non-disparagement.

The Title IX Coordinator maintains records of any resolution that is reached, and failure to abide by the resolution agreement may result in appropriate responsive/disciplinary actions (e.g., referral for formal resolution, referral to the

conduct process for failure to comply). Results of complaints resolved by Informal Resolution or Alternate Resolution are not appealable.

C. Respondent Accepts Responsibility for Alleged Violations

The Respondent may accept responsibility for all or part of the alleged policy violations at any point during the resolution process. If the Respondent indicates an intent to accept responsibility for all of the alleged misconduct, the formal process will be paused, and the Title IX Coordinator will determine whether Informal Resolution can be used according to the criteria above.

If Informal Resolution is applicable, the Title IX Coordinator will determine whether all parties and SUA are able to agree on responsibility, restrictions, and/or remedies. If so, the Title IX Coordinator implements the accepted finding that the Respondent is in violation of SUA policy and implements agreed-upon restrictions and/or remedies, and determines the appropriate sanctions(s) in coordination with other appropriate administrator(s), as necessary.

This result is not subject to appeal once all parties indicate their written assent to all agreed upon resolution terms. When the parties cannot agree on all resolution terms, the Formal Grievance Process will resume at the same point where it was paused.

When a resolution is accomplished, the appropriate sanction or responsive actions are promptly implemented to effectively stop the harassment or discrimination, prevent its recurrence, and remedy the effects of the discriminatory conduct, both on the Complainant and the community.

D. Negotiated Resolution

The Title IX Coordinator, with the consent of the parties, may negotiate and implement an agreement to resolve the allegations that satisfies all parties and SUA. Negotiated Resolutions are not appealable.

7. Formal Grievance Process

The Formal Grievance Process relies on trained administrators to carry out the process. These administrators are announced in an annual distribution of this policy to all students, parents/guardians of students, employees, prospective students, and prospective employees.

SUA may use the services of one or more external dispute resolution services, such as JAMS, to carry out the process, or to carry out various duties under the process, including addressing any appeal. If SUA uses the services of an external dispute resolution service, the individuals involved will be trained in SUA policies and procedures. References to Administrators in this policy include individuals who are associated with such external dispute resolution services who serve in such roles.

A. Administrator Roles

Administrators are trained annually, and can serve in in the following roles, at the direction of the Title IX Coordinator:

- To provide appropriate intake of and initial guidance pertaining to complaints
- To act as an Advisor to the parties
- To serve in a facilitation role in Informal Resolution or Alternate Resolution if appropriately trained in appropriate resolution approaches (e.g., mediation, restorative practices, facilitated dialogue)
- To perform or assist with initial assessment
- To serve as a hearing facilitator (process administrator, no decision-making role)
- To investigate complaints
- To serve as a Decision-maker regarding the complaint
- To serve as an Appeal Decision-maker

B. Administrator Training

Administrators receive comprehensive, trauma-informed annual training based on their respective roles. This training includes, but is not limited to:

- The scope of SUA's Equal Opportunity, Harassment and Nondiscrimination Policy
- How to conduct investigations and hearings that protect the safety of Complainants and Respondents, and promote accountability
- Implicit bias and racial inequities, both broadly and in school disciplinary processes
- Disparate treatment
- Reporting, confidentiality, and privacy requirements
- Applicable laws, regulations, and federal regulatory guidance
- How to implement appropriate and situation-specific remedies
- How to investigate in a thorough, reliable, timely and impartial manner
- How to conduct a sexual harassment investigation
- Trauma-informed investigatory and hearing practices that help ensure an impartial and equitable process
- How to uphold fairness, equity, and due process
- How to weigh evidence
- How to conduct questioning
- How to assess credibility
- Impartiality and objectivity
- How to render findings and generate clear, concise, evidence-based rationales
- The definitions of all offenses
- How to apply definitions used by SUA with respect to consent (or the absence or negation of consent) consistently, impartially, and in accordance with policy

- How to conduct an investigation and grievance process including hearings, appeals, and informal resolution processes
- How to serve impartially by avoiding prejudgment of the facts at issue, conflicts of interest, and bias against Respondents and/or Complainants, and on the basis of sex, race, religious , and other protected characteristics
- Any technology to be used at a live hearing
- Issues of relevance of questions and evidence
- Issues of relevance to create an investigation report that fairly summarizes relevant evidence
- How to determine appropriate sanctions in reference to all forms of harassment, discrimination, and/or retaliation allegations
- Recordkeeping
- Statistics on the prevalence of sexual harassment and sexual violence in the educational setting, and the differing rates at which students experience sexual harassment and sexual assault in the educational setting based on their race, sexual orientation, disability, gender, and gender identity.

Specific training is also provided for Appeal Decision-makers, intake personnel, Advisors (only those who are SUA employees), Chairs, and other SUA employees responsible for carrying out the procedures of this Policy. The materials used to train administrators are publicly posted.

8. Formal Grievance Process: Notice of Investigation and Allegations

The Title IX Coordinator will provide written notice of the investigation and allegations (the "NOIA") to the Respondent upon commencement of the Formal Grievance Process. This facilitates the Respondent's ability to prepare for the interview and to identify and choose an Advisor to accompany them. The NOIA is also copied to the Complainant, who is to be given advance notice of when the NOIA will be delivered to the Respondent.

The NOIA will include:

- A meaningful summary of all of allegations
- The identity of the involved parties (if known)
- The precise misconduct being alleged
- The date and location of the alleged incident(s) (if known)
- The specific policies implicated
- A description of the applicable procedures
- A statement of the potential sanctions/responsive actions that could result
- A statement that SUA presumes the Respondent is not responsible for the reported misconduct unless and until the evidence supports a different determination
- A statement that the investigation and hearing are not adversarial processes between Complainant(s), Respondent(s), and witnesses, but rather a process SUA uses to comply with its obligations under existing law
- A statement that the Complainant does not have the burden to prove, nor does the Respondent have a burden to disprove, the underlying allegations(s) of misconduct
- A statement that any evidence available but not disclosed during the investigation might not be considered at a subsequent hearing if intentionally withheld
- A statement that determinations of responsibility are made at the conclusion of the process and that the parties will be given an opportunity during the review and comment period to inspect and review all directly related and/or relevant evidence obtained during the review and comment period
- A statement about SUA's policy on retaliation
- Information about the confidentiality of the process
- Information on the need for each party to have an Advisor of their choosing and suggestions for ways to identify an Advisor
- A statement informing the parties that SUA's policy prohibits knowingly making false statements, including knowingly submitting false information during the resolution process
- Detail on how the party may request disability accommodations during the resolution process
- Notice to student parties regarding appropriate counseling resources developed and maintained by the institution
- A copy of this Policy and/or other information relevant to alleged sexual harassment
- The name(s) of the Investigator(s), along with a process to identify, in advance of the interview process, to the Title IX Coordinator any conflict of interest that the Investigator(s) may have
- An instruction to preserve any evidence that is directly related to the allegations

Amendments and updates to the NOIA may be made as the investigation progresses and more information becomes available regarding the addition or dismissal of various allegations.

Notice will be made in writing and may be delivered by one or more of the following methods: in person, mailed to the local or permanent address(es) of the parties as indicated in official SUA records, or emailed to the parties' SUA-issued email or designated accounts. Once mailed, emailed, and/or received in-person, notice will be presumptively delivered.

9. Resolution Timeline

SUA will make a good faith effort to complete the resolution process within a sixty-to-ninety (60-90) business day time period, including appeal, if any, which can be extended as necessary for appropriate cause by the Title IX Coordinator,

who will provide notice and rationale for any extensions or delays to the parties as appropriate, as well as an estimate of how much additional time will be needed to complete the process.

SUA will not unreasonably deny a student party's request for an extension of a deadline related to a complaint during periods of examinations or school closures.

10. Commencing the Investigation

Once the decision to commence a formal investigation is made, the Title IX Coordinator and/or their designee appoints the investigator(s), usually within two (2) business days of determining that an investigation should proceed. Investigators may include the Title IX Coordinator, Deputy Title IX Coordinator, Director of Student Services, Chief Human Resources Officer, an external investigator, and/or one or more other individuals designated by the Title IX Coordinator.

11. Ensuring Impartiality

Any individual materially involved in the administration of the resolution process including the Title IX Coordinator, Investigator(s), and Decision-maker(s) may neither have nor demonstrate a conflict of interest or bias for a party generally, or for a specific Complainant or Respondent.

The Title IX Coordinator will ensure impartiality by ensuring there are no actual or apparent conflicts of interest or disqualifying biases. The parties may, at any time during the resolution process, raise a concern regarding bias or conflict of interest, and the Title IX Coordinator will determine whether the concern is reasonable and supportable. If so, the Title IX Coordinator will assign another trained administrator. If the source of the conflict of interest or bias is the Title IX Coordinator, concerns should be raised with the University President.

The Formal Grievance Process involves an objective evaluation of all relevant evidence obtained, including evidence that supports that the Respondent engaged in a policy violation and evidence that supports that the Respondent did not engage in a policy violation. Credibility determinations may not be based solely on an individual's status or participation as a Complainant, Respondent, or witness.

SUA operates with the presumption that the Respondent is not responsible for the reported misconduct unless and until the Respondent is determined to be responsible for a policy violation by the applicable standard of proof.

12. Investigation Timeline

Investigations should be completed expeditiously, normally within sixty (60) business days, though some investigations may take many weeks or even months, depending on the nature, extent, and complexity of the allegations, availability of witnesses, law enforcement involvement, etc.

SUA will make a good faith effort to complete investigations as promptly as circumstances permit and will communicate regularly with the parties to update them on the progress and timing of the investigation.

13. Delays in the Investigation Process and Interactions with Law Enforcement

SUA may undertake a short delay in its investigation (several days to a few weeks) if circumstances require. Such circumstances include, but are not limited to: a request from law enforcement to temporarily delay the investigation, the need for language assistance, the absence of parties and/or witnesses, and/or health conditions.

SUA will communicate in writing the anticipated duration of the delay and reason to the parties, and provide the parties with status updates if necessary. SUA will promptly resume its investigation and resolution process as soon as feasible. During such a delay, SUA will implement supportive measures as deemed appropriate.

SUA action(s) or processes are not typically altered or precluded on the grounds that civil or criminal charges involving the underlying incident(s) have been filed or that criminal charges have been dismissed or reduced.

14. Steps in the Investigation Process

All investigations should be thorough, reliable, trauma-informed, impartial, prompt, and fair. Investigations involve interviews with all available relevant parties and witnesses; obtaining available, relevant evidence; and identifying sources of expert information, as necessary.

All parties have a full and fair opportunity, through the investigation process, to suggest witnesses and questions, to provide evidence and expert witnesses, and to fully review and respond to all evidence on the record.

At the discretion of the Title IX Coordinator, investigations can be combined when complaints implicate a pattern, collusion, and/or other shared or similar actions.

The Investigator(s) typically take(s) the following steps, if not already completed earlier in the process (and not necessarily in this order):

- Determine the identity and contact information of the Complainant
- Identify all policies implicated by the alleged misconduct and notify the Complainant and Respondent of all of the specific policies implicated

- Assist the Title IX Coordinator, if needed, with conducting a prompt initial assessment to determine if the allegations indicate a potential policy violation
- Commence a thorough, reliable, and impartial investigation by identifying issues and developing a strategic investigation plan, including a witness list, evidence list, intended investigation timeframe, and order of interviews for the parties and witnesses
- Meet with the Complainant to finalize their interview/ statement, if necessary
- Work with the Title IX Coordinator, as necessary, to prepare the initial Notice of Investigation and Allegations (NOIA). Notice should inform the parties of their right to have the assistance of an Advisor. The NOIA may be amended with any additional or dismissed allegations
- Provide each interviewed party and witness an opportunity to review and verify the Investigator's summary notes (or transcript) of the relevant evidence/ testimony from their respective interviews and meetings
- Make good faith efforts to notify each party of any meeting or interview involving another party, in advance when possible
- When participation of a party is expected, provide that party with written notice of the date, time, and location of the meeting, as well as the expected participants and purpose
- Interview all available, relevant witnesses and conduct follow-up interviews as necessary
- Allow each party the opportunity to suggest witnesses and questions they wish the Investigator(s) to ask of another party and/or witnesses, and document in the report which questions were asked, with a rationale for any changes or omissions
- Complete the investigation promptly and without unreasonable deviation from the intended timeline
- Provide regular status updates to the parties throughout the investigation
- Prior to the conclusion of the investigation, provide the parties and their respective Advisors (if so desired by the parties) with a list of witnesses whose information will be used to render a finding
- Write a comprehensive investigation report fully summarizing the investigation, all witness interviews, and addressing all relevant evidence. Appendices including relevant physical or documentary evidence will be included
- Gather, assess, and synthesize evidence, but make no conclusions, engage in no policy analysis, and render no recommendations as part of their report
- Prior to the conclusion of the investigation, provide the parties and their respective Advisors (if so desired by the parties) a secured electronic or hard copy of the draft investigation report as well as an opportunity to inspect and review all of the evidence obtained as part of the investigation that is directly related to the reported misconduct, including evidence upon which SUA does not intend to rely in reaching a determination, for a ten (10) business-day review and comment period so that each party may meaningfully respond to the evidence. The parties may elect to waive the full ten (10) days. Each copy of the materials shared will be watermarked on each page with the role of the person receiving it (e.g., Complainant, Respondent, Complainant's Advisor, Respondent's Advisor).
- Elect to respond in writing in the investigation report to the parties' submitted responses and/or to share the responses between the parties for additional responses
- Incorporate relevant elements of the parties' written responses into the final investigation report, include any additional relevant evidence, make any necessary revisions, and finalize the report. The Investigator(s) should document all rationales for any changes made after the review and comment period.
- Share the report with the Title IX Coordinator for review and feedback.
- Incorporate any relevant feedback, and share the final report with all parties and their Advisors through secure electronic transmission or hard copy at least ten (10) business days prior to a hearing. The parties and Advisors are also provided with a file of any directly related evidence that was not included in the report.

15. Role and Participation of Witnesses in the Investigation

Witnesses (as distinguished from the parties) who are employees of SUA are strongly encouraged to cooperate with and participate in SUA's investigation and resolution process. Student witnesses and witnesses from outside the SUA community are encouraged to cooperate with SUA investigations and to share what they know about a complaint.

Although in-person interviews for parties and all potential witnesses are preferable, circumstances (e.g., study abroad, summer break) may require individuals to be interviewed remotely. Skype, Zoom, Microsoft Teams, FaceTime, WebEx, or similar technologies may be used for interviews if the Investigator(s) determine that timeliness, efficiency, or other reasons dictate a need for remote interviewing. SUA will take appropriate steps to reasonably ensure the security/privacy of remote interviews.

Witnesses may also provide written statements in lieu of interviews or choose to respond to written questions, if deemed appropriate by the Investigator(s), though not preferred.

16. Recording of Interviews

No unauthorized audio or video recording of any kind is permitted during investigation meetings. If the Investigator(s)

elect to audio and/or video record interviews, all involved parties should be made aware of and consent to audio and/or video recording.

17. Evidentiary Considerations in the Investigation

Neither the investigation nor the hearing will consider: 1) incidents not relevant or not directly related to the possible violation, unless they evidence a pattern, or 2) questions and evidence about the Complainant's sexual predisposition, or 3) questions and evidence about the Complainant's prior or subsequent sexual behavior, unless such questions and evidence about the Complainant's prior sexual behavior are offered to prove that someone other than the Respondent committed the conduct alleged by the Complainant, or if the questions and evidence concern specific incidents of the Complainant's prior or subsequent sexual behavior with respect to the Respondent and are offered to prove consent.

Within the boundaries stated above, the investigation and the hearing can consider character evidence generally, if offered, but that evidence is unlikely to be relevant unless it is fact evidence or relates to a pattern of conduct.

18. Referral for Hearing

Provided that the complaint is not resolved through Informal Resolution, once the final investigation report is shared with the parties, the Title IX Coordinator will refer the matter for a hearing.

The hearing cannot be held less than ten (10) business days from the conclusion of the investigation – when the final investigation report is transmitted to the parties and the Decision-maker – unless all parties and the Decision-maker agree to an expedited timeline.

The Title IX Coordinator will select an appropriate Decision-maker or Decision-makers depending on whether the Respondent is an employee or a student. Allegations involving student-employees in the context of their employment will be directed to the appropriate Decision-maker depending on the context and nature of the alleged misconduct. SUA may use the services of one or more external dispute resolution services, such as JAMS, to serve as Decision-maker or Decision-makers, and/or to serve in any other roles under this policy.

19. Hearing Decision-maker Composition

SUA will designate a single Decision-maker or a three-member panel at the discretion of the Title IX Coordinator. A single Decision-maker will also Chair the hearing. With a panel, one of the three members will be appointed as Chair by the Title IX Coordinator.

The Decision-maker(s) will not have had any previous involvement with the complaint. The Title IX Coordinator may elect to have an alternate sit in throughout the hearing process in the event that a substitute is needed for any reason.

Those who have served as Investigators will be witnesses in the hearing and therefore may not serve as Decision-makers. Those who are serving as Advisors for any party may not serve as Decision-makers in that matter.

The Title IX Coordinator may not serve as a Decision-maker or Chair in the matter but may serve as an administrative facilitator of the hearing if their previous role(s) in the matter do not create a conflict of interest. Otherwise, a designee may fulfill the facilitator role. The hearing will convene at a time and venue determined by the Title IX Coordinator or designee.

20. Evidentiary Considerations in the Hearing

Previous disciplinary action of any kind involving the Respondent may not be used unless there is an allegation of a pattern of misconduct. Such information may also be considered in determining an appropriate sanction upon a determination of responsibility. This information is only considered at the sanction stage of the process, and is not shared until then.

The parties may each submit a written impact and/or mitigation statement prior to the hearing for the consideration of the Decision-maker(s) at the sanction stage of the process when a determination of responsibility is reached.

After post-hearing deliberation, the Decision-maker(s) render(s) a determination based on the preponderance of the evidence; whether it is more likely than not that the Respondent violated the Policy.

21. Notice of Hearing

No less than ten (10) business days prior to the hearing, the Title IX Coordinator or the Chair will send notice of the hearing to the parties. Once mailed, emailed, and/or received in-person, notice will be presumptively delivered.

The notice will contain:

- A description of the alleged violation(s), a list of all policies allegedly violated, a description of the applicable hearing procedures, and a statement of the potential sanctions/responsive actions that could result.
- The time, date, and location of the hearing.
- Description of any technology that will be used to facilitate the hearing.
- Information about the option for the live hearing to occur with the parties located in separate rooms using technology that enables the Decision-maker(s) and

parties to see and hear a party or witness answering questions. Such a request must be raised with the Title IX Coordinator as soon as possible, preferably at least five (5) business days prior to the hearing.
- A list of all those who will attend the hearing, along with an invitation to object to any Decision-maker(s) based on demonstrated bias or conflict of interest. This must be raised with the Title IX Coordinator at least two (2) business days prior to the hearing.
- Information on how the hearing will be recorded and how the parties can access the recording after the hearing.
- A statement that if any party or witness does not appear at the scheduled hearing, the hearing may be held in their absence. For compelling reasons, the Chair may reschedule the hearing.
- Notification that the parties may have the assistance of an Advisor of their choosing at the hearing and will be required to have one present for any questions they may desire to ask. The party must notify the Title IX Coordinator if they wish to conduct cross-examination and do not have an Advisor, and SUA will appoint one. Each party must have an Advisor present if they intend to cross-examine others. There are no exceptions.
- A statement that questions that are repetitive, irrelevant, or harassing are prohibited.
- A statement that parties may note an objection to questions posed.[21]
- A copy of all the materials provided to the Decision-maker(s) about the complaint, unless they have already been provided.[22]
- An invitation to each party to submit to the Chair an impact and/or mitigation statement pre-hearing that the Decision-maker will review during any sanction determination.
- An invitation to contact the Title IX Coordinator to arrange any disability accommodations, language assistance, and/or interpretation services that may be needed at the hearing, at least seven (7) business days prior to the hearing.
- A statement whether parties can or cannot bring mobile phones/devices into the hearing.

Hearings for possible violations that occur near or after the end of an academic term (assuming the Respondent is still subject to this Policy) and are unable to be resolved prior to the end of term will typically be held immediately after the end of the term or during the summer, as needed, to meet the resolution timeline followed by SUA and remain within the 60-90 business day goal for resolution. Employees who do not have 12-month contracts are still expected to participate in resolution proceedings that occur during months between contracts.

22. Alternative Hearing Participation Options

If a party or parties prefer not to attend or cannot attend the hearing in person, the party should request alternative arrangements from the Title IX Coordinator or the Chair as soon as possible, preferably at least five (5) business days prior to the hearing.

The Title IX Coordinator or the Chair can arrange to use technology to allow remote testimony without compromising the fairness of the hearing. Remote options may also be needed for witnesses who cannot appear in person. Any witness who cannot attend in person should let the Title IX Coordinator or the Chair know as soon as possible, preferably at least five (5) business days prior to the hearing, so that appropriate arrangements can be made.

23. Pre-Hearing Preparation

After any necessary consultation with the parties, the Chair will provide the names of persons who have been asked to participate in the hearing, all pertinent documentary evidence, and the final investigation report to the parties at least ten (10) business days prior to the hearing.

Any witness scheduled to participate in the hearing must have been first interviewed by the Investigator(s) or have provided a written statement or answered written questions, unless all parties and the Chair assent to the witness's participation in the hearing. The same holds for any relevant evidence that is first offered at the hearing. If the parties and Chair do not assent to the admission of evidence newly offered at the hearing, the Chair may delay the hearing and/or instruct that the investigation needs to be re-opened to consider that evidence.

The parties will be given a list of the names of the Decision-maker(s) at least five (5) business days in advance of the hearing. All objections to any Decision-maker must be raised in writing, detailing the rationale for the objection, and must be submitted to the Title IX Coordinator as soon as possible and no later than two (2) business days prior to the hearing. Decision-makers will only be removed if the Title IX Coordinator concludes that their actual or perceived bias or conflict of interest precludes an impartial hearing of the complaint.

The Title IX Coordinator will give the Decision-maker(s) a list of the names of all parties, witnesses, and Advisors at least five (5) business days in advance of the hearing. Any Decision-maker who cannot make an objective determination must recuse themselves from the proceedings when notified of the identity of the parties, witnesses, and Advisors in advance of the hearing. If a Decision-maker is unsure of whether a bias or conflict of interest exists, they must raise the concern to the Title IX Coordinator as soon as possible.

During the ten (10) business-day period prior to the hearing, the parties have the opportunity for continued review and

comment on the final investigation report and available evidence. That review and comment can be shared with the Chair at a pre-hearing meeting or at the hearing and will be exchanged between each party by the Chair.

24. Pre-Hearing Meetings

The Chair may convene a pre-hearing meeting or meetings with the parties and/or their Advisors and invite them to submit the questions or topics they (the parties and/or their Advisors) wish to ask or discuss at the hearing, so that the Chair can rule on their relevance ahead of time to avoid any improper evidentiary introduction in the hearing or to provide recommendations for more appropriate phrasing.

This advance review opportunity does not preclude the Advisors from asking a question for the first time at the hearing or from asking for a reconsideration on a pre-hearing ruling by the Chair based on any new information or testimony offered at the hearing. The Chair must document and share with each party their rationale for any exclusion or inclusion at a pre-hearing meeting.

The Chair, **only** with full agreement of the parties, may decide in advance of the hearing that certain witnesses do not need to be present if their testimony can be adequately summarized by the Investigator(s) in the investigation report or during the hearing.

At each pre-hearing meeting with a party and/or their Advisor, the Chair will consider arguments that evidence identified in the final investigation report as relevant is, in fact, not relevant. Similarly, evidence identified as directly related but not relevant by the Investigator(s) may be argued to be relevant. The Chair may rule on these arguments pre-hearing and will exchange those rulings between the parties prior to the hearing to assist in preparation for the hearing. The Chair may consult with legal counsel and/or the Title IX Coordinator or ask either or both to attend pre-hearing meetings.

The pre-hearing meeting(s) will generally not be recorded. The pre-hearing meetings may be conducted as separate meetings with each party/advisors or with all parties/advisors present at the same time, remotely, or as a paper-only exchange. The Chair will work with the parties to establish the format.

25. Hearing Procedures

At the hearing, the Decision-maker(s) have the authority to hear and make determinations on all allegations of discrimination, harassment, and/or retaliation and may also hear and make determinations on any additional alleged policy violations that occurred in concert with the discrimination, harassment, and/or retaliation, even though those collateral allegations may not specifically fall within the Equal Opportunity, Harassment, and Nondiscrimination Policy.

Participants at the hearing will include the Chair, any additional panelists, any hearing facilitator, the Investigator(s) who conducted the investigation, the parties, Advisors to the parties, any called witnesses, and anyone providing authorized accommodations, interpretation and/or assistive services. The Title IX Coordinator may also attend at their sole discretion.

The Chair will answer all questions of procedure. Anyone appearing at the hearing to provide information will respond to questions on their own behalf.

The Chair will allow witnesses who have relevant information to appear at a portion of the hearing to respond to specific questions from the Decision-maker(s) and the parties and the witnesses will then be excused. The Investigator will remain present for the duration of the hearing.

26. Joint Hearings

In hearings involving more than one Respondent and/or involving more than one Complainant who has accused the same individual of substantially similar conduct, the default procedure will be to hear the allegations jointly.

However, the Title IX Coordinator may permit the investigation and/or hearings pertinent to each Respondent or complaint to be conducted separately if there is a compelling reason to do so. In joint hearings, separate determinations of responsibility will be made for each Respondent and/or for each complaint with respect to each alleged policy violation.

27. The Order of the Hearing – Introductions and Explanation of Procedure

The Chair explains the procedures and introduces the participants. This may include a final opportunity for challenge or recusal of the Decision-maker(s) based on bias or conflict of interest. The Chair will rule on any such challenge unless the Chair is the individual who is the subject of the challenge, in which case the Title IX Coordinator will review the challenge and decide.

The Chair and/or hearing facilitator then conducts the hearing according to the hearing process. At the hearing, recording, witness logistics, party logistics, curation of documents, separation of the parties, and other administrative elements of the hearing process may be managed by a non-voting hearing facilitator appointed by the Title IX Coordinator. The hearing facilitator may attend to: logistics of rooms for various parties/witnesses as they wait; flow of parties/witnesses in and out of the hearing space;

ensuring recording and/or virtual conferencing technology is working as intended; copying and distributing materials to participants, as appropriate, etc.

28. Investigator Presents the Final Investigation Report

The Investigator(s) will present a summary of the final investigation report, including items that are contested and those that are not, and will be subject to questioning by the Decision-maker(s) and the parties (through their Advisors). The Investigator(s) may be present during the entire hearing process, but not during deliberations.

Neither the parties nor the Decision-maker(s) should ask the Investigator(s) their opinions on credibility, recommended findings, or determinations, and the Investigators, Advisors, and parties will refrain from discussion of or questions about these assessments. If such information is introduced, the Chair will direct that it be disregarded.

29. Testimony and Questioning

Once the Investigator(s) present(s) their report and respond(s) to questions, the parties and witnesses may provide relevant information in turn, beginning with the Complainant, and then in the order determined by the Chair. The hearing will facilitate questioning of parties and witnesses by the Decision-maker(s) and then by the parties through their Advisors.

All questions are subject to a relevance determination by the Chair. The Advisor, who will remain seated during questioning, will pose the proposed question orally, electronically, or in writing (orally is the default, but other means of submission may be permitted by the Chair upon request if agreed to by all parties and the Chair), the proceeding will pause to allow the Chair to consider it (and state it if it has not been stated aloud), and the Chair will determine whether the question will be permitted, disallowed, or rephrased.[23]

The Chair may invite explanations or persuasive statements regarding relevance with the Advisors, if the Chair so chooses. The Chair will then state their decision on the question for the record and advise the party/witness to whom the question was directed, accordingly. The Chair will explain any decision to exclude a question as not relevant, or to reframe it for relevance.

The Chair will limit or disallow questions on the basis that they are irrelevant, unduly repetitious (and thus irrelevant), or abusive. The Chair has final say on all questions and determinations of relevance. The Chair may consult with legal counsel on any questions of admissibility. The Chair may ask Advisors to frame why a question is or is not relevant from their perspective but will not entertain argument from the Advisors on relevance once the Chair has ruled on a question.

If the parties raise an issue of bias or conflict of interest of an Investigator or Decision-maker at the hearing, the Chair may elect to address those issues, consult with legal counsel, and/or refer them to the Title IX Coordinator, and/or preserve them for appeal. If bias is not in issue at the hearing, the Chair should not permit irrelevant questions that probe for bias.

30. Refusal to Submit to Questioning and Inferences

Any party or witness may choose not to submit to offer evidence and/or answer questions at the hearing, either because they do not attend the hearing, or because they attend but refuse to participate in some or all questioning. The Decision-maker(s) can only rely on whatever relevant evidence is available through the investigation and hearing in making the ultimate determination of responsibility.

The Decision-maker(s) may not draw any inference solely from a party's or witness's absence from the hearing or refusal to submit to cross-examination or answer other questions.

An Advisor may not be called as a witness at a hearing to testify to what their advisee has told them during their role as an Advisor unless the party being advised consents to that information being shared. It is otherwise considered off-limits, and an Advisor who is an institutional employee is temporarily alleviated from mandated reporter responsibilities related to their interaction with their advisee during the Resolution process.

31. Recording Hearings

Hearings (but not deliberations) are recorded by SUA for purposes of review in the event of an appeal. The parties may not record the proceedings and no other unauthorized recordings are permitted.

The Decision-maker(s), the parties, their Advisors, and appropriate administrators of SUA will be permitted to review the recording or review a transcript of the recording, upon request to the Title IX Coordinator. No person will be given or be allowed to make a copy of the recording without permission of the Title IX Coordinator.

32. Deliberation, Decision-making, and Standard of Proof

The Decision-maker(s) will deliberate in closed session to determine whether the Respondent is responsible for the policy violation(s) in question. If a panel is used, a simple majority vote is required to determine the finding. The preponderance of the evidence standard of proof is used. The

hearing facilitator, if any, may be invited to attend the deliberation by the Chair, but is there only to facilitate procedurally, not to address the substance of the allegations.

When there is a finding of responsibility on one or more of the allegations, the Decision-maker(s) may then consider any previously-submitted party impact and/or mitigation statements in determining appropriate sanction(s). The Chair will ensure that each of the parties has an opportunity to review any impact and/or mitigation statement submitted by the other party(ies).

The Decision-maker(s) will review any pertinent conduct history provided by the appropriate administrator and will recommend/determine the appropriate sanction(s) in consultation with any appropriate administrators.

The Chair will then prepare a written deliberation statement detailing all findings and final determinations, the rationale(s) explaining the decision(s), the evidence used in support of the determination(s), the evidence not relied upon in the determination(s), any credibility assessments, and any sanction(s) or recommendation(s) and rationales explaining the sanction(s) and will deliver the statement to the Title IX Coordinator.

The deliberation statement is typically three (3) to five (5) pages in length and should be submitted to the Title IX Coordinator within two (2) business days of the end of deliberations, unless the Title IX Coordinator grants an extension. If an extension is granted, the Title IX Coordinator will notify the parties.

33. Notice of Outcome

Using the deliberation statement, the Title IX Coordinator will work with the Chair to prepare a Notice of Outcome letter. The Title IX Coordinator will then share the letter, which includes the final determination, rationale, and any applicable sanction(s), with the parties and their Advisors within five (5) business days of receiving the deliberation statement. The Notice of Outcome letter may attach or incorporate some or all of the deliberation statement to constitute or support the final determination, rationale, or sanctions, in which case the included portions of the deliberation statement will be considered to be part of the Notice of Outcome.

The Notice of Outcome will be shared with the parties simultaneously. Notification will be made in writing and may be delivered by one or more of the following methods: in person, mailed to the local or permanent address of the parties as indicated in official SUA records, or emailed to the parties' SUA-issued email or otherwise approved account. Once mailed, emailed, and/or received in-person, notice will be presumptively delivered.

The Notice of Outcome will articulate the specific alleged policy violation(s), including the relevant policy section(s), and will contain a description of the procedural steps taken by SUA from the receipt of the misconduct report to the determination, including any and all notifications to the parties, interviews with parties and witnesses, site visits, methods used to obtain evidence, and hearings held.

The Notice of Outcome will specify the finding on each alleged policy violation; the findings of fact that support the determination; conclusions regarding the application of the relevant policy to the facts at issue; a statement of, and rationale for, the result of each allegation to the extent SUA is permitted to share such information under state or federal law; any sanction(s) issued which SUA is permitted to share according to state or federal law; and any remedies that will be provided to the Complainant designed to ensure access to SUA's educational or employment program or activity.

The Notice of Outcome will also include information on when the results are considered final by SUA, will note any changes to the outcome and/or sanction(s) that occur prior to finalization, and the relevant procedures and bases for any appeal.

34. Sanctions

Factors considered when determining a sanction/responsive action may include, but are not limited to:

- The nature, severity of, and circumstances surrounding the violation(s)
- The Respondent's disciplinary history
- The need for sanctions/responsive actions to bring an end to the discrimination, harassment, and/or retaliation
- The need for sanctions/responsive actions to prevent the future recurrence of discrimination, harassment, and/or retaliation
- The need to remedy the effects of the discrimination, harassment, and/or retaliation on the Complainant and the community
- The impact on the parties
- Any other information deemed relevant by the Decision-maker(s)

The sanctions will be implemented as soon as is feasible, either upon the outcome of any appeal or the expiration of the window to appeal without an appeal being requested.

The sanctions described in this Policy are not exclusive of, and may be in addition to, other actions taken or sanctions imposed by external authorities.

If it is later determined that a party or witness intentionally provided false or misleading information, that action could be grounds for re-opening a grievance process at any time, and/or referring that information to another process for resolution.

A. Student Sanctions

The following are common sanctions[24] that may be imposed upon students or organizations singly or in combination:

- *Warning*: A formal statement that the conduct was unacceptable and a warning that further violation of any SUA policy, procedure, or directive will result in more severe sanctions/responsive actions.
- *Required Counseling*: A mandate to meet with and engage in either SUA-sponsored or external counseling to better comprehend the misconduct and its effects.
- *Probation*: A written reprimand for violation of institutional policy, providing for more severe disciplinary sanctions in the event that the student or organization is found in violation of any institutional policy, procedure, or directive within a specified period of time. Terms of the probation will be articulated and may include denial of specified social privileges, exclusion from co-curricular activities, exclusion from designated areas of campus, no-contact orders, and/or other measures deemed appropriate.
- *Suspension*: Termination of student status for a definite period of time not to exceed two years and/or until specific criteria are met. Students who return from suspension are automatically placed on probation through the remainder of their tenure as a student at SUA.
- *Expulsion*: Permanent termination of student status and revocation of rights to be on campus for any reason or to attend SUA-sponsored events. This sanction will be noted permanently as a Conduct Expulsion on the student's official transcript, subject to any applicable expungement policies.
- *Withholding Diploma*: SUA may withhold a student's diploma for a specified period of time and/or deny a student participation in commencement activities as a sanction if the student is found responsible for violating policy.
- *Revocation of Degree*: SUA reserves the right to revoke a degree previously awarded from SUA for fraud, misrepresentation, and/or other violation of SUA policies, procedures, or directives in obtaining the degree, or for other serious violations committed by a student prior to graduation.
- *Other Actions*: In addition to or in place of the above sanctions, SUA may assign any other sanctions as deemed appropriate.

B. Student Organization Sanctions

The following are the common sanctions that may be imposed upon student organizations singly or in combination.

- *Warning*: A formal statement that the conduct was unacceptable and a warning that further violation of any SUA policy, procedure, or directive will result in more severe sanctions/responsive actions.
- *Probation*: A written reprimand for violation of institutional policy, providing for more severe disciplinary sanctions in the event that the organization is found in violation of any institutional policy, procedure, or directive within a specified period of time. Terms of the probation will be articulated and may include denial of specified social and event privileges, denial of SUA funds, ineligibility for honors and awards, restrictions on new member recruitment, no-contact orders, and/or other measures deemed appropriate.
- *Suspension*: Termination of student organization recognition for a definite period of time not to exceed two years and/or until specific criteria are met. During the suspension period, a student organization may not conduct any formal or informal business or participate in SUA-related activities, whether they occur on or off campus. Re-recognition is possible but not guaranteed and will only be considered after the end of the suspension period and based on meeting all re-recognition criteria and obtaining clearance from SUA.
- *Expulsion*: Permanent termination of student organization recognition and revocation of the privilege to congregate and conduct business on campus as an organization for any reason.
- *Loss of Privileges*: Restricted from accessing specific SUA privileges for a specified period of time.
- *Other Actions*: In addition to or in place of the above sanctions, SUA may assign any other sanctions as deemed appropriate.

C. Employee Sanctions/Responsive/Corrective Actions

Responsive actions for an employee who has engaged in harassment, discrimination, and/or retaliation include:

- *Warning – Verbal or Written*
- *Performance Improvement Plan/Management Process*
- *Enhanced supervision, observation, or review*
- *Required Counseling*
- *Required Training or Education*
- *Probation*
- *Denial of Pay Increase/Pay Grade*
- *Loss of Oversight or Supervisory Responsibility*
- *Demotion*
- *Transfer*
- *Reassignment*
- *Delay of (or referral for delay of) tenure track progress*
- *Assignment to new supervisor*
- *Restriction of stipends, research, and/or professional development resources*
- *Suspension/Administrative Leave with pay*
- *Suspension/Administrative Leave without pay*
- *Termination*
- *Other Actions: In addition to or in place of the above sanctions/responsive actions, SUA may assign any other responsive actions as deemed appropriate*

35. Withdrawal or Resignation Before Complaint Resolution

A. Students

If a student Respondent decides not to participate in the resolution process, the process proceeds absent their participation to a reasonable resolution.

If a student Respondent permanently withdraws from SUA, the resolution process typically ends with a dismissal, as SUA loses primary disciplinary jurisdiction over the withdrawn student. However, SUA may continue the resolution process when, at the direction of the Title IX Coordinator, doing so may be necessary to address safety and/or remedy any ongoing effects of the alleged harassment, discrimination and/or retaliation. Regardless of whether the complaint is dismissed or pursued to completion of the resolution process, SUA will continue to address and remedy any systemic issues or concerns that may have contributed to the alleged violation(s), and any ongoing effects of the alleged harassment, discrimination, and/or retaliation.

A student who withdraws or leaves while the process is pending may generally not return to SUA in any capacity, except upon the sole discretion and with the express written permission of the Title IX Coordinator. Admissions and Human Resources will be notified, accordingly. Such exclusion applies to all SUA locations and/or events.

If the student Respondent withdraws or takes a leave for a specified period of time (e.g., one semester or term), the resolution process may continue remotely and, if found in violation, that student is not permitted to return to SUA unless and until all sanctions, if any, have been satisfied.

B. Employees

Should an employee Respondent resign with unresolved allegations pending, the resolution process typically ends, as SUA loses primary disciplinary jurisdiction over the resigned employee. However, SUA may continue the resolution process when, at the discretion of the Title IX Coordinator, doing may be necessary to address safety and/or remedy any ongoing effects of the alleged harassment, discrimination, and/or retaliation.

Regardless of whether the matter is dismissed or pursued to completion of the resolution process, SUA will continue to address and remedy any systemic issues or concerns that contributed to the alleged violation(s), and any ongoing effects of the alleged harassment, discrimination, and/or retaliation.

An employee who resigns with unresolved allegations pending is generally not eligible for academic admission or rehire with SUA or any SUA location, and the records retained by the Title IX Coordinator will reflect that status.

All SUA responses to future inquiries regarding employment references for that individual will include that the former employee resigned during a pending disciplinary matter.

36. Appeals

Any party may submit a written request for appeal ("Request for Appeal") to the Title IX Coordinator within five (5) business days of the delivery of the Notice of Outcome.

A single Appeal Decision-maker will Chair the appeal. No appeal Decision-maker will have been involved in the process previously, including any dismissal appeal that may have been heard earlier in the process. SUA may use the services of one or more external dispute resolution services, such as JAMS, to resolve any appeal.

The Request for Appeal will be forwarded to the Appeal Chair for consideration to determine if the request meets the grounds for appeal (a Review for Standing).

This review is not a review of the merits of the appeal, but solely a determination as to whether the request meets the grounds and is timely filed.

A. Grounds for Appeal

Appeals are limited to the following grounds:

a. A procedural irregularity that affected the outcome of the matter
b. New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter
c. The Title IX Coordinator, Investigator(s), or Decision-maker(s) had a conflict of interest or bias for or against Complainants or Respondents generally or the specific Complainant or Respondent that affected the outcome of the matter

If any of the grounds in the Request for Appeal do not meet the grounds in this Policy, that request will be denied by the Appeal Chair, and all parties and their Advisors will be notified in writing of the denial and the rationale.

If any of the grounds in the Request for Appeal meet the grounds in this Policy, then the Appeal Chair will notify the other party(ies) and their Advisors, the Title IX Coordinator, and, when appropriate, the Investigators and/or the original Decision-maker(s).

All other party(ies) and their Advisors, the Title IX Coordinator, and, when appropriate, the Investigator(s) and/or the original Decision-maker(s) will be mailed, emailed, and/or provided a hard copy of the Request for Appeal with the approved grounds and then be given ten (10) business days to submit a response to the portion of the appeal that was

approved and involves them. All responses, if any, will be forwarded by the Appeal Chair to all parties for review and comment.

The non-appealing party (if any) may also choose to appeal at this time. If so, that will be reviewed to determine if it meets the grounds in this Policy by the Appeal Chair and either denied or approved. If approved, it will be forwarded to the party who initially requested an appeal, the Title IX Coordinator, Investigator(s) and/or original Decision-maker(s), as necessary, who will submit their responses, if any, within ten (10) business days. Any such responses will be circulated for review and comment by all parties. If not approved, the parties will be notified accordingly, in writing.

Neither party may submit any new requests for appeal after this time period. The Appeal Chair will collect any additional information needed and all documentation regarding the approved grounds for appeal and the subsequent responses and the Appeal Chair will render a decision in no more than five (5) business days, barring exigent circumstances. All decisions apply the preponderance of the evidence standard.

A Notice of Appeal Outcome will be sent to all parties simultaneously. The Notice of Appeal Outcome will specify the finding on each ground for appeal, any specific instructions for remand or reconsideration, any sanction(s) that may result which SUA is permitted to share according to state or federal law, and the rationale supporting the essential findings to the extent SUA is permitted to share under state or federal law.

Notification will be made in writing and may be delivered by one or more of the following methods: in person, mailed to the local or permanent address of the parties as indicated in official institutional records, or emailed to the parties' SUA-issued email or otherwise approved account. Once mailed, emailed and/or received in-person, notice will be presumptively delivered.

B. Sanctions Status During the Appeal

Any sanctions imposed as a result of the hearing are stayed (i.e., not implemented) during the appeal process. Supportive measures may be reinstated, subject to the same supportive measure procedures above.

If any of the sanctions are to be implemented immediately post-hearing, but pre-appeal, then the emergency removal procedures (detailed above) for a show cause meeting on the justification for doing so must be permitted within 48 hours of implementation.

SUA may still place holds on official transcripts, diplomas, graduations, and course registration pending the outcome of an appeal when the original sanctions included separation.

C. Appeal Considerations

- Appeals are not intended to provide for a full re-hearing (de novo) of the allegation(s). In most cases, appeals are confined to a review of the written documentation or record of the original hearing and pertinent documentation regarding the specific grounds for appeal.
- Decisions on appeal are to be deferential to the original determination, making changes to the finding(s) only when there is clear error and to the sanction(s)/responsive action(s) only if there is a compelling justification to do so.
- An appeal is not an opportunity for Appeal Decision-maker to substitute their judgment for that of the original Decision-maker(s) merely because they disagree with the finding and/or sanction(s).
- The Appeal Chair/Decision-maker(s) may consult with the Title IX Coordinator and/or legal counsel on questions of procedure or rationale, for clarification, if needed. Documentation of all such consultation will be maintained.
- Appeals granted should normally be remanded to the original Investigator(s) and/or Decision-maker(s) for reconsideration.
- Once an appeal is decided, the outcome is final: further appeals are not permitted, even if a decision or sanction is changed on remand (except in the case of a new hearing).
- In rare cases where an error cannot be cured by the original Decision-maker(s) (as in cases of bias), the Appeal Decision-maker may order a new investigation and/or a new hearing with new Investigator(s) and/or new Decision-maker(s).
- The results of a remand to a Decision-maker(s) cannot be appealed. The results of a new hearing can be appealed, once, on any of the three available appeal grounds.
- In cases that result in reinstatement to SUA or resumption of privileges, all reasonable attempts will be made to restore the Respondent to their prior status, recognizing that some opportunities lost may be irreparable in the short term.

37. Long-Term Remedies/Other Actions

Following the conclusion of the resolution process, and in addition to any sanctions implemented, the Title IX Coordinator may implement additional long-term remedies or actions with respect to the parties and/or the institutional community that are intended to stop the harassment, discrimination, and/or retaliation, remedy the effects, and prevent recurrence.

These remedies/actions may include, but are not limited to:

- Referral to counseling and health services
- Referral to the Employee Assistance Program
- Education to the individual and/or the community

- Permanent alteration of housing assignments
- Permanent alteration of work arrangements for employees
- Provision of campus safety escorts
- Climate surveys
- Policy modification and/or training
- Provision of transportation assistance
- Implementation of long-term contact limitations between the parties
- Implementation of adjustments to academic deadlines, course schedules, etc.

At the discretion of the Title IX Coordinator, certain long-term support or measures may also be provided to the parties even if no policy violation is found.

When no policy violation is found, the Title IX Coordinator will address any remedies SUA owes to the Respondent to ensure no effective denial of educational access.

SUA will maintain the confidentiality of any long-term remedies/actions/measures, provided confidentiality does not impair SUA's ability to provide these services.

38. Failure to Comply with Sanctions and/or Responsive Actions

All Respondents are expected to comply with the assigned sanctions, responsive actions, and/or corrective actions within the timeframe specified by the final Decision-maker(s) (including the Appeal Chair Decision-maker(s).

Failure to abide by the sanction(s)/action(s) imposed by the date specified, whether by refusal, neglect, or any other reason, may result in additional sanction(s)/action(s), including suspension, expulsion, and/or termination from SUA and may be noted on a student's official transcript. Supervisors are expected to enforce completion of sanctions/responsive actions for their employees.

A suspension will only be lifted when compliance is achieved to the satisfaction of the Title IX Coordinator.

39. Recordkeeping

SUA will maintain for a period of at least seven (7) years records of:

a. Each sexual harassment investigation including any determination regarding responsibility and any audio or audiovisual recording or transcript required under federal regulation
b. Any disciplinary sanctions imposed on the Respondent
c. Any remedies provided to the Complainant designed to restore or preserve equal access to SUA's education program or activity
d. Any appeal and the result therefrom
e. Any Informal Resolution and the result therefrom
f. All materials used to train Title IX Coordinators, Investigators, Decision-makers, and any person who facilitates an Informal Resolution process. SUA will make these training materials publicly available on SUA's website.
g. Any actions, including any supportive measures, taken in response to a report or Formal Complaint of sexual harassment, including:
    a. The basis for all conclusions that the response was not deliberately indifferent
    b. Any measures designed to restore or preserve equal access to SUA's education program or activity
    c. If no supportive measures were provided to the Complainant, document the reasons why such a response was not clearly unreasonable in light of the known circumstances

SUA will also maintain any and all records in accordance with state and federal laws.

40. Disabilities Accommodations in the Resolution Process

SUA is committed to providing reasonable accommodations and support to qualified students, employees, or others with disabilities to ensure equal access to SUA's resolution process.

Anyone needing such accommodations or support should contact the Director of Student Services (for students) or Chief Human Resources Officer (for employees and others), who will review the request and, in consultation with the person requesting the accommodation and the Title IX Coordinator, determine which accommodations are appropriate and necessary for full participation in the process.

41. Revision of this Policy and Procedures

This Policy and these procedures supersede any previous policies and procedures addressing harassment, sexual misconduct, discrimination, and/or retaliation, including under Title IX, and will be reviewed and updated annually by the Title IX Coordinator. SUA reserves the right to make changes to this document as necessary, and once those changes are posted online, they are in effect.

During the resolution process, the Title IX Coordinator may make minor modifications to procedures that do not materially jeopardize the fairness owed to any party, such as to accommodate summer schedules. The Title IX Coordinator may also vary procedures materially with notice (on the institutional website, with the appropriate effective date identified) upon determining that changes to law or regulation require policy or procedural alterations not reflected in this Policy and procedures.

If government laws or regulations change – or court decisions alter – the requirements in a way that impacts this document, this document will be construed to comply with the most recent government laws or regulations or court holdings.

This document does not create legally enforceable protections beyond the protections of the background state and federal laws which frame such policies and codes, generally.

This Policy and these procedures are effective January 9, 2025.

APPENDIX B: PROCESS "B"

- Process B is applicable when the Title IX Coordinator determines Process A is inapplicable, e.g., such as when Title IX sexual harassment or offenses subject to Process A have been dismissed.
- If Process A is applicable, Process A must be applied in lieu of Process B.

PROCESS "B"

SUA will act on any formal or informal allegation or notice of violation of the policy on Equal Opportunity, Harassment and Nondiscrimination that is received by the Title IX Coordinator[25] or a member of the administration, faculty, or other employee, with the exception of confidential resources, as articulated in the Policy above.

The procedures described below apply to all allegations of harassment, discrimination, or retaliation, including on the basis of an actual or perceived protected characteristic, involving students, staff, faculty members, or third parties. Process B can apply to sexual harassment (including sexual assault, dating violence, domestic violence, and stalking, as defined previously) when jurisdiction does not fall within Process A, as determined by the Title IX Coordinator. If SUA decides for any reason that a formal hearing is necessary in a particular case, it will follow the Formal Grievance Process set forth in Process A.

These procedures may also be used to address retaliation or collateral misconduct arising from the investigation of or occurring in conjunction with harassing or discriminatory conduct (e.g., vandalism, physical abuse of another). All other allegations of misconduct unrelated to incidents covered by this policy will be addressed through the procedures elaborated in the respective student, faculty, and staff handbooks.

1. Initial Assessment

Upon receipt of a complaint or notice of an alleged policy violation, the Title IX Coordinator initiates a prompt initial assessment to determine the next steps SUA needs to take.

The initial assessment, typically takes one to five (1-5) business days. The Title IX Coordinator will contact the Complainant to offer supportive measures and determine how the Complainant wishes to proceed. This contact with Complainant will include the following information:

- SUA has received a report that the Complainant may have been subjected to sexual harassment.
- A statement that retaliation for filing a complaint or participating in a complaint process, or both, is prohibited.
- Counseling resources within the institution or the community.
- Notice that the Complainant has the right, but not the obligation, to report the matter to law enforcement.
- SUA's investigation procedures.
- A list of potential supportive measures, such as no-contact directives, housing changes, and academic schedule changes.
- The importance of preserving evidence.
- A request for Complainant to meet with the Title IX Coordinator to discuss options for responding to the report.
- Information on how SUA responds to reports of sexual harassment and a description of potential disciplinary consequences.

The steps in an initial assessment can also include:

- The Title IX Coordinator reaches out to the Complainant to offer supportive measures.
- The Title IX Coordinator works with the Complainant to ensure they have an Advisor.
- The Title IX Coordinator works with the Complainant to determine whether the Complainant prefers a supportive response or an Administrative Resolution.
    - If a supportive or remedial response is preferred, the Title IX Coordinator works with the Complainant to identify their wishes and then seeks to facilitate implementation. The Administrative Resolution process is not initiated, though the Complainant can elect to initiate it later, if desired.
    - If an Informal Resolution option is preferred, the Title IX Coordinator assesses whether the complaint is suitable for informal resolution, which informal mechanism may serve the situation best or is available, and may seek to determine if the Respondent is also willing to engage in informal resolution.
    - If Administrative Resolution is preferred, the Title IX Coordinator initiates the investigation process and determines whether the scope of the investigation will address:
        - An Incident, and/or
        - A potential pattern of misconduct, and/or
        - A culture/climate issue

- In many cases, the Title IX Coordinator may determine that a Violence Risk Assessment (VRA) should be conducted by a trained individual as part of the initial assessment. A VRA can aid in ten critical and/or required determinations, including:
    1. Emergency removal of a Respondent on the basis of immediate threat to an individual or the community's physical health/safety
    2. Whether the Title IX Coordinator should pursue/ sign a Formal Complaint absent a willing/able Complainant
    3. Whether the scope of the investigation should include an incident, and/or pattern of misconduct, and/or climate of hostility/harassment
    4. To help identify potential predatory conduct
    5. To help assess/identify grooming behaviors
    6. Whether it is reasonable to try to resolve a complaint through Informal Resolution, and if so, what approach may be most successful
    7. Whether to permit a voluntary withdrawal by the Respondent
    8. Whether to impose transcript notation or communicate with a transfer Recipient about a Respondent
    9. Assessment of appropriate sanctions/remedies (to be applied post-hearing)
    10. Whether a Clery Act Timely Warning/Trespass order/Persona-non-grata is needed

Based on the initial assessment, SUA will generally initiate one of two responses:

- Informal Resolution – typically used for less serious offenses and only when all parties agree to Alternate Resolution, or when the Respondent is willing to accept responsibility for violating policy. This can also include a remedies-only response.
- Administrative Resolution – investigation of policy violation(s) and recommended finding, subject to a determination by the Title IX Coordinator or other Decision-maker and the opportunity to appeal to the Appeals Decision Maker, as discussed in Section 5B.

The investigation and the subsequent Administrative Resolution determine whether the nondiscrimination policy has been violated. If so, SUA will promptly implement effective remedies designed to end the discrimination, prevent recurrence, and address the effects.

The process followed considers the preference of the parties but is ultimately determined at the discretion of the Title IX Coordinator. At any point during the initial assessment or formal investigation, if the Title IX Coordinator determines that reasonable cause does not support the conclusion that policy has been violated, the process will end, and the parties will be notified.

The Complainant may request that the Title IX Coordinator review the reasonable cause determination and/or re-open the investigation. This decision lies in the sole discretion of the Title IX Coordinator, but the request is usually only granted in extraordinary circumstances.

2. Resolution Process

The resolution processes rely on trained administrators to carry out the process. Administrators are identified in an annual distribution of this Policy to all students and their parents/guardians, employees, prospective students, and prospective employees.

Administrators are trained annually in all aspects of the resolution process and can serve in any of the following roles, at the direction of the Title IX Coordinator:

- To provide sensitive intake for and initial advice pertaining to the allegations
- To act as optional process Advisors to the parties
- To facilitate Informal Resolution
- To investigate allegations
- To serve as a Decision-maker
- To serve on an Appeals Board

Administrators receive annual training organized by the Title IX Coordinator, including a review of SUA policies and procedures as well as applicable federal and state laws and regulations so that they are able to appropriately address allegations, provide accurate information to members of the community, protect safety, and promote accountability.

Administrators receive annual training jointly and/or specific to their role. This training includes, but is not limited to:

- The scope of SUA's Equal Opportunity, Harassment and Nondiscrimination Policy
- How to conduct investigations and hearings that protect the safety of Complainants and Respondents, and promote accountability
- Implicit bias and racial inequities, both broadly and in school disciplinary processes
- Disparate treatment
- Reporting, confidentiality, and privacy requirements
- Applicable laws, regulations, and federal regulatory guidance
- How to implement appropriate and situation-specific remedies
- How to investigate in a thorough, reliable, timely and impartial manner
- How to conduct a sexual harassment investigation
- Trauma-informed investigatory and hearing practices that help ensure an impartial and equitable process
- How to uphold fairness, equity, and due process
- How to weigh evidence
- How to conduct questioning
- How to assess credibility

- Impartiality and objectivity
- How to render findings and generate clear, concise, evidence-based rationales
- The definitions of all offenses
- How to apply definitions used by SUA with respect to consent (or the absence or negation of consent) consistently, impartially, and in accordance with policy
- How to conduct an investigation and grievance process including hearings, appeals, and informal resolution processes
- How to serve impartially by avoiding prejudgment of the facts at issue, conflicts of interest, and bias against Respondents and/or Complainants, and on the basis of sex, race, religion, and other protected characteristics
- Any technology to be used at a live hearing
- Issues of relevance of questions and evidence
- Issues of relevance to create an investigation report that fairly summarizes relevant evidence
- How to determine appropriate sanctions in reference to all forms of harassment, discrimination, and/or retaliation allegations
- Recordkeeping
- Statistics on the prevalence of sexual harassment and sexual violence in the educational setting, and the differing rates at which students experience sexual harassment and sexual assault in the educational setting based on their race, sexual orientation, disability, gender, and gender identity.

Specific training is also provided for Appeal Decision-makers, intake personnel, and Advisors.

3. Counterclaims

Counterclaims by the Respondent may be made in good faith but are also sometimes made for purposes of retaliation. SUA is obligated to ensure that any process is not abused for retaliatory purposes.

SUA permits the filing of counterclaims, but uses the initial assessment, described above in the Policy section, to assess whether the allegations are made in good faith. If they are, the allegations will be processed using the resolution procedures below, typically after resolution of the underlying allegation.

A delay in the processing of counterclaims is permitted, accordingly. Occasionally, allegations and counterclaims can be resolved through the same investigation, at the discretion of the Title IX Coordinator. When counterclaims are not made in good faith, they will be considered retaliatory, and may constitute a violation of this Policy.

4. Advisors

A. Expectations of an Advisor

SUA generally expects an Advisor to adjust their schedule to allow them to attend SUA meetings when planned, but SUA may change scheduled meetings to accommodate an Advisor's inability to attend, if doing so does not cause an unreasonable delay.

SUA may also make reasonable provisions to allow an Advisor who cannot attend in person to attend a meeting by telephone, video conferencing, or other similar technologies as may be convenient and available.

Parties whose Advisors are disruptive or who do not abide by SUA policies and procedures may face the loss of that Advisor and/or possible Policy violations.

Advisors are expected to consult with their advisees without disrupting SUA meetings or interviews. Advisors do not represent parties in the process; their role is only to advise.

B. Expectations of the Parties with Respect to Advisors

Each party may choose an Advisor[26] who is eligible and available[27] to accompany them throughout the process. Parties have the right to consult with an attorney, at their own expense, at any stage of the process if they wish to do so, who may serve as an Advisor. The Advisor should not be someone who is also a witness in the process. A party may elect to change Advisors during the process and is not obligated to use the same Advisor throughout.

The parties are expected to inform the Investigators of the identity of their Advisor at least two (2) business days before the date of their first meeting with the Investigator(s) (or as soon as possible if a more expeditious meeting is necessary or desired).

The parties are expected to provide timely notice to the Investigator(s) and/or the Title IX Coordinator if they change Advisors at any time.

Upon written request of a party, SUA will copy the Advisor on all communications between SUA and the party. The Advisor may be asked to sign a non-disclosure agreement (NDA) regarding private, sensitive records.

Witnesses are not permitted to have Advisors in grievance process interviews or meetings.

C. Assistance in Securing an Advisor

For representation, Respondents may wish to contact organizations such as:

- Families Advocating for Campus Equality (FACE) (http://www.facecampusequality.org)
- Stop Abusive and Violent Environments (SAVE) (http://www.saveservices.org)

Complainants may wish to contact organizations such as:

- The Victim Rights Law Center (http://www.victimrights.org)
- The National Center for Victims of Crime (http://www.victimsofcrime.org), which maintains the Crime Victim's Bar Association
- The Time's Up Legal Defense Fund (https://nwlc.org/times-up-legal-defense-fund/)

5. Resolution Options

Proceedings are private. All persons present at any time during the resolution process are expected to maintain the privacy of the proceedings in accord with SUA Policy.

While there is an expectation of privacy around what is discussed during interviews, the parties have discretion to share their own experiences with others if they so choose, but are encouraged to discuss with their Advisors first before doing so.

A. Informal Resolution

Informal Resolution is applicable when the parties voluntarily agree to resolve the matter through Alternate Resolution mediation, restorative practices, etc., or when the Respondent accepts responsibility for violating Policy, or when the Title IX Coordinator can resolve the matter informally by providing remedies to resolve the situation.

It is not necessary to pursue Informal Resolution first in order to pursue Administrative Resolution, and any party participating in Informal Resolution can stop the process at any time and request the Administrative Resolution process. Further, if an Informal Resolution fails after the fact, Administrative Resolution may be pursued.

i. Alternate Resolution

Alternate Resolution is an informal process, such as mediation or restorative practices, by which the parties mutually agree to resolve an allegation. It may be used for less serious, yet inappropriate, behaviors and is encouraged as an alternative to the Administrative Resolution process (described in Section 5B) to resolve conflicts. The parties must consent to the use of Alternate Resolution.

The Title IX Coordinator determines if Alternate Resolution is appropriate, based on the willingness of the parties, the nature of the conduct at issue, and the susceptibility of the conduct to Alternate Resolution.

In an Alternate Resolution meeting, a trained administrator facilitates a dialogue with the parties to an effective resolution, if possible. Institutionally-imposed sanctions are not possible as the result of an Alternate Resolution process, though the parties may agree to accept sanctions and/or appropriate remedies.

The Title IX Coordinator maintains records of any resolution that is reached, and failure to abide by the resolution can result in appropriate enforcement actions.

Alternate Resolution is not typically the primary resolution mechanism used to address reports of violent behavior of any kind or in other cases of serious violations of policy, though it may be made available after the Administrative Resolution process is completed should the parties and the Title IX Coordinator believe it could be beneficial. The results of Alternate Resolution are not appealable.

ii. Respondent Accepts Responsibility for Alleged Violations

The Respondent may accept responsibility for all or part of the alleged policy violations at any point during the resolution process. If the Respondent accepts responsibility, the Title IX Coordinator makes a determination that the individual is in violation of SUA Policy.

The Title IX Coordinator then determines appropriate sanction(s) or responsive actions, which are promptly implemented in order to effectively stop the harassment, discrimination, and/or retaliation; prevent its recurrence; and remedy the effects of the conduct, both on the Complainant and the community.

If the Respondent accepts responsibility for all of the alleged policy violations and the Title IX Coordinator or designee has determined appropriate sanction(s) or responsive actions, which are promptly implemented, the process is over. The Complainant will be informed of this outcome.

If the Respondent accepts responsibility for some of the alleged policy violations and the Title IX Coordinator has determined appropriate sanction(s) or responsive actions, which are promptly implemented, for those violations, then the remaining allegations will continue to be investigated and resolved. The Complainant will be informed of this outcome. The parties are still able to seek Alternate Resolution on the remaining allegations, subject to the stipulations above.

iii. Negotiated Resolution

The Title IX Coordinator, with the consent of the parties, may negotiate and implement any agreement to resolve the allegations that satisfies all parties and SUA.

B. Administrative Resolution

Administrative Resolution can be pursued for any behavior for which the Respondent has not accepted responsibility that constitutes conduct covered by the Equal Opportunity, Harassment, and Nondiscrimination Policy at any time during the process. Administrative Resolution starts with a thorough, reliable, trauma-informed and impartial investigation.

If Administrative Resolution is initiated, the Title IX Coordinator will provide written notification of the investigation to the parties at an appropriate time during the investigation. Typically, notice is given at least 48 hours in advance of an interview. Advance notice facilitates the parties' ability to identify and choose an Advisor, if any, to accompany them to the interview.

Notification will include a meaningful summary of the allegations, will be made in writing, and may be delivered by one or more of the following methods: in person, mailed to the local or permanent address of the parties as indicated in official SUA records, or emailed to the parties' SUA-issued or designated email account.

Once mailed, emailed, and/or received in-person, notice will be presumptively delivered. The notification should include the policies allegedly violated, if known at the time. Alternatively, the policies allegedly violated can be provided at a later date, in writing, as the investigation progresses, and details become clearer.

SUA aims to complete all investigations within a sixty to ninety (60-90) business day time period, which can be extended as necessary for appropriate cause by the Title IX Coordinator, with notice to the parties as appropriate.

Once the decision to commence a formal investigation is made, the Title IX Coordinator and/or their designee appoints the investigator(s), usually within two (2) business days of determining that an investigation should proceed. Investigators may include the Title IX Coordinator, Deputy Title IX Coordinator, Director of Student Services, Chief Human Resources Officer, an external investigator, and/or one or more other individuals designated by the Title IX Coordinator.

The parties may, at any time during the resolution process, raise a concern regarding bias or conflict of interest, and the Title IX Coordinator will determine whether the concern is reasonable and supportable. If so, another Investigator will be assigned and the impact of the bias or conflict, if any, will be remedied. If the bias or conflict relates to the Title IX Coordinator, concerns should be raised with SUA's President.

Investigations are completed expeditiously, though some investigations take weeks or even months, depending on the nature, extent, and complexity of the allegations, availability of witnesses, police involvement, etc.

SUA will make a good faith effort to complete investigations as promptly as circumstances permit and will communicate regularly with the parties to update them on the progress and timing of the investigation.

SUA will provide notice to the parties in writing of any extension of a time period granted in the investigation and fact-finding process that would change the prospective timeframes for the major stages of the complaint process, and the reason for that extension.

SUA will not unreasonably deny a student party's request for an extension of a deadline related to a complaint during periods of examinations or school closures.

SUA may undertake a short delay in its investigation (several days to weeks, to allow evidence collection) when criminal charges based on the same behaviors that invoke SUA's resolution process are being investigated by law enforcement. SUA will promptly resume its investigation and resolution process once notified by law enforcement that the initial evidence collection process is complete.

SUA action(s) are not typically altered or precluded on the grounds that civil or criminal charges involving the underlying incident(s) have been filed or that criminal charges have been dismissed or reduced.

Investigations involve interviews with all relevant parties and witnesses, obtaining available, relevant evidence, and identifying sources of expert information, as necessary.

6. Investigation

Investigators typically take the following steps, if not already completed (not necessarily in this order):

- Determine the identity and contact information of the Complainant
- In coordination with campus partners (e.g., the Title IX Coordinator), initiate or assist with any necessary supportive measures
- Identify all policies implicated by the alleged misconduct
- Assist the Title IX Coordinator, if needed, with conducting an initial assessment to determine if there is reasonable cause to believe the Respondent has violated policy
- If there is insufficient evidence to support reasonable cause, the process is closed with no further action
- Commence a thorough, reliable, trauma-informed, and impartial investigation by developing a strategic investigation plan, including a witness list, evidence list, intended investigation timeframe, and order of interviews for all parties and witnesses
- Meet with the Complainant to finalize their statement, if necessary
- Prepare the initial Notice of Investigation and Allegations (NOIA) on the basis of the initial assessment. Notice may be one step or multiple steps, depending on how the investigation unfolds, and potential policy violations may be added or dropped as more is learned. Investigators will update the NOIA

accordingly and provide it to the parties. The NOIA will generally follow the format of the NOIA under the Formal Grievance Process.
- Notice should inform the parties of their right to have the assistance of an Advisor of their choosing present for all meetings attended by the advisee
- When formal notice is being given, it should provide the parties with a written description of the alleged violation(s), a list of all policies allegedly violated, a description of the applicable procedures, and a statement of the potential sanctions/responsive actions that could result
- Instruct the parties to preserve any evidence that is directly related to the allegations
- Provide the parties and witnesses with an opportunity to review and verify the Investigator's summary notes from interviews and meetings with that specific party or witness
- Make good faith efforts to notify the parties of any meeting or interview involving the other party, in advance when possible
- Interview all relevant individuals and conduct follow-up interviews as necessary
- Allow each party the opportunity to suggest questions they wish the Investigator(s) to ask of the other party and witnesses
- Complete the investigation promptly and without unreasonable deviation from the intended timeline
- Provide regular status updates to the parties throughout the investigation
- Prior to the conclusion of the investigation, summarize for the parties the list of witnesses whose information will be used to render a finding
- Write a comprehensive investigation report fully summarizing the investigation and all evidence
- Provide parties with a copy of the draft investigation report when it is completed, including all relevant evidence, analysis, credibility assessments, and any recommended finding(s)
- Provide each party with a full and fair opportunity to respond to the report in writing within five business days and incorporate that response into the report
- Investigators may choose to respond in writing in the report to the responses of the parties, and/or to share the responses between the parties for their responses, while also ensuring that they do not create a never-ending feedback loop
- Provide the final report to the Title IX Coordinator with one of two options:
    - Include in the report a recommendation to the Title IX Coordinator/Decision-maker on a determination, based on a preponderance of the evidence, whether a policy violation is more likely than not to have occurred; OR
    - Gather, assess, and synthesize evidence without making a finding, conclusion, determination or recommendation

The investigation and any hearing are not adversarial processes between Complainant(s), Respondent(s), and witnesses, but rather a process SUA uses to comply with its obligations under existing law.

The Complainant does not have the burden to prove, nor does the Respondent have a burden to disprove, the underlying allegations(s) of misconduct.

Any evidence available but not disclosed during the investigation might not be considered at a subsequent hearing if intentionally withheld.

7. Determination

Within two to three (2-3) business days of receiving the Investigator's report, the Title IX Coordinator or a trained, designated Decision-maker reviews the report and all responses, and then makes the final determination on the basis of the preponderance of the evidence. The preponderance of the evidence standard is met if SUA determines it is more likely than not that the alleged misconduct occurred, based on the facts available at the time of the decision.

If the record is incomplete, the Title IX Coordinator/Decision-maker may direct a re-opening of the investigation, or may direct or conduct any additional inquiry necessary, including informally meeting with the parties or any witnesses, if needed.

The recommendation of the investigator should be strongly considered but is not binding on the Title IX Coordinator/ Decision-maker. The Title IX Coordinator or Decision-maker may invite and consider impact and/or mitigation statements from the parties if and when determining appropriate sanction(s), if any.

The Title IX Coordinator then timely provides the parties with a written Notice of Outcome of the complaint, including whether a policy violation was found to have occurred, the basis for that determination, including factual findings, and any sanction(s), delivered simultaneously (without undue delay) to the parties.

8. Additional Details of the Investigation Process

A. Witness responsibilities

Witnesses (as distinguished from the parties) who are faculty or staff of SUA are expected to cooperate with and participate in SUA's investigation and resolution process. Failure of a witness to cooperate with and/or participate in the investigation or resolution process constitutes a violation of Policy and may be subject to discipline.

B. Remote processes

Parties and witnesses may be interviewed remotely by phone, video conferencing, or similar technologies if the Investigator(s) or Decision-maker determine that timeliness or efficiency dictates a need for remote interviewing. Witnesses may also provide written statements in lieu of interviews, or respond to questions in writing, if deemed appropriate by the Investigator(s), though this approach is not ideal. Where remote technologies are used, SUA makes reasonable efforts to ensure privacy, and that any technology does not work to the detriment of any party or subject them to unfairness.

C. Recording

No unauthorized audio or video recording of any kind is permitted during the resolution process. If the Investigator(s) elect(s) to audio and/or video record interviews, all involved parties must be made aware of and consent to audio and/or video recording.

D. Evidence

Any evidence that is relevant and credible may be considered, including an individual's prior misconduct history as well as evidence indicating a pattern of misconduct. The process should exclude irrelevant or immaterial evidence and may disregard evidence lacking in credibility or that is improperly prejudicial.

E. Sexual History/Patterns

Neither the investigation nor any hearing will consider: 1) incidents not relevant or not directly related to the possible violation, unless they evidence a pattern, or 2) questions and evidence about the Complainant's sexual predisposition, or 3) questions and evidence about the Complainant's prior or subsequent sexual behavior, unless such questions and evidence about the Complainant's prior sexual behavior are offered to prove that someone other than the Respondent committed the conduct alleged by the Complainant, or if the questions and evidence concern specific incidents of the Complainant's prior or subsequent sexual behavior with respect to the Respondent and are offered to prove consent. Before allowing the consideration of any evidence in this section, the investigator or hearing officer should provide a written explanation to the parties as to why consideration of the evidence is consistent with the above.

Within the boundaries stated above, the investigation and the hearing can consider character evidence generally, if offered, but that evidence is unlikely to be relevant unless it is fact evidence or relates to a pattern of conduct.

F. Previous allegations/violations

While previous conduct violations by the Respondent are not generally admissible as information supporting the current allegation, the Investigator(s) may supply the Title IX Coordinator with information about previous good faith allegations and/or findings, when that information suggests potential pattern and/or predatory conduct.

Previous disciplinary action of any kind involving the Respondent may be considered in determining the appropriate sanction(s).

G. Character witnesses

Character witnesses or evidence may be offered. The investigation and hearing will determine if the character evidence is relevant. If so, it may be considered. If not, it will be excluded.

H. Notification of outcome

If the Respondent admits to the violation(s), or is found in violation, the Title IX Coordinator in consultation with other administrators as appropriate determines sanction(s) and/or responsive actions, which are promptly implemented in order to effectively stop the harassment, discrimination, and/or retaliation; prevent its recurrence; and remedy the effects of the discriminatory conduct, both on the Complainant and the community.

The Title IX Coordinator informs the parties of the determination within two to three (2-3) business days of the resolution, ideally simultaneously, but without significant time delay between notifications. Notifications are made in writing and may be delivered by one or more of the following methods: in person; mailed to the local or permanent address of the parties as indicated in official SUA records; or emailed to the parties' SUA-issued or designated email account. Once mailed, emailed, and/or received in-person, notice is presumptively delivered.

The Notification of Outcome specifies the finding for each alleged policy violation, any sanction(s) that may result which SUA is permitted to share pursuant to state or federal law, and the rationale supporting the essential findings to the extent SUA is permitted to share under state or federal law.

The notice will detail when the determination is considered final and will detail any changes that are made prior to finalization.

Unless based on an acceptance of violation by the Respondent, the determination may be appealed by either party. The Notification of Outcome also includes the grounds on which the parties may appeal and the steps the parties may take to request an appeal of the findings. More information about the appeal procedures can be found below.

9. Sanctions

Factors considered when determining any sanction(s)/responsive action(s) may include, but are not limited to:

- The nature, severity of, and circumstances surrounding the violation
- An individual's disciplinary history
- Previous allegations or allegations involving similar conduct
- The need for sanctions/responsive actions to bring an end to the discrimination, harassment, and/or retaliation
- The need for sanctions/responsive actions to prevent the future recurrence of discrimination, harassment, and/or retaliation
- The need to remedy the effects of the discrimination, harassment, and/or retaliation on the Complainant and the community
- The impact on the parties
- Any other information deemed relevant by the Title IX Coordinator

The sanction(s) will be implemented as soon as is feasible. The sanctions described in this policy are not exclusive of, and may be in addition to, other actions taken, or sanctions imposed by outside authorities.

A. Student Sanctions

The following are the sanctions[28] that may be imposed upon students singularly or in combination:

- *Warning*: A formal statement that the conduct was unacceptable and a warning that further violation of any SUA policy, procedure, or directive will result in more severe sanctions/responsive actions.
- *Required Counseling*: A mandate to meet with and engage in either SUA-sponsored or external counseling to better comprehend the misconduct and its effects.
- *Probation*: A written reprimand for violation of institutional policy, providing for more severe disciplinary sanctions in the event that the student or organization is found in violation of any institutional policy, procedure, or directive within a specified period of time. Terms of the probation will be articulated and may include denial of specified social privileges, exclusion from co-curricular activities, exclusion from designated areas of campus, no-contact orders, and/or other measures deemed appropriate.
- *Suspension*: Termination of student status for a definite period of time not to exceed two years and/or until specific criteria are met. Students who return from suspension are automatically placed on probation through the remainder of their tenure as a student at SUA.
- *Expulsion*: Permanent termination of student status and revocation of rights to be on campus for any reason or to attend SUA-sponsored events. This sanction will be noted permanently as a Conduct Expulsion on the student's official transcript, subject to any applicable expungement policies.
- *Withholding Diploma*: SUA may withhold a student's diploma for a specified period of time and/or deny a student participation in commencement activities as a sanction if the student is found responsible for violating policy.
- *Revocation of Degree*: SUA reserves the right to revoke a degree previously awarded from SUA for fraud, misrepresentation, and/or other violation of SUA policies, procedures, or directives in obtaining the degree, or for other serious violations committed by a student prior to graduation.
- *Other Actions*: In addition to or in place of the above sanctions, SUA may assign any other sanctions as deemed appropriate.

B. Student Organization Sanctions

The following are the common sanctions that may be imposed upon student organizations singularly or in combination.

- *Warning*: A formal statement that the conduct was unacceptable and a warning that further violation of any SUA policy, procedure, or directive will result in more severe sanctions/responsive actions.
- *Probation*: A written reprimand for violation of institutional policy, providing for more severe disciplinary sanctions in the event that the organization is found in violation of any institutional policy, procedure, or directive within a specified period of time. Terms of the probation will be articulated and may include denial of specified social and event privileges, denial of SUA funds, ineligibility for honors and awards, restrictions on new member recruitment, no-contact orders, and/or other measures deemed appropriate.
- *Suspension*: Termination of student organization recognition for a definite period of time not to exceed two years and/or until specific criteria are met. During the suspension period, a student organization may not conduct any formal or informal business or participate in SUA-related activities, whether they occur on or off campus. Re-recognition is possible but not guaranteed and will only be considered after the end of the suspension period and based on meeting all re-recognition criteria and obtaining clearance from SUA.
- *Expulsion*: Permanent termination of student organization recognition and revocation of the privilege to congregate and conduct business on campus as an organization for any reason.
- *Loss of Privileges*: Restricted from accessing specific SUA privileges for a specified period of time.
- *Other Actions*: In addition to or in place of the above sanctions, SUA may assign any other sanctions as deemed appropriate.

C. Employee Sanctions/Responsive/Corrective Actions

Responsive actions for an employee who has engaged in harassment, discrimination, and/or retaliation include:

- *Warning – Verbal or Written*

- *Performance Improvement Plan/Management Process*
- *Enhanced supervision, observation, or review*
- *Required Counseling*
- *Required Training or Education*
- *Probation*
- *Denial of Pay Increase/Pay Grade*
- *Loss of Oversight or Supervisory Responsibility*
- *Demotion*
- *Transfer*
- *Reassignment*
- *Delay of (or referral for delay of) tenure track progress*
- *Assignment to new supervisor*
- *Restriction of stipends, research, and/or professional development resources*
- *Suspension/Administrative Leave with pay*
- *Suspension/Administrative Leave without pay*
- *Termination*
- *Other Actions:* In addition to or in place of the above sanctions/responsive actions, SUA may assign any other sanctions/responsive actions as deemed appropriate

10. Withdrawal or Resignation Before Complaint Resolution

A. Students

If a student Respondent decides not to participate in the resolution process, the process proceeds absent their participation to a reasonable resolution.

If a student Respondent permanently withdraws from SUA, the resolution process typically ends with a dismissal, as SUA loses primary disciplinary jurisdiction over the withdrawn student. However, SUA may continue the resolution process when, at the direction of the Title IX Coordinator, doing so may be necessary to address safety and/or remedy any ongoing effects of the alleged harassment, discrimination and/or retaliation.

Regardless of whether the complaint is dismissed or pursued to completion of the resolution process, SUA will continue to address and remedy any systemic issues or concerns that may have contributed to the alleged violation(s), and any ongoing effects of the alleged harassment, discrimination, and/or retaliation.

A student who withdraws or leaves while the process is pending may generally not return to SUA in any capacity, except upon the sole discretion and with the express written permission of the Title IX Coordinator. Admissions and Human Resources will be notified, accordingly. Such exclusion applies to all SUA locations and/or events.

If the student Respondent withdraws or takes a leave for a specified period of time (e.g., one semester or term), the resolution process may continue remotely and, if found in violation, that student is not permitted to return to SUA unless and until all sanctions, if any, have been satisfied.

B. Employees

Should an employee Respondent resign with unresolved allegations pending, the resolution process typically ends, as SUA loses primary disciplinary jurisdiction over the resigned employee. However, SUA may continue the resolution process when, at the discretion of the Title IX Coordinator, doing may be necessary to address safety and/or remedy any ongoing effects of the alleged harassment, discrimination, and/or retaliation.

Regardless of whether the matter is dismissed or pursued to completion of the resolution process, SUA will continue to address and remedy any systemic issues or concerns that contributed to the alleged violation(s), and any ongoing effects of the alleged harassment, discrimination, and/or retaliation.

An employee who resigns with unresolved allegations pending is generally not eligible for academic admission or rehire with SUA or any SUA location, and the records retained by the Title IX Coordinator will reflect that status.

All SUA responses to future inquiries regarding employment references for that individual will include that the former employee resigned during a pending disciplinary matter.

11. Appeals

All requests for appeal consideration must be submitted in writing to the Title IX Coordinator within five (5) business days of the delivery of the written finding of the Title IX Coordinator or Decision-maker. Any party may appeal the findings only under the grounds described below.

Appeal Process for Students: Students may appeal to the Dean of Students or to the Student Conduct & Resolution Appeals Board as outlined in the Student Code of Conduct Policy and Procedures.

Appeals by Faculty, Staff and Others: Faculty, staff, and others may appeal to the President (or the President's designee).

Appeals are limited to the following grounds:

- A procedural error or omission occurred that significantly impacted the outcome of the hearing (e.g., substantiated bias, material deviation from established procedures, failure to correctly apply the evidentiary standard).
- To consider new evidence, unknown or unavailable during the investigation, that could substantially impact the original finding or sanction. A summary of this new evidence and its potential impact must be included.
- The sanctions imposed fall outside the range of sanctions SUA has designated for this offense and the cumulative record of the Respondent.

When any party requests an appeal, the Title IX Coordinator will share the appeal request with the other party(ies) or other appropriate persons who may file a response within three (3) business days. The other party may also bring their own appeal on separate grounds.

If new grounds are raised, the original appealing party will be permitted to submit a written response to these new grounds within ten (10) business days. These responses or appeal requests will be shared with each party. The Appeal Chair/Panel will review the appeal request(s) within ten (10) business days of completing the pre-appeal exchange of materials. If grounds are not sufficient for an appeal, or the appeal is not timely, the appeal Chair/Panel dismisses the appeal.

When the appeal Chair/panel finds that at least one of the grounds is met by at least one party, additional principles governing the review of appeals include the following:

- Decisions by the Appeal Chair/Panel are to be deferential to the original decision, making changes to the finding only when there is clear error and to the sanction(s)/responsive action(s) only if there is compelling justification to do so.
- Appeals are not intended to be full re-hearings (de novo) of the allegation(s). In most cases, appeals are confined to a review of the written documentation or record of the investigation and pertinent documentation regarding the grounds for appeal.
- An appeal is not an opportunity for the Dean/Appeals Board/President to substitute their judgment for that of the original Investigator(s) or Title IX Coordinator/Decision-maker merely because they disagree with the finding and/or sanction(s).
- Appeals granted based on new evidence should normally be remanded to the Investigator(s) for reconsideration. Other appeals should be remanded at the discretion of the Dean/Appeals Board/President.
- Sanctions imposed as the result of Administrative Resolution are implemented immediately unless the Title IX Coordinator stays their implementation in extraordinary circumstances, pending the outcome of the appeal.
    - For students: Graduation, study abroad, internships/ externships, etc., do NOT in and of themselves constitute exigent circumstances, and students may not be able to participate in those activities during their appeal.
- All parties will be informed in writing within five (5) business days of the outcome of the appeal without significant time delay between notifications, and in accordance with the standards for Notice of Outcome as defined above.
- Once an appeal is decided, the outcome is final; further appeals are not permitted, even if a decision or sanction is changed on remand.
- In rare cases when a procedural or substantive error cannot be cured by the original Investigator(s) and/or Title IX Coordinator/Decision-maker (as in cases of bias), the Appeal Chair/Panel may recommend a new investigation and/or Administrative Resolution process, including a new resolution administrator.
- The results of a new Administrative Resolution process can be appealed once, on any of the three applicable grounds for appeals.
- In cases in which the appeal results in Respondent's reinstatement to SUA or resumption of privileges, all reasonable attempts will be made to restore the Respondent to their prior status, recognizing that some opportunities lost may be irreparable in the short term.

12. Long-Term Remedies/Actions

Following the conclusion of the resolution process, and in addition to any sanctions implemented, the Title IX Coordinator may implement long-term remedies or actions with respect to the parties and/or the campus community to stop the harassment, discrimination, and/or retaliation; remedy its effects; and prevent its recurrence.

These remedies/actions may include, but are not limited to:

- Referral to counseling and health services
- Referral to the Employee Assistance Program
- Education to the community
- Permanent alteration of housing assignments
- Permanent alteration of work arrangements for employees
- Provision of campus safety escorts
- Climate surveys
- Policy modification
- Provision of transportation accommodations
- Implementation of long-term contact limitations between the parties
- Implementation of adjustments to academic deadlines, course schedules, etc.

At the discretion of the Title IX Coordinator, long-term remedies may also be provided to the Complainant even if no policy violation is found.

When no policy violation is found, the Title IX Coordinator will address any remedial requirements owed by SUA to the Respondent.

13. Failure to Comply with Sanctions and/or Responsive Actions

All Respondents are expected to comply with conduct sanctions, responsive actions, and corrective actions within the timeframe specified by the Title IX Coordinator.

Failure to abide by the sanction(s)/action(s) imposed by the date specified, whether by refusal, neglect, or any other

reason, may result in additional sanction(s)/responsive/corrective action(s), including suspension, expulsion, and/or termination from SUA and may be noted on a student's official transcript.

A suspension will only be lifted when compliance is achieved to the satisfaction of the Title IX Coordinator.

14. Recordkeeping

In implementing this policy, records of all allegations, investigations, resolutions, and hearings will be kept indefinitely, or as required by state or federal law or institutional policy, by the Title IX Coordinator in the Title IX case database.

15. Disabilities Accommodation in the Resolution Process

SUA is committed to providing reasonable accommodations and support to qualified students, employees, or others with disabilities to ensure equal access to the resolution process at SUA. Anyone needing such accommodations or support should contact the Director of Student Services for students and the Chief Human Resources Officer for employees, who will review the request and, in consultation with the person requesting the accommodation, and the Title IX Coordinator, determine which accommodations are appropriate and necessary for full participation in the process.

16. Revision

These policies and procedures will be reviewed and updated annually by the Title IX Coordinator. SUA reserves the right to make changes to this document as necessary and once those changes are posted online, they are in effect.

The Title IX Coordinator may make minor modifications to these procedures that do not materially jeopardize the fairness owed to any party, such as to accommodate summer schedules.

The Title IX Coordinator may also vary procedures materially with notice (on SUA's website, with the appropriate effective date identified) upon determining that changes to law or regulation require policy or procedural alterations not reflected in this policy and procedure.

Procedures in effect at the time of the resolution will apply to resolution of incidents, regardless of when the incident occurred.

Policy in effect at the time of the offense will apply even if the policy is changed subsequently but prior to resolution, unless the parties consent to be bound by the current policy.

If government regulations change in a way that impacts this document, this document will be construed to comply with the most recent government regulations.

This document does not create legally enforceable protections beyond the protection of the background state and federal laws which frame such policies and codes, generally.

APPENDIX C: POLICY EXAMPLES

Some examples of possible sexual harassment include:

- A professor offers for a student to have sex or go on a date with them in exchange for a good grade. This constitutes sexual harassment regardless of whether the student agrees to the request and irrespective of whether a good grade is promised or a bad grade is threatened.
- A student repeatedly sends graphic, sexually-oriented jokes and pictures to hundreds of other students via social media. Many don't find it funny and ask them to stop, but they do not. Because of these jokes, one student avoids the sender on campus and in the residence hall in which they both live, eventually asking to move to a different building and dropping a class they had together.
- A professor engages students in class in discussions about the students' past sexual experiences, yet the conversations are not in any way germane to the subject matter of the class. The professor inquires about explicit details and demands that students answer them, though the students are clearly uncomfortable and hesitant.
- An ex-partner widely spreads false stories about their sex life with their former partner to the clear discomfort and frustration of the former partner, turning the former partner into a social pariah on campus.
- Chris has recently transitioned from male to nonbinary, but primarily expresses as a female. Since their transition, Chris has noticed that their African Studies professor, Dr. Mukembo, pays them a lot more attention. Chris is sexually attracted to Professor Mukembo and believes the attraction is mutual. Chris decides to act on the attraction. One day, Chris visits Dr. Mukembo during office hours, and after a long conversation about being nonbinary, Chris kisses Dr. Mukembo. Dr. Mukembo is taken aback, stops the kiss, and tells Chris not to do that. Dr. Mukembo explains to Chris that they are not interested in Chris sexually or romantically. Chris takes it hard, crying to Dr. Mukembo about how hard it is to find someone who is interested in them now based on their gender identity. Dr. Mukembo feels sorry for Chris and softens the blow by telling them that no matter whether they like Chris or not, faculty-student relationships are prohibited by the university. Chris takes this as encouragement. One night, Chris goes to a gay bar some distance from campus and sees Dr. Mukembo at the bar. Chris tries to buy Dr. Mukembo a drink and, again, tries to kiss Dr. Mukembo. Dr. Mukembo leaves the bar abruptly. The next day, Chris makes several online posts that out Dr.

Mukembo as gay and raise questions about whether they are sexually involved with students. Dr. Mukembo contacts the Title IX Office and alleges that Chris is sexually harassing him.

Examples of Stalking

- Students A and B were "friends with benefits." Student A wanted a more serious relationship, which caused student B to end the relationship. Student A could not let go, and relentlessly pursued Student B. Student B obtained a campus no-contact order. Subsequently, Student B discovered their social media accounts were being accessed, and things were being posted and messaged as if they were from them, but they were not. Whoever accessed their account posted a picture of a penis, making it look as if Student B had sent out a picture of themselves, though it was not their penis. This caused them considerable embarrassment and social anxiety. They changed their passwords, only to have it happen again. Seeking help from the Title IX Coordinator, Student B met with the IT department, which discovered an app on their phone and a keystroke recorder on their laptop, both of which were being used to transmit their data to a third party.
- A graduate student working as an on-campus tutor received flowers and gifts delivered to their office. After learning the gifts were from a student they recently tutored, the graduate student thanked the student and stated that it was not necessary and they would appreciate it if the gift deliveries stopped. The student then started leaving notes of love and gratitude on the tutor's car, both on-campus and at home. Asked again to stop, the student stated by email, "You can ask me to stop, but I'm not giving up. We are meant to be together, and I'll do anything to make you have the feelings for me that I have for you." When the tutor did not respond, the student emailed again, "You cannot escape me. I will track you to the ends of the earth. If I can't have you, no one will."

Examples of Sexual Assault:

- Amanda and Bill meet at a party. They spend the evening dancing and getting to know each other. Bill convinces Amanda to come up to his room. From 11:00 p.m. until 3:00 a.m., Bill uses every line he can think of to convince Amanda to have sex with him, but she adamantly refuses. Despite her clear communications that she is not interested in doing anything sexual with him, Bill keeps at her, questions her religious convictions, and accuses her of being "a prude." He brings up several rumors that he has heard about how she performed oral sex on a number of other guys. Finally, it seems to Bill that her resolve is weakening, and he convinces her to "jerk him off" (hand to genital contact). Amanda would have never done it but for Bill's incessant coercion.
- Jiang is a junior. Beth is a sophomore. Jiang comes to Beth's residence hall room with some mutual friends to watch a movie. Jiang and Beth, who have never met before, are attracted to each other. After the movie, everyone leaves, and Jiang and Beth are alone. They hit it off, soon become more intimate, and start to make out. Jiang verbally expresses his desire to have sex with Beth. Beth, who was abused by a babysitter at the age of five and avoids sexual relations as a result, is shocked at how quickly things are progressing. As Jiang takes her by the wrist over to the bed, lays her down, undresses her, and begins to have intercourse with Beth, Beth has a severe flashback to her childhood trauma. She wants to tell Jiang to stop but cannot. Beth is stiff and unresponsive during the intercourse.
- Kevin and John are at a party. Kevin is not sure how much John has been drinking, but he is pretty sure it's a lot. After the party, he walks John to his apartment, and John comes on to Kevin, initiating sexual activity. Kevin asks John if he is really up to this, and John says yes. They remove each other's clothes, and they end up in John's bed. Suddenly, John runs for the bathroom. When he returns, his face is pale, and Kevin thinks he may have thrown up. John gets back into bed, and they begin to have sexual intercourse. Kevin is having a good time, though he can't help but notice that John seems pretty groggy and passive, and he thinks John may have even passed out briefly during sex, but he came to again. When Kevin runs into John the next day, he thanks him for the great night. John remembers nothing and decides to make a report to the Dean.

Examples of Retaliation:

- A student-athlete alleges sexual harassment by a coach; the coach subsequently cuts the student-athlete's playing time without a legitimate justification.
- A faculty member alleges gender inequity in pay within her department; the Department Chair then revokes approval for the faculty member to attend a national conference, citing the faculty member's allegations.
- A student from Organization A participates in a sexual harassment investigation as a witness whose testimony is damaging to the Respondent, who is also a member of Organization A; the student is subsequently removed as a member of Organization A because of their participation in the investigation.

APPENDIX D: STATISTICS ON THE PREVALENCE OF SEXUAL HARASSMENT AND SEXUAL ASSAULT IN THE EDUCATION SETTING

SUA provides training under its Policy that includes the following information and statistics:

a. Sex discrimination, including sexual harassment and violence, harms all students, undermines students' physical safety, impedes students' ability to learn, and can reinforce social inequality throughout a student's lifetime.
b. Sexual harassment and violence in higher education is pervasive. According to research published by the American Association of University Women, during college, 62 percent of women and 61 percent of men experience sexual harassment. The Association of American Universities (AAU) survey of students shows that more than 1 in 5 women and nearly 1 in 18 men are sexually assaulted in college.
c. Historically marginalized and underrepresented groups are more likely to experience sexual harassment than their peers. Research from GLSEN and the Centers for Disease Control and Prevention show that more than one-half of LGBTQ students 13 to 21 years of age, inclusive, are sexually harassed at school. An AAU survey indicates that nearly one in four transgender and gender-nonconforming students are sexually assaulted during college. According to a National Women's Law Center (NWLC) report, students with disabilities are 2.9 times more likely than their peers to be sexually assaulted.
d. Sexual harassment occurs both on campus and in off-campus spaces associated with school. Nationwide, nearly 9 in 10 college students live off campus and 41 percent of college sexual assaults involve off-campus parties. Research by the Rape, Abuse & Incest National Network indicates that only 8 percent of all sexual assaults occur on school property.
e. Survivors generally underreport instances of sexual harassment and assault. The NWLC reports that only 12 percent of college survivors report sexual assault to their schools or the police.
f. Research published in the Journal of College Student Retention: Research, Theory & Practice demonstrates that 34 percent of sexual harassment and violence survivors drop out of college.

Footnotes

1) Throughout this policy, the pronouns "they," "them" and "their" are used intentionally to be inclusive of all genders and gender identities.

2) For the purpose of this policy, privacy and confidentiality have distinct meanings. **Privacy** means that information related to a complaint will be shared with a limited number of SUA employees who "need to know" in order to assist in the assessment, investigation, and resolution of the report. All employees who are involved in SUA's response to notice under this policy receive specific training and guidance about sharing and safeguarding private information in accordance with state and federal law. The privacy of student education records will be protected in accordance with the Family Educational Rights and Privacy Act ("FERPA"), as outlined in SUA's Student Records Policy. The privacy of employee records will be protected in accordance with Human Resources policies. **Confidentiality** exists in the context of laws that protect certain relationships, including those who provide services related to medical and clinical care, mental health providers, counselors, and ordained clergy. The law creates a privilege between certain health care providers, mental health care providers, attorneys, clergy, spouses, and others, with their patients, clients, parishioners, and spouses. SUA has designated individuals who have the ability to have privileged communications as Confidential Resources. For more information about Confidential Resources, see Section 22A. When information is shared by a Complainant with a Confidential Resource, the Confidential Resource cannot reveal the information to any third party except when an applicable law or a court order requires or permits disclosure of such information. For example, information may be disclosed when: (i) the individual gives written consent for its disclosure; (ii) there is a concern that the individual will likely cause serious physical harm to self or others; or (iii) the information concerns conduct involving suspected abuse or neglect of a minor under the age of 18, elders, or individuals with disabilities. Non-identifiable information may be shared by Confidential Resources for statistical tracking purposes as required by the federal Clery Act. Other information may be shared as required by law.

3) Not to be confused with those mandated by state law to report child abuse, elder abuse, and/or abuse of individuals with disabilities to appropriate officials, though these responsibilities may overlap with those who have mandated reporting responsibility in this policy.

4) If SUA provides student and/or faculty/staff housing, and the sexual harassment occurs in a SUA-owned residence with a residential Complainant, then the HUD/FHA definition of sexual harassment--which tracks the Title VII definition -- will also apply.

5) Unwelcomeness is subjective and determined by the Complainant (except when the Complainant is younger than the age of consent, which is 18 in California). Severity, pervasiveness, and objective offensiveness are evaluated based on the totality of the circumstances from the perspective of a reasonable person in the same or similar circumstances ("in the shoes of the Complainant"), including the context in which the alleged incident occurred and any similar, previous patterns that may be evidenced. This definition is broad enough to potentially encompass forms of sex-based disparate treatment, even if not harassing in nature.

6) A "sexual act" is specifically defined by federal regulations to include one or more of the following:

Rape:

- Penetration, no matter how slight, of the vagina or anus with any body part or object, or oral penetration by a sex organ of another person,
- without their consent,
- including instances where they are incapable of giving consent because of age or because of temporary or permanent mental or physical incapacity.

Sodomy:

- Oral or anal sexual intercourse with a Complainant,
- forcibly, and/or
- against their will (non-consensually), or
- not forcibly or against their will in instances in which the Complainant is incapable of giving consent because of age or because of temporary or permanent mental or physical incapacity.

Sexual Assault with an Object:

- The use of an object or instrument to penetrate,
- however slightly,
- the genital or anal opening of the body of the Complainant,
- forcibly, and/or
- against their will (non-consensually), or
- not forcibly or against their will in instances in which the Complainant is incapable of giving consent because of age or because of temporary or permanent mental or physical incapacity.

Fondling:

- The touching of the private body parts of the Complainant (buttocks, groin, breasts),
- for the purpose of sexual gratification,
- forcibly, and/or
- against their will (non-consensually), or
- not forcibly or against their will in instances in which the Complainant is incapable of giving consent because of age or because of temporary or permanent mental or physical incapacity.

7) This would include having another person touch you sexually, forcibly, or without their consent.

8) California defines "domestic violence" as abuse committed against an adult or a minor who is a spouse, former spouse, cohabitant, former cohabitant, or person with whom the suspect has had a child or is having or has had a dating or engagement relationship. In California, dating violence is included within the definition of domestic violence.

9) Under California law, "any person who willfully, maliciously, and repeatedly follows or willfully and maliciously harasses another person and who makes a credible threat with the intent to place that person in reasonable fear for his or her safety, or the safety of his or her immediate family is guilty of the crime of stalking," which is applicable to criminal prosecutions, but may differ from the definition used on campus to address policy violations.

10) The state definition of consent is "positive cooperation in act or attitude pursuant to the exercise of free will. The person must act freely and voluntarily and have knowledge of the nature of the act and the transaction involved." A current or previous dating or marital relationship shall not be sufficient to constitute consent where consent is an issue. This definition of consent is applicable to criminal prosecutions for sex offenses in California but may differ from the definition used on campus to address policy violations.

11) California Education Code Section 67386 /SB 967 establishes an affirmative consent standard in the determination of whether consent was given by both parties to sexual activity.

12) Bondage, discipline/dominance, submission/sadism, and masochism.

13) Retaliation allegations can be routed exclusively through Process B if SUA so elects, but where retaliation and sexual harassment allegations are both alleged, SUA may use Process A to resolve all together.

14) VAWA is the Violence Against Women Act, enacted in 1994 codified in part at 42 U.S.C. sections 13701 through 14040.

15) Anywhere this procedure indicates "Title IX Coordinator," SUA may substitute a trained designee.

16) If circumstances require, the President or Title IX Coordinator will designate another person to oversee the process below should an allegation be made about the Coordinator or the Coordinator be otherwise unavailable, unable to fulfill their duties, or have a conflict of interest.

17) These dismissal requirements are mandated by the 2020 Title IX Regulations, 34 CFR §106.45.

18) Such a Complainant is still entitled to supportive measures, but the formal grievance process is not applicable.

19) This could include an attorney, advocate, or support person. The law permits one Advisor for each party (witnesses are not entitled to Advisors within the process, though they can be advised externally).

20) "Available" means the party cannot insist on an Advisor who simply doesn't have inclination, time, or availability. Also, the Advisor cannot have institutionally conflicting roles, such as being a Title IX administrator who has an active role in the matter, or a supervisor who must monitor and implement sanctions.

21) CA Educ. Code, Sec. 66281.8 provides that institutions may limit such objections to written form, and neither the hearing officer nor the institution are obligated to respond, other than to include any objection in the record. The hearing officer has the authority and obligation to discard or rephrase any question that the hearing officer deems to be repetitive, irrelevant, or harassing. In making these determinations, the hearing officer is not bound by, but may take guidance from, the formal rules of evidence.

22) The final investigation report may be shared using electronic means that preclude downloading, forwarding, or otherwise sharing.

23) If a dismissal occurs under Title IX, and the hearing process continues, CA law does not permit direct questioning by Advisors. All questions must be submitted by the parties/ Advisors to the Decision-maker or Chair, who will pose them if the questions are relevant.

24) SUA policies on transcript notation will apply to these proceedings.

25) All references herein to a Title IX Coordinator also include a designee of the Title IX Coordinator.

26) This could include an advocate or support person. Witnesses are not entitled to Advisors within the process, though they can be advised externally.

27) "Available" means the party cannot insist on an Advisor who simply doesn't have inclination, time, or availability. Also, the Advisor cannot have institutionally conflicting roles, such as being a Title IX administrator who has an active role in the matter, or a supervisor who must monitor and implement sanctions.

28) SUA policies on transcript notation will apply to these proceedings.

Student Code of Conduct

Student Code of Conduct

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

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

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

Jurisdiction

SUA shall have jurisdiction over student behavior associated with the SUA Student Code of Conduct which takes place on campus, off campus, in person, and online. Any online postings or other electronic communication, including cyber-bullying, cyber-stalking, cyber-harassment and other policy violations will be subject to the Student Conduct and Resolution Process. Regardless of where the violation occurred, the Student Conduct and Resolution Process will be conducted consistently, in the same manner.

Each student will be responsible for their conduct as long as the student is enrolled and considered to be an SUA student, which includes breaks. The Student Code of Conduct shall apply to a student's conduct if the student withdraws from the university after the Student Conduct and Resolution Process had already begun. However, the university has no jurisdiction over a student who has officially withdrawn from the institution before an alleged violation occurred.

Reporting

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

Student Code of Conduct

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

a) Violation of the Campus Alcohol and Drug Policies.

- Examples include but are not limited to: Possessing, providing, or consuming alcohol while under 21 years of age; public drunkenness; transporting open containers of alcohol in public; possessing, providing, or consuming marijuana on campus

b) Direct and indirect forms of abuse, threats, intentional or reckless endangerment, or causing physical harm to any person.

- Examples include but are not limited to: Verbal or physical conduct intended to cause fear or harm; using intimidation to coerce a particular course of action or attendance in or support of a cause or activity; blocking physical movement of an individual; hazing as defined in the Abuse, Hazing, and Violence Policy.

c) Sexual misconduct as defined in the SUA's Equal Opportunity, Harassment and Non-discrimination Policy. The grievance procedures for resolving the alleged violations of the Sexual Harassment can be found in *SUA's Equal Opportunity, Harassment and Non-discrimination Policy.*

- Examples include, but are not limited to: Sexual harassment, sexual assault, domestic violence, dating violence, or stalking.

d) Possession of a firearm or any other weapon on campus.

- Examples include but are not limited to:
  Knives, swords, explosive devices, BB or air pellet guns, paint-ball guns, spears and spear guns, and decorative weapons.

e) Intentionally initiating or causing to be initiated any false reporting, warning or threat of fire, explosion, or other emergency.

- Examples include but are not limited to: Intentionally submitting a false report to campus authorities; falsely activating fire alarms or discharging fire extinguishers; making a false bomb threat.

f) Disorderly or inappropriate conduct on University property or at official University functions.

- Examples include but are not limited to: Intoxication at any University sponsored events; inciting violence or violations of the law or University policy; display of obscene materials as defined by California law

g) Forgery, unauthorized use of or alteration of any University document, card system or identification.

- Examples include but are not limited to: Using another's identification card to access buildings or the utilization of campus services (dining, health, recreational) or providing false (another person's identification card, state issued ID) or altered identification to authority, when that authority is acting within the scope of their duties.

h) Intentionally or recklessly interfering with all normal University or University-sponsored activities, events and procedures.

- Examples include but are not limited to: Displays, signage, language, performance, noise or other expression, which causes disruption to university instruction, functions or authorized activities. Use of chalk on sidewalks or buildings, or otherwise causing damage to structures. Vandalism, including intentionally or recklessly destroying or damaging, or tampering with University property (safety equipment, fire extinguisher, security cameras or the property of others). A volume of noise that prevents others from carrying on normal university functions.

i) Unauthorized entry or use of University facilities.

- Examples include but are not limited to: Unauthorized entry into a private office. Trespassing or entry into areas that are locked, fenced off or designated as restricted, (construction sites, hazard zones, etc.)

j) Violation of the term of any sanction imposed in accordance with the Code.

- Examples include but are not limited to: Failure to complete assigned sanctions by due date, without prior authorization for an extension

k) Theft of property; possession of stolen property.

- Examples include but are not limited to: Theft (items from lobby, office and building decorations, safety equipment, security cameras, property of others).

l) Purposefully failing to comply with the reasonable directions of University officials (Campus Security officers, Residential Life staff, administrator)

- Examples include but are not limited to: Failure to disperse when directed.

m) Violations of other published University regulations or policies.

- Such regulations or policies may include the *University Catalog, Student-Athlete Handbook, Peaceful Demonstration Policy, Cyber-Bullying Policy, Equal Opportunity, Harassment and Nondiscrimination Policy, IT Policies, Residential Life Guide,* as well as those regulations relating to governing student organizations.

n) Actions violating University policies or inappropriate conduct by a student's guest.

o) Violation of federal or state law of special relevance to the university including but not limited to sex offenses and indecent conduct.

p) Hate violence motivated by hostility to race, ethnic background, religious belief, sex, age, disability, or sexual orientation.

Medical Amnesty Policy

Student health and safety are our top priority here at Soka. So much so that this policy was created in an effort to keep students from compromising their own or another student's well-being due to the fear or dislike of potentially being subjected to the disciplinary action by the university. Therefore, in cases of an alcohol/drug-related emergency (intoxication, alcohol poisoning, and/or drug overdose), SUA encourages student(s) to act on this policy whether on or off campus in order to ensure medical assistance for themselves and/or for another student who they observe to be or feel is dangerously intoxicated/under the influence of alcohol or an illegal substance. Therefore, if a student(s) meets all the required criteria on behalf of another student or for themselves, that student(s) will not be subject to disciplinary action for the violation of the Campus Alcohol, Marijuana, and Illegal Drugs Policy:

- Call university staff or local EMS/authorities for medical attention on behalf of another student or for themselves. Calling for medical attention may include a range of efforts such as a voluntary examination by university Residential Life staff, contacting local EMS/

authority, seeking transportation to or visiting a hospital for more intensive care. It also includes asking for the assistance of Student Health Services.
- Medical intervention must be sought at the time of the observed conditions that give rise to a reasonable suspicion of alcohol/drug abuse.
- Remain with the person experiencing the emergency until medical assistance arrives.
- Meet with the Office of Student Conduct and Resolution within five business days of the incident in order to request Amnesty.

Definition and Rights of the Reporting Party or Responding Party

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

Non-SUA Reporting Party
A Reporting Party can also be a non-student and not be affiliated with the university community such as a guest or a visitor, and they can report a complaint against an SUA student or report an incident involving an SUA student with the Office of Student Conduct and Resolution, Director of Student Services, or the Dean of Students. When the circumstances of an incident and/or the behavior of the Responding Party are considered to have a substantially adverse effect upon the integrity of the university and its community, disciplinary action may take place.

Responding Party
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 Office of Student Conduct and Resolution upon receipt of a complaint. The Office of Student Conduct and Resolution will meet with all parties alleged of violating the 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 Office of Student Conduct and Resolution will attempt to resolve the complaint or refer the case to the Director of Student Services if necessary. The student(s) also has the right to appeal the decision.

Rights of Reporting and Responding Parties
The following rights are afforded equally to both the Reporting and Responding Parties:

- Be informed in writing of all allegations
- Discuss the incident with the Office of Student Conduct and Resolution
- Submit a written statement to be considered by the Office of Student Conduct and Resolution/Director of Student Services/Dean of Students/Student Conduct and Resolution Appeals Board
- Present witnesses or their statements
- Be supported by a victim advocate or an advisor
- Be informed of the outcome of the Student Conduct and Resolution process as in accordance with applicable laws
- Appeal the decision

The Right to Review Records
A student conduct record is an educational record and is protected by the Family Educational Rights and Privacy Act (FERPA). This ensures confidentiality of student educational records and restricts disclosure to or access by third parties. However, those authorized by law such as officers of the federal and state governments and representatives of accreditation agencies may have legal access to these files, as well as SUA officials who are required to perform duties which necessitate having access to these files.

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

Appeals Process

This Appeals Process applies to all conduct cases other than Title IX cases which is outlined in Equal Opportunity, Harassment, and Nondiscrimination Policy.

A Responding Party or Reporting Party can appeal the decision. It is important to note that the purpose of the appeals process is only to review the decision to hold a student responsible for violating the Student Code of Conduct; not the sanctions. Sanctions issued from the original decision will remain in place during the appeals process, unless the Dean of Students makes an exception due to exigent circumstances, such as an undue burden. If the decision to hold a student responsible is upheld, the sanctions remain the same. A student can only appeal once and the decision made by the appeals process will be final.

Grounds for Appeal
The following are the only grounds for appeal:

- New facts/information: New facts/information that could potentially alter the outcome of the case became available after the decision. Failure to present facts/information available prior to the decision is not grounds for an appeal under this provision.

- Insufficient facts/information: The decision was not based on substantial facts/information; that is, the Reporting Party or Responding Party believes the facts/information supporting the decision was insufficient to establish that a violation of the code of conduct occurred.
- Procedural issue: The Student Conduct and Resolution procedures were not followed in some material respect that resulted in significant detriment to the appealing party.

Requesting an Appeal
If the student chooses to appeal, the student must make a request in writing to the Office of Student Conduct and Resolution within five business days of the date of the original decision. The request should include which grounds the student will base the appeal upon (new facts/information, insufficient facts/information, or procedural issue). Within 10 business days from the date of the request to appeal, the student must submit a written statement which includes the grounds for appeal and any documentation supporting the argument for appeal. Documentation may include witness statements, pictures, copies of electronic communication, or other relevant materials. Documents may be delivered via email as a singular electronic file or printed as a hard copy.

Review of an Appeal
If the original decision was rendered by the Office of Student Conduct and Resolution, a student may appeal to either the Dean of Students or to the Student Conduct and Resolution Appeals Board. If the original decision was rendered by the Dean of Students, a student may appeal to the Student Conduct and Resolution Appeals Board.

Appeal to the Dean of Students
If a student appeals to the Dean of Students, the dean will receive the appeal statement and accompanying documentation from the student. The Office of Student Conduct and Resolution will provide the dean with all documentation which led to the original decision.

After reviewing all information, the dean must first determine if the appeal meets the grounds to be heard. If the appeal does not meet one of the three grounds, the original decision will stand. If the appeal does meet one of the three grounds, the dean will then determine if it is more likely than not a student violated a Student Code of Conduct policy.

Appeal Result and Sanctions

- If a student is found not responsible for violating the Student Code of Conduct, no sanctions will be applied.
- If a student is found responsible for violating the Student Code of Conduct, the original sanctions will remain in place.
- If the student was originally found not responsible, and through the appeal process the student is found responsible, the dean will refer the case back to the Office of Student Conduct and Resolution to determine appropriate sanctions.

The dean will inform the student of the appeal outcome in writing and the decision will be final.

Appeal to the Student Conduct and Resolution Appeals Board
The Student Conduct and Resolution Appeals Board, convened by the Dean of Students, is made up of two students elected by peers (generally Soka Student Union Executive Council vice president and attorney general or other SSU EC members if necessary), two professional staff appointed by the vice president of administration and two faculty members appointed by the Dean of Faculty. 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.

All members of the Appeals Board will receive training on the Student Code of Conduct, Process and Procedures of the Office of Student Conduct and Resolution, and other relevant university policies prior to receiving an appeal.

Student Conduct and Resolution Appeals Board (Appeals Board) Procedures

1. Prior to receiving all written materials for the appeal, Appeals Board members will be provided the names of the Reporting Party, Responding Party, witnesses, and policy pertaining to the appeal. Any member of the Appeals Board has an obligation to withdraw from proceedings if there is a compelling conflict of interest in the appeal.
2. Prior to Appeals Board members receiving all written materials for the appeal, both the Reporting Party and the Responding Party have the right to request a member of the Board withdraw from an appeal if a conflict of interest is involved. If a student believes a member of the Appeals Board has a compelling conflict of interest and should not hear the appeal, the student must notify the Dean of Students (or the Director of Student Services in the case the original decision was rendered by the Dean of Students) in writing and cite the compelling reason prior to the Board receiving the written appeal. The Dean of Students (or the Director of Student Services) and the chairperson, if appropriate, will determine whether the conflict is compelling, and if so, will make arrangements for a replacement member to hear the case.
3. The Appeals Board will receive the student's written appeal statement and accompanying documentation, as well as all documentation from the Office of Student Conduct and Resolution and/or the Dean of Students which led to the original decision.
4. Once the Appeals Board has received all written documentation, reasonable efforts will be made to hold

the first session of the Appeals Board deliberation within 15 business days of receiving the materials. More than one meeting for deliberation may need to occur.

5. In deliberation, the Appeals Board must determine the following by a majority vote:
    1. Does the material provided by the appealing party meet the criteria for an appeal (new facts/ information, insufficient information for original decision, or detrimental procedural issue)? If the material provided does not meet the criteria for appeal, the original decision will stand.
    2. If the Appeals Board determines by majority vote the information provided meets the grounds for appeal, the Appeals Board must next decide by majority vote to recommend whether the original decision should be upheld or overturned.
    3. Following deliberation, the chairperson will communicate the recommendation and rationale of the Appeals Board to the Dean of Students or the Director of Student Services, who will then inform the student(s) of the appeal outcome in writing and the decision will be final.

Appeal Result and Sanctions:

- If a student is found not responsible for violating the Student Code of Conduct, no sanctions will be applied.
- If a student is found responsible for violating the Student Code of Conduct, the original sanctions will remain in place.
- If the student was originally found not responsible, and through the appeal process the student is found responsible, the Appeals Board will refer the case back to the Office of Student Conduct and Resolution to determine appropriate sanctions.

The Dean of Students or Director of Student Services will inform the student(s) of the appeal outcome in writing and the decision will be final.

Student Conduct and Resolution Process

A. Introduction

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

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

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

B. Student Expectation

All students going through the Student Conduct and Resolution process are expected to cooperate fully and demonstrate honesty throughout each phase of the process. This expectation is based on SUA's mission "to foster a steady stream of global citizens committed to living a contributive life." Living out our mission is a direct call to character; that our students realize that actually living out this mission will require the development of character through all circumstances experienced here at SUA. If a student chooses not to cooperate in any part of the process, the Office of Student Conduct/Dean of Students will continue with deciding an outcome based on all of the pertinent information gathered.

C. Retaliation

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

D. Our Educational Process

The Student Conduct and Resolution process is initiated when a report of an alleged violation of the Code of Conduct is made to an SUA staff member (ex: Dean of Students, Residential Life Coordinator, Resident Assistant, professor, etc.) which is forwarded to the Office of Student Conduct and Resolution. This report in the form of an Incident Statement

will then be reviewed by the Office of Student Conduct and Resolution to determine if the nature of the incident warrants proceeding with the Conduct and Resolution process. The educational process is standard for all violations of the Student Code of Conduct. Additional details regarding the process for cases involving allegations of sexual misconduct can be found in the Equal Opportunity, Harassment, and Nondiscrimination Policy. Note that the Dean of Students or the dean's designee may intervene in the process at any time during any case if needed.

1. Request to Meet: Once it is determined that the incident relates to the Student Code of Conduct, the first step of our educational process is a preliminary fact-finding. The Office of Student Conduct and Resolution will contact the student(s) involved in the report to meet and discuss the incident to determine if there is sufficient information to hold the student(s) responsible for a violation. In the request to meet, the student will be informed of the incident and which section of the Code of Conduct may have been violated. The request to meet will be sent to the Reporting Party, Responding Party, and any witnesses.
2. Fact Finding: The Office of Student Conduct and resolution will conduct the process based upon the facts and circumstances reported to the Office through interviews and follow-up interviews as feasible and appropriate with the Reporting Party, the Responding Party, any witnesses, and other SUA community members. In addition, other pertinent evidentiary materials will be gathered to the extent reasonable and appropriate.
    1. Analysis of Facts. All information gathered will be analyzed and considered, collectively. Facts will be analyzed based on direct or indirect corroboration, inherent plausibility, and credibility.
    2. Outcome. If, after analyzing the facts, the Office of Student Conduct and Resolution decides that there is inadequate information to hold the student(s) responsible, the complaint will be dropped and no further action taken. Student(s) will be informed of this outcome in writing.
3. However, if there is adequate information to support the complaint, and a student(s) is held responsible for violating the Student Code of Conduct, appropriate sanctions and resolutions will be applied by the Office of Student Conduct and Resolution. The student will be informed of the outcome and sanctions in writing.

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.

E. Sanctions

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

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

- Warnings (verbal and/or written)
- Community Service or Special Assignment
- Educational Assignment
- Monetary Fines
- Parental Notification in the case of alcohol and/or controlled substance abuse will be as follows:
    - Notification will be sent for those students under the age of 21 for a second violation of the SUA Campus Alcohol policy
    - Notification will be sent for those students under the age of 21 for a second violation of the SUA Campus Marijuana Policy
    - Notification will be sent following the 1st violation of the SUA Campus Illegal Drug policy (excluding marijuana)
- Exclusion from specific campus privileges
- Probation
- Suspension: The Dean of Students or the dean's designee may suspend a student from the university for an interim period pending disciplinary and/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/or immediate threat to others, or to the stability and continuance of normal university functions.
- Expulsion: The university reserves the rights to disqualify, discontinue, exclude, or involuntarily withdraw any student from the university at the discretion of the dean of students as deemed necessary based on the violation.

Other restrictions may be imposed at the discretion of the Office of Student Conduct and Resolution or the Director of Student Services.

Academic Calendar

Academic Calendar

Fall 2025

Fall block (for all first-year graduate and undergraduate students)

Date	
Monday, August 11	**Fall block begins**
Tuesday, August 12	Last day to **add**; Last day to **drop without** record enrollment "W"
Tuesday, August 19	Low grade notices are due to Registrar
Thursday, August 29	Last day to **drop with** record enrollment "W"
Friday, September 4	Fall block ends

Fall semester (for all graduate and undergraduate students)

Date	
Monday, September 1	**Labor Day holiday**
Wednesday, September 3	**Fall semester begins:** First Wednesday of the fall semester will meet as a "Tuesday" class, thereby having an equal number of class meetings on each day.
Wednesday, September 9	Last day to **add**; Last day to **drop** without record enrollment "W"
Monday-Tuesday, Oct. 13-14	Fall break
Wednesday, October 22	Low grade notices due to Registrar
Thursday, October 30	Last day to **drop** with record of enrollment "W"
Monday-Friday, Nov. 10-14	Academic advising for Winter block & Spring semester (tentative)
Monday-Friday, Nov. 17-21	Registration for Winter block & Spring semester (tentative)
Thursday-Friday, Nov. 27-28	**Thanksgiving holiday**
Monday, December 8	Instruction ends
Tuesday, December 9	Study day
Wednesday-Tuesday, Dec. 10-16	Final examinations

Spring 2026

Winter block (for all graduate and undergraduate students)

Date	
Monday, January 5	**Winter block begins**
Tuesday, January 6	Last day to **add**; Last day to **drop without** record enrollment "W"
Wednesday, January 14	Low grade notices due to Registrar
Friday, January 16	Last day to **drop with** record enrollment "W"
Monday, January 19	**Martin Luther King Jr. Day holiday**
Wednesday, January 28	Winter block ends

Spring semester (for all graduate and undergraduate students)

Date	
Monday, February 2	**Spring semester begins**
Friday, February 6	Last day to **add**; Last day to **drop without** record enrollment "W"
Monday, February 16	**Presidents' Day holiday**
Monday-Friday, March 16-20	**Spring Break,** classes do not meet
Thursday, March 26	Low grade notices due to Registrar
Friday, April 3	Last day to **drop with** record enrollment "W"
Monday-Friday, April 13-17	Academic advising for Fall semester (tentative)
Monday-Friday, April 20-24	Registration for Fall semester (tentative)
Monday, May 11	Instruction ends
Tuesday, May 12	Study day
Wednesday-Tuesday, May 13-19	Final examinations
Friday, May 22	Spring 2025 Commencement
Monday, May 25	Memorial Day holiday

Admission

Admission

Since its inception in 1987, Soka University of America (SUA) has been committed to promoting equity, access, and integrity through administering a holistic admissions process. SUA currently uses an online application process and encourages prospective applicants to correctly submit all application requirements as publicly published on our website before the posted deadlines.

Policies for Undergraduate & Graduate Admission

Updated: Jul. 22 2025

Studying at Soka University of America

All students seeking to study at Soka University of America must be formally admitted. Soka University of America admits qualified students regardless of their race, color, ancestry, national or ethnic origin, citizenship, religious creed, sex or gender, sexual orientation, gender identity, age, disability, veteran status, status as a disabled veteran, marital status, medical condition, genetic information or any other characteristic protected under applicable federal, state or local law and thereafter accords them all the rights and privileges generally made available to students at the institution.

Admission Checklist and Documents

Applicants are responsible for managing their checklist and ensuring the Office of Admission or Office of Graduate Admission receives their required or requested documents by the listed application deadline(s) to be considered by the admission committees. Applicants who submit their application can manage their requirements by accessing their GoSoka! Account at go.soka.edu.

All documents delivered to Soka University of America or provided with the application become the property of Soka University of America and cannot be returned, including official transcripts submitted for credit earned at other institutions.

Soka University of America may require that an applicant obtain an evaluation of their academic credit from an outside organization that provides foreign credential evaluation services to evaluate transfer credits from foreign institutions.

Faxed, scanned, emailed, and late application materials will not be accepted.

All documents and materials received are subject to validation and verification for authenticity.

Documents not in English

Documents not in English will require English translations. Applicants must provide the original document and an English translation that meets our criteria.
English translations:

- Must be complete and literal with no attempts to interpret or evaluate the document.
- Must be prepared in the same layout and arrangement as the original document.
- Must be certified and signed by a translator attesting to their familiarity with the foreign language. It is preferred that translations be provided by either the institution providing the credential or a translation agency.
- May not be provided by the student or members of their family.

Dual-language transcripts are acceptable.

Soka University of America can include additional requirements as needed.

Admission Decisions

Soka University of America may select its students, deny, or rescind any offer of admission at its sole discretion based on the best interest of Soka University of America and the applicant's qualifications, including, but not limited to:

- Applicants who do not completely and accurately disclose required information or falsification of documentation (applicants found to submit altered, forged, or falsified documentation, may be denied admission or have any admission offer rescinded).
- Inappropriate behavior by applicants, including those that pose a threat, present a danger to the college community, or other behaviors where it is considered to be in the best interest of the college.

Decisions are usually released by the following calendar dates:

- Undergraduate Early Action: December 8
- Undergraduate Regular Admission: Between March 1 and March 15
- Graduate Regular Admission: April 2

Terms of Admission

All offers of admission are conditional, pending receipt of final transcripts (by August 1) showing work comparable in quality to that which was offered at the time of admission and certifying the diploma/degree earned and official date of completion/graduation.

Students offered admission are expected to indicate their intent to enroll and submit a non-refundable $400 enrollment deposit. The Office of Admission must receive the enrollment deposit for the student by May 1 of the year the applicant applied to.

Admission offers are valid for the term the student has applied for.

Students who seek to defer their admission may do so after confirming their intent to enroll with a $400 enrollment deposit. Admission offers can be deferred for up to one year (extended periods can be appealed to the Dean of Enrollment Services).

Privacy

The status of the file and the information it contains are confidential. Information will be revealed, at the discretion of the Office of Admission or Office of Graduate Admission and in compliance with the Family Educational Rights and Privacy Act of 1974, only to the applicant or to individuals whose names the applicant has provided in writing to the Office of Admission or Office of Graduate Admission.

Connecting with the Admission Office

For more information, please contact:

Office of Admission

Soka University of America 1 University Drive
Aliso Viejo, CA 92656

888-600-SOKA (toll free) • 949-480-4150 voice • 949-480-4151 fax
Email Undergraduate Admissions

Undergraduate Admissions

Office of Graduate Admission

Soka University of America 1 University Drive
Aliso Viejo, CA 92656

888-600-SOKA (toll free) • 949-480-4111 voice • 949-480-4151 fax
Email Graduate School Admissions

Graduate School Admissions

Visits and Campus Events

Office of Admission and Office of Graduate Admission staff members travel throughout the Fall and Spring to cities all around the United States as a way to connect with prospective students who may not be able to travel to campus. They conduct presentations at high schools and community organizations, attend college fairs, host special personalized events, and online webinar meetings. Visit the Admission website to see a schedule of where counselors are visiting near you.

The University also invites all prospective students to visit our campus and to speak with our faculty, staff and students. Such visits provide firsthand experience of student life and the ambiance of collegiality on campus.

For Undergraduate Admission Visits and Campus Events

- Schedule Online: www.soka.edu/about/visit-soka
- Schedule or Requests by Email: admission@soka.edu
- Schedule or Requests by Phone: (949) 480-4150

For Graduate Admission Visits and Campus Events

- Schedule Online: www.soka.edu/about/visit-soka
- Schedule or Requests by Email: grad_admissions@soka.edu
- Schedule or Requests by Phone: (949) 480-4111

Applying for Undergraduate Admission

Soka University of America seeks students of intelligence and commitment who will provide leadership in the promotion of peace and human rights. Soka University of America serves highly motivated students of all backgrounds and beliefs who have excelled in a range of academic courses. Admission to SUA is competitive and selective. Although all successful

applicants may have strong academic records, good grades and test scores are not enough by themselves for an applicant to be accepted. The Admission Committee carefully considers a number of criteria without emphasis on any one factor.

Eligibility to Apply

- Applicants can apply before receiving their first-semester senior grades.
- Applicants will need to: a) have completed high school/secondary school or equivalent or b) will complete high school/secondary school or equivalent by July 8th in the year they are applying to.

Deadlines for Undergraduate Admission

Soka University of America conducts both Early Action and Regular Admission rounds. The application and document deadlines are November 1st for Early Action and January 15th for Regular Admission. The application form and all required and requested documents must be received by the Office of Admission by the deadline for the round the applicant has applied for to be considered for admission.

About Early Action

- Soka University of America provides an Early Action process by which students can receive early notification of acceptance.
- Early Action is non-binding at Soka University of America. Most applicants choosing the Early Action option have high academic qualifications.
- Applicants not admitted in the Early Action round may be rolled over to the Regular Admission process for the term in which they applied. At the discretion of the Admission Committee, applicants may be re-assessed with the applicant pool for Regular Admission. Students rolled over to Regular Admission may provide updated materials, specifically transcripts, mid-year reports, test scores, and extracurricular activities.
- Students denied admission for Early Action may not re-apply for Regular Admission for the same term.
- Should an applicant require more time to complete their application, it is recommended that they apply for Regular Admission.

Application Checklist and Requirements

The student seeking admission to the BA in Liberal Arts program as a first-year student must fulfill the following application requirements to be considered for admission. Application requirements are frequently reviewed and can change without notice. All documents and materials received are subject to validation and verification for authenticity.

- Application Form:
  - Applicants must use the Soka Online Application or the Common Application and fill out the application forms completely. Completed application forms should be signed and dated by the applicant.
  - Soka University of America only accepts the Soka Online Application or the Common Application, which are available at admissions.soka.edu/apply.
- Application Fee:
  - A $30 (USD) nonrefundable application fee (paid by check or money order only) is required when submitting a Soka Online Application or Common Application.
  - Payments can be made online through the applicant's GoSoka! Account at go.soka.edu, or mailed to the Admission Office. Soka University of America requests that payment of all fees (application fee, enrollment deposit, etc.) be paid by check drawn on a US bank or an International Postal Order and in US dollars.
  - Soka University of America accepts College Board, NACAC, and Common Application fee waivers. Eligible applicants are responsible for ensuring that a fee waiver or payment is sent to the Admission Office, or their application will be considered incomplete.
- Official Transcripts:
  - Official transcripts from within and outside of the United States must be sent directly to Soka University of America.
  - Printed transcripts are required to remain in their original sealed envelope from the school without indication of potential tampering.
  - High school/secondary school transcripts

        - Applicants must provide official transcripts produced/issued by their high school or secondary school showing all completed academic coursework.

    - College/university transcripts of all coursework attempted

        - Official Transcripts produced/issued by the College/University for all completed coursework are required.

        - Applicants may submit unofficial copies of their college transcripts for their application checklist (applicants offered admission will be required to provide official college transcripts prior to enrollment).

        - All college coursework completed while in high school as a part of dual enrollment or a graded program can be transcribed on the high school transcript.

    - General Equivalency Diploma (GED) or High School Equivalency (HSE)

        - If necessary, and as requested by the Office of Admission, General Equivalency Diploma (GED) or High School Equivalency (HSE) may need to be submitted.

        - Admitted students must submit official score reports from the GED or HSE test and submit a copy of the GED or HSE certification to enroll.

    - International Transcript Requirements

        - Applicants who have completed coursework outside the US may be required to submit additional country-specific items such as national examination scores, diplomas, or other country-specific items.

        - Applicants are responsible for reviewing and completing all international transcript requirements to be eligible for admission.

- Recommendations:

    - Two letters of recommendation are required. Academic recommendations (from a principal, headmaster, school counselor, or teacher) are preferred. We ask that recommender's use the official form provided in the Soka Online Application or the Common Application. Up to three letters of recommendation will be accepted.

- English Proficiency:

    - Applicants for whom English is not their native language will need to demonstrate English proficiency by submitting TOEFL (Test of English as a Foreign Language) or Duolingo English Test results. It is preferred for applicants to pass the TOEFL iBT exam with a minimum score of 80 or pass the Duolingo English Test with a minimum score of 115 (160 scale).

    - The Office of Admission does not accept TOEFL iBT or Duolingo English Test scores older than two years of the testing date.

    - Official TOEFL iBT or Duolingo English Test scores must be sent directly to the Office of Admission. Student copies and self-reported scores are not accepted.

    - The TOEFL® school code for Soka University of America is 4720. For Duolingo, please select “Soka University of America Undergraduate Admissions.”

- Mandatory Essays:

    - Two mandatory essays that answer the prompted questions are required. These essay prompts can be found on our "How to Apply" webpage and within the student’s GoSoka! Account at go.soka.edu.

- List of Extracurricular Activities:

    - Soka University of America requires a list of extracurricular activities or talents demonstrating outside interests and leadership experience. The activities section of the Soka online application and Common Application fulfills this requirement when filled out fully.

- Official Test Scores (Optional):

    - Official SAT or ACT test scores are not required for admission consideration. For those who would like to send their test scores, Soka University of America’s SAT code is 4066, and the ACT code is 0467. Test scores will be official if the SAT or ACT examination scores are sent directly to Soka University of America by the testing agency.

    - The name used for your SAT and/or ACT examinations must be your legal name that you use on your admission application.

- The Office of Admission does not accept SAT or ACT scores older than five years from the testing date.
- Soka University of America does not require the SAT II-SAT Subject Test.

Transfer Students

Soka University of America will only accept applications for entrance as a first-year student. Soka University of America does not have a separate transfer admission process. If you are currently a college student, you may apply, but you will not be eligible to transfer college credits. Applicants with college experience are required to submit college transcripts to be used as a part of the assessment process should they choose to apply for admission to Soka University of America.

Applying for Graduate Admission

The Graduate School of Soka University of America seeks to admit qualified students to the Master of Arts in Educational Leadership and Societal Change program. Various factors are considered in the admissions decision, including academic readiness, motivation, prior academic training and performance. Non-academic experiences are relevant in evaluating motivation and readiness for graduate study.

Eligibility to Apply

- Applicants can apply before receiving their final semester grades.
- Applicants will need to either a) have completed a four-year bachelor's degree in the United States or equivalent; or b) will complete a four-year bachelor's degree in the United States or equivalent by July 8th in the year they are applying to.

Application Deadlines for Graduate Admission

Soka University Graduate School conducts a Regular Admission period. The application and document deadline for Regular Admission is February 15. The application form and all required and requested documents must be received by the Office of Graduate Admission by the deadline for the round the applicant has applied for to be considered for admission.

Graduate School Application Requirements

The student seeking admission to the MA in Educational Leadership and Societal Change program must fulfill the following application requirements to be considered for admission. Application requirements are frequently reviewed and can change without notice. All documents and materials received are subject to validation and verification for authenticity.

- Application Form:
  - Applicants must use the Soka Online Application at go.soka.edu. Application forms should be filled out completely.
- Application Fee:
  - A $30 (USD) nonrefundable application fee is required to submit the Soka Online Application. Payments can be made online through the applicant's GoSoka! Account at go.soka.edu. Payments can also be mailed to the Admission Office.
  - Soka University of America requests that payment of all fees (application fee, enrollment deposit, etc.) be in the form of a check drawn on a US bank or an International Postal Order and in US dollars.
- Official Transcripts:
  - Applicants should request that all previous academic institution(s) send an official transcript covering all undergraduate studies (and graduate studies, if any) directly to the Office of Graduate Admission at Soka University of America.
  - Only official transcripts that are signed, stamped and sealed, or otherwise certified, by the issuing institution will be accepted.
  - The applicant is responsible for ensuring complete, official transcripts are on file with the Office of Graduate Admission.
  - Work in progress will be considered in fulfillment of requirements, and admission may be granted subject to the filing of final transcripts before enrollment, showing satisfactory completion of work in progress.
- References / Letters of Recommendation:
  - Ask two individuals who are qualified to evaluate your educational background and/or academic

and professional achievement to complete a recommendation for you. Recommendations are usually from the applicant's former or current professors who are able to give an in-depth evaluation of the applicant's strengths and weaknesses with respect to academic work. They should paint as full a picture of you as possible for the admission committee, saying how well and in what capacity they know you and frankly stating deficiencies as well as merits. They should provide a candid opinion of your ability to undertake graduate study and your potential for a career in educational leadership.

    - Please ask your recommender's to use the official Reference/Recommendation Form provided by Soka University of America. Type or clearly print your name on each form and sign the waiver statement. Give each recommender the Reference/Recommendation Form and ask them to return the completed form directly to the Office of Graduate Admission in a sealed envelope.

- Personal Statement:
    - Please write a brief statement in which you describe your ambitions, skills, experience, and why you have a passion for our MA program.
    - The Personal Statement is an opportunity for you to articulate your background/experience, past work in your intended field of study, your goals for graduate study and a professional career, experience, and any other information you feel is relevant or as it relates.
- Resume or Curriculum Vitae (CV):
    - A copy of your resume or CV is required. This document will outline your experiences and skills as they relate to the graduate program.
- Academic Writing Sample:
    - An academic writing sample is required for all applicants. This should be:
        - A college-level research paper written for one of your classes
        - A college-level research paper written or used as a graduation requirement (E.g., senior thesis)
        - An independent research paper
    - The topic of the sample you submit is less important than the strength of the sample itself. The sample should clearly articulate your writing and research skills as a student.
    - It is not necessary to include the grade or the instructor's comments with your submission.
- English Proficiency:
    - Any applicant whose native language is not English is required to submit either a TOEFL® iBT or Duolingo English Test score report. Soka University of America prefers a TOEFL® iBT minimum score of 100 or a Duolingo English Test minimum score of 130 (160 Scale). TOEFL iBT or Duolingo English Test must have been taken within the two years from the testing date.
    - All official test scores must be sent to Soka University of America's Office of Graduate Admission directly from the testing agency. Student copies and self-reported scores are not accepted.
    - The TOEFL® school code for Soka University of America is 4720. For Duolingo, please select "Soka University of America."
- Official Test Scores (GRE or MAT):
    - Official GRE or MAT test scores are not required for admission consideration. For students who wish to provide official test scores, an official score report for the Graduate Record Examination (GRE®) or Miller Analogies Test (MAT®) taken within the past five years is required of all applicants.
    - Official GRE® or MAT® scores must be sent directly to the Soka University of America's Office of Graduate Admission. The GRE® school code for Soka University of America is 4720 and the MAT® school code is 3458. Student copies and self-reported scores are not accepted.
    - For information about the test, the student should check the GRE® website or the MAT® website.

Transfer Credits (Graduate Admission)

Courses completed at other recognized graduate institutions, not exceeding six-semester credits, may be applied toward the requirements for the MA degree provided that they are of

acceptable quality, have a shelf-life not exceeding ten years, and, as judged by the relevant faculty, are equivalent to parts of the approved program of study.

Transfer credits are only accepted from other institutions of higher learning accredited by an association recognized by the United States Department of Education (USDOE) or any institution of higher learning, including foreign institutions. If the institution offering the program documents that the institution of higher learning at which the units were earned offers degree programs equivalent to degree programs accredited by an accrediting association recognized by the USDOE.

When a student requests to transfer graduate-level coursework to the Soka University of America program, they are required to submit a copy of the syllabus or a catalog description of the course from the institution where the coursework was completed.

Transferred courses will not count toward the GPA but will appear on the student's transcript. This transfer policy may be applied to no more than two courses and six units per student. Although a higher requirement may be set as a condition for a particular course, no courses will be accepted as meeting Soka University of America Graduate School graduation requirements, nor will they have credit transferred if the grade received is less than B.

If a course from another institution was taken and the content is potentially outdated, the Dean will recommend that the student retake the course at Soka University of America rather than transfer it in.

Tuition and Fees

Tuition and Fees

The Office of Student Accounts manages and accepts payments for the student financial accounts, including tuition payment plans, and all other fees due to Soka University of America (SUA). We strive to provide efficient, timely and personalized service for students and/or parents to comfortably manage their financial matters.

Payment of fees/charges may be paid in the Office of Student Accounts. Online credit card payment option is available online through the PeopleSoft Student System. Charges include the following:

- Tuition, Room and Board, and Health Fee
- Fees & Fines
- Miscellaneous Charges

Students are responsible for full payment of tuition, fees, and all other debts due to the University. The Office of Student Accounts makes every possible attempt to provide students with a statement of charges due, however it is the student's responsibility to pay amounts owed no later than the payment deadline. Account balance information is available online through the PeopleSoft Student System. In order for billing and other student related information to reach students it is important that the University have the most current address information. Address changes may be made at the Office of the Registrar or by accessing the PeopleSoft Student System online.

In accordance with the Family Education Rights and Privacy Act of 1974, billing information will only be discussed with or mailed to the student. Students who would like to provide account information to a third party must complete a form at the Registrar's Office with the release authorization. This will also allow us to discuss the student's financial account information with the person named on the form.

Tuition, Room and Board and Health Insurance Fees

Tuition and room and board will be charged on a per-session basis. Full-time students are those enrolled in 12 or more units in any given semester. They are assessed full-time tuition and fees. Part-time students are approved students enrolled in less than 12 credits for the Undergraduate program and less than 9 credits for the Graduate program. 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:

Undergraduate Full-time

Tuition	$18,503 per session
Room & Board	$7,692 per session
Health Fee	$1,265 per session

Undergraduate Part-time (upon approval)

Tuition	$1,542 per unit
Room & Board	$7,692 per session
Health Fee	$1,265 per session

Graduate Full-time

Tuition	$18,503 per session
Room & Board	$7,692 per session
Health Fee	$1,265 per session

Graduate Part-time (upon approval)

Tuition	$2,056 per unit
Room & Board	$7,692 per session
Health Fee	$1,265 per session

Payment Method

Tuition, room and board, and health insurance payments will be accepted though the following payment methods:

- Personal Check (Third party checks are not accepted)
- Money Order/Cashier's Check/Bank Certificate
- International 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 will be emailed to students prior to the beginning of the academic year. Payment in full or an installment arrangement must be made for Fall & Spring Sessions by their respective payment schedule:

Fall: last day in September
Spring: last day in February

With the installment plan, there will be a sign-up fee. Detailed information will be emailed out to students prior to beginning of the academic year.

For more information, please contact the Office of Student Accounts.

Financial Aid Disbursement

Financial aid disbursements for continuing students normally occur during the first week of instruction. However, for new students federal grant disbursements are made after the 45th day of school and loan disbursements after the 30th day of school. All financial aid processed will be posted and applied to room & board, tuition, and health fees first. Any remaining credit will be provided to students in the form of a refund.

Questions regarding your Financial Aid should be directed to the Office of Financial Aid at (949) 480-4042.

Refund checks are mailed or electronically transferred into your bank account. It may take up to 14 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 student's country of origin, a 14% Federal Income Tax may be withheld from any scholarship or grant awarded over the cost of tuition and books & supplies for the academic year and applied around the beginning of each session. Students are responsible for full payment of tax withholding at the time of charge. For further information regarding tax liabilities, please contact the Controller's Office at (949) 480-4319.

Nonpayment Withdrawal

Nonpayment of tuition may result in student's involuntary withdrawal from the university and/or dropped from all courses. All session charges must be paid in full prior to the end of the academic session. The Office of Student Accounts will review any accounts with unpaid tuition for consideration of 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 may prevent student from registering and receiving various services from SUA. Account balance and hold information is available through the PeopleSoft Student System and/or through loan servicer. Contact the Office of Student Accounts for resolution of past due balances and the removal of financial holds placed by the office. Please contact the indicated office for release of other non-financial holds.

Withdrawal Refund Schedule

Students who withdraw from the University must complete a withdrawal form available at the Office of the Registrar or the Dean of Students. Before your withdrawal can be processed, all signatures specified on the withdrawal form must be obtained from the indicated departments. The Office of the Registrar will process the withdrawal based on the appropriate withdrawal date. This date is used in the calculation of tuition and any possible refund. If a refund is due, it will be processed according to the following refund schedule per session.

Session								
Week	1	2	3	4	5	6	7	8
	100%	90	85	80	75	70	50	0

Fees & Fines

Students are responsible for paying any of their fees and fines at the time of the service or assessment. Any questions regarding fees and fines assessed by other departments should be directed to the office originating the fee.

Late Payment Fee	$20.00 (per month)
Late Registration Fee	60.00
Returned check fee	20.00
Lost ID Card	15.00
Replacement Check	20.00
Transcript	5.00
express mail (domestic)	20.00
express mail (international)	30.00
rush transcript (additional fee per request)	10.00
Duplicate Diploma	30.00

Returned Check Policy

In the event that a check is returned to SUA for any reason, a fee of $20.00 may be charged.

A hold will be placed on the student account until the amount of the returned check and fee is paid. Payment must be made using cash, certified check, money order, cashier's check, or wire transfer to cover the check and the administrative fee.

If SUA receives three (3) or more returned checks on any one account, another personal check will not be accepted for a minimum of two (2) years.

Replacement Check Policy

In the event that a check issued by SUA needs to be reissued for any reason, a fee of $20.00 will be charged.

Refund Policy

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.

If a refund must be sent via wire transfer to a foreign bank, SUA will charge a $40 wire transfer fee for sending the wire transfer.

Please note we will send funds only in US dollars and it is the recipient's responsibility to cover bank charges incurred from the recipient's bank.

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
Phone: (949) 480-4043
studentaccounts@soka.edu

Financial Aid

Financial Aid

Meeting the costs of an undergraduate education represents a significant investment for most students and families. At Soka University of America (SUA) we are committed to providing comprehensive merit and need-based financial aid to admitted students that adhere to specific requirements and deadlines.

It is the sincere objective of the Office of Financial Aid (OFA) to provide fair access to aid across all student populations.

SUA admits students without consideration of their abilities to meet the cost of attendance. Our "need-blind" admission policy means that a student's financial aid status will not affect his or her possible admission to the university. It is the sincere objective of the Office of Financial Aid (OFA) to provide fair access to aid across all student populations. SUA Office of Financial

Aid does not discriminate on the basis of race/ethnicity, color, national origin, gender, sexual orientation, disability, veteran status, or age in the administration of financial aid or any other programs.

Communication Policy

Email is the standard and preferred method of communication. The OFA will use the email address noted on the admissions application for all communication with new applicants. Once a SUA email address is assigned to a student, the OFA will use this as the primary communication method and cease to use other email addresses. In addition, students are encouraged to access their Learn Student Portal to review important financial aid "to do" list items or for information on their aid award, student account and enrollment information.

Financial Aid Contact Information

Office of Financial Aid 1 University Drive Aliso Viejo, CA 92656
Phone: (949) 480-4342

E-mail: financialaid@soka.edu

Office hours: Monday – Friday, 9:00 a.m. to 5:00 p.m. The Office is located on the 2nd floor of Founder's Hall.

2024-25 Cost of Attendance

On-Campus

Tuition*	$35,584
Room & Board*	$14,378
Books & Supplies	$1,062
Transportation**	$1,232
Miscellaneous Personal Expenses***	$6,280
Total	$58,536

All undergraduate students are required to live on-campus. Exceptions are made for students requesting to live off-campus and the off-campus cost of attendance can be provided upon request.

Direct costs are charges paid directly to the University which include tuition, room & board, and health insurance for a total of $53,106. Students who are eligible to waive the health insurance fee will have a direct cost of $49,962.

Indirect costs include books & supplies, transportation, and personal expenses and are not paid directly to the university. Indirect expenses may vary per student, up to the total cost stated above.

**Students who believe they have transportation expenses that exceed the budget allocation should contact the Office of Financial Aid to evaluate their options.

***An estimated health insurance fee of $3,144 is embedded within the "personal expenses" category. This cost can be waived if the student already has their own health insurance, or if the student has coverage under their parents. Students with their own insurance must submit the health insurance waiver form.

Financial Aid Eligibility

To be considered for financial aid, students must generally meet the following minimum requirements listed below.

US Domestic Students Must:

- Be a U.S. citizen or eligible non-citizen (for FAFSA filers only, not required for Dream applications)
- Have a valid Social Security number (for FAFSA filers only, not required for Dream applications)
- Demonstrate financial need (for most programs)
- Maintain Satisfactory Academic Progress (SAP)
- Be enrolled or accepted for enrollment as a regular student in an eligible degree program
- Be registered with Selective Service, if you're a male (you must register between the ages of 18 and 25)
- Show you're qualified to obtain a college education by having either a high school diploma, a recognized equivalent such

as a General Educational Development (GED) certificate, or completing a high school education in a homeschool setting approved under state law.

International Students Must:

- Hold an I-20 Visa
- Complete an International Student Financial Aid Application and submit the verification documents by all deadlines
- Maintain Satisfactory Academic Progress (SAP)
- Be enrolled or accepted for enrollment as a regular student in an eligible program

All Students Must:

- Complete their financial aid application and verification documents by the published deadline. Failure to submit your application by the published deadline will result in a reduction to their need based grant funds. Submitting applications after the deadline may also delay receipt of your financial aid offer letter.

Financial Aid Timeline

Domestic Students:

October 1

FAFSA is available online at www.fafsa.ed.gov

California Dream Application available online at https://dream.csac.ca.gov/

Soka Dream Application available online at http://www.soka.edu/financialaid

International Financial Aid Application available online at http://www.soka.edu/financialaid

February 15

Priority deadline to submit financial aid applications for new applicants

March 2

Priority deadline to submit financial aid applications for returning students

March

Estimate Financial Aid Award Letters are issued to all newly admitted students who have completed the FAFSA by February 15

May 1

Verification documents due for all students who have been selected for verification

July

Financial aid Offers are released. Accept or decline financial aid online and submit loan documents.

How to Apply for Financial Aid

Domestic Students

Domestic students who are U.S. citizen or eligible non-citizens must complete the Free Application for Federal Student Aid (FAFSA) online at fafsa.ed.gov to be considered for financial aid. Both incoming and continuing students are required to complete the FAFSA each academic year. FAFSA will be available online after October 1st of each year. Soka University of America's School Code is: 038144

Domestic students who are not eligible to file a FAFSA application meet the qualifications for California Assembly Bill 540 (AB540), AB 130 and AB 131 California high school equivalent of at least three years or more of full-time high school coursework and a total of three or more years of attendance in California elementary schools, California Secondary schools, or a combination of those schools must complete the California Dream Application at www.csac.ca.gov.

Domestic students who are not eligible to file a FAFSA application do not meet the qualifications for California Assembly Bill 540 (AB540), AB 130 and AB 131 California high school equivalent of at least three years or more of full-time high school coursework and a total of three or more years of attendance in California elementary schools, California Secondary schools, or a combination of those schools must complete the Soka Dream Application (not an application for federal financial aid).

Domestic Student Verification Process:

Verification is the process of verifying the data reported on the FAFSA.

SUA verifies financial aid applications that have been selected by the Department of Education. SUA may also select additional students with conflicting information. Students must complete the verification process, if selected, to be considered for any financial aid.

The OFA maintains the right to request additional information to process the student's application.

International Students

International students must complete the "International Student Financial Aid Application" to be considered for financial aid each year. The "International Student Financial Aid Application" will be available online after October 1st of each year at www.soka.edu/financialaid.

International Student Verification Process:

Verification is the process of verifying the data reported on financial aid applications.

SUA verifies 100% of financial aid applicants who qualify for need-based aid. Students wishing to be awarded financial aid must complete the verification process that may require submission of one or more of the following documents:

- Student's and Parents' income/tax documentations
- Student's and Parents' bank statements All information must:
- Be officially translated into English and signed/stamped by the official translator.
- Be converted into US Dollars using the currency conversion rate table provided or the rate the bank provided on the statement.
- Show the rate of conversion used on the translated document.
- Always submit the original foreign document with the officially translated document.

Types of Financial Aid

1. Federal (provided by the U.S. government and available only to domestic students)
2. State (provided by the state of California and available only to domestic students from California)
3. Institutional (provided by SUA and available for all students)
4. Outside Scholarships (provided by outside agencies and available for all students)
5. Private Loans (private lenders)

Federal Aid

To apply for federal aid, students must complete the FAFSA.

Federal aid is only available to domestic students and is categorized as:

1. Grants (money that does not need to be repaid)
2. Work study (paycheck from a job)
3. Loans (must be repaid)

Federal Grants Programs

Federal Pell Grant – provides need-based grants to low-income, undergraduate students. Eligibility is based on financial need which is evaluated by the information on the FAFSA.

Federal Supplemental Educational Opportunity Grant (FSEOG) – is a need-based grant that is awarded to low-income undergraduate students.

Federal Work Study Program

Federal Work Study (FWS) – is a program funded by a combination of federal and institutional funds. It allows students to earn money to help pay for educational expenses while he/she is in school. It encourages community service work. Awards are limited and vary depending on need. To be eligible, an applicant must have demonstrated financial need through completing a FAFSA and indicate that they are "Interested in Work-study" on the FAFSA.

Federal Loans

Federal Direct Loans (Stafford) – are part of the William D. Ford Federal Direct Loan program, in which domestic student borrowers obtain loan funds directly from the U.S. Department of Education. These loans are more commonly referred to as Stafford Loans and are available as Subsidized and Unsubsidized Loans. Stafford Loans have both annual and yearly limits.

Subsidized Loans – are based on financial need. Interest accrued while the student is in school is paid by the federal government and therefore an interest free loan until the student graduates. Interest begins to accrue after a grace period of six months from the time of graduation, or last day of attendance. The interest rate will change yearly based on the 10-year treasury note index.

Unsubsidized Loans – are available to domestic students regardless of financial need and there is no interest subsidy. Interest will accrue from the time of disbursement.

Repayment of Federal Direct Student Loans begins six months after a student graduates, withdraws, or enrolls below half-time (6 units is half-time).

Federal Direct Parent Loans for Undergraduate Students (PLUS) – is a federal loan that parents of domestic dependent undergraduate students can use to help pay education expenses. The U.S. Department of Education is the lender. The maximum loan amount is the student's cost of attendance minus any other financial aid received. There is no interest subsidy for this loan. Repayment begins within sixty days after the loan has been fully disbursed (usually after the second disbursement during the spring term). The borrower must not have an adverse credit history. If a parent borrower is unable to secure a PLUS loan, the undergraduate

dependent student may be eligible for additional unsubsidized loans to help pay for his or her education. The dependent student should contact the Office of Financial Aid for more information.

More information regarding federal loans can be found online at: studentaid.ed.gov.

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. Students are encouraged to notify the Office of Financial Aid that they are participating in a VA program during the admissions process to ensure timely processing before the student arrives for classes.

State Aid

Cal Grants (for California residents only)

All students who are California residents should apply for the Cal Grant award from the California Student Aid Commission (CSAC) if they are not already a Cal Grant recipient. To apply for a Cal Grant award, the FAFSA must be submitted by March 2nd.

Additionally, students must submit the Cal Grant GPA Verification Form to CSAC by March 2nd. The Cal Grant GPA Verification Form is available on CSAC's Web site at www.csac.ca.gov. Most high schools and colleges automatically file their students' GPAs

with the Commission. Students should confirm whether their school will file their GPA for them. If not, they must obtain a GPA Verification Form, get it certified by a school official, and mail it themselves. Continuing SUA students' GPAs will be automatically submitted by the university.

Cal Grant A – is a grant applied to tuition and fees only. Its awards assist low- and middle-income students with tuition and fee costs.

Cal Grant B – is a grant applied toward tuition and fees only. Its awards are intended to assist low-income and disadvantaged students.

Cal Grant B Stipend (Access) can be applied to educational costs other than tuition and fees. Qualifying costs would include, but are not limited to, books, supplies, transportation, and room & board.

If the student is eligible for both the Cal Grant A and B, he/she must make a decision to select which Cal Grant program he/she would like to participate in before he/she receive their first disbursement. It is important to note that if a student receives Cal Grant A funds for the first year of study, he/she is no longer eligible to receive Cal Grant B funds. Students must opt into the Cal Grant B program from the beginning of study. This means that the student will have to notify CSAC of their selection.

Though the total amount awarded by the Cal Grant B can be lower over four years, B stipend can be applied to other costs aside from tuition and fees. Awards are prorated for students enrolled less than full-time.

Cal Grant can be renewed up to 4 years as long as the student has financial need. More information about the Cal Grant can be found online at: www.csac.ca.gov.

Institutional Aid

Institutional aid is categorized as:

1. Loans (must be repaid)
2. Scholarships and Grants (money that does not need to be repaid)

Institutional Grants, Scholarships, and Loans

Soka Loan – is available for international students. International students interested in applying for the Soka Loan will be required to annually submit the International Students Financial Aid Application. Soka Loan will not exceed the cost of attendance minus other financial aid received. Repayment of Soka Loans begins six months after student graduates, withdraws, or enrolls below half-time (6 units is half-time).

Institutional Scholarships (All students are eligible to apply): All institutional scholarships and grants have a life of 8 terms of enrollment for one program. They are subjected to the SAP policy of a 2.0 cumulative GPA.

Soka Opportunity Grant– The Soka Opportunity Grant is SUA's need-based grant program and is awarded to students who qualify based on their application for financial aid. The Soka Opportunity Grant is a form of need-based financial aid and does not need to be repaid. Students who submit an application for financial aid are automatically considered for the Soka Opportunity Grant and must submit an application for financial aid each academic year to be considered. The Soka Opportunity Grant may not exceed tuition each academic year and students are eligible for a maximum of 8 semesters of eligibility.

Soka Grant – The Soka Grant is available to select undergraduate and graduate students who meet eligibility requirements.

Students are encouraged to meet with the Office of Financial Aid for additional information.

Ikeda Scholarship – The Ikeda Scholarship is the most prestigious scholarship program at Soka University of America. The scholarship covers the entire "Cost of Attendance" which includes not only the direct costs to the university such as tuition, room and board, but also the indirect costs like travel, personal expenses, books and supplies. The Ikeda Scholarship is awarded annually in May to one undergraduate student going into the sophomore class, the junior class and the senior class for a total of three scholarships per year. Eligibility is determined on merit alone; primarily academic accomplishment with experiences in leadership and service also taken into account.

The selection committee (Dean of Faculty and Dean of Students) makes final recommendations to the University President. This scholarship is announced in the spring of each academic year.

Global Merit Scholarships – SUA offers a select number of full ride scholarships to the top undergraduate students of each entering class. The scholarship covers the entire "Cost of Attendance" which includes not only the direct costs to the university such as tuition, room and board, but also the indirect costs like travel, personal expenses, books and supplies. Eligibility is determined by the information from the admissions application. All admitted students are given equal and automatic consideration for this award.

Makiguchi Scholarship for Global Citizens – Each year, a SUA Makiguchi Scholarship for Global Citizens award will be given to one undergraduate, who has graduated from a high school in an African nation and is extremely outstanding both in character and academic standing but has difficulty studying at SUA due to financial situations. The scholarship covers the entire "Cost of Attendance" which includes not only the direct costs to the university such as tuition, room and board, but also the indirect costs like travel, personal expenses, books and supplies. Eligibility for this award is determined by information submitted on the admissions and financial aid application. Part of the scholarship covers one roundtrip airfare – one way ticket to SUA, the first year, one way ticket home, last year of study.

Soka Merit Scholarships – Highly qualified applicants will be considered for the Merit Scholarship. There is no application for this scholarship. This scholarship is awarded each year based on merit as determined during the admissions process. The top ranking applicant(s) who accepts the admission offer will receive the scholarship award. Scholarship awards are renewable annually and subject to the student's continued Satisfactory Academic Progress.

Soka Academic Merit Scholarship – Each year, the Scholarship Committee selects the top three undergraduate students from SUA's 1st year, 2nd year, and 3rd year undergraduate classes to receive the academic merit scholarships for the following academic year. The awardees receive a $5,000 scholarship each. The scholarships are not based upon financial need.

Although the Soka Academic Merit Scholarship are given only for a single year, awardees can be selected again in subsequent years. Selection is based on outstanding academic performance for that year and not on cumulative performance. A selection committee is formed each year making final recommendations to the University President who announces the recipients of the Academic Merit scholarships in the fall of each academic year.

Athletic Scholarships – Gifted student athletes participating in one or more of the below sports may be offered an athletic scholarship in conjunction with other institutional, state or federal aid.

- Men's and Women's Soccer
- Men's and Women's Cross Country
- Men's and Women's Swimming and Diving
- Men's and Women's Track and Field
- Women's Golf

Awards are offered and renewed at the discretion of the Director of Athletics and the coaches of each sport. It is not determined by financial need or academic merit. The terms and conditions of the award follow the policy outlined in the individual letter of intent. Students wishing to inquire about an athletic scholarship should contact the coach of the sport he/she is interested in.

John D. Montgomery – This scholarship is named in honor of the late John D. Montgomery, for his many years of service and dedication as a founding member of Soka University of America's Board of Trustees, as well as the founding director of the SUA's Pacific Basin Research Center, a research institute dedicated to the study of social and economic development that reinforces the humanistic aims of the university and its mission of service to others. The undergraduate recipient of this $20,000 scholarship is chosen on the basis of academic merit and his or her record of service that best exemplifies the humanitarian goals and objectives of the University.

Soka Named and Private Scholarships – The SUA Foundation offers Named Scholarships and the financial aid website list many private scholarship applications and websites for students to pursue additional scholarship funding resources. Visit the website at www.soka.edu

Resident Assistant Program (RA) – is coordinated through the housing department. This program is considered an award and is included as part of the financial aid package which cannot exceed the Cost of Attendance (COA). If a student is

already receiving financial aid to partially or fully cover the cost of housing, financial aid will be adjusted so that it does not exceed the COA.

The Soka Opportunity Plan

The Soka Opportunity Plan ensures that all admitted, undergraduate students whose family income is less than $90,000*, and who have a demonstrated financial need**, will not pay tuition out of pocket. Soka University of America will ensure that your tuition will be covered by a combination of grants and scholarships from the university, federal and state governments, and private agencies. Students with a higher demonstrated financial need, may qualify for even more gift aid to help reduce other educational related expenses, such as living expenses, books, transportation, etc., covered within our cost of attendance. Please visit www.soka.edu/financial-aid/soka-opportunity-plan for more information.

Private Loans

Private loans are available to students who have received the maximum award amounts under the Direct Loan Program and require additional funding. These loans are sponsored by banks and private lending institutions. Interest rates and repayment schedules vary. These loans must be certified by the Office of Financial Aid before funds can be disbursed.

Rights and Responsibilities of Students Participating in the Financial Aid Programs

As a recipient of financial aid, there are certain rights and responsibilities of which students should be aware.

The rights and responsibilities of students on financial aid are listed in the following documents:

1. Soka Loan – Master Promissory Note (MPN) for International students.
2. Federal Direct Loan – Master Promissory Note (MPN) for Domestic students.

Students have the right to know about the:

1. Financial aid programs available at SUA.
2. Application process to be considered for aid.
3. Criteria used to calculate need.
4. SUA refund and repayment policy.
5. Policies surrounding satisfactory academic progress.
6. The rights and responsibilities of individual programs.

Students are responsible for:

1. Submitting accurate information and forms by the deadlines to the OFA.
2. Keeping the OFA and loan servicers informed of any changes in name, address, marital status, financial situation, etc.
3. Reporting to the OFA any additional assistance from outside sources such as scholarships, loans, and educational benefits.
4. Notifying the OFA of any enrollment status changes.
5. Maintaining satisfactory academic progress.
6. Re-applying for financial aid by March 2nd of each year.

Entrance and Exit Counseling

Entrance Counseling – First-time Federal Direct Student Loan borrowers must complete the entrance counseling online at studentloans.gov.

First-time Soka Loan borrowers must complete the entrance counseling.

Exit Counseling – Prior to graduation or ending enrollment at Soka University of America, borrowers must complete an exit loan counseling.

Refunds and Repayments

Federal aid recipients that withdraw from school may be expected to repay a portion of their financial aid back called a "Return of Title IV Refund." According to a formula prescribed, any refundable amount used to pay tuition and fees is returned to the appropriate financial aid sources including the Federal student aid programs and/or the Cal Grant Program for California residents. Students may also be required to pay the unearned portion of assistance that was directly disbursed to them. For more information on the Return of Title IV Refunds please visit the Office of Financial Aid or our website.

Student Loan Default

A hold will be placed on any delinquent or defaulted student loan accounts. A hold will prevent the student from registering and receiving services from SUA. Account balance and hold information is available through the borrower's loan servicers.

Delinquent/defaulted loans will include past due accounts placed with a collection agency. Delinquent loans will be reported to credit bureaus, and borrowers will be responsible

for any collection costs including but not limited to agency fees, attorney's fees, court costs, and other fees related to the collection of the loan.

The SUA Office of Financial Aid is committed to counseling students regarding borrowed loans after graduation. Students should contact the OFA regarding the many loan repayment options available to include deferment and forbearance.

Disbursement and Payment of Financial Aid Funds

The Office of Financial aid authorizes aid to disburse after the last day to add or drop a class for each semester.

The Office of Student Accounts (OSA) is responsible for all financial aid disbursements. After applying tuition, room & board, and other appropriate outstanding charges, the OSA releases the remaining credit balance to the student within fourteen days after the credit balance occurs.

If a student is receiving a paper check, OSA notifies the student when the check is ready to be picked up. If the funds are sent via Electronic Fund Transfer (EFT), OSA notifies the student that the fund has been transferred into their bank 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.

Undergraduate Satisfactory Academic Progress (SAP) Policy

The Office of Financial Aid uses the SAP Policy to determine continued eligibility for its financial aid programs. The SAP Policy is comprised of two parts, a qualitative and a quantitative component.

Students must be in good academic standing and uphold the minimum requirements for both the qualitative (grade-based) and quantitative (time-based) requirements of the SAP policy to maintain eligibility to receive financial aid. In compliance with federal regulations, Soka University of America (SUA) has established guidelines that are designed to ensure that students successfully complete courses and to promote timely advancement toward degree objectives. These requirements also serve as a standard against which to evaluate student's progress, grade point averages (GPA) and the overall time frame in which students complete their under program. SAP is evaluated at the end of each term at SUA.

Satisfactory Academic Progress (SAP) applies to the following programs:

Federal: Pell Grant, SEOG, Work Study, Direct Loans State: California Grant

Institutional: Soka Scholarships, Grants, Loans

SAP policy is a complement to the Academic Probation policy but is a separate policy governing only financial aid eligibility. Students must be aware that it is possible to avoid academic probation or suspension, yet fail to meet SAP for financial aid.

The Office of Financial Aid will notify students of failure to meet SAP; the Office of the Registrar will notify students of academic probation or suspension.

The following minimum academic standards must be met:

1. Qualitative Measure:

Students must maintain a minimum cumulative grade-point average (GPA) of at least 2.0 in order to be eligible for Federal, State, and Institution financial aid.

2. Quantitative Measure:

The second component used to measure SAP is the maximum time a student may take to complete a program. Students must complete their program within 180 credits (150% of 120 credits). To measure this, a student must successfully complete 66.67% of credits attempted.

A student must be enrolled at least half-time (6 units) to be eligible to receive all or part of his/her financial aid. Financial aid may be prorated for students who are considered less than full-time.

Students must achieve both the qualitative and quantitative requirements of SAP to remain in good financial aid standing.

Students are eligible for financial aid for 8 terms. Financial aid will not be awarded beyond 8 terms. Students have the right to appeal for additional terms if they believe they could not complete their degree within terms 8 terms provided due to mitigating circumstances.

Failure to meet SAP Requirements

The U.S. Department of Education (ED) has mandated that universal terms (warning, suspension, and probation) be implemented to describe failure to meet SAP across all colleges. These terms were first implemented in the 2012-2013 school year.

SAP Warning

Failure to meet SAP after one term will result in a placement on "SAP Warning" status. Student will have one term of

financial aid eligibility to correct their SAP deficiencies. Students will be notified that he/she is on "SAP Warning." SAP Warning is not given to students who have reached their maximum time frame or students who have failed to meet SAP for 2 consecutive terms.

Academic counseling should be sought to ensure the student satisfies all deficiencies during this period.

If the student meets SAP within the warning period (of one term), he/she will be automatically placed back in good standing for financial aid.

It is possible for students to be placed on warning multiple times in their academic career.

SAP Suspension

After one term of warning and continued failure to meet SAP, all of the student's financial aid will be suspended/canceled and that student will be placed on "SAP Suspension."

Students will be notified in the event that he/she is on "SAP Suspension." Failure to receive notification from the Office of Financial Aid is not terms for an appeal approval. It is the student's responsibility to understand the Financial Aid SAP policies and adhere to them.

Regaining Eligibility

Students on "SAP Suspension" can earn units and raise their cumulative GPA the next academic term; however they are ineligible to receive financial aid during that period of suspension. Once the SAP requirements have been met, students are eligible to apply for financial aid for the upcoming term.

It is the student's responsibility to notify the Office of Financial Aid when he/she regains eligibility for reinstatement of funds.

Appeals and Extenuating Circumstances

Students may appeal for reinstatement of financial aid via a written request if they have an extenuating circumstance that has prevented the student from meeting SAP for institutional scholarships. Such situation must be exceptional and nonrecurring in nature. Some examples are death in the family, illness, or car accident. The appeal must explain the cause of academic difficulty and how the situation has been resolved.

The appeal must be submitted within 20 days of notification of financial aid ineligibility. The student must meet with the Dean of Students to create an academic plan that will ensure success in completion of their program. The academic plan must be submitted with the SAP appeal.

Students must submit the "SAP Appeal" in-person to the OFA. Students may request that the form be date marked for when it has been received.

Students can expect to have a decision within two weeks of submitting an appeal form. The OFA may need to request documentation from the student which could extend this period.

In addition, if the appeal is sent to committee, the period of time needed to convene a committee could also extend the time required to make a decision. If this is the case, students will be notified that there will be a delay.

If the SAP appeal is approved, the student will be placed on "SAP Probation" and will regain eligibility for financial aid for one or more terms based on the academic plan submitted.

If the SAP appeal is denied, students are entitled to an explanation. Once an appeal has been denied, students may not make an identical appeal because he/she did not agree with the outcome. The appeal will be considered officially denied.

A student may not appeal after the enrollment period for the academic year or once graduated.

Grades, Repeated Courses, Transfer Credits

Grades that meet SAP completion standards are grades for which credit is awarded: A, B, C, D and P. F, NP, Withdrawals (W), and Incompletes (I) are not passing grades.

If a student repeats a failed or a previous passed class (D or F), it will replace the highest grade to recalculate into the new cumulative GPA. Credits attempted in repeated classes will be included in the cumulative credits attempted in addition to the original credits. Students who passed a class and chooses to repeat for a higher grade may receive financial aid only once for that repeated class. Students may receive financial aid for a failed class that they repeat until they pass.

Transfer credits that have been officially accepted will count toward quantitative measures but will not compute into the GPA.

Study Abroad

SAP is calculated at the end of each term after the regular period for posting grades has ended and grades are posted. Students returning from study abroad may experience a delay in the posting of grades earned while abroad. Courses may show as incomplete during this time and will be treated as attempted credits for which no credit has been earned. The incomplete incurred from study abroad will not have an impact on the GPA calculation for SAP.

Once study abroad grades and credits arrive, they will be calculated in the same manner as regular courses are calculated for SAP.

If the study abroad grades are not posted by the time of disbursement, students may be placed on SAP Warning. However, for students who are already on SAP Warning prior to their study abroad program, their financial aid will not be disbursed until grades and credits arrive. If SAP Suspension occurs as a result of study abroad grades or delay, the student will have 20 business days to appeal after having been notified of the SAP Suspension.

Graduate Satisfactory Academic Progress Policy

The Office of Financial Aid (OFA) uses the SAP Policy to determine continued eligibility for its financial aid programs. The SAP Policy is comprised of two parts, a qualitative and a quantitative component.

Students must be in good academic standing and uphold the minimum requirements for both the qualitative (grade-based) and quantitative (time-based) requirements of the SAP policy to maintain eligibility to receive financial aid. In compliance with federal regulations, Soka University of America (SUA) has established guidelines that are designed to ensure that students successfully complete courses and to promote timely advancement toward degree objectives. These requirements also serve as a standard against which to evaluate student's progress, grade point average (GPA) and the overall time frame in which students complete their graduate program. SAP is evaluated at the end of each term at SUA.

In addition, the OFA will notify students if they are not making satisfactory academic progress or SAP; the Office of the Registrar will notify students separately of academic probation or suspension. The OFA SAP policy is as follows:

Satisfactory Academic Progress (SAP) applies to ALL Institutional, Federal and State funds.

SAP policy is a complement to the Academic Probation policy but is a separate policy governing only financial aid eligibility. Students must be aware that it is possible to avoid academic probation or suspension, yet fail to meet SAP for financial aid.

The following minimum academic standards must be met:

1. Qualitative Measure:

Students must maintain a minimum cumulative grade-point average (GPA) of at least 3.0 in order to be eligible for financial aid.

2. Quantitative Measure:

The second component used to measure SAP is the maximum time a student may take to complete a program. Students must complete their program within 2 years.

Students must achieve both the qualitative and quantitative requirements of SAP to remain in good financial aid standing.

Failure to meet SAP Requirements

The U.S. Department of Education (ED) has mandated that universal terms (warning, suspension, and probation) be implemented to describe failure to meet SAP across all colleges.

SAP Warning

Failure to meet SAP after one term will result in a placement on "SAP Warning" status. Student will have one term of financial aid eligibility to correct their SAP deficiencies. Students will be notified that he/she is on "SAP Warning." SAP Warning is not given to students who have reached their maximum time frame or students who have failed to meet SAP for 2 consecutive terms.

Academic counseling should be sought to ensure the student satisfies all deficiencies during this period.

If the student meets SAP within the warning period (of one term), he/she will be automatically placed back in good standing for financial aid.

It is possible for students to be placed on warning multiple times in their academic career.

SAP Suspension

After one term of warning and continued failure to meet SAP, all of the student's financial aid will be suspended/canceled and student will be placed on "SAP Suspension."

Students will be notified in the event that he/she is on "SAP Suspension." Failure to receive notification from the OFA is not terms for an appeal approval. It is the student's responsibility to understand the Financial Aid SAP policies and adhere to them.

Regaining Eligibility

Students on "SAP Suspension" can earn units and raise their cumulative GPA the next academic term; however they are ineligible to receive financial aid during that period of suspension. Once the SAP requirements have been met, students are eligible to apply for financial aid for the upcoming term.

It is the student's responsibility to notify the OFA when he/she regains eligibility for reinstatement of funds.

Appeals and Extenuating Circumstances

Students may appeal for reinstatement of financial aid via a written request if they have an extenuating circumstance that has prevented the student from meeting SAP for institutional scholarships. Such situation must be exceptional and non-recurring in nature. Some examples are death in the family, illness, or car accident. The appeal must explain the cause of academic difficulty and how the situation has been resolved.

The appeal must be submitted within 20 days of notification of financial aid ineligibility. The student must meet with the Director of MA Program to create an academic plan that will ensure success in completion of their program. The academic plan must be submitted with the SAP appeal.

Students must submit the "SAP Appeal" in person to the OFA. Students may request that the form be date marked for when it has been received.

Students can expect to have a decision within two weeks of submitting an appeal form. The OFA may need to request documentation from the student which could extend this period.

In addition, if the appeal is sent to committee, the period of time needed to convene a committee could also extend the time required to make a decision. If this is the case, students will be notified that there will be a delay.

If the SAP appeal is approved, the student will be placed on "SAP Probation" and will regain eligibility for financial aid for one or more terms based on the academic plan submitted.

If the SAP appeal is denied, students are entitled to an explanation. Once an appeal has been denied, students may not make an identical appeal because he/she did not agree with the outcome. The appeal will be considered officially denied.

A student may not appeal after the enrollment period for the academic year or once graduated.

Grades, Repeated Courses, Transfer Credits

Grades that meet SAP completion standards are grades for which credit is awarded: A, B, C, D and P. F, NP, Withdrawals (W), and Incompletes (I) are not passing grades.

If a student repeats a failed (F) or a previous passed class (D), it will replace the highest grade to recalculate into the new cumulative GPA. Credits attempted in repeated classes will be included in the cumulative credits attempted in addition to the original credits. Students who passed a class and chooses to repeat for a higher grade may receive financial aid only once for that repeated class. Students may receive financial aid for a failed class that they repeat until they pass.

International Student Services

International Student Services

The Office of International Student Services (OISS) provides support services to F-1 international students enrolled at Soka University of America (SUA). As the liaison between SUA and the US Department of Homeland Security (DHS), the OISS staff provide information and resources pertaining to F-1 regulations and policies. OISS staff members communicate regulatory and policy updates related to F-1 regulations and policies to students, faculty, and staff at SUA. They have been designated by the DHS as Designated School Officials (DSO). As the DSO, the OISS staff oversee SUA's compliance with F-1 immigration regulations and provide documentation and support services to F-1 students.

Questions regarding F-1 student status, visa application, travel, employment, documentation services, and government regulations and policies can be directed to the OISS at oiss@soka.edu.

Academic Programs at SUA

SUA has been approved by the Student and Exchange Visitor Program (SEVP) to enroll F-1 international students. New programs or academic offerings seeking to enroll F-1 students must be approved by the SEVP before an F-1 student can enroll in the program. Academic divisions and programs interested in enrolling F-1 students should contact the Director of OISS for additional information on the approval process.

Soka University of America assumes no responsibility for the adverse consequences regarding an applicant's U.S. immigration status that may result from fulfillment of our study abroad requirement. Please view the Internship/Study Abroad section of this catalog for more detailed information.

F-1 Student General Information

F-1 students are non-immigrants who are temporarily admitted to the United States to pursue a full course of study. F-1 students are responsible for maintaining their F-1 status by:

1. enrolling full time during the academic semesters
2. engaging only in authorized employment
3. maintaining valid F-1 documents, and
4. reporting any changes to their information to the OISS

F-1 student records are stored and maintained in the Student and Exchange Visitor Information System (SEVIS).

Registration Requirements

F-1 international students must be registered for a full course of study during the Fall and Spring semesters.

- For SUA Undergraduate students - A full course of study is 12 units
- For SUA Graduate students – A full course of study is 9 units
- For SUA Extended Bridge Program students - A full course of study is 21 contact hours
- For SUA Summer Bridge Program students – A full course of study is 21 contact hours

F-1 international students who plan to be enrolled for less than full-time must submit the Reduced Course Load (RCL) form to the OISS prior to dropping below full-time. There are only a few exceptions to the full-time enrollment requirement for the Fall and Spring semesters as listed below:

- Academic Difficulty RCL (once per degree level)
- Medical RCL (must provide a letter from a medical doctor and can be approved for up to an aggregate of 12 months)
- Final Semester RCL (once per degree program)

Students who drop below full-time enrollment without the proper pre-authorization from the OISS will be considered out of status.

Program Extension

A program extension must be filed at least 3 weeks BEFORE the Form I-20 expiration date. It is the student's responsibility to check the Program End Date on their Form I-20 and request an extension on their Form I-20 in a timely manner. If the Program End Date has already passed, an extension is not possible.

Eligibility requirements for a delay in completion of a program must be due to one of the following reasons:

- Compelling academic reasons (change of Concentration, change in Capstone topic, unexpected research problems, etc.)
- Compelling medical reason (documentation is required from a U.S. licensed medical physician)

Employment

F-1 international students are eligible to work on-campus and off-campus with the appropriate work authorization prior to starting the position.

Curricular Practical Training

Curricular Practical Training (CPT) is a type of off-campus work authorization that allows F-1 students to participate in paid or unpaid off-campus academic internships, fieldwork or practicums during their degree program and where the internship must be considered an integral part of a student's degree program. An undergraduate international student on

an F-1 visa at SUA may apply for CPT after completing their first full academic year at Soka. Interested students should contact the Office Career Development and Internship for further information.

Optional Practical Training
Optional Practical Training (OPT) is a training or work benefit for eligible F-1 students. It is designed to provide F-1 students with an opportunity to gain professional experience in their field of studies for a maximum of one year, before or after completing a degree program. OPT is approved by the United States Citizenship and Immigration Services (USCIS).

Contact the OISS for further information on employment benefits as an F-1 student.

Academic Withdrawal and Completion of F-1 Program

The OISS is required by law to report any changes to an F-1 student's record due to academic withdrawal, expulsion, or completion of program of an F-1 student who is no longer enrolled at SUA.

Authorized Early Withdrawal

If an F-1 student plans on taking a temporary leave of absence or withdraw from SUA, the OISS is required to report this change in SEVIS. An F-1 student must consult the OISS to obtain authorization before withdrawing from classes. This ensures the F-1 student record is reported for the appropriate termination reason in SEVIS. The F-1 record will be terminated in SEVIS and the Form I-20 invalidated. With the approval of the OISS, an F-1 student will have 15 days from the termination date to depart the U.S.

An F-1 student must be re-admitted to SUA when they are ready to resume their studies as an F-1 student.

Any questions regarding the policy listed in this section can be sent to the Director of the OISS at the information below:

Office of International Student Services
Enrollment Services
Soka University of America

1 University Drive
Founders Hall – 2nd Floor
Aliso Viejo, CA 92656
Direct (949) 480-4150
oiss@soka.edu

Academic Support and Student Services

The Daisaku and Kaneko Ikeda Library

The Daisaku and Kaneko Ikeda Library team of librarians and specialists are committed to fulfilling the Soka University of America (SUA) mission and supporting the SUA community in achieving their academic and professional goals. We provide prompt access to information according to the users' needs, interests, and abilities while remaining flexible and open to new ways of serving the community. The Instruction Librarians help students to become effective, thoughtful, and critical researchers as they continue to develop their information literacy skills in an academic environment. Upon professor's request, the librarians teach research and information literacy skills related to course assignments. In addition to in-class instructions, individualized research consultations are welcome and available by appointment either in-person or on Zoom. To make an appointment with an Instruction Librarian, please complete this form. Students may also meet with the librarians via MS Teams online chat, walk-ins, emails, or phone calls. The library also offers subject and topic information guides and how-to instructions designed to support students in their studies and develop their research abilities. The library portal is a great place to start your research journey for class assignments.

Currently, our print book collection contains over 102,000 titles in English and in the four languages taught at SUA: Chinese, French, Japanese, and Spanish. The library also provides access to approximately 483,000 online books. Similarly, online periodicals (52,000) as well as streaming videos (90,000) and music files (69,000) are available to the community, in addition to our **DVDs** and **CDs**. Purchase requests and recommendations from SUA students, faculty, and staff are encouraged as we aim to meet the changing needs of the community. Students can suggest books or films for the library collection by completing this **form**.

In addition, being a member of a global network of libraries allows us to offer Interlibrary Loan (ILL) services to our community. We supply books, book chapters, journal and magazine articles, research and conference papers, theses and dissertations, music scores, and maps. Through this resource-sharing program, we can obtain specialized or rare materials that aren't part of our core collection. ILL allows access to out-of-print, hard-to-find English and foreign-language materials, as well as special collections or archives at other institutions. ILL is also a way for us to collaborate with all types of libraries worldwide in order to provide library users with the broadest possible access to information resources. Our library has been an active, contributive member in these reciprocal scholastic exchanges.

On each floor of the library, study desks and carrels are available for individual study. The group study rooms on the third floor, which are equipped with a TV, a DVD/Blu-ray/VHS player, and a whiteboard (supplies are available at the circulation desk), are open to students for collaborative work or film viewing. Reservations are not required but recommended and can be made using this **form**. Additionally, there are two study rooms open for student use at all times: the 24-Hour Study Room, located on the 2nd floor of the library, and Room 461 in the Ikeda building. The Grand Reading Room (GRR) #400 is open from 8 a.m. to midnight daily. The balcony across from the GRR is another popular spot where the amazing view of the canyon may motivate you to study, meet with your peers, or relax.

The librarians, as information specialists, work closely with event and program organizers on campus to support their goals by collecting and disseminating tailored information to enhance the participants' learning experiences. Your suggestions and requests are always welcome and can be submitted via this **online form** or by visiting the library.

To keep everyone informed and engaged about what is happening in the library, a **library newsletter** is distributed bi-monthly. For more information about our services and events, you may view the library **portal, About Us** page, **Facebook** (Ikeda Library), and **Instagram** (@ikedalibrary).

The University Archives

The Soka University of America (SUA) Archives seek to intentionally preserve historically significant items, SUA's legacy in the making, for the future. Our growing collections showcase the university's development and vibrant student life on campus. We are looking to be both an actively collecting repository for the purpose of historical preservation, and a resource for the SUA community to engage with our rich history, seek items for research, and provide supplemental materials to the academic collections within the Ikeda library. Our information guide presents a variety of archived items currently accessible to the campus community. The SUA Archives have video and photo materials from early SUA history (1987 to 2021), and the digital media files from 2022 can be found at the university's Marketing and Communications department.

In addition to developing and maintaining the university archival repositories, the SUA Archives supports the university community through displays celebrating student life and showcasing SUA History. In the recent past, the SUA Archives' students have been working on "Passion Projects" which intend to share the unique pieces of history they have learned while working in the archives. The "#OneSoka"

exhibit, previously housed onsite at the library, for example, is one of the recent Passion Projects produced within the Archives. “#OneSoka” was a “choose-your-own-path” type of walk-through experience which allows audiences to learn more about the beginnings of SUA from its original location to where it sits now in Aliso Viejo. The inaugural "Graduating Class" display, created in tandem with the student archive assistants, celebrates the achievements of the graduating class while providing touchpoints around their time at SUA for reflective engagement.
We greatly appreciate donations from any members of the SUA community wanting to contribute materials to our growing collections. Please feel free to **contact** the SUA Archives for any inquiries.

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 all technical services, support, and systems to meet the varied needs of a liberal arts university. The primary areas of responsibility include end-user technical support, instructional technology services, audio-visual (AV) multi-media services, academic, and administrative information systems and support. ITS manages and maintains all campus network, compute, and telecom infrastructure and provides email, file, print, telephony, and end- user support services. ITS manages and maintains all campus high speed wired and wireless internet access and network access control.

Instructional Support

First year students receive new Apple Macbook laptop computers, complete with Microsoft Office 365 productivity software, necessary for their academic program. The laptop computer becomes the property of the student upon graduation.

ITS supports the D2L Brightspace learning management system, video and photo editing software (Adobe Creative Cloud), plagiarism prevention software (Turnitin), and an on-line library research system. Specialty software, such as SPSS (Statistical Package for the Social Sciences) and ArcGIS (Geographic Information System), are also supported.

SUA’s teaching/learning spaces consist of classrooms, labs, and seminar rooms. These spaces have wired and wireless connectivity and are typically equipped with audio-visual presentation systems.

ITS provides end-user training, both in-person and remotely online, in computer systems, applications, and audio-visual multimedia systems. ITS provides online learning resources, such as LinkedIn Learning. LinkedIn Learning offers over 13,000 expert-led, online courses and video tutorials in various areas covering a wide range of technology and business skills.

The ITS Help Desk supports students, faculty, and staff with all of their campus technology needs – including remote learning, teleconferencing, networking, hardware, software, systems, applications, and poster printing services. SUA’s student computing lab is equipped with video editing systems and software, including large format digital displays. ITS provides software applications to assist students in their academic programs.

Audio-Visual/Multi-Media Services

SUA classrooms are equipped with audio-visual (AV) presentation systems, sound amplification, and lighting controls. Currently, these systems are being upgraded to provide wireless video streaming capabilities from

computers, tablets, and mobile phones. Wired and wireless network access connections are typically provided in all classrooms, residential rooms, conference and meeting rooms.

Dining Services

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

With a variety of healthful options available at breakfast, lunch, and dinner, the Bistro is also committed to bringing students food that is fresh, flavorful, and socially responsible. All seafood meets sustainability guidelines, eggs are certified cage-free, and a minimum of 20% of all ingredients are grown and sourced from small, local farms.

Health Services

SUA's on-campus Health Center provides various services to help students stay healthy and make educated decisions regarding their bodies. These services include, but are not limited to, preventative measures such as vaccinations and physicals, first aid, treatment of acute illnesses, health maintenance and screening, and appropriate referrals. The Health Center will also support any outreach and educational programs that promote preventative health practices and enhance the wellness of the entire campus.

Any student of SUA can utilize the Health Center at no cost and walk-in appointments are welcome. The Health Center is staffed and managed by California licensed medical practitioners from South Coast Medical Group OC (SCMGOC). For after-hour/weekend services, students are referred to South Coast Medical Group Urgent Care.

Shuttle Services

For those students who may not have their own transportation, SUA offers a free shuttle service that goes to three main shopping plazas around town. Upon approval, students can request other locations within a limited radius around the university. This shuttle runs on a daily basis seven days a week.

Student Center

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

SUA Bookstore

The SUA Bookstore offers a variety of Soka branded apparel and merchandise. The Bookstore can be reached by calling (949) 480-4360.

Public Safety

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

A Public Safety officer is positioned at the Main Gate Entrance

24-hours a day, 7-days a week, providing information, site maps/ brochures and documentation of pre-approved visitations. In addition, the campus is closed to uninvited visitors from 10 p.m. to 8 a.m.

- Public Safety staff covers all areas of the campus 24 hours a day, 7 days a week.
- SUA operates 120 video cameras strategically placed around the campus to monitor building entrances and major thoroughfares.
- Parking lots contain 40 code blue emergency stations instantly alerting Public Safety in case of trouble. The stations are also monitored by video camera.

Student Affairs

Student Affairs

Student Affairs recognizes that students learn as much outside the classroom as they do in the classroom. With this awareness in mind, Student Affairs is dedicated to creating a student- centered environment on campus that will provide the best possible living experience and learning opportunity for students. Working effectively with faculty and staff, Student Affairs supports the university's mission to foster a steady stream of global citizens committed to living a contributive life.

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 are other leadership-building opportunities provided by Student Affairs where students can interact with each other and with faculty and staff.

The Office of Student Activities offers a wide array of educational, cultural, service learning, social and recreational programming that foster student learning and development. The Office of Student Activities coordinates many campus-wide events including multicultural events and other diversity-focused programs and special lectures. The Office of Student Activities also works collaboratively with student organizations and departments across campus to provide events for the student body and also coordinates of-campus performing arts excursions to theaters for musicals and theatrical performances, sporting events and the Alternative Spring Break Program.

Residential Life

Residential Life is one of the more distinctive features of campus life. As a residential campus, students are required to spend their four year college career living on campus. The residence halls are a living-learning community – intended to serve as a foundation for students in their need to not only "live" on campus but also "learn" within an engaging community environment. The residence halls were designed to encourage group interactions and promote opportunities to develop a broader global perspective and awareness.

The residential life experience includes a host of community programs and events sponsored by the Residential Life staff and Faculty Resident, themed community activities, study groups, and hall governance through Residents Council.

Career Development and Internships

SUA is committed to supporting 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 virtual/in-person workshops and seminars.

For those students interested in internships, SUA 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 challenges with adjustment or personal crises during their studies at SUA. To assist students in coping with various difficulties, the counselors support and guide them on many important issues, such as establishing and maintaining relationships, coping with anxiety and depression, strengthening the ability to problem-solve and make decisions, navigating changes in relationships with family and friends, living with losses, and handling new academic demands. Because Soka University of America values the whole person wellbeing of each student, counselors are available not only in times of adversity but in pursuit of personal development, such as improving how they are managing an area of their life or getting encouragement and suggestions regarding a particular goal.

Undergraduate Catalog

BA in Liberal Arts

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

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

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

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

The undergraduate learning outcomes are:

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

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

How Will You Know an SUA graduate?

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

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

Implementing the Vision

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

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

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

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

General Education

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. Mathematics, Physical, and Biological Sciences
2. Arts and Humanities
3. Social and Behavioral Sciences
4. Language and Culture

Outline of General Education Courses and Requirements

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

Area and Comparative Studies (2 courses)

- PACBASIN 100: Introduction to the Pacific Basin (1, first year)
- AMEREXP 200: American Experience (1, second year)

Communication and Inquiry (3 courses)

- WRIT 101: Communication Skills (first year)
- INQUIRY 100: Modes of Inquiry (second year)
- Upper-level Writing requirement to be satisfied by any "W" designated Concentration course or any 300-level Writing course

Core (2 courses)

- CORE 100: The Enduring Questions of Humanity (first year)
- CORE 200: The Enduring Questions in Contemporary Contexts (second year)

Creative Arts (1 course taken any year)

Creativity Forum (1 course)

- CF 100: Creativity Forum

Language and Culture (4 courses)

Learning Cluster (2 courses, first and second year)

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

- Mathematics
- Physical Sciences
- Biological Sciences

Study Abroad (4 courses)

Wellness (1 course, first or second year)

- WELL 100: Health and Wellness

Other General Education Electives (not required)

- LDRSHIP 100: Leadership
- DIST 290, 390, 490: Distinguished Topics
- CAREER 100: Career Building

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.

Area and Comparative Studies Courses

AMEREXP 200: The American Experience

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.
Units: 3

PACBASIN 100: Introduction to the Pacific Basin

This course compares regions, cultures, societies, and economies within and across the Pacific Basin. The course surveys the geography and history of this region, an increasingly important arena in world affairs. From various perspectives, the course also examines contemporary issues, such as economic relations, migration, regional institutions, globalization, democratization, trans-nationalism, and the environment in the Pacific Basin. As a result of taking this course, students will develop an understanding of the historical transformations; 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.
Units: 3

Communication and Inquiry

In keeping with the mission of the university, communication is highly valued at SUA. Communication and Inquiry courses challenge students to understand the complex rhetorical relationships among audience, purpose, and text, and among language, knowledge and power. The courses also introduce students to the collaborative and social aspects of the writing process.

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, to see that certain problems require using certain modes of inquiry, to see that intellectual problems often require the use of many modes of inquiry, and to see the delineation and commonalties among them.

Communication and Inquiry Courses

INQUIRY 100: Modes of Inquiry

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.
Units: 3

WRIT 101: Communication Skills

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, life sciences, and international studies. 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.
Units: 3

Advanced Writing Skills Course Requirement

Students can satisfy their advanced writing skills requirement in two ways. After successfully completing Writing 101, they can either take any WRIT 300-level course from the Writing Program or any W-coded advanced writing skills course offered by one of the five concentrations. These courses are indicated by the letter "W" after the course number, for example, "INTS 348W." Advanced writing skills courses in the concentrations may satisfy other degree requirements (e.g., one of the five courses taken in the upper division in their home concentration). Dual concentrators are only required to complete one advanced writing skills course.
Units: 3-4
Prerequisites:
WRIT 101

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.

Core Courses

CORE 100: The Enduring Questions of Humanity

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 personal and group identities, notions of community, interactions with nature, and transcendence. The course is offered in a seminar format that requires active participation and reading of primary texts.
Units: 3

CORE 200: The Enduring Questions in Contemporary Contexts

This course examines how people from around the world have continued to embody virtue, contribute to the social good, interact with nature, and explore the meaning of life. Although texts provide some sense of the development of these themes historically in the East and West, the course focuses on contemporary perspectives.
Units: 3
Prerequisites:
CORE 100

Creative Arts

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

All Creative Arts courses are designed to fulfill the following goals:

1. Direct experience of the creative process in at least one artistic medium.

2. Appreciation for the universal human creative spirit.

3. Enhancement of creative thinking and problem-solving as skills that can be transferred to other endeavors.

4. Creation of a non-competitive community for individual and collaborative work.

The student learning outcomes for Creative Arts courses 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 take additional Creative Arts courses as electives at any time; more information and the full listing of courses including those that may count toward general electives are available on the Creative Arts Program page.

Creativity Forum

Creativity Forum Courses

CF 100: Creativity Forum

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

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 first year, ensuring prolonged and intensive engagement with the languages and cultures studied. Instruction is geared to active student participation.

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.

Language and Culture courses are listed under the Language and Culture Program below.

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 collaboratively in teams with a Learning Cluster instructor 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 discovering and presenting trends and ideas, including policy recommendations that bear upon the quality of the human condition. The intensive nature of Learning Clusters involves students taking only one course at a given time, allowing students to take full advantage of opportunities, where appropriate, for field excursions and service learning.

A signature feature of the SUA curriculum, Learning Clusters are 3.5-week, intensive January Winter Block course designed to bridge theory and practice, with students working collaboratively to propose, research, and model constructive approaches to local, regional, and/or global issues. The intensive nature of Learning Clusters involves students taking only one course at a given time, allowing many LC classes opportunities, where appropriate, for experiences beyond the classroom and campus.

Learning Cluster Learning Outcomes: Students will learn to

1. Develop critical, analytical, and investigative skills to formulate educated responses to a specific problem or question
2. Develop personal and leadership skills to work collaboratively toward the completion of a common project
3. Develop skills and awareness as concerned and engaged global citizens

Unlike regular catalog courses, most Learning Clusters are created through collaboration from students and faculty. Through the Learning Cluster Bulletin Board, students post ideas to organize like-minded classmates, or else faculty propose ideas and begin to organize meetings. Students helping to craft the course may then pre-register, with other

students enrolling during the regular registration week. Enrollment in each class is limited, usually capped at 11 students per course.

All Clusters receive course development funds from the university that can be used to purchase materials, provide honoraria for guest speakers, and for off campus field trips. A limited number of competitive grants are also available to support travel for up to 12 days outside of southern California.

All students are required to take at least two Learning Cluster courses, usually in their first and second years of study, with some students opting to take a third Learning Cluster during their third year, depending on Study Abroad.

Please see the Learning Cluster webpage for more details and examples of Learning Cluster courses.

Students will take the following Learning Cluster course: LRNCLSTR 200

(required for first and second year students, optional for third year students.)

View Learning Cluster Handbook 2024-2025

Learning Clusters Courses

LRNCLSTR 200

(required for first and second year students, optional for third year students.)

Science and Mathematics

The science and mathematics program at SUA offers courses in three areas: Biological Sciences, Physical Sciences, and Mathematics. One course from each area is required of all students, but these may be taken in any order. In addition to general interest courses specially designed for students not planning on pursuing further studies in science or mathematics, the program offers foundational science courses for students interested in health or science careers. Further courses may be taken as electives.

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

1. Understand the nature of mathematical or scientific inquiry.
2. Understand the relevance of mathematical or scientific inquiry to contemporary society.
3. Read mathematical or scientific texts with comprehension.
4. Solve problems using mathematical or scientific skills.
5. Effectively communicate mathematical or scientific principles.

Science and Mathematics courses are listed under the Science and Mathematics Program below.

Study Abroad

A distinctive feature of SUA's academic program is the requirement for all students to spend one semester of their junior year abroad. This semester must be spent in a country where the primary language aligns with the student's language studies at SUA. These programs aim to deepen a student's foreign language skills through complete immersion in the everyday life of another culture.

Further information about Study Abroad is listed under the Study Abroad Program below.

Wellness

Soka University is committed to developing well-rounded students, and offers Health and Wellness to develop the body in addition to the mind and spirit. The emphasis of the class 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.

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 with other students and their instructor 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.

Wellness Courses

WELL 100: Health and Wellness

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. Recommended for students in their first or second year.
Units: 2

Other GE Electives

Other GE Electives Courses

CAREER 100: Career Building

What do you want to be? How can you find a life of value? This one-unit course helps students explore career choices and expand understanding of the relationship between education and the world of work. Career choices include non- or for-profit companies, large and small; non-governmental and intra-governmental organizations; and academia. Students will place emphasis on self-assessment, path making, professional discernment, tackling the job search, issues related to hiring and the workplace, and the graduate school admissions process, depending on interests. Instruction is personalized and dynamic: small group and individual work with instructors are emphasized.
Units: 1

DIST 290, 390, and 490: Distinguished Topics

Units: 1-4
Prerequisites:
Prerequisites may require instructor consent or may vary according to the instructor's requirements.

LDRSHIP 100: Leadership

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.
Units: 1
Prerequisites:
Instructor Consent Required. Designated P/NP.

Study Abroad Program

A distinctive feature of SUA's academic program is the requirement for all students to spend one semester of their junior year abroad. This semester must be spent in a country where the primary language aligns with the student's language studies at SUA. These programs aim to deepen a student's foreign language skills through complete immersion in the everyday life of another culture.

Participating in study abroad helps students further develop the qualities necessary to be global citizens. Upon returning to campus, they bring back a network of new friends and associates, fostering deep, potentially lifelong relationships. Additionally, the experience broadens students' intellectual understanding of the world's diversity.

Please note, SUA is not liable for any potential adverse effects on a student's U.S. immigration status that may arise from participating in the Study Abroad requirement.

Eligibility for Study Abroad

Students must fulfill the following criteria for participation in study abroad

- No students on academic probation are permitted to embark on study abroad programs.
- Incomplete Grades: Default grades will be factored into the student's semester GPA for study abroad eligibility. A student whose default grade results in a term or cumulative GPA below 2.0 will be deemed ineligible for study abroad the following semester.

- Participation in study abroad is typically reserved for junior-year students. However, students can petition for eligibility to study abroad during a different academic year. Students are not permitted to participate in study abroad during their final 8th semester (usually the Spring term) due to the priority placed on Capstone.
- Before departing for their semester abroad, students must have completed the 202-level or higher in their target language on campus.
- While at SUA, students are allowed to study multiple languages, provided they achieve the 202-level proficiency or higher in the target language for their study abroad destination before commencing study in another language.
- Language courses necessary for study abroad eligibility cannot be taken on a Pass/No Pass basis. • Study abroad target language courses at the 100/200-level must be taken for a grade.
- Students starting at the 300-level must take their initial courses for a grade.
- Students are mandated to undergo Language Proficiency Tests (STAMP Test) administered by the Language and Culture Program (LCP) both before and after study abroad.
- Official enrollment is required in the semester preceding a semester of study abroad.
- Attendance at all orientations organized by the Office of Study Abroad and International Internships (SAII Office) is mandatory, along with submission of all necessary documents, prior to departure for study abroad.

Requirements and Alternatives

At SUA, the standard policy is for students to participate in study abroad programs during their third year. However, exceptions to this policy are considered under specific circumstances: (1) if a student does not meet the necessary prerequisites for study abroad, including academic standing and adequate language preparation, or (2) if the intended study abroad program in the target language destination country/countries is unavailable due to health, safety, legal, or political issues. In these scenarios, students are required to complete a minimum of 12 upper-division units in their study abroad target language at SUA to fulfill the study abroad requirement.

Additionally, certain students may encounter travel restrictions to specific countries based on their nationality and bilateral national relations. If a student finds they are unable to study abroad in their chosen language once the application period commences, they have two options: 1) Pursue study abroad in another language offered at SUA, selecting a program that accepts beginning language learners if they are at a novice level, or 2) Complete an additional 12 upper-division units in their chosen language of study at SUA. It is crucial to note that the availability of study abroad programs can change in response to evolving global events and diplomatic relations.

Study Abroad Alternative Procedure

Students who meet the specific circumstances outlined in the Requirements and Alternatives policy above may choose an alternative to the study abroad requirement. This option is available to students who do not meet the necessary prerequisites for study abroad, encounter travel restrictions to specific countries based on their nationality, or if their intended study abroad program is unavailable due to health, safety, legal, or political issues. Students who are approved for the study abroad alternative will have to satisfy the study abroad graduation requirement with four upper-level courses in their study language.

To request the study abroad alternative, affected students must submit a formal petition via email to the Director of the Study Abroad and International Internships (SAII) Office. In the petition, students should clearly outline their reasons for requesting the study abroad alternative and provide any supporting documentation, if applicable.

Upon receipt of the petition, the Director of the SAII Office will review the request and consult with the Study Abroad Committee and the Dean of Faculty to determine eligibility for the study abroad alternative requirement. The decision will be communicated to the student in a timely manner.

It is important to note that being approved for the study abroad alternative may have implications for academic planning and graduation requirements. Students are encouraged to carefully consider their options and consult with their academic advisors before submitting a petition for opting out of study abroad.

For further guidance or assistance with the study abroad alternative procedure, students may contact the SAII Office.

STAMP Test Administration

SUA students are required to take the STAMP Test for Language Proficiency, administered by the Language and Culture Program (LCP), prior to and following their Study Abroad term, in line with institutional assessment protocols.

It is imperative to note that students must approach the test with the necessary seriousness and adhere strictly to the provided guidelines. Failure to comply will result in the requirement to retake the test at the student's expense.

Academic Load Abroad

Study Abroad Credit Requirements

Students must earn a minimum of 12 credits and a maximum of 16 credits in their target language per semester for study abroad. The course load is determined by the student in

consultation with the Director of the SAII Office. The academic suitability of a specific program is assessed by a faculty committee in collaboration with the SAII Office.

Enrollment in Courses

Students participating in study abroad programs must select courses based on results from both the Placement Test taken on-site and the Pre-Study Abroad STAMP Test taken at SUA. They must enroll in language courses and/or content courses tailored for international students. Internships or service-learning courses may be enrolled if pre-approved by SUA.

Eligibility for Local University Courses

To take regular courses at local universities with native-speaking students that meet SUA's study abroad requirements, students must achieve scores of 5 (Intermediate Mid) or higher in all four skill categories on the mandatory Pre-Study STAMP Test. Students with a score of 4 (Intermediate Low) in no more than one skill category may petition the Study Abroad Committee for special consideration. Final decisions on such petitions are made by a member of the Study Abroad Committee in the target language and the Director of the Language and Culture Program (LCP).

Course Selection Process

Choosing courses for study abroad involves considering multiple factors:

1. Pre-Study Abroad STAMP Test scores at SUA
2. On-site placement test scores and expert opinions (from Resident Directors and faculty members)
3. Requirements of the specific study abroad program

Students typically fulfill the minimum requirement of 12 credits in the target language by taking language or content courses designed for international students.

No Credit Transfer

While students are encouraged to explore various courses offered by the host institution or program, not all courses are eligible for credit transfer. Credits are awarded for language and culture studies related to the target language of the program. Courses outside this scope, including elective or required courses in non-language/cultural areas, skill-based workshops, or those taught in languages other than the target language, are not eligible for credit transfer.

Credits for internships or service-learning courses are granted only if pre-approved by SUA. Students may need to submit a course syllabus to the SAII Office for final approval for courses potentially eligible for credit transfer.

Approval Process for Courses Abroad

Before departing for their study abroad program, students are required to schedule a consultation with a member of the Study Abroad Committee who teaches their target language. This consultation ensures that students select courses aligned with their interests, SUA's academic standards, and the educational objectives of the host university specific to their study abroad site.

Pre-approval Process

Before the course consultation, students must complete the "Approval Form for Courses Abroad." This form outlines their intended course selection for the semester abroad, including possible alternatives. To ensure compliance with SUA's Academic Guidelines, particularly regarding credit transfer from abroad, students must follow these steps:

1. List all courses intended to be taken during the semester abroad, including those not for credit transfer.
2. Provide course names in English, translating if necessary.
3. Specify which course(s) will be partially transferred back to SUA to stay within the maximum of 16 credits.
4. Indicate whether each course is a Pre-Semester Course, a Course for International Students, or a Regular University Course with local students.
5. Specify whether each course will be taken on a Graded or Pass/Non-Pass basis. Note that Core 1 is designed as Pass/Non-Pass, while Core 2 is graded.
6. Include Pre-Study Abroad STAMP Test Scores.
7. List all courses in the "Not for Transfer for SUA credit" section, if applicable.

After completing the form, students must send it to the Director of the SAII Office for approval. They should retain a copy of the form and the approval email from the Director of the SAII Office for their records.

Final Approval Process

Students should be aware that course selections made before departure may be preliminary, as actual course offerings on-site could differ from those listed by Provider Programs. If students make changes to their proposed schedule on-site, they must notify the Director of the SAII Office within the first 14 days of semester classes (or the first 3 days of pre-semester classes, if applicable) by sending an updated PDF form of their course selection. Failure to do so may impact credit transferability. The final course selection must be approved by the Director of the SAII Office and/or Study Abroad Committee.

If students fail to notify course changes within the specified timeframe, their pre-approved courses will remain the final selection.

16 Credits Limit and Declaration

Credit distribution varies by program, and students may need to declare which courses to transfer back to SUA to meet credit requirements. For instance, if a student takes four five-credit courses, they must declare within the first 14 days of semester classes which three courses will be fully transferred (15 credits) and which will not (5 credits). Failure to declare within this timeframe grants the Director of the SAII Office authority to determine the transfer status of courses on the student's behalf.

Add/Drop Class Policy

After arriving at the host institution, students may need to add or drop courses due to placement test scores or changes in offerings. In such cases, students must email the Director of the SAII Office within the first 14 days of semester classes (or the first 3 days of pre-semester classes) to seek approval for their final course selection. Failure to do so will result in maintaining the pre-approved course(s).

Students may not drop a course if doing so results in a less-than-full course load, unless under extenuating circumstances. In such cases, students must notify the Director of the SAII Office, who will consult with the Dean of Faculty.

Transferred Grades from Abroad

The grading system outlined in the SUA Undergraduate Catalog applies universally to all study abroad programs.

12-16 Transfer Credits

Study abroad courses, ranging from a minimum of 12 to a maximum of 16 credits in the target language, contribute to the student's GPA regardless of whether they pass or fail. For credit transfer eligibility, students must obtain pre-approval for all courses from the Director of the Language and Culture Program and the Director of the SAII Office either before commencing study abroad or within the first 14 days of semester classes (the first 3 days of pre-semester classes). No transfer credit will be granted for courses without prior approval, even if successfully completed.

No credit will be awarded for courses taken abroad if they are taught in English or any language other than the target language. Such courses will result in a grade of F or Non-Pass, potentially causing the student to fall short of the minimum 12-credit requirement if not taught in the target language.

Individual courses taken abroad cannot be directly applied to fulfill SUA graduation requirements. While credits earned during study abroad (ranging from 12 to 16) contribute to overall SUA credit, they do not fulfill specific coursework requirements for particular concentrations.

Policies of Individual Programs

1. Credit Requirements:

Each program sets its own minimum and maximum credit requirements. You must comply with both SUA's academic guidelines for Academic Load and the credit guidelines of your chosen study abroad program. For instance, some programs may require enrollment in up to 15 credits to meet their study abroad criteria.

2. Grading Systems:

Study abroad programs follow the grading systems of their host universities and institutions. SUA respects these varied grading standards. Credit transfers to SUA will be based on official transcripts provided by the host programs.

Note: SUA's grading system does not include D+ or D- grades. Thus, grades of D+ or D- earned abroad will be recorded as a D at SUA.

3. Instruction Hours and Credit Conversion:

Some host institutions abroad may have different standards for instructional hours required per academic credit, which may not align with U.S. norms. However, SUA does not convert these into U.S.-based units. We adhere to the credits as they appear on the final transcript from the host program or institution.

4. Contact Hours and Credit Calculation:

In cases where programs specify contact hours without clear credit hour allocation, students must consult their on-site program directors to confirm these hours. This information is essential for accurately calculating the U.S. equivalent credits, based on the standard of 15 contact hours per credit.

Courses Registered as "NOT for Soka Credit"

All courses undertaken during study abroad, regardless of their transferability status, will be recorded on the SUA official transcript. Only courses or units approved by the Study Abroad Committee will contribute towards degree requirements and GPA calculations. Any courses or units designated as "not for credit" on a student's Approval Form for Courses Abroad, or those lacking approval from the Study Abroad Committee, will be annotated as "No Credit" on the SUA official transcript.

Pre-semester Course(s)

Certain programs may provide pre-semester course(s) mandatory for all participants. It's essential for students to understand that pre-semester courses will contribute to the

required 12 credits and will be graded unless students declare otherwise within the initial 3 days of pre-semester classes.

Failure to communicate changes in course preferences, including grading options, to the Director of the SAII Office within this timeframe will result in the pre-approved courses being finalized as the student's course selection.

Graded or Pass/Non-Pass

The following statement outlines the updated policy for choosing between Graded and Pass/No Pass options for courses taken during your study abroad.

1. Policy for Electing Pass/No Pass:

- Standard Semester Courses: Students must declare their intent to take courses as Pass/No Pass within the first 14 days of the semester.
- Pre-Semester Courses: For those enrolled in pre-semester courses, this declaration must be made within the first 3 days.
- Failure to Notify: If you do not inform the Director of the SAII Office about your choice within these timeframes, your pre-approved courses will default to their original selection.

2. Limitations and Eligibility:

- Total Allowance: You may elect to take a maximum of 4 courses as Pass/No Pass throughout your entire course of studies at SUA, including during study abroad.
- Core Courses: Please note, Core 1 is inherently a Pass/Non-Pass course, whereas Core 2 is graded.
- Responsibility: It is your responsibility to track the number of Pass/No Pass courses you have taken. Exceeding the limit will result in some Pass/No Pass courses being invalidated and reverted to graded status by SUA's discretion.

3. Declaration Procedure:

- Pre-Departure Declaration: You must declare your Pass/No Pass choices before departing for study abroad, indicating your decision on the Approval Form for Courses Abroad.
- Changes During Study Abroad: If you change courses while abroad, you must re-submit your Pass/No Pass declaration via email within the first 14-dayadd/drop period of the semester (or within 3-day add/drop period for pre-semester courses). Retroactive declarations are not permitted.

4. Consequences of Non-Communication:

- If you fail to communicate any changes in your Pass/No Pass status within the specified timeframe, we will assume no changes have been made from your initial declaration.

5. Course Credit Conversion:

- Be aware of the conversion rates for Pass/No Pass Units based on course credits:

Course Credit	Equivalent Pass/Non-Pass Unit
1.00 - 4.49	1
4.50 - 8.49	2
8.50 - 12.49	3

6. Academic Risks:

- Failing to complete a minimum of 12 credits, such as receiving a D in a Pass/No Pass course, could result in academic probation. For example, taking all four courses as Pass/No Pass and ending with grades equivalent to 3 As and 1 D (3 Ps and 1 NP) may lead to probation.

Internships/Service-Learning

SUA recognizes the value of internships and service-learning experiences during study abroad, offering students the chance to apply their language skills in practical settings. To ensure credit transfer, students must obtain pre-approval from the SUA Study Abroad Committee, ensuring that the internship or service-learning opportunity meets specific SUA criteria:

- Internships/service-learning must be graded.
- Students must utilize their "target" language throughout the activity, excluding English.
- The activity should include academic components such as reading/writing assignments, presentations, or class discussions.

For internships/service-learning, students can earn a maximum of 3 credits, with contact hours varying based on the program or host university. If students opt not to receive academic credit, they should list the course in the Not-for-Credit section of SUA's Approval Form for Courses Abroad. Credits for internships/service-learning will be awarded upon successful program completion and transcript review.

Failure to Complete Full Class Load

Students risk academic standing issues if they fail to fulfill the minimum 12-credit requirement, either by insufficient course enrollment or by receiving failing grades or a D in a Pass/Non-Pass course. Consequences may include loss of scholarships or financial aid and delayed graduation. International students may jeopardize eligibility or legal

status upon returning from abroad. Students falling short of 12 credits must enroll in language class(es) upon returning to SUA to compensate.

SUA & Original Transcripts

Information accessed via SUA's People-Soft/Learn, including courses taken abroad, is provisional until official transcripts are received from the study abroad program. All registered courses, regardless of credit designation, appear on SUA's official transcripts. Additionally, courses and grades from the study abroad program or host institution are included on original transcripts provided abroad.

Post Study Abroad Preparations

Accessing People-Soft/Learn During Study Abroad

Information found in People-Soft/Learn during study abroad, including courses taken, is preliminary. SUA's receipt of official transcripts from study abroad programs finalizes academic status.

Registration for SUA Courses in the Following Spring

Students abroad must register for SUA classes online. Access to People-Soft and soka.edu email is essential upon arrival at the host institution. Registrar's office communications, including registration details, are sent exclusively to soka.edu accounts. A hold on registration remains until students attend a mandatory Academic Advising appointment. Financial obligations must be settled before registration.

"Rush Transcript" from Study Abroad

For students planning to take regular university courses with locals, obtaining study abroad transcripts promptly is crucial. Requesting "rush transcript" services from program providers before departure is recommended. Delays in transcript processing may impact scholarship eligibility and athletic participation in the following semester.

Satisfactory Academic Progress (SAP)

SAP is reviewed at the term's end after grades are posted. Study abroad returnees may experience grade posting delays, with courses initially marked as incomplete. These courses count as attempted credits with no earned credit until study abroad grades are received.

Incomplete study abroad courses do not affect SAP GPA calculations. Once study abroad grades and credits are received, they undergo the same SAP review as regular courses. If study abroad grades are not available at disbursement, students may receive a SAP warning.

For students on a SAP warning before study abroad, aid disbursement awaits grade posting. If a SAP suspension results from study abroad grades or delay, students have 20 business days to appeal after notification.

Withdrawal and Return

Course Withdrawal

Students may withdraw from a study abroad course between the 2nd and 8th week of a semester, maintaining enrollment in a minimum of 12 credits. Withdrawals do not affect GPA but require approval from the on-site program director and the SAII Office. The "I" (incomplete) designation is not permitted for study abroad courses.

Withdrawal from Study Abroad

Study abroad is mandatory for SUA graduation. Withdrawal necessitates written notification, reviewed by both SUA and the Program Provider. Subsequent submission of an SUA withdrawal form to the Registrar's Office is required. Re-registration at SUA is not permitted during the same semester as study abroad withdrawal. The earliest re-registration opportunity is the following semester. If withdrawal occurs before the study abroad start date, re-registration for the same semester may be possible before the add/drop period ends.

Winter Block and Financial Aid Implications

Students considering spring term study abroad should be aware of financial aid implications related to Winter Block enrollment. If study abroad plans change after Winter Block enrollment or if the program is canceled post-Spring semester add/drop, financial aid adjustments may be necessary. Contact the Financial Aid Office for guidance on these implications.

Conduct Policy: Dismissal from the Study Abroad Program

Students must adhere to host institution conduct standards. Dismissal may occur for improper behavior or failure to comply with local laws. Written notification of dismissal undergoes review by SUA and the Program Provider. Dismissed students cannot register at SUA during the original study abroad semester. Re-registration may occur in the subsequent semester, pending university policies.

Policy on Returning Temporarily to SUA

Students should avoid returning to SUA during their study abroad program unless necessary. Absences must be communicated to the On-site Residential Director and SAII Office. Accidents, severe illness, or family emergencies will be evaluated individually. Non-emergency absences may impact re-entry.

Re-Entry

Upon return, students must complete an online program evaluation and the Post-Study Abroad STAMP Test within the timeframe specified. Students who take the STAMP test abroad and submit scores to the SAII Office may waive the test at SUA.

Housing for Study Abroad Students

Fall study abroad students may stay in university residence halls during the preceding summer, requiring summer housing purchase. Check-out before the fall session is mandatory. Spring study abroad students may reside in halls during the winter period, with a similar check-out requirement before the spring session begins.

Finance for Study Abroad

Students are obligated to pay SUA for tuition and room/board fees regardless of the study abroad program or location they attend.

The cost of Study Abroad and International Internships has been integrated into SUA's tuition structure. SUA's comprehensive fees, encompassing tuition, room/board, and medical insurance, encompass study abroad program expenses such as tuition, room/board, SUA medical insurance, airfare, application fees, and visas. Students are accountable for expenses related to non-SUA medical insurance, postage, and all other personal and miscellaneous costs (refer to the table below for further details). Discrepancies in program fees will not impact SUA's overall fees, as students, whether enrolled in SUA-administered or approved provider programs, are considered SUA students and earn academic credits through SUA's oversight. To ensure parity in education quality abroad compared to SUA, the SAII Office and Study Abroad Committee convene annually to review all approved programs.

Note: Students residing off-campus must still remit SUA room and board charges during their study abroad semester.

GE Programs

Creative Arts Program

OVERVIEW

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

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

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

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

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

Music Ensembles

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

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

Creative Arts Program Courses

CARTS 101: Introduction to Music Composition

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.
Units: 3

CARTS 102: Introduction to Songwriting

This course will introduce students to the study of songs and songwriting, with special attention paid to the art of lyrics, melody, harmony, and structure to create songs. We will analyze and compose songs, and listen to popular American songwriting throughout modern history. There are no prerequisites, and no previous knowledge of music reading and notation is required, though students are expected to listen critically and create and collaborate on original song lyrics and music.
Units: 3

CARTS 110: Music Composition with the Computer

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.
Units: 3

CARTS 120: Drawing: Seeing & Imagination

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.
Units: 3

CARTS 130: Beginning Ceramics

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.
Units: 3

CARTS 131: Sculpture: Creating Form

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.
Units: 3

CARTS 140: Creative Painting

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.
Units: 3

CARTS 150: Introduction to Photography

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.
Units: 3

CARTS 160: Creative Dance

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.
Units: 3

CARTS 201: Composing Tonal Music

This course, which requires basic music literacy skills, focuses on composing music based on the "common-practice tonal" tradition of Western art music and the contemporary traditions that have evolved from it. 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.
Units: 3
Prerequisites:
Instructor Consent

CARTS 205: Improvising Music

This course is an introduction to improvising music, and is open to interested students with all levels of prior improvising experience, including none. Students will explore approaches to improvisation found in diverse cultural traditions, learn both theoretical and practical tools and approaches, and engage in both individual and group improvisation exercises, all aimed at developing skill, creativity, and confidence as musicians.
Units: 3

CARTS 210: Music Composition II: The Next Step

This course is designed to serve students with some experience composing music, who want to further develop their abilities and explore new approaches to creating new music. Class meetings will consist of weekly seminars, in which various contemporary approaches to composition will be explored, followed by individual lessons, to support each student's pursuit her/his own interests.
Units: 3
Prerequisites:
Instructor Consent

CARTS 260: Advanced Creative Dance

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.
Units: 3

CARTS 290: Topics in Creative Arts

Units: 3

CARTS 298, 398, and 498: Special Study

Units: 1-4

CARTS 299, 399, and 499: Independent Study

Units: 1-4

CARTS 320: Advanced Studio Art – Drawing II

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.
Units: 3
Prerequisites:
CARTS 120 or Instructor Consent.

CARTS 330: Ceramics II

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.
Units: 3
Prerequisites:
CARTS 130 or Instructor Consent. Prior experience in ceramics is required.

CARTS 340: Advanced Painting

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.
Units: 3
Prerequisites:
CARTS 140 or Instructor Consent.

CARTS 350: Advanced Photography

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.
Units: 3
Prerequisites:
CARTS 150 or Instructor Consent.

CARTS 390 and 490: Advanced Topics in Creative Arts

Units: 3

MUSICENS 130: Basic Musicianship

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.
Units: 1

MUSICENS 131: Class Piano

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.
Units: 1
Prerequisites:
Instructor permission required.

MUSICENS 132: Soka Singers

This course is designed for students who want to improve their vocal skills in a group setting and explore singing in a variety of styles such as popular music, classical, jazz and musical theater. Specifics include singing in harmony and developing musical expression/communication with each other and with an audience. May be repeated for credit.
Units: 1
Prerequisites:
Instructor permission required.

MUSICENS 133: Musical Theatre

This course is designed for students who want to experience performing musical theater in a musical revue to be presented at the end of the semester. Students will be singing alone and/ or in small or large groups. Students are expected to learn basic choreography and possibly perform some accompanying dialogue lines. An emphasis is placed on musical and dramatic expression with each other and with an audience.
Units: 1

MUSICENS 134: Beginning String Ensemble

This course is for students with basic music literacy skills who wish to learn to play classical string instruments. May be repeated for credit.
Units: 1
Prerequisites:
Instructor permission required.

MUSICENS 135: Instrumental Chamber Ensemble

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.
Units: 1
Prerequisites:
Instructor permission required.

MUSICENS 136: Concert Band

This course is open to all instrumentalists, including woodwind, brass, string and percussion players, who possess basic music literacy skills. The Concert Band will play both traditional and contemporary large-ensemble repertoire. May be repeated for credit.
Units: 1
Prerequisites:
Instructor permission required.

MUSICENS 137: Percussion Ensemble

This course is open to all interested students with basic music literacy skills, regardless of prior experience playing percussion instruments. The ensemble will explore a range of literature for percussion, with a focus on helping students develop their rhythmic and sight-reading abilities, as well as ensemble performance skills. May be repeated for credit.
Units: 1
Prerequisites:
Instructor permission required.

MUSICENS 139: Jazz Theory at the Keyboard

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.
Units: 1
Prerequisites:
Instructor permission required.

MUSICENS 140: Vocal Technique for Singers

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.
Units: 1
Prerequisites:
Instructor permission required.

MUSICENS 141: Jazz Ensemble – Combo

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.
Units: 1
Prerequisites:
Instructor permission required.

MUSICENS 231: Intermediate Piano

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.
Units: 1
Prerequisites:
Instructor permission required.

MUSICENS 240: Intermediate Vocal Technique for Singers

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.
Units: 1
Prerequisites:
Instructor permission required.

MUSICENS 290: Topics in Music Ensemble

Units: 1

MUSICENS 331: Advanced Piano

Advanced level piano students will build technique and repertoire through weekly private lessons.
Units: 1

MUSICENS 332: Adv. Soka Singers

This course is designed for more advanced singers who want to improve their vocal skills in a group setting and explore singing in a variety of styles such as popular music, classical, jazz and musical theater. Specifics include singing in harmony and developing musical expression/communication with each other and with an audience. May be repeated for credit.
Units: 1

MUSICENS 333: Adv. Musical Theatre

This course is designed for more advanced, experienced students who want to experience performing musical theater in a musical revue to be presented at the end of the semester. Students will be expected to take additional responsibilities in preparing the revue, and will challenge additional and more difficult repertoire.
Units: 1

MUSICENS 334: Adv. String Instrumental Ensemble

This course is for intermediate to advanced level string players, and includes private study and recital preparations.
Units: 1

MUSICENS 335: Adv. Instrumental Chamber Ensemble

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.)
Units: 1

MUSICENS 336: Adv. Concert Band

This course is open to all intermediate and advanced level instrumentalists and offers the opportunity for more in-depth instruction and leadership of the ensemble activities. The Concert Band will play both traditional and contemporary large-ensemble repertoire. May be repeated for credit.
Units: 1

MUSICENS 339: Adv. Jazz Theory at the Keyboard

This course is for intermediate to advanced level jazz pianists, and/or upper division students who wish instruction and performance opportunities.
Units: 1

MUSICENS 341: Adv. Jazz Ensemble – Combo

This course is for intermediate to advanced level jazz performers, and/or upper division students who wish instruction and performance opportunities.
Units: 1

Language and Culture Program

OVERVIEW

LCP courses above the 306-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.

Language and Culture Program Courses

CHI 101: First-year Chinese I

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.
Units: 4

CHI 102: First-year Chinese II

Continuing development of the fundamental aspects of the modern Chinese language as in CHI 101, with additional vocabulary/expressions and analysis of grammatical constructions.
Units: 4
Prerequisites:
CHI 101 or Instructor Consent.

CHI 201: Second-year Chinese I

Aims at further developing students' Chinese language proficiency in the six aspects of listening, speaking, reading, writing, grammar, and cultural understanding.
Units: 4
Prerequisites:
CHI 102 or Instructor Consent.

CHI 202: Second-year Chinese II

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.
Units: 4
Prerequisites:
CHI 201 or Instructor Consent.

CHI 306: Intermediate Chinese Conversation

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.
Units: 3
Prerequisites:
CHI 202 and Pre-study abroad status, or Instructor Consent.

CHI 310: Advanced Chinese Conversation

This course focuses on further improving all four-language skills students have acquired, especially listening and speaking, so as to prepare them to use these skills in real-life situations such as jobs and/or international volunteer opportunities requiring foreign language skills. It is geared towards students returning from a study abroad program in a Chinese-speaking area.
Units: 3
Prerequisites:
Completion of a Study Abroad program in Chinese, any 300-level Chinese courses or Instructor Consent.

CHI 312: Advanced Reading and Writing in Chinese

This course emphasizes on increasing exposure to the written style of discourse in Chinese. By writing narratives/reflections and essays about authentic materials read, writing and grammar skills are refined. It is geared towards students returning from a study abroad program in a Chinese-speaking area.
Units: 3
Prerequisites:
Completion of a Study Abroad program in Chinese, any 300-level Chinese courses, or Instructor Consent.

CHI 313: Classical Chinese Poem and Text Appreciation

This course introduces classical Chinese poem and text to students. In writing Chinese, writers often quote classical Chinese poems and texts, which are more difficult than vernacular Chinese. This course helps students expand their knowledge and skills in reading and writing Chinese to a deeper and more culturally oriented level. Students can apply what they have acquired from this course to the more sophisticated writing in all fields such as literature, history, political sciences, economics and sociology, etc.
Units: 3
Prerequisites:
Completion of a Study Abroad program in Chinese, any 300-level Chinese courses, or Instructor Consent.

CHI 401: Cultural History of China

An advanced language course explores the rich and variegated cultural history of China. In addition to textbooks, authentic Chinese materials are used. Chinese language skill previously acquired through course study and study abroad is re-enforced.
Units: 3
Prerequisites:
Completion of a Study Abroad program in Chinese or Instructor Consent.

CHI 410: Chinese Literature & Film

An advanced language course analyzes and discusses Chinese cultural and societal issues by examining short literary works and screening of 20th-century and later films from Mainland China, Taiwan, and Hong Kong.
Units: 3
Prerequisites:
Completion of a Study Abroad program in Chinese or Instructor Consent.

CHI 412: Classical Chinese Texts

Introduction to literary or classical Chinese, focusing on reading comprehension, scholarly translation, and the carryover to the blending of classical and modern prose styles.
Units: 3
Prerequisites:
Completion of a Study Abroad program in Chinese, or Instructor Consent.

CHI 415: Contemporary Issues in China (Modern China)

An advanced language course covers in-depth, some pertinent and relevant issues existing in contemporary Chinese societies. Students take and participate in developing this class upon their return from abroad.
Units: 3
Prerequisites:
Completion of a Study Abroad program in Chinese or Instructor Consent.

FRN 101: First-year French I

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.
Units: 4

FRN 102: First-year French II

Continuing development of the fundamental aspects of modern French as in FRN 101, with more emphasis on vocabulary/ expressions and grammatical structures.
Units: 4
Prerequisites:
FRN 101 or Instructor Consent.

FRN 201: Second-year French I

Aims at further developing students' French language proficiency in the six aspects of listening, speaking, reading, writing, grammar, and cultural understanding.
Units: 4
Prerequisites:
FRN 102 or Instructor Consent.

FRN 202: Second-year French II

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.
Units: 4
Prerequisites:
FRN 201 or Instructor Consent.

FRN 306: Intermediate French Conversation for Study Abroad

This course is designed for students who are preparing to study abroad. It will enhance students' oral fluency and comprehension in French while at the same time increase their own intercultural awareness. The target language of their study abroad, French, is used as a vehicle to promote and challenge students' awareness of key concepts related to sociolinguistic and interculturality (e.g., essentialism, stereotyping, otherising). Each student will be invited to reflect on different types of intercultural encounters and how these encounters shaped or will shape them: real ones (from students' own experiences meeting new people), mediated (through videos, narratives, readings), and improvised (through roles plays and improvisations).
Units: 3
Prerequisites:
FRN 202 and Pre-study abroad status, or Instructor Consent.

FRN 310: Advanced French Conversation

This course is a one-semester advanced language course primarily designed to further develop listening and speaking skills and to increase writing ability, with particular attention to advanced syntax and to vocabulary expansion. Class will be conducted entirely in French.
Units: 3
Prerequisites:
FRN 202, or Instructor Consent.

FRN 311: Advanced French Composition

Designed to bring students to an advanced level of proficiency in grammar and composition, the course puts the emphasis on experiencing and producing the language in context through a multi-media approach. An intensive review of grammar is integrated into the writing practice. A good knowledge of basic French grammar is a prerequisite (French 202 or equivalent is recommended). Conducted entirely in French, the course will study selected grammatical difficulties of the French verbal and nominal systems including colloquial usage. It will also guide the students through the different rhetorical modes of writing in French. Class will be conducted entirely in French.
Units: 3
Prerequisites:
FRN 202, or Instructor Consent.

FRN 402: Cultural History of the French-Speaking World

Designed to examine the historical and cultural development of post-colonial francophone regions. The course surveys major historical events from the beginning of French colonization to the present day. Class will be conducted in French.
Units: 3
Prerequisites:
Completion of a Study Abroad program in French, or Instructor Consent.

FRN 403: Creative Writing

This is an advanced writing course designed to teach students how to write creatively in French. Students explore different kinds of narrative genres, styles, and rhetoric figures by reading excerpts of famous French authors. Students develop essential tools: critical reading and literary analysis; writing, revising and editing original material; greater appreciation of the interconnectedness between literary thematic content and aesthetics; and a practical understanding of the creative process. Using the tools acquired, students practice various forms of writing, culminating in their final project: writing a short story through collaborative or individual writing.
Units: 3
Prerequisites:
Completion of a Study Abroad program in French, or Instructor Consent.

FRN 410: The Art of Translation

This course is intended for students interested in the translation process, how that process can both alter and preserve literary works, and how to most effectively and accurately transfer meaning and tone from one language to another. It is designed to introduce students to the basic principles and techniques of translation from English into French and French into English. Presentations and discussions on the theoretical and technical aspects of translation will be complemented by the systematic practice of translation of selected texts in both languages. This course helps students develop and refine mastery of the French language through a detailed study of its specific grammatical, lexical and stylistic aspects.
Units: 3
Prerequisites:
Completion of a Study Abroad program in French, or Instructor Consent.

FRN 411: Adaptation: Page, Stage and Screen

This course examines the interactions between written texts and their theatrical and/or filmic adaptations. Students expand their experience of literature and cinema, and reinforce their rhetorical skills while learning specific vocabularies pertaining to the literary, theatrical and filmic domains. Students critically and creatively reflect on the respective aesthetic qualities of these media. "Adaptation: Page, Stage and Screen" fulfills an essential interdisciplinary goal. Students: learn fundamental concepts of the written and filmic texts; understand how one discipline can supplement, impact and support another to create new meaning; recognize the complexities and ambiguities occurring when several academic disciplines encounter: what changes in the process of adapting a written play into its scenic version and then into a fiction film.
Units: 3
Prerequisites:
Completion of a Study Abroad program in French, or Instructor Consent.

FRN 412: Cinema of the French-Speaking World

This course investigates key moments of the 20th and 21st centuries as they are visually and thematically represented in film. The aim of FRN 412 is to foster a greater appreciation for French and Francophone cinemas and a better understanding of the socio-intellectual context within which they developed. Though film analysis includes an examination of critical and theoretical approaches, prior film knowledge is not required. This is a course for students who are interested in the history and culture of the French-Speaking World, and furthering their study of the French language.
Units: 3
Prerequisites:
Completion of a Study Abroad program in French, or Instructor Consent.

FRN 413: Introduction to Literature of the French-Speaking World

This course is a survey of literature from the Middle-Age to the 21st century introducing readings in representative authors, themes and periods from France and from other Francophone countries. Literature will provide a means of entry to the cultural and historical context of the different periods studied. Class will be conducted in French.
Units: 3
Prerequisites:
Completion of a Study Abroad program in French, or Instructor Consent.

JPN 101: First-year Japanese I

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.
Units: 4

JPN 102: First-year Japanese II

Continuing development of the fundamental aspects of the modern Japanese language as in JPN 101 with more Kanji characters and grammatical constructions.
Units: 4
Prerequisites:
JPN 101 or Instructor Consent.

JPN 201: Second-year Japanese I

Aims at further developing students' Japanese language proficiency in the six aspects of listening, speaking, reading, writing, grammar, and cultural understanding.
Units: 4
Prerequisites:
JPN 102 or Instructor Consent.

JPN 202: Second-year Japanese II

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.
Units: 4
Prerequisites:
JPN 201 or Instructor Consent.

JPN 306: Intermediate Japanese Conversation

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.
Units: 3
Prerequisites:
JPN 202 and Pre-study abroad status, or Instructor Consent.

JPN 310: Advanced Japanese Conversation

Aims at further developing listening and speaking skills while learning more advanced language functions and sociolinguistics.
Units: 3
Prerequisites:
Any 300-level Japanese courses, Completion of a Study Abroad program in Japanese, or Instructor Consent.

JPN 311: Intermediate Reading and Writing in Japanese

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.
Units: 3
Prerequisites:
Any 300-level Japanese courses, Completion of a Study Abroad program in Japanese, or Instructor Consent.

JPN 312: Advanced Reading and Writing in Japanese

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.
Units: 3
Prerequisites:
Any 300-level Japanese courses, completion of a Study Abroad program in Japanese, or Instructor Consent.

JPN 401: Cultural History of Japan

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.
Units: 3
Prerequisites:
Completion of a Study Abroad program in Japanese, or Instructor Consent.

JPN 410: Japanese Literature & Film

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.
Units: 3
Prerequisites:
Completion of a Study Abroad program in Japanese, or Instructor Consent.

JPN 411: Introduction to Practical Japanese Linguistics

Introduction to practical aspects of Japanese linguistics, including comparisons to other languages. The main medium of instruction is Japanese.
Units: 3
Prerequisites:
Completion of a Study Abroad program in Japanese, or Instructor Consent.

JPN 415: Modern Japanese Culture and Contemporary Issues

Survey of modern Japanese culture and in-depth analysis of crucial issues in contemporary Japanese society and popular culture. The main medium of instruction is Japanese.
Units: 3
Prerequisites:
Completion of a Study Abroad program in Japanese, or Instructor Consent.

SPA 101: First-year Spanish I

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.
Units: 4

SPA 102: First-year Spanish II

Continuing development of the fundamental aspects of modern Spanish as in SPA 101 with more emphasis on vocabulary/ expressions and grammatical structures.
Units: 4
Prerequisites:
SPA 101 or Instructor Consent.

SPA 201: Second-year Spanish I

Aims at further developing students' Spanish language proficiency in the six aspects of listening, speaking, reading, writing, grammar, and cultural understanding.
Units: 4
Prerequisites:
SPA 102 or Instructor Consent.

SPA 202: Second-year Spanish II

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.
Units: 4
Prerequisites:
SPA 201 or Instructor Consent.

SPA 306: Intermediate Spanish Conversation for Study Abroad

This course is designed to enhance students' oral fluency and comprehension in Spanish while at the same time increasing their own intercultural awareness. In addition, it is specifically tailored to prepare students for their study abroad (SA) semester. As such, the main objective of the class is to use Spanish as a vehicle to promote their awareness of key concept related to interculturality (e.g., essentialism, stereotyping, otherising). In each class students will be invited to reflect on different types intercultural encounters and how these encounters shaped/will shape their upcoming SA experience: these encounters will be real ones (from students' own experiences meeting new people) mediated (through videos, narratives, readings) and improvised (through roles plays and improvisations).
Units: 3
Prerequisites:
SPA 202 and Pre-study abroad status, or Instructor Consent.

SPA 310: Advanced Spanish Conversation

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.
Units: 3
Prerequisites:
Any 300-level Spanish courses, Completion of a Study Abroad program in Spanish, or Instructor Consent.

SPA 311: Reading and Writing in Spanish

Designed to develop reading and writing skills while strengthening the mastery of vocabulary, language usage, and grammar. Main reading materials consist of short essays, literary and expository writings. Writing activities include letter, journal, and expository writing.
Units: 3
Prerequisites:
Any 300-level Spanish courses, Instructor Consent, or completion of a Study Abroad program in Spanish.

SPA 312: Advanced Spanish Grammar

A systematic study of the more complex structures and forms of Spanish grammar with emphasis on mood, tense, and voice. Grammatical analysis, vocabulary building, discussion, and written practice are integrated to provide a solid foundation for students wishing to do more advanced work in Spanish.
Units: 3
Prerequisites:
Any 300-level Spanish courses, Completion of a Study Abroad program in Spanish, or Instructor Consent.

SPA 401: Cultural History of Spain

Designed to acquaint students with general trends of Spanish civilization and culture. Includes historical, economic, political, ideological, and artistic developments of Spain from prehistoric times to the present. Significant aspects of each period are discussed while shedding light on Spain's everyday life culture and its values, aesthetics, political and economic circumstances.
Units: 3
Prerequisites:
Completion of a Study Abroad program in Spanish, or Instructor Consent.

SPA 402: Cultural History of Latin America

Designed to examine the historical and cultural development of Latin American countries. Includes historical, economic, political, ideological, and artistic developments of Latin America from prehistoric times to the present. Significant aspects of each period are discussed while shedding light on Latin America's everyday life culture and its values, aesthetics, political and economic circumstances.
Units: 3
Prerequisites:
Completion of a Study Abroad program in Spanish, or Instructor Consent.

SPA 410: Introduction to Literature of the Spanish-Speaking World

This course casts a panoramic view on the literature production of Spain and Latin America, focusing on their historical, cultural and socio-political relationship. The course's goal is to equip students with the practical abilities to analyze a literary text in Spanish as well as with a basic knowledge of the major historical trends and literary movements. Reading, literary analysis, and discussion of the canonical and most relevant works will be organized by genres (prose, poetry, theatre).
Units: 3
Prerequisites:
Completion of a Study Abroad program in Spanish, or Instructor Consent.

SPA 411: Language and Society in The Spanish-Speaking World

This sociolinguistic course expands understanding of the historical development of Spanish and awareness of the great sociocultural diversity within the Spanish-speaking world and its impact on the Spanish language. It surveys Spanish as a language which has undergone a series of transformations since its birth in the Iberian Peninsula, and as the offspring of Latin, in order to explain the diversity and regional variety that exists across the Spanish-speaking world today. In addition, this course revises traditional narratives and explores the notion of 'Spanish' as a collection of speaker-based language systems that have been shaped historically by many different forms of multilingual and multidialectal language settings.
Units: 3
Prerequisites:
Completion of a Study Abroad program in Spanish, or Instructor Consent.

SPA 412: Literature & Film in Spanish

Designed to explore differences/similarities between literary works and films from Latin American and Spain. It will explore and contrast the treatment of societal and cultural topics on both sides of the Atlantic.
Units: 3
Prerequisites:
Completion of a Study Abroad program in Spanish, or Instructor Consent.

SPA 415: Contemporary Issues in Latin American Literary Production

Survey of contemporary issues portrayed in Latin American and/ or U.S. Latino literary production and popular culture. This course will include regional topics and/or written and audio-visual materials about popular culture and mass media.
Units: 3
Prerequisites:
Completion of a Study Abroad program in Spanish, or Instructor Consent.

Science and Mathematics Program

OVERVIEW

When Pythagoras used patterns of pebbles to prove that the sum of the first *n* odd numbers is n^2, he did not know that more than 2000 years later, Galileo would recognize that mathematical pattern in free-fall motion to make the first quantitative break-through in the laws of motion. Such is an example of the "unreasonable effectiveness" of mathematics, not only to describe, but also to predict phenomena. Our program showcases that effectiveness when math is being developed for specific applications, but more wonderfully and miraculously, showcases that effectiveness when math is being developed with absolutely no applications in mind, only to turn out decades, centuries, even millennia later to be powerfully predictive models.

Similarly, science and its method of controlled experiments allows us to discern illusions and falsehoods about how reality works and extends our faulty and truncated perceptions beyond the human scale of space and time: from quarks to molecules to *E. coli* to the human heart to populations to the environment to the multiverse; from the Planck time to billions of years in the past and in the future. The causal phenomena revealed by science offer a synthesis, a unity underlying diversity, whether that's evolution for biology or the Turing machine for computer science. Such causal phenomena offer power: the power to alter economic and social relations via technology, to confront conceptions of meaning and value and ethics, to succeed at human pursuits, and to survive.

Nested within the liberal arts mission of the university, our program also presents science as a human struggle with human themes that connect science to other human endeavors via the human condition. How did we get to where we are? What epochal shifts have occurred in our understanding of the world? What do we make of the discovery that even our most deeply held assumptions about the nature of life and reality appear to be historically contingent? Is there an absolute or are all truths provisional?

COURSE DESCRIPTIONS

The Science and Mathematics program at SUA offers courses in three areas: Biological Sciences, Physical Sciences, and Mathematics. One course from each area is required of all students, but these may be taken in any order. In addition to general interest courses specially designed for students not planning on pursuing further studies in science or mathematics, the program offers foundational science courses for students interested in health or science careers. Further courses may be taken as electives.

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

1. Understand the nature of mathematical or scientific inquiry.
2. Understand the relevance of mathematical or scientific inquiry to contemporary society.
3. Read mathematical or scientific texts with comprehension.
4. Solve problems using mathematical or scientific skills.
5. Effectively communicate mathematical or scientific principles.

Note that some Life Sciences concentration courses have redundant and overlapping content with some Science and Math program courses. Enrollment in certain Life Sciences courses will **prevent** co- or later enrollment in some Science and Math courses. **Read** course catalog descriptions carefully.

Topics (290), Advanced Topics (390, 490), Special Study (298 398, 498), and Independent Study (299, 399, 499) courses may be offered at 1-4 units.

Students who are interested in pursuing the health or natural sciences after graduating from SUA should consider taking courses that may fulfill admissions or prerequisite requirements for such further study. Students should consult with the Health Professions Advisor but may want to consider taking the following courses:

- Chemistry 150, Foundations of Chemistry
- IBC 200, Integrated Biology and Chemistry
- Chemistry 301, Organic Chemistry I (see Life Sciences concentration)
- Chemistry 340, Biochemistry (see Life Sciences concentration)
- Math 101, Statistics or Biology 205, Biostatistics
- Math 170, Calculus I

Science and Mathematics Program Courses

ASTR 120: Earth's Cosmic Context

This course will explore how astronomers have been able to discover Earth's place in the universe, and the structure of the local galaxy and universe. Within this exploration, astronomers have also discovered thousands of other planets, and have begun to map the deepest extents of time and space. From the discovery of distant galaxies and signatures of the origins of the universe, we also have begun to unravel the mysteries of the Big Bang, the formation of the first stars and galaxies, and how the earth arose from billions of years of cosmic evolution. The course will explore the search for exoplanets and the early universe with a mix of in-class exercises, analysis of space-based datasets and observations with telescopes and instruments. The class will also explore how we have mapped the universe over the centuries - with a multicultural approach - and will examine the limits of our knowledge of the universe on the very largest and smallest scales.
Units: 3

BIO 110: Nature and Humanity

This course is an introduction to environmental issues – the interactions of humanity and industrial civilization with the natural environment of Earth. The course draws on scientific, technological, and social perspectives to examine current and future environmental challenges, including the impacts of human actions on natural ecosystems, natural resources, pollution, and climate change.
Units: 3

BIO 115: Cancer Biology

Everyone knows someone who has been impacted by cancer. By merely surviving, our bodies are primed with the capacity to develop this disease. This course will explore the 'war on cancer' in the context of human history, cell biology, and dramatic storytelling. Laboratory exercises will explore the biological basis of this disease. Not open to students who are enrolled in or who have taken and passed IBC 200 with at least a grade of C- or P.
Units: 3

BIO 120: The Human Body in a Modern World

The human body is an amazing product of 3.5 billion years of evolution. From our cells to our organ systems, our bodies are beautifully designed to thrive on planet Earth. In this course, we will explore the structure and function of various human organ systems including the circulatory system, respiratory system, digestive system, reproductive system, and portions of the endocrine system (kidneys and adrenal glands). Along the way, we will discuss challenges faced by each of these organ systems in this modern age that can result in disease such as air pollution, endocrine disrupting chemicals, overuse of antibiotics, chronic stress, and a highly-processed industrial diet. Students will perform various hands-on laboratory activities that will reinforce how their bodies function and how they can live a healthy life. Not open to students who are enrolled in or who have taken and passed BIO 303 with at least a grade of C- or P.
Units: 3

BIO 122: Marine Biology

This course focuses on the following marine habitats: fouling communities, rocky intertidal, deep sea, coral reefs, and open oceans. You will learn the abiotic factors that define each habitat (e.g. light, temperature, nutrients), which species live in each habitat, and how these species interact with each other and with humans. The coral reef and open ocean habitats in particular are under threat from global warming, overfishing, and pollution. We will learn about these challenges, as well as solutions.
Units: 3

BIO 130: Genetics and Evolution

Have you ever wondered about DNA and how slight alterations to the genetic code have produced the amazing variety of life forms that inhabit our planet? This class will explore exciting topics in both genetics and evolutionary biology, some of which include: the genetics of cancer, reproduction and inheritance, epigenetics, GMOs, DNA forensics, antibiotic resistance, evolution of the "fat gene," and how to build evolutionary trees. Students will explore these topics through lectures, case study work, and hands-on laboratory exercises. Not open to students who are enrolled in or who have taken and passed IBC 200 with at least a grade of C- or P.
Units: 3

BIO 135: Animal Diversity

This course explores the anatomical form and function of representatives from major animal phyla. Students will first learn about evolutionary processes that have generated the tremendous variety of form and function present in the animal kingdom. They will then learn about different lines of evidence that support the theory of common descent and examine how major lineages within the animal kingdom were created from key morphological innovations. Students will then take a tour of the major animal phyla. Students will explore these topics through lectures and hands-on laboratory activities that include live animal observations, dissections, field trips, and case studies. Not open to students who are enrolled in or who have taken and passed BIO 306 with at least a grade of C- or P.
Units: 3

BIO 141: Organisms to Ecosystems

This course is designed as an introductory biology course that will provide foundational knowledge for upper division Life Sciences electives such as Evolution, Evolutionary Genetics PBL, Zoology, Human Physiology, and Marine Ecophysiology PBL). This course is also designed for those students who are interested in science courses offered in Environmental Studies. This course, combined with the biology portions of IBC 200 (Integrated Biology and Chemistry), is equivalent to the material in a year-long Introductory Biology sequence.
This course focuses on the five fundamental characteristics of life:
1. All living things evolve
2. All living things are made of cells
3. All living things reproduce/replicate themselves
4. All living things process information, either information encoded in their genes or information from their environment
5. All living things acquire, use, store, and transport energy

Units: 3
Prerequisites:
Instructor Consent Required

CHEM 112: Chemistry for Life

Chemistry asks what is matter made of and how does it interact? A basic understanding of chemistry is a prerequisite for good citizenship in our changing and technological society. This course introduces modern chemical concepts and processes in the context of their impact on health, the environment, and technology. Through inquiry-based learning, you will develop critical thinking skills and data-driven decision making toward the understanding of matter. This course has a moderate laboratory component and is appropriate for students not intending to continue in fields requiring foundational chemistry knowledge. Not open to students who are enrolled in or who have taken and passed CHEM 150 with at least a grade of C- or P.
Units: 3

CHEM 115: The Chemical Elements of Nutrition

Just twenty chemical elements are essential for human nutrition. We will focus on the atomic composition and structure of these elements; consider how some of these elements combine to make larger compounds and macronutrients (molecular structure and bonding); explore how their structures affect their solubility and acidity/basicity and examine the reactions (oxidation and hydrolysis) that micro- and macro-nutrients undergo to producing energy for the human body. Team-based learning and laboratory exercises will emphasize critical thinking and real-world applications of chemistry to nutrition. This course is appropriate for students not intending to continue in fields requiring foundational chemistry. Not open to students who are enrolled in or who have taken and passed CHEM 150 with at least a grade of C- or P.
Units: 3

CHEM 120: Chemistry and Physics of Colors

What is color? Is color an intrinsic property of an object? Why is that your black screen turns colorful when it is on? In this course, we will investigate intriguing questions about colors through the lens of chemistry and physics. Using project-based and inquiry-based approaches, different mechanisms of having a color will be introduced, discussed, and analyzed, such as absorption, reflection, and emission. The mechanisms can then be used to explain and predict a wide range of color phenomena, such as green leaves, blue skies, red paints, orange carrots, and all the colors of the screen you are looking at. At the end of the semester, students will participate in collaborative projects to learn the science of color by doing it.
Units: 3

CHEM 150: Foundations of Chemistry

This course is an introduction to general chemistry with an emphasis on developing problem- solving skills for students planning a professional career in science, engineering, and medical fields. We will explore basic concepts of chemistry along with the mathematics required for quantitative problem solving. The topics include elements and compounds, chemical calculations, atomic structure, bonding, stoichiometry, chemical equations, reactions in aqueous solutions, oxidation-reduction, energy and chemical changes, quantum mechanical atom, chemical equilibrium, and acids & bases & buffers. This course can be taken at the same time or before CHEM 150L. *Prevents co- or later enrollment in CHEM 112 and CHEM 115.*
Units: 3
Prerequisites:
Instructor consent.

IBC 200-BIO: Integrated Biology and Chemistry - Biology

This interdisciplinary course will focus on the molecular biology of cancer and the underlying chemistry of cell biology. Students will learn how proteins are encoded and the impact of genomic instability on protein structure and function; alterations of normal metabolism in cancer cells; and basic pathways of cell division and death. Complementary chemistry topics include chemical structure and bonding, biological polymerization, thermodynamics, enzyme kinetics, and redox reactions. Laboratory research will use model systems to understand cancer biology. *Prevents co- or later enrollment in BIO 115 and BIO 130.*
Units: 2
Prerequisites:
CHEM 150
Co-Requisites:
IBC 200-CHEM

IBC 200-CHEM: Integrated Biology and Chemistry - Chemistry

This interdisciplinary course will focus on the molecular biology of cancer and the underlying chemistry of cell biology. Students will learn how proteins are encoded and the impact of genomic instability on protein structure and function; alterations of normal metabolism in cancer cells; and basic pathways of cell division and death. Complementary chemistry topics include chemical structure and bonding, biological polymerization, thermodynamics, enzyme kinetics, and redox reactions. Laboratory research will use model systems to understand cancer biology. *Prevents co- or later enrollment in BIO 115 and BIO 130.*
Units: 2
Prerequisites:
CHEM 150
Co-Requisites:
IBC 200-BIO

MATH 101: Statistics

Every field of inquiry that deals with data uses methods of descriptive statistics to summarize and describe their data. Every field of inquiry that deals with data seeks to draw inference beyond the available data. This course introduces widely-used methods of descriptive statistics and methods of statistical inference through the lens of applied mathematics. *This course is not recommended to students who have taken and passed BIO 205.*
Units: 3
Prerequisites:
A solid background in high-school algebra

MATH 102: Introduction to Probability Theory and Statistics

An introduction to probability theory with applications to statistics: basic combinatorics, permutations and combinations, sample space, events, mutual exclusivity, independence, conditional probability, Bayes' theorem, random variables, distribution, expectation, variability, Chebyshev's theorem, joint distribution, binomial distribution, normal distribution, Central Limit Theorem, estimation of and confidence intervals for binomial parameter, Bayesian approach to inference. Further topics may include theory of sampling, covariance, correlation, least squares, regression. Note: this is not a statistical methods course of the type that may be expected in areas such as health or social sciences, though it provides a good foundation for such courses.
Units: 3

MATH 111: Symbolic Logic

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.
Units: 3

MATH 121: Introduction to Computer Science

Computer science is the study of problem-solving strategies called *algorithms*. In this course, students will develop the essential skills of programming, examine select algorithms and data structures, and learn the broad strokes of the theory of computing, which includes formal languages, Turing machines, and the notions of universality, computability, and intractability regarding computational problems.
Units: 3
Prerequisites:
A solid background in high-school algebra

MATH 131: Network Science

This course is an introduction to the field of network science with an emphasis on the mathematical aspects and properties of networks. A network is an accessible yet powerful structure used to represent and study relationships. In practice, networks model different phenomena arising in fields such as biology, economics, sociology, computer science, and physics. In this class, we'll look rigorously at the mathematical structure of networks (this field is often referred to as graph theory), while also considering real world models, such as spread of disease, web link analysis, and financial networks. *This course has no prerequisites.*
Units: 3

MATH 160: Liberal Arts Mathematics

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.
Units: 3

MATH 170: Calculus I

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.
Units: 4
Prerequisites:
Strong pre-calculus background, including trigonometry, exponentials, and logarithms.

MATH 171: Calculus II

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.
Units: 4
Prerequisites:
A semester of university-level Calculus, or a year of high-school-level Calculus.

MATH 217: Linear Algebra

Linear algebra is the study of linear equations, matrices, vectors, linear functions, and vector spaces, as well as the theory and applications of linearity. The central ideas in linear algebra are so powerful that their influence seeps into many other branches of mathematics and statistics, the sciences, engineering, and economics. In this course we will develop a mastery of the particular tools of linear algebra, while making a dedicated effort to understand the concepts behind these tools and the relationships between them.
Units: 3

MATH 270: Multivariable Calculus

This course is an introduction to multivariable calculus. Topics include vectors in the plane and in space, limits and continuity, partial derivatives, directional derivatives, gradient, tangent planes, multivariable optimization and Lagrange multipliers, multiple integration, vector fields, line integrals, divergence, curl, and the theorems of Green, Gauss and Stokes.
Units: 4
Prerequisites:
MATH 171 or equivalent

MATH 271: Introduction to Differential Equations

Basic ideas of mathematical modeling; first order differential equations, first order systems, and linearity. Other topics selected from Second order equations, forcing, nonlinear systems, Laplace transforms, numerical methods.
Units: 3

MATH 280: Discrete Mathematics: An Introduction to Advanced Math

Through the lens of discrete mathematics, this course will serve as an introduction to formal proof writing techniques and advanced mathematics. Proof writing is the powerful process of demonstrating through formal argument that a statement or claim is correct in mathematical language. Topics covered in this class include combinatorics (methods of counting things), number theory (study of integers and prime numbers), and graph theory (theoretical study of networks), with an emphasis on creative problem solving and learning to read and write rigorous proofs. While no formal prerequisite is required, a previous math class at SUA or high school equivalent is strongly encouraged.
Units: 3

PHYS 150: Heaven and Earth: A First Synthesis

The physics of motion on earth and in the heavens is traced from ancient Greek times through the Dark and Middle Ages, to the Renaissance and Galileo, and to Newton and the Enlightenment. Humanistic, cultural, and historical perspectives are emphasized as is the scientific method/process. Science is shown to be inextricably linked to other human endeavors such as religion, art, politics, music, literature, philosophy, and commerce. High school knowledge of algebra, geometry, trigonometry, and scientific notation would be helpful. Concurrently, we will explore physics after Newton and up to the contemporary frontier of string/brane theory, covering topics such as relativity and quantum mechanics and utilizing modern physics labs.
Units: 3

PHYS 370: Space, Time & the Texture of Reality

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.
Units: 3
Prerequisites:
Previous and solid experience in physics and calculus plus instructor consent.

Writing Program

OVERVIEW

In keeping with the mission of the university, the University Writing Program fosters a commitment to rigorous academic work, free and open dialogue, and an appreciation of human diversity, thereby preparing students to become ethical leaders and global citizens. The University Writing Program introduces students to the principles of effective written and oral communication that will allow them to excel as writers, readers, listeners, and speakers. The courses challenge students to understand the complex rhetorical relationships among audience, purpose, and text. The courses also 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.

The University Writing Program focuses on writing in particular and communication in general as vehicles for learning. It does so through rhetoric and communication skills courses.

Our courses seek to enable students to participate effectively in multiple academic discourse communities, as well as to practice the habits of mind demanded by writing at the university level in a variety of disciplines.

These courses engage students in a variety of language activities to help them grow as writers and communicators. Students typically write papers, compose multimodal texts, give presentations, and participate in small group discussions.

Writing Program Courses

WRIT 101: Communication Skills

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, life sciences, and international studies. 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.
Units: 3

WRIT 302: Writing, Politics and Visual Rhetoric

This course will explore writing and communication through the broad conventions of "visual rhetoric." Visual rhetoric has historically been found in a variety of disciplinary locations (art history, American studies, communication studies, English departments, rhetoric and composition programs, history programs, media and visual studies programs). In this course we will attempt to understand the political and ideological dimensions of visual rhetoric across a wide range of genres or media such as photography, graphic novels, works of art, architecture, films (fiction and documentary), advertisements, television, journalism, televised political speeches, and more. Students in this class may use selections from ancient rhetorical texts in conjunction with contemporary theoretical writings in their written work and oral presentations.
Units: 3
Prerequisites:
WRIT 101, with a grade of C- or better

WRIT 303: Writing Science, Gender, and Empire

In this course, students will explore trans-disciplinary connections between culture, empire and science around the ever-evolving concept of gender. Topics students may research and write about include: associations between "women" and "nature" that have informed intellectual, scientific, and cultural traditions; indigenous concepts of natural science and gender; female, trans, and indigenous bodies as collectible objects; notions of truth, science and gender; connections between gender, science, biopolitics and surveillance; feminist science studies, and more. We will consider a variety of written, visual and cultural texts in this course.
Units: 3
Prerequisites:
WRIT 101, with a grade of C- or better

WRIT 304: Writing Race

What is race? How is race assigned, assumed, constructed, performed, and consumed? Aiming to develop complex understandings of the production of race and its effects, this course may explore the intersections of race with gender, sexuality, class, indigeneity, nation, citizenship, and other modalities of power; intercede into the racial politics of representation and public discourse; and generate theoretically informed critical/creative interventions that grapple with the vexed issues of race.
Units: 3
Prerequisites:
WRIT 101, with a grade of C- or better

WRIT 306: Writing the Apocalypse

This course focuses on how "apocalypses" manifest themselves in various academic disciplines. Work in the course will analyze cinematic and literary representations of the apocalypse; interrogate whether societies have participated in end-of-the-world thinking throughout history; scrutinize how the politics of late capitalism and globalization drive such notions; and engage in how various discourses of race, gender, sexuality, class, nationality and trauma may lead to apocalypses of an internalized type. Students will be asked to examine texts and generate critical and/or creative responses to class discussions.
Units: 3
Prerequisites:
WRIT 101, with a grade of C- or better

WRIT 307: Writing the Archives

This course explores archives as sites for cultural interpretation, civic engagement, and social justice. We will explore a broad range of archives, including family archives, community archives, digital archives, and institutional archives. Drawing on feminist, rhetorical, indigenous, decolonial, and other perspectives, we will focus on what stories, social memories and public histories can be revealed through archival research, and just as importantly, what remains hidden, invisible, missing, absent, silenced, or excluded from archival collections. Students will learn how to engage in reciprocal and collaborative archival practices, reflect on questions of ethics and representation, and come to understand research as a lived process. Course projects may include exploring family and community archives, conducting oral histories, contributing to digital archives, and working with community organizations. Through this work, students will cultivate an appreciation for human diversity, one of SUA core values.
Units: 3
Prerequisites:
WRIT 101, with a grade of C- or better

WRIT 308: Writing the Body

Bodies as sites of meaning, modes of representation, political signifiers, and lived experiences are of central concern to work across the disciplines. Taking as its purview the production, regulation, and circulation of bodies in the context of late capitalism and globalism, this course considers how bodies are politically, socially, sexually, racially, culturally, metaphorically, and historically constituted, and promotes the invention of insurgent forms for reading and writing bodies that do not reinscribe the body in narrative myths and dualistic structures that dominate conventional understandings of bodies.
Units: 3
Prerequisites:
WRIT 101, with a grade of C- or better

WRIT 309: Writing the Environment and Sustainability

What does it mean to become leaders for the creative co-existence of nature and humanity? To gain an awareness of the interdependence of ourselves, others, and the environment? These questions, central to SUA's mission, will guide our course work as we explore questions of social and environmental justice, sustainability, and our relation with nature in the age of the Anthropocene. Students will go on self-guided field trips to natural settings to engage more deeply with environmental topics through lived experience. They will write about contemporary environmental challenges in a variety of genres. In particular, public/ advocacy, natural history/science, and creative/nonfiction writing will be emphasized. Students will undertake an ambitious intellectual project, conduct extensive, in-depth inquiry and present their work to relevant audiences.
Units: 3
Prerequisites:
WRIT 101, with a grade of C- or better

WRIT 310: Writing for Social Change

This course explores writing for social change, including rhetorics of civic engagement, rhetorics of protest and resistance, and rhetorics of civil disobedience. Students will study the impact of rhetoric and writing on activism, public protest, and social change and compose genres that can support civic engagement, intervene in social injustice, and support agency and activism. Students will also reflect on ethical uses of language and means of persuasion. The class is conducted as a writer's workshop in which students share their work and learn from one another. Students will be asked to generate theoretically informed critical/ creative interventions that grapple with civil disobedience, unruly rhetorics, and social change.
Units: 3
Prerequisites:
WRIT 101, with a grade of C- or better

WRIT 311: Writing Borderlands

What does it mean to live and write in the borderlands? This course examines and calls for writing in and about the borderlands; explores how writing from the borderlands resists, reshapes, and/or plays with dominant discourses and power relations; investigates the relationships among writing, ideology, hegemony, and the politics of culture; and situates the borderlands globally amidst materials conditions and the production of "others."
Units: 3
Prerequisites:
WRIT 101, with a grade of C- or better

WRIT 313/HUM 313: Experimental Critical Writing

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.
Units: 3
Prerequisites:
WRIT 101

WRIT 314: Writing for New Media

What does it mean to be "literate" today? How are new communication technologies impacting what it means to be literate? What cultural competencies and literacy skills are required to fully participate in the digital present? This course will involve exploring forms and examples of new media and the theories that underlie and emerge from these forms in addition to engaging and creating new media texts enabled by networked, digital environments that push the limits of writing/ composing. New media includes, but is not limited to, blogs, wikis, websites, social networking sites, audio, video, gaming, digital photography and other converged/hybrid media such as performance art and museum installations.
Units: 3
Prerequisites:
WRIT 101, with a grade of C- or better.

WRIT 315: Introduction to Creative Writing

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.
Units: 3
Prerequisites:
WRIT 101, with a grade of C- or better.

WRIT 320: Writing Poetry

This course will introduce students to the genre of poetry. Students in this course will explore the craft techniques associated with writing poems, including description, imagery, metaphor, lineation, rhythm and syntax. With these in mind, students will imitate contemporary poems and invent and revise their own. Furthermore, this course will be an intensive study of poetry and the writing processes associated with it. The class will be conducted as a writer's workshop, in which students share their work and comment on that of their classmates.
Units: 3
Prerequisites:
WRIT 101, with a grade of C- or better

WRIT 321: Writing Creative Nonfiction

This course introduces students to different genres of creative nonfiction, including autobiography, memoir, personal essay, reflection, and reportage. The course provides students an opportunity to practice these genres and emphasizes creativity of expression. Students are encouraged to experiment with a variety of first-person forms and write about subjects that they know about and that are important to them. Students will study the work of contemporary writers from a craft perspective in order to develop and hone their writing strategies. The class is conducted as a writer's workshop in which students share their work and learn from one another. Students will prepare and submit an end-of-semester portfolio of their writing.
Units: 3
Prerequisites:
WRIT 101, with a grade of C- or better

WRIT 322: Writing Fiction

This course will introduce students to the genre of fiction. Students in this course will explore the craft techniques associated with writing short stories, including narrative structure, characterization, setting, point-of-view, imagery and theme. With these in mind, students will imitate contemporary short stories and invent and revise their own. Furthermore, this course will be an intensive study of fiction and the writing processes associated with it. The class will be conducted as a writer's workshop, in which students share their work and comment on that of their classmates.
Units: 3
Prerequisites:
WRIT 101, with a grade of C- or better

WRIT 335/HUM 335: Writing about Film

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 that encourages students to engage with the way in which visual culture communicates and makes arguments. Each week, students will explore and write about a different film genre and its particular concerns. They might, for example, explore arguments about gender and sexuality in the post-war genre of Film Noir. In this case, we students would combine psychological theory with gender studies in their written analyses of films like Double Indemnity or Gilda. Alternately, by exploring the early documentaries of Robert Flaherty and Dziga Vertov, students might ask 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? 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.
Units: 3
Prerequisites:
WRIT 101, with a grade of C- or better.

Concentrations of the BA in Liberal Arts

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 provides students with a foundation in the scientific understanding of the environment, as well as the social, cultural, economic, and technological forces that shape human relations with the environment.

Students concentrating in Environmental Studies will be prepared to address the full range of environmental issues through a coherent study of environmental problems and solutions. To fulfill the Concentration requirements, students must take five concentration courses, three of which must be at the 300 or 400 level, and complete a capstone project. Students are able to fulfill their concentration requirements in either a focused or broad fashion from course offerings within the fields of earth and ocean sciences, ecology, environmental management and policy, environmental planning and practice, geography, and through courses cross-listed from other Concentrations.

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 Environmental Studies Concentration at SUA can be an effective preparation for graduate school and environmental careers in government, consulting, advocacy organizations, and business. Students may progress to careers in environmental law, public health, medicine, economics, environmental research, urban and regional planning, geospatial analysis, sustainability management, renewable energy, environmental management, and resource management.

When Environmental Studies students graduate, they are able to:

1. Demonstrate and communicate an understanding of environmental studies,
2. Demonstrate the ability to research topics in environmental studies,
3. Apply their understanding of environmental studies in their professional and personal futures.

Environmental Studies Concentration Courses

ECOL 201: Foundations of Ecology

This class introduces students to the most important ecological concepts and key questions across levels: global, ecosystem, community, population, and individual/ physiological -- including interactions between species and the environment, adaptation and evolution, life history strategies/population growth, ecosystem approaches, and global-scale patterns, problems, and solutions.
Units: 3

ECOL 211: Sustainable Aquaculture

This class introduces students to interdisciplinary concepts in sustainable aquaculture. Aquaculture is the practice of farming aquatic species including kelp, seaweed, mussels, clams, oysters, shrimp, and fishes. This course will take an interdisciplinary approach to understanding the people/ culture, animal/plant biology, economics, methods, and challenges for aquaculture with a focus on sustainability by growing species from different levels of the food chain together.
Units: 3

ECOL 370: Terrestrial Plant Ecology

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 environments. Topics include plant structure and growth, species interaction, community ecology, and succession.
Units: 4

ECOL 402: Aquatic Conservation

This course examines the problem of maintaining biological diversity in a human dominated world within the aquatic ecosystems. Emphasis is on the biological concepts involved in population biology, genetics and community ecology, and their use in conservation and management of biodiversity. We will investigate the impacts of human-induced climate change, pollution, introduction of exotic species, over fishing, and endangered species conservation.
Units: 3
Prerequisites:
Any BIO, ECOL, EOS, or CHEM course, or consent of instructor.

ECOL 435: Alien Invaders

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.
Units: 3
Prerequisites:
Any BIO, ECOL, EOS, or CHEM course, or consent of instructor.

ECOL 444: Data and Statistics for Environmental Studies

Students will learn how to manage, analyze, and visualize environmental science data using real world datasets and understand theory and applications of statistical techniques. Quantitative skills will be developed in Microsoft Excel and R/R studio.
Units: 3
Prerequisites:
Any BIO, ECOL, EOS, or CHEM course, or consent of instructor.

EMP 230: Sustainable Cities

Almost 60% of the more than 8 billion people worldwide live in towns or cities. Urban societies need to find ways to reduce their negative environmental impacts on the Earth's eco-systems. This course focuses on the analysis of urban development patterns in industrialized and post-industrial countries. Students will learn how to create and plan for human settlements that are less carbon-intensive, more ecologically responsible, and more socially sound. Via a variety of case studies, students will be introduced to sustainability concepts such as ecological urbanism, urban regeneration, smart growth, transit-oriented development and suburban retrofitting.
Units: 3

EMP 310W: Disasters and Emergency Management

This course examines policies for the management of hazards, emergencies, and disasters at the national and international levels, with a focus on the interaction of social and natural forces in disaster management. This course covers emergency management principles and case studies of major disasters that provide insight into the professional challenges of disaster mitigation, preparedness, response, and recovery.
Units: 3
Prerequisites:
WRIT 101

EMP 320: Environmental Planning and Practice

This course covers the fundamentals of environmental planning and practice, including water supply, air quality, waste treatment, recycling, the protection of farmland, open spaces, wetlands and sensitive coastal habitats as well as best practices in transportation, energy, urban planning and design. How does land use planning work? Who plans? Why, when and how are environmental impact assessments and environmental reviews performed and by whom? How do public authorities, planners, developers, and concerned citizens negotiate intricate land use conflicts?
Units: 3

EMP 325W: Public and Environmental Health Policy

This interdisciplinary policy course examines the prevention and management of threats to human health caused by interacting environmental conditions and social forces. Major topics in this course include air and water pollution control, toxic substances control, climate change and environmental health, disease control, pandemics, public health emergency management, and public health leadership. This course covers public and environmental health policies at the community, national, and international levels.

This course satisfies the advanced writing skills course requirement.
Units: 3
Prerequisites:
WRIT 101

EMP 335: Cities and the Environment in the Global South

Between 2000 and 2030, the urban populations of the developing regions in the Global South will double from 2 to 4 billion people, accounting for the vast majority of urban growth on this planet. Taking a comparative view of urbanization and development, this course focuses on a select number of mega-cities in the Global South where millions of urban dwellers lack adequate shelter and access to clean water, sanitation and other basic infrastructure. What are the causes and environmental consequences of rapid urbanization and urban expansion in cities as diverse as Rio de Janeiro, Nairobi, Lagos, Mumbai or Chongqing? What strategies, programs and policies exist that can steer future urban development in a more environmentally sustainable direction?
Units: 3

EMP 340: Environmental Movements

This course examines the history and evolution of environmental movements in the U.S. and internationally, showing how U.S. environmentalism evolved from preservation and conservation efforts aimed at 'saving wilderness' and 'restoring nature' to increasingly include environmental and climate justice struggles led by people of color and indigenous communities. Additional case studies include international movements against oil pipelines and toxic waste dumps in Latin America and Africa, anti-nuclear activism in Germany and Japan, and advocacy for dam-removal in Asia.
Units: 3

EMP 350W: Environmental Policy

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.

This course satisfies the advanced writing skills course requirement.
Units: 3
Prerequisites:
WRIT 101

EMP 380W: Environmental Law

Environmental law plays a critical role in the practice of environmental protection. This course provides a general introduction to environmental laws and legal processes at the national and international levels.

This course satisfies the advanced writing skills course requirement.
Units: 3
Prerequisites:
WRIT 101

EMP 400W: Environmental Management

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.

This course satisfies the advanced writing skills course requirement.
Units: 3
Prerequisites:
WRIT 101

EMP 410W: International and Comparative Environmental Policy

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.

This course satisfies the advanced writing skills course requirement.
Units: 3
Prerequisites:
WRIT 101

EMP 430: Urban Planning and the Built Environment

This course provides a critical introduction to the interdisciplinary world of urban planning. Many of the world's most famous cities were carefully laid out in relationship to their natural surroundings. How did they plan access to public infrastructures and social institutions such water, sewer and power lines, roads, schools or hospitals? Which cities are global leaders in urban planning and design? What are the most important issues for planning practitioners right now? What do planners do when they "plan"? How do we justify planning? How do we define the public interest the profession purports to serve? What are the key conflicts and ethical dilemmas? How does the global threat of climate change change the way we plan and manage cities?
Units: 3
Prerequisites:
Instructor Consent Required.

ENVST 170/PHIL 170: Environmental Ethics

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.
Units: 3

ENVST 215/MUSICHST 215: Music and Ecology: Studies in Interconnection

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.
Units: 3

ENVST 230/LIT 230: Thinking Through Nature

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.
Units: 3
Prerequisites:
LIT 140, or sophomore standing.

ENVST 270: Ecocinema

This course traces Ecocinema as an evolving field of environmental activism at a time when the threat of anthropocentric climate change has captured our global environmental consciousness. According to the Oxford Dictionary of Film, Ecocinema originated in the mid 1990s and "explores the historical, formal, political, and ethical aspects of the relationship between cinema, the natural world, and nonhuman animals." How have wildlife and nature documentaries changed over time? How are documentaries different from fiction films or animated films in conveying environmental content? In this introductory-level course, students will be exposed to a multitude of environmental topics via engaging filmic content while also learning to critically analyze filmmakers' intentions and to identify different filmmaking techniques and styles.
Units: 3

ENVST 290: Topics in Environmental Studies

Units: 1-4

ENVST 298, 398, and 498: Special Study

Units: 1-4

ENVST 299, 399, and 499: Independent Study

Units: 1-4

ENVST 360/ECON 360: Environmental Economics

This upper division course combines theory and policy application in studying environmental issues from an economist's perspective. Major topics include theoretical and applied modeling of economy-environment relations, causes and consequences of market failure affecting environmental services, design and evaluation of environmental policy instruments, and the political economy of environmental policy. Students will learn to identify the economic components of an environmental issue, analyze the effects of human economic activity on the environment, and to present and discuss the pros and cons of various environmental policies.
Units: 3
Prerequisites:
ECON 100/INTS 100.

ENVST 390 and 490: Advanced Topics in Environmental Studies

Units: 1-4

EOS 280: Sustainable Agriculture and Gardening

Although humans can obtain the air and (to a lesser extent) the water they need freely, we must work to provide our bodies with food. Before the industrial era, hunting, gathering, and farming were the primary human activities. Technology and industrialization have greatly reduced the human labor required to produce food, and farming has become the specialized occupation of the few. However, in the process, modern industrialized agriculture has developed into a system with many impacts, such as water pollution, greenhouse gas production, and the health consequences of highly processed diets. These impacts of industrialized agriculture are unsustainable as population increases, water resources become scarce, and global warming makes the intensive use of fossil fuels undesirable. In this course, we will examine what a more sustainable mode of food production might look like through class work as well as hands-on work in the Soka Instructional Garden.
Units: 3

EOS 322: Water Resources

The struggle to manage water resources has shaped societies in the past and continues to do so today. Human use of water for drinking, sanitation, and agriculture is controlled by natural processes, by engineering, and by the institutions that manage water for the benefit of societies. In this course students will study how these processes control the availability and quality of water. Students will explore water resources in the local area through field visits to both natural and engineered sites and will learn to apply some of the techniques of water resource managers.
Units: 4

EOS 402: Climate Change

The Earth's climate is changing because human activity is increasing the levels of greenhouse gases such as carbon dioxide and methane in the atmosphere. You will learn what causes climate change, as well as its present and future effects on both the earth and society. You will also learn about the responses society and individuals can make to prevent and adapt to climate change. In the laboratory portion of this class, you will learn how to plan and perform a scientific experiment measuring greenhouse gases.
Units: 3

GEOG 110: Regional Geography of the Pacific Rim

This course provides students with an introduction to geographic concepts and perspectives from both physical and human geography while exploring the five major regions along the Pacific Rim: North America, Central and South America, Australia and Oceania, East Asia, and Southeast Asia. Topics covered include the physical environment, environmental issues, human patterns over time, economic and political issues, and sociocultural issues.
Units: 3

GEOG 250: Physical Geography

Physical Geography is the science of the physical environment on Earth. This includes fundamental principles, processes, and perspectives from three major subject areas: (1) atmosphere and weather, (2) biogeography, and (3) geology and landforms. In this field- and laboratory based course, students will gain knowledge, understanding, and appreciation of our planet.
Units: 3

GEOG 350: Introduction to Geographic Information Systems

Geographic Information Systems (GIS) is a computer system for storing, managing, and displaying (mapping) the locations and attributes of spatial features. These features can come from any discipline and could represent any human or physical information. Due to its versatility, GIS is used in a wide range of applications such as resource management, city planning, transportation, business, and crime hot spot analysis. This course introduces students to this powerful software through lectures in GIScience and computer labs with ArcGIS.
Units: 4

GEOG 400: Advanced Geographic Information Systems

This advanced course provides further instruction in Geographic Information Science and ArcGIS applications. It is geared towards making students more familiar with the geospatial career field through interaction with GIS employers, GIS professionals, and a conference attendance (when possible). Course topics include more in-depth vector and raster data analysis, terrain mapping, viewshed and watershed analysis, spatial interpolation, modeling, and some python programming.
Units: 3
Prerequisites:
GEOG 350 or similar course.

GEOG 440W: Biogeography

Biogeography is the science of the distribution of plants and animals and the patterns and processes responsible for these distributions. This course introduces students to the discipline of biogeography and its major topics such as island biogeography, speciation and extinction, diversification, and conservation from a more geographical perspective emphasizing large scale patterns through space and time. The class consists of lectures and labs in which students explore lab work and science concepts to prepare students for careers in the conservation and ecology fields. Students write three detailed lab reports following scientific writing conventions to practice science writing skills.

This course satisfies the advanced writing skills course requirement.
Units: 3
Prerequisites:
Any BIO, ECOL, EOS, or CHEM course, or consent of instructor and WRIT 101.

CAPSTONE 390: Capstone Proposal

All SUA students participate in a Capstone research project during their senior (fourth) year, consisting of three courses. Capstone 390 is usually taken in the fall semester, Capstone 400 during the winter block, and Capstone 450 during the spring semester. 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 develop and carry out a research project related to their chosen Concentration. Students meet regularly with their Capstone mentor for support and feedback. All Capstone work must meet the criteria set in the Undergraduate Capstone Policy as well as standards set by the individual Concentration.

Beginning in academic year 2026/2027, the credit value and grading basis for Capstone courses will change. Until and including academic year 2025/2026, Capstone 390 will remain a 1-unit course graded on a P/NP basis.
Units: 2
Prerequisites:
Prerequisites: Senior standing. This course cannot be taken on a P/NP basis.

CAPSTONE 400: Capstone I

All SUA students participate in a Capstone research project during their senior (fourth) year, consisting of three courses. Capstone 390 is usually taken in the fall semester, Capstone 400 during the winter block, and Capstone 450 during the spring semester. 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 develop and carry out a research project related to their chosen Concentration. Students meet regularly with their Capstone mentor for support and feedback. All Capstone work must meet the criteria set in the Undergraduate Capstone Policy as well as standards set by the individual Concentration.

Beginning in academic year 2026/2027, the credit value and grading basis for Capstone courses will change. Until and including academic year 2025/2026, Capstone 400 will remain a 4-unit course. Capstone 400 may not be taken on a P/NP basis.
Units: 2
Prerequisites:
CAPSTONE 390. This course cannot be taken on a P/NP basis.

CAPSTONE 450: Capstone II

All SUA students participate in a Capstone research project during their senior (fourth) year, consisting of three courses. Capstone 390 is usually taken in the fall semester, Capstone 400 during the winter block, and Capstone 450 during the spring semester. 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 develop and carry out a research project related to their chosen Concentration. Students meet regularly with their Capstone mentor for support and feedback. All Capstone work must meet the criteria set in the Undergraduate Capstone Policy as well as standards set by the individual Concentration.

Beginning in academic year 2026/2027, the credit value and grading basis for Capstone courses will change. Until and including academic year 2025/2026, Capstone 450 will remain a 4-unit course. Capstone 400 may not be taken on a P/NP basis.
Units: 2
Prerequisites:
CAPSTONE 400.This course cannot be taken on a P/NP basis.

Humanities Concentration

OVERVIEW

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

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

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

The student learning outcomes for the Humanities concentration are:

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

Humanities Concentration Courses

ARTHIST 104: Introduction to Visual Culture

The course explores the relation between the two terms 'visual' and 'culture' as constructions, examining visual forms of expressions, such as painting, photography, advertisement, comics and digital imagery. The course revolves around some of the following questions: What is the difference between the terms art and visual? What are the diverse forms of the visual? How has the visual impacted us today? How does culture determine visual form? With an emphasis on the determining role of visual culture in the wider culture to which it belongs, it draws on images from both western and non-western worlds to be analyzed and placed in their cultural context.
Units: 3

ARTHIST 105: Introduction to Art History

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.
Units: 3

ARTHIST 170: Introduction to World Architecture

The course explores architecture as a cultural force and its interaction with the environment, in the context of social, cultural, and political realities. It draws examples from ancient Classical, Renaissance, Islamic, Asian, and Modern architecture comparing form, function, concept, association, and intent. Students will be introduced to the fundamentals of architecture and art, design, space, structures, styles, theories and development of architecture.
Units: 3

ARTHIST 290: Topics in Art History

Units: 1-4

ARTHIST 298, 398, and 498: Special Study

Units: 1-4

ARTHIST 299, 399, and 499: Independent Study

Units: 1-4

ARTHIST 305: Modern Asian Art

The course offers a broad view of Modern Asian Art, including painting, photography and print of China, Japan, Tibet, Nepal and India for a selective and meaningful understanding of its visual culture. The focus is on Tradition vs. Modernity with a wide range of art historical issues and discourses. Emphasis will be placed on thematic issues in visual culture such as movement of people, ideas, images, cross-cultural influences, and variations in the structure of political, economic, and social institutions.
Units: 3

ARTHIST 310: Art and Architecture of Asia

The course traces the development of architecture, painting, and sculpture of China, Japan, India, and Tibet for a selective understanding of its visual culture from the earliest times to 12th C CE. It is a comparative study of the cross-cultural influences and encounters via the silk and spices routes with a focus on ancient civilizations, philosophy, and religious institutions particularly the traditions of Confucianism, Taoism, Shintoism, Buddhism, and Hinduism. The goal is to understand the traditional Arts of Asia by examining the process of artistic and cultural assimilation that occurred along with movement of people, goods, and images between major cultural regions and substantiated in built environment, city planning, painting and sculpture.
Units: 3

ARTHIST 315: Contemporary Visual Culture

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.
Units: 3

ARTHIST 370: Architecture and Urban Environment

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.
Units: 3

ARTHIST 390 and 490: Advanced Topics in Art History

Units: 1-4

ENVST 170/PHIL 170: Environmental Ethics

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.
Units: 3

HIST 119: The World Before 1500

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.
Units: 3

HIST 120: Western Worlds II: Emerging Modernity

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.
Units: 3

HIST 242: America in the Era of Slavery

This introductory course asks students to evaluate the centrality of slavery to the history of the United States. We examine how the enslavement of Africans and the conquest of the continent affected the development of capitalism, governments, and cultures in the US. Developing these themes entails comparisons across places and time periods. The course identifies a nascent global system, comparing the US with selected locations in South America, West Africa, and the Caribbean. Students make comparisons of the past and the present, seeking to understand how the era of slavery constructed race formations and other legacies for the contemporary world. Throughout, students gain an introductory narrative of American economic and political history and acquire an introduction to empirical methods, critical theory, and current scholarship.
Units: 3

HIST 244: Modern America

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.
Units: 3
Prerequisites:
AMEREXP 200.

HIST 290: Topics in History

Units: 1-4

HIST 298, 398, and 498: Special Study

Units: 1-4

HIST 299, 399, and 499: Independent Study

Units: 1-4

HIST 305: The American West

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.
Units: 3

HIST 330: Modern China in Literature and Film

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.
Units: 3
Prerequisites:
100 level History course or sophomore standing.

HIST 333: Inventing China

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.
Units: 3

HIST 353: Critical Black Voices: Africans in Diaspora

This seminar focuses on critiques of social relations of power by black intellectuals and artists of the African Diaspora. We study works by Jean-Jaques Dessalines, Frederick Douglass, Harriet Jacobs, W.E.B. DuBois, Ida B. Wells, Susie King Taylor, Marcus Garvey, Zora Neale Hurston, Martin Luther King, Jr., Audre Lorde, Malcom X, Kwame Nkrumah, Angela Davis, Bessie Smith, Audre Lorde, Cheryl Harris, and others. To contextualize these voices, we examine central themes in a Pan-African, African American History: slavery/abolition, the rise of Islam and Christianity in Black communities, Jim Crow, the Great Migration, the Harlem Renaissance, Decolonization, Pan-Africanism and Black Nationalism, The Civil Rights Movement, Neocolonialism, Black Power and Black Feminism. The course is an incitement to creative and critical thinking about the endurance of racism and the possibilities of social justice solutions. We take inspiration from Critical Race Studies and students acquire a nuanced understanding of black critiques of race and the history and future of struggles against anti-black racism.
Units: 3

HIST 380/ANTH 380: Cultures of Learning

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 – 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.
Units: 3

HIST 384/ANTH 284: Indigenous North America

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.
Units: 3

HIST 390 and 490: Advanced Topics in History

Units: 1-4

HUM 111: Introduction to Global Ethnic Studies

Ethnic Studies emerged in the United States in the 1960s and 1970s to address patterns of inequality through education and social justice mobilization. In this course students learn the history of Ethnic Studies, including its relationships to Third World Feminism, global anti-imperialism movements, and other critical approaches to the past and present. Classes focus on multiple media, discussions, lectures, and student presentations. We consider how ethnicity, race, and indigeneity intersect class, gender, disability, and sexuality to create complex and nuanced relations of power. How do ethnic studies approaches help us study migration, popular culture, education, imperialism, war, and peace? Students attain an understanding of core concepts and the growing global turn in ethnic studies. Students hone their communication skills through discussion posts, a midterm presentation, and a final project focused on any ethnic studies topic of interest, anywhere in the world.
Units: 3

HUM 250: Historical Foundations of Western Education

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.
Units: 3

HUM 270: Theater and Performance

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

HUM 290: Topics in Humanities

Units: 1-4

HUM 298, 398, and 498: Special Study

Units: 1-4

HUM 299, 399, and 499: Independent Study

Units: 1-4

HUM 310: Early Modern European Literature

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.
Units: 3

HUM 313W/WRIT 313: Experimental Critical Writing

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.

This course satisfies the advanced writing skills course requirement.
Units: 3
Prerequisites:
WRIT 101

HUM 333W: Film History and Cinematic Art

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.
Units: 4
Prerequisites:
WRIT 101 and [LIT 140 or another Humanities course.]

HUM 335W/WRIT 335: Writing about Film

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

This course satisfies the advanced writing skills course requirement.
Units: 3
Prerequisites:
WRIT 101

HUM 390 and 490: Advanced Topics in Humanities

Units: 1-4

HUM 425: The Rhetoric of Creativity

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.
Units: 3

HUM 430W: Japanese Cinema

This course will explore the development of the cinema of Japan over the past 120 years, with particular reference to its cultural relevance and aesthetic principles, as one of the only global film traditions that has emerged independent of a Western model. We will investigate its historical origins and the different genres created by the growth of the film industry in Japan, as well as various influences on its forms from literary and artistic sources.

This course satisfies the advanced writing skills course requirement.
Units: 3
Prerequisites:
WRIT 101

HUM 480W: Media and Experience

Media have a long history. The term refers to the means of encoding and transmitting information beyond its original setting. It covers all technologies of inscription, not only the latest ones: from rhyme and writing to the Internet and virtual reality. "Mediology" (or the science of the media) argues that transmission alters the nature of the message -- the world encoded is the world reconfigured to be otherwise than it used to be. Do media function as prosthetic enhancements of our senses? Or do they bend hearing, seeing and sensing into shapes that would never emerge in the first place? Does the experience of the media obscure the nature of their impact? Who is the media subject: Narcissus or Orpheus? In addition to classic theories of the media (Marshall McLuhan, Walter Benjamin, Niklas Luhmann), this advanced seminar will also consider the emerging environmental media theories.

This course satisfies the advanced writing skills course requirement.
Units: 3
Prerequisites:
WRIT 101

INTS 120/HIST 140: East Asia: A Historical Survey

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.
Units: 3

INTS 261/HIST 231: Modern China: Roots of Revolution

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.
Units: 3

INTS 283/HIST 234: Third World and the West

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.
Units: 3

INTS 316/HIST 315: Ideas of East and West

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.
Units: 3
Prerequisites:
Any 100-level International Studies or History course, or sophomore standing.

INTS 326/HIST 326: Women in East Asia

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.
Units: 3
Prerequisites:
Sophomore standing or INTS 215.

INTS 333/HIST 335: China since 1949: The People's Republic

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.
Units: 3
Prerequisites:
Sophomore standing.

INTS 350/HUM 350: Gandhi and Modern India

The course aims to study the ideology and Programs of Mohandas Karamchand Gandhi (1869-1948) on peace and non-violence, in the context of British colonial rule. The emphasis of the course is on concepts such as colonialism, imperialism, nation, community and nationalism, in the light of historical, religious and political environment. Students will learn to analyze primary and secondary sources as well as pre-conceived notions using multidisciplinary approaches.

A product of the Indian reform and nationalist movements, Gandhi's philosophy highlighted the importance of peace, human dignity and social inclusion. This has allowed other societies elsewhere to adopt his methods to resolve political, economic, and social disputes. Gandhi stirred the social conscience of his nation and the world through his use of non-violence (*ahimsa*) and active civil disobedience.
Units: 3

INTS 371W/HIST 371W: The Emergence of Modern Japan

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.

This course satisfies the advanced writing skills course requirement.
Units: 3
Prerequisites:
PACBASIN 100
WRIT 101
PACBASIN 100 and WRIT 101

INTS 489/HIST 489: Culture and Imperialism

European empires created the historical context out of which the United States emerged. Since the US attained national independence, it has pursued its own imperial and colonial ambitions around the world. Many of the twenty-first century's international arrangements--from the United Nations to the global trade system--reflect this imperial history, at least in part. However, although often described as a global hegemon, the US, in fact, must negotiate its power as it frequently encounters resistance at home and abroad. Investigating the imperial and colonial dimensions of contemporary life and understanding the resources of hope and resistance in the cultures of people all around the world are central themes of this seminar. Students read current and classic scholarship in the traditions of Critical Ethnic Studies, Imperial Studies, Postcolonial Studies, and Settler Colonial Studies to interpret both empire and the cultural dynamics of power and resistance of colonized peoples. While course content focuses special attention on the US, Africa, the Caribbean, and the Pacific, the themes and methods of the course are global, and students are free to write their final research paper comparing any region of the world.
Units: 3

LIT 140: Introduction to Literary Studies

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.
Units: 3

LIT 155: Critical Reading and Writing

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.
Units: 3

LIT 205: 19th Century American Literature

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.
Units: 3

LIT 210: 20th Century American Literature

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.
Units: 3

LIT 211: Classical Asian Literature

This course will survey the major works, genres, and themes of Chinese and Japanese pre-modern literature, focusing on literature of the Tang/Song dynasties and the Nara/Heian eras (c. 700-1200 AD). Students will study the works of individual poets and essayists, their contributions to the classic anthologies, and excerpts from the major novels and prose narratives of the premodern age. The course will also examine foundational critical theories within Asian literature, such as the genesis of poetry, the relationship between images and ideographic meaning, and the roles of fiction and diaries within society.
Units: 3
Prerequisites:
LIT 140, or sophomore standing.

LIT 212: Medieval Asian Literature

This course will survey the principal works, authors, and themes of Chinese and Japanese medieval literature, focusing on literature of the Song, Yuan, and Ming dynasties and the Kamakura, Muromachi and Edo eras (~1100-1800CE.)The course will look at the three dominant genres of poetic anthology, personal narrative and staged drama, with particular attention paid to the conflicts between elegance and earthiness, worldliness and reclusiveness, and the changing perspectives towards gender and personal identity.
Units: 3
Prerequisites:
LIT 140, or sophomore standing.

LIT 213: Modern Asian Literature

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.
Units: 3
Prerequisites:
LIT 140, or sophomore standing.

LIT 215: Latin American Literature

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.
Units: 3
Prerequisites:
LIT 140, or sophomore standing.

LIT 225: Art of the Essay Across Media and Time

The essay is everywhere: a newspaper, a YouTube Channel and a college app. Invented by Montaigne in the Early Modern Europe, the essay has risen to be a dominant cultural form. What did Montaigne want the essay to be? Has the essay become a victim of its success? We will consider four epochs in the history of the essay: Antiquity (Plutarch and Marcus Aurelius); Renaissance and Early Modern (Montaigne and Thomas Browne); Romanticism (Rousseau and Hazlitt); and Contemporary (Joseph Brodsky, Susan Sontag, Roland Barthes, James Baldwin, Zadie Smith, etc.) The class culminates in the examination of the cross-media forms of the essay (photo-essays of Lee Friedlander, essay films of Orson Wells and Chris Marker, and online video-essays).
Units: 3

LIT 230/ENVST 230: Thinking Through Nature

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.
Units: 3
Prerequisites:
LIT 140, or sophomore standing.

LIT 250: Comedy as Politics

This class examines the styles of comedy from Aristophanes to Samuel Beckett and contemporary stand-up. We begin by clarifying distinctions fundamental to comic representation of action (such as invective, humor, grotesque, wit mock, irony, sarcasm, deadpan, etc.) Then we undertake a journey through different worlds of comedy (the comedy of errors, satire, grotesque, nonsense, and black humor). Throughout our readings, we will consider the following alternatives: Does comedy subvert or reinforce existing social norms? Does it unmask or justify inequality? Is laughter a servant of hegemony or an agent of emancipation? In each of our readings, we will work to identify the potential of comedy to sketch sociological commentary, supply models of selfhood and offer incentive to political action. Primary texts will be supplemented by reading in the theory of comedy (Hegel, Baudelaire, Bergson, Freud).
Units: 3

LIT 263: African-American Literature

This course is designed to provide an introduction to the study of the literature produced by African-American writers in the social, historical, and political context of the United States. But we are also aware that the designation "African-American" might refer, as well, to peoples of African descent in various parts of the New World complex, from Canada to the southern tip of the United States, from Florida to the Yucatan, and from Cuba and the Caribbean across Central and South America. This course is devoted to an examination of writing and its creative product across the genres of fiction, poetry, and social critique from roughly the middle of the nineteenth century to the early twenty-first.
Units: 3

LIT 290: Topics in Literature

Units: 1-4

LIT 298, 398, and 498: Special Study

Units: 1-4

LIT 299, 399, and 499: Independent Study

Units: 1-4

LIT 301: Studies in Ancient Literature

This course introduces students to the ancient literatures of Mesopotamia, Greece and Rome, primarily poetry and drama, from Gilgamesh through Virgil. The course is designed to give students a broad understanding of the major literary works of this period and their historical significance.
Units: 3

LIT 302: Shakespeare

Shakespeare is the greatest dramatist of all times. Most recently the sixteenth-century bard has been a great scriptwriter for Kenneth Branagh and Hollywood. This course focuses on a close reading of selected tragedies and comedies. Attention will be paid to the specificity of the English language of the period in order to facilitate reading. Due attention will also be paid to action, character as well as to the heft and swing of the meter and rhyme. The goal of the course is to help students understand the reasons for Shakespeare's unparalleled success by locating the remarkable achievement of his literary career in the context of the theatrical, literary, social, and political world in which he worked.
Units: 3

LIT 305: Studies in Contemporary Literature

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.
Units: 3

LIT 317W: Murasaki Shikibu

This course will examine the life, work and influence of Murasaki Shikibu, author of the Tale of Genji (c. 1005-1015 CE), taking into consideration the intellectual and aesthetic heritage of the Heian era as a whole. Students will also investigate the arts and culture of her age, her concept of Yamato-damashii, or "essential Japanness," and her vision of the role of the author within the "floating world" of human actions.

This course satisfies the advanced writing skills course requirement.
Units: 3
Prerequisites:
WRIT 101 and Instructor consent.

LIT 321: Literature of Dissent

This class examines the evolution and disintegration of literary dissent in the twentieth-century Europe. We begin by surveying the three forces responsible for the emergence of dissent: the ideology of communism; totalitarianism as the governmental form; and socialist realism as the literary canon. The conceptual backbone of the class is the contrast between individual acts of dissent and the dissident movement. While the individual acts of dissent proceed from rejection or disagreement with the regime, the dissident movement was born out of seduction and subsequent disillusionment in the very idea of the communist state. In the final segment of the class, the students will inquire into the legacy of dissident thought through class presentation and discussion. Readings include texts by H. Arendt, K. Marx, F. Furet, C. Lefort, M. Bulgakov, A. Platonov, Abram Tertz-A. Syniavsky, Solzhenitsyn, Milosz, Havel and others. We will also study films by Alexander Medvedkin, Chris Marker, and Sergei Eisenstein.
Units: 3

LIT 341: The Novel

In the 21st century the novel continues to thrive as a literary genre nourished by a long and rich history with sustained cross-cultural significance. What factors contribute to the resilience of this literary form? How has the novel become synonymous with modernity itself? What, if any inter-textual dialogue among writers and books may be discerned? This course examines the phenomenon of the novel by evoking these trajectories: its emergence, its ongoing diversification and its global dispersion and reinventions. From year to year the course will stress readings drawn from Anglo-American, European, Post-Colonial and/or Asian spheres. Traditional categories (realism, modernism, postmodernism will be supplemented by local variations and re-orientions Alongside such authors as Dickens, Sterne, Austen, Stendhal, Dostoevsky, Flaubert, Conrad, Joyce, Nabokov, Beckett, Pynchon, Cormac McCarthy, Natsume Soseki, Mo Yan, and others, theoretical texts will frame the novel's significance in the context of cultural production and the formation as well as erosion of historical consciousness: George Lukacs, Bakhtin, Auerbach, Ian Watt, Raymond Williams, Edward Said, Fredric Jameson, Eto Jun et al.
Units: 3

LIT 342: French Colonialism and Insubordination

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.
Units: 3

LIT 390 and 490: Advanced Topics in Literature

Units: 1-4

LIT 480: Critical Theory

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.
Units: 3
Prerequisites:
LIT 140/LIT 155 and Instructor consent.

MUSICHST 150: Introduction to World Music

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.
Units: 3

MUSICHST 215/ENVST 215: Music and Ecology: Studies in Interconnection

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.
Units: 3

MUSICHST 220: Music, Mind and Brain

This course will explore the relationship between the universal human activity of music-making and biological and psychological aspects of our mental processes. Readings will be drawn from a range of disciplines, to include the physics of sound and hearing, the neurobiology of perception, the cognitive psychology of memory, temporal processing, emotion, entrainment, and expectation, the social psychology of functions such as communication, empathy and intercultural understanding, and related philosophical questions. These theoretical foundations will be applied to listening and music-making activities, but no prior experience is required. The primary goals are 1) to develop an enriched understanding of and appreciation for the function of music in human life, and 2) to develop an enriched understanding of and appreciation for the complexities of the human mind, through the lens of our musical activities.
Units: 3

MUSICHST 250: Music in Latin America

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.
Units: 3

MUSICHST 251: Music in East and Southeast Asia

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.
Units: 3

MUSICHST 260: Classical Music of the West: Middle Ages to the 20th Century

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.
Units: 3

MUSICHST 290: Topics in Music History

Units: 1-4

MUSICHST 298, 398, and 498: Special Study

Units: 1-4

MUSICHST 299, 399, and 499: Independent Study

Units: 1-4

MUSICHST 310: Women in Music

Women in Music is an investigation into and a celebration of women's musical activities in a variety of capacities and musical traditions. The course will cover not only women composers in the Western tradition and some non-Western traditions, but also women performers, women patrons, and women as objects and symbols in the marketing and consumption of music.
Units: 3

MUSICHST 320: Music and Peacebuilding: Questions and Applications

This seminar course will investigate the possibility that musical activities (musicking) might contribute to peacebuilding. Beginning with examination of the common sense or assumption that this is true, students will explore the use of music in promoting war and other forms of violence, theories and methods developed in peace studies concerned with cycles and root causes of violence, and some institutional and non-institutional means of addressing them. Following this, we will explore, from multiple disciplinary perspectives, the function of music in social bonding, links to emotion and cognition, and case studies involving music in community therapy, conflict transformation and other peacebuilding efforts.
Units: 3

MUSICHST 390 and 490: Advanced Topics in Music History

Units: 1-4

PHIL 100: Introduction to Philosophy

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.
Units: 3

PHIL 240: Ethical Foundations and Issues: East and West

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.
Units: 3

PHIL 280: Introduction to Philosophical Thinking

This course will introduce students to the methodology of philosophical thinking and the grand topics that have engaged philosophers over the ages including the problem of evil, the existence of the Deity and the problem of human life. Students will be introduced to the general sub-disciplines of philosophy, including the history of philosophy, metaphysics, epistemology, normative ethics, applied ethics, aesthetics and political philosophy. They will study select contemporary periods. They will also be introduced to meta-philosophy, different styles of philosophy; e.g., analytic, system building, existentialism and phenomenology.
Units: 3

PHIL 290: Topics in Philosophy

Units: 1-4

PHIL 298, 398, and 498: Special Study

Units: 1-4

PHIL 299, 399, and 499: Independent Study

Units: 1-4

PHIL 311: Philosophy and Literature

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.
Units: 3
Prerequisites:
Any previous philosophy course.

PHIL 350: Global Philosophy, East, West and South

This course chooses essential, primary philosophical texts from the East, the West and the Global South with an eye to comparing the methods of thinking and the philosophical goals to be achieved. The overall objective of this course is to improve the thinking abilities of the student, to learn the cultural differences between the philosophers from different civilizations and to pivot toward a global philosophy that integrates and distills the essential human values and wisdom that a world philosophy can offer to our students.
Units: 3

PHIL 390 and 490: Advanced Topics in Philosophy

Units: 1-4

PHIL 460: Corporate Social Responsibility

This is an extensive course on how and why corporations make the decisions that they do regarding what constitutes the private good, the public good, both nationally and internationally. In what ways does the capitalist profit motive affect ethical decision making? What are the consequences? What constitutes good management, destructive management? What is an accident? A tragedy? A disaster? Who should ultimately be responsible? A philosophical examination of intensive case studies will analyze what responsibility corporations have for risk management, social welfare and environmental sustainability in the global interface of the 21st century.
Units: 3

REL 104: World Religions Today

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.
Units: 3

WRIT 313/HUM 313: Experimental Critical Writing

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.
Units: 3
Prerequisites:
WRIT 101

CAPSTONE 390: Capstone Proposal

All SUA students participate in a Capstone research project during their senior (fourth) year, consisting of three courses. Capstone 390 is usually taken in the fall semester, Capstone 400 during the winter block, and Capstone 450 during the spring semester. 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 develop and carry out a research project related to their chosen Concentration. Students meet regularly with their Capstone mentor for support and feedback. All Capstone work must meet the criteria set in the Undergraduate Capstone Policy as well as standards set by the individual Concentration.

Beginning in academic year 2026/2027, the credit value and grading basis for Capstone courses will change. Until and including academic year 2025/2026, Capstone 390 will remain a 1-unit course graded on a P/NP basis.
Units: 2
Prerequisites:
Prerequisites: Senior standing. This course cannot be taken on a P/NP basis.

CAPSTONE 400: Capstone I

All SUA students participate in a Capstone research project during their senior (fourth) year, consisting of three courses. Capstone 390 is usually taken in the fall semester, Capstone 400 during the winter block, and Capstone 450 during the spring semester. 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 develop and carry out a research project related to their chosen Concentration. Students meet regularly with their Capstone mentor for support and feedback. All Capstone work must meet the criteria set in the Undergraduate Capstone Policy as well as standards set by the individual Concentration.

Beginning in academic year 2026/2027, the credit value and grading basis for Capstone courses will change. Until and including academic year 2025/2026, Capstone 400 will remain a 4-unit course. Capstone 400 may not be taken on a P/NP basis.
Units: 2
Prerequisites:
CAPSTONE 390. This course cannot be taken on a P/NP basis.

CAPSTONE 450: Capstone II

All SUA students participate in a Capstone research project during their senior (fourth) year, consisting of three courses. Capstone 390 is usually taken in the fall semester, Capstone 400 during the winter block, and Capstone 450 during the spring semester. 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 develop and carry out a research project related to their chosen Concentration. Students meet regularly with their Capstone mentor for support and feedback. All Capstone work must meet the criteria set in the Undergraduate Capstone Policy as well as standards set by the individual Concentration.

Beginning in academic year 2026/2027, the credit value and grading basis for Capstone courses will change. Until and including academic year 2025/2026, Capstone 450 will remain a 4-unit course. Capstone 400 may not be taken on a P/NP basis.
Units: 2
Prerequisites:
CAPSTONE 400.This course cannot be taken on a P/NP basis.

International Studies Concentration

OVERVIEW

The International Studies Concentration (INTS) at SUA offers students the opportunity to better understand global challenges including conflict, injustice, racism and poverty. Rooted in the belief that understanding multi-faceted global issues demands a variety of disciplinary lenses, international studies offers a range of interdisciplinary and multidisciplinary courses from a faculty trained in anthropology, economics, history, international relations, political science and sociology. The International Studies Concentration provides students with the analytical tools necessary for a critical appreciation and contextualized understanding of the diverse forces that shape the contemporary world and prepares students to meet the challenges of global citizenship in the twenty-first century.

Concentration courses are clustered around geographic and topical themes:

Geographic Themes

- Africa
- Asia
- Europe
- Latin America
- Middle East

Topical Themes

- Global and Thematic Issues
- International Economics, Trade and Development
- International Relations, Peace and Conflict Resolution

Students are strongly encouraged to take at least one class from a geographic theme and one class from a topical theme. INTS Concentrators must take at least five INTS courses, three of which must be at the 300 or 400 level. In addition, the research topic for the Capstone Experience must be related to the following concentration learning objectives.

By the time they graduate, students in International Studies are able to:

1. utilize a multidisciplinary framework to identify and explain the processes by which individuals, societies and regions are interconnected.
2. formulate questions and apply appropriate analytic tools to investigate regional and/or global issues.
3. effectively communicate their understanding of regional and global issues.
4. generate a theoretically and historically informed analysis of social phenomena within a national, regional, or international context.
5. articulate an appreciation of the diversity and continuities that exist within and between societies and cultures.
6. apply their knowledge and skills to formulate practical and/or ethical responses to regional and global issues.

The International Studies Concentration prepares students for both graduate school and careers in government, international organizations, business, and the non-profit sectors.

International Studies Concentration Courses

INTS 100/ECON 100: Principles of Economics

This course provides a survey of economic principles within both microeconomics and macroeconomics. It introduces students to the basic economic concepts that are fundamental to understanding economic observations in daily life, such as supply, demand, price, market equilibrium, national income, unemployment, inflation, economic growth, international trade, and so on. Through discussions of contemporary economic issues and policies, students will learn how households and firms make decisions under certain economic systems, how individual markets and the national and international economy operate, and how government policies affect economic outcomes.
Units: 3

INTS 111: Introduction to International Relations

This course introduces students to the core concepts, processes and issues of international relations. The goal of this course is to help students develop the intellectual tools to understand the complex international system in which we live. The first segment of this course introduces students to key concepts and theories used in the study of international relations allowing students to better understand the causes of international conflict and cooperation. The rest of the term is spent applying these concepts to better understand the challenges of international security, international political economy, and other global issues.
Units: 3

INTS 114: Introduction to Peace Studies

This course explores the historical and contemporary issues of peace studies (including economic, national/ethnic identity, religious, ideological, security and other aspects), and it continues with a post-Cold War emphasis on the possibilities for nonviolent ways of dealing with conflict and for lasting peace in the future. It examines the internal/personal and interpersonal sources of conflict in daily life and introduces such topics as "cultures of peace." Topics explored include grassroots peace movements, nonviolence, international law and NGOs, international systems, peacekeeping and peacemaking, the role of individual peacemakers in their local communities, and current research in the field of peace studies.
Units: 3

INTS 120/HIST 140: East Asia: A Historical Survey

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.
Units: 3

INTS 125: Introduction to East Asian Studies

This course is a detailed and systematic exploration of East Asia. The course helps students to appreciate rich histories, diverse societies, and their intricate connections in the East Asian region, particularly China, Japan, and North and South Korea. It examines areas of security, politics, society, culture, identity, and economy that pertain to the East Asian countries nationally and regionally. Students will reflect on legacies of imperialism and colonialism from the past, challenges of nationalism and authoritarianism at present, as well as post-war efforts in economic and trade liberalization, democratization, anti-democratization, and modernization. This course serves as a gateway into other courses on Asian studies at SUA.
Units: 3

INTS 130: Introduction to Latin American Studies

This is an exploration and celebration of Latin America, the richly diverse and fascinating area of the world that includes Mesoamerica, South America and the Caribbean. We will use multiple perspectives that focus on race, gender, and class to understand the experiences and processes that have shaped the region. Students will reflect on identity, revolutions, social movements, nation-state formation, and modernization based on analysis of primary sources within cinema, music, literature, and historical documents along with many rich secondary sources. This class is a gateway into the study of Latin America at SUA and fulfills an enrollment prerequisite for several other courses. It is also highly recommended for students interested in traveling to Latin America for study abroad.
Units: 3

INTS 140: An Introduction to European Studies

What is Europe, and what does it mean to be "European"? A *region* within the *Eurasian continent*, Europe has uncertain edges. It is home to considerable diversity, with subregions such as Western Europe, Iberia, the Mediterranean, Scandinavia, the Baltics, the Balkans, and more. Europe has seen considerable out-migration, especially to the Americas, as well as growing in-migration, especially from Africa and the Middle East. This course provides an interdisciplinary look at the meaning of Europe and the emergence of a common European identity, especially through the European Union. Historically, we begin in Rome and Christendom, through the Enlightenment and colonialism, as well as the World Wars and Cold War through today. Thematically, we explore migration, religion, race, and nationalism, with particular attention to minority identities and the roles of institutions in shaping emergent European identities.
Units: 3

INTS 150: Introduction to Southeast Asian Studies

This course explores the geography, history, culture, society, government and economies of Southeast Asia. Focusing on the historical background of Southeast Asian societies, the course examines the ethnic and religious composition of the region, colonialism, nation-building and economic development, efforts at regional cooperation such as ASEAN, and some of the major choices and controversies that Southeast Asians face today.
Units: 3

INTS 160: Introduction to Middle East and North African Studies

This course provides students with an introduction to the modern Middle East and North Africa (MENA). We use the conventional definition of the MENA which includes most of the Arab speaking world, Turkey, and Iran. It offers students a thematic exploration of the modern history, cultures, languages, religions, ethnic groups, and politics of the MENA. The purpose of this course is to familiarize students with a region that, despite its significance in current events, continues to be misunderstood and stigmatized. The course aims to break commonly held stereotypes about the region, including the status of women, modernity, and religion.
Units: 3

INTS 170: Introduction to African Studies

This course offers an introduction to how political, economic, cultural, religious, and social phenomena in Africa are approached from the origins of the "African Studies" subfield to the present day. The course will place an emphasis on the inter-disciplinary nature of African Studies by exposing students to the various theoretical schools and conceptual approaches used by Africanist scholars to understand this diverse continent. We will examine African Studies within a broader context of global events that are shaping Africa and its role in a twenty-first century international system dominated by new 'great power' competitions. What role will Africa play in the twenty-first century? To answer this and other questions, we will make use of the lectures, empirical data, documentary film, discussion, and the course readings.
Units: 3

INTS 190, 290, 390, and 490: Topics in International Studies

Selected topics in various special areas within international studies, which may vary from semester to semester or within semesters.
Units: 1-4

INTS 205: Introduction to Human Rights

The purpose of this course is to introduce students to the major themes and concepts of international human rights. Ideas supportive of contemporary international human rights norms can be found in a number of religious and philosophical traditions. This course exposes students to those traditions as well as to the development of movements that aspire to enshrine a growing list of rights into legal, social and political institutions and practices.
Units: 3

INTS 208: Introduction to Global Health

This course provides a robust introduction to the history, ethics, and practice of global health. Using a multidisciplinary framework, drawing on clinical, ethical, socioeconomic, political, and geographical knowledge, the course identifies how key stakeholders, including Intergovernmental organizations (e.g. the United Nations, the World Health Organization, and affiliated organizations), government entities (e.g., ministries of health, defense departments), non-governmental organizations (e.g., Médecins Sans Frontières, Partners in Health, PATH, GAVI, CEPI), other humanitarian organizations (e.g., ICRC), academic institutions, donor agencies (e.g., Bill and Melinda Gates Foundation), clinical groups, and consulting firms, shape global health agendas, policies, programs, and outcomes. We discuss global burden of disease, the sustainable development goals related to health, social determinants of health, global research prioritization and clinical trials, disease surveillance networks, and the adoption and spread of global health technologies. The course also covers a basic introduction to epidemiology.
Units: 3

INTS 210: US-Latin American Relations

This class begins when the Spanish colonies were much richer and more powerful than the British or Portuguese. Considering American ascendancy after independence, students will explore the reasons for uneven hemispheric development in institutions, governance, and patterns of colonialism. Students will look closely at the nineteenth and twentieth centuries, when the US often pursued its interests at the expense of its southern neighbors. Case studies of overt and covert operations include Mexico (1848), Nicaragua (1856), Cuba (1898), Guatemala (1956), Chile (1973), and Panama (1989). Despite the fact that the United States has also supplied billions of dollars in humanitarian aid to the region and remains its largest trading partner and important ally, Latin Americans retain a highly ambivalent attitude toward its northern neighbor. Many are attracted to American popular culture and goods, but are deeply distrustful of American political intent and economic power. Students who have completed Introduction to International Relations are encouraged to enroll.
Units: 3

INTS 215/SBS 215: Introduction to Women's, Gender, and Sexuality Studies

This course is a historical and cross-cultural examination of women's and gender issues from a transnational perspective. The multidisciplinary approach draws on the humanities, social sciences, life/physical sciences, environmental sciences, and other fields of study. Course materials are based on research that views women from their perspectives as they engage with issues of patriarchy, sexism, racism, heteronormativity, and more. The course offers a holistic approach to the study of sex, gender, and sexuality. It considers how these are 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, nationality, and class, among others. The course engages students in finding solutions as they examine historical and intellectual roots in worldwide movements for social change and equality.
Units: 3

INTS 221/HIST 221: History of East Asian-American Relations

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.
Units: 3

INTS 240: Peace and Conflict in the Middle East

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.
Units: 3

INTS 261/HIST 231: Modern China: Roots of Revolution

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.
Units: 3

INTS 262/ECON 262: China’s Economic Development and Economic Reform

This course provides a survey of China’s economic development under the centrally planned socialist system since 1949, and the on-going economic reform since 1978. China’s role in regional economic growth and its economic relationship with the world economy are also be addressed.
Units: 3

INTS 275: Introduction to Research Design in International Studies

This course provides students with a foundation in empirical research both quantitative and qualitative, with the objective of equipping students with the tools to carry out their own original research in all of the fields that comprise International Studies including but not limited to political science, area studies, international relations, history, anthropology, international political economy, sociology, history, and law.

Our course is organized around the major stages of the research process including choosing a topic, developing a research question, conducting a literature review, constructing a thesis or hypothesis, and finally supporting a thesis or testing a hypothesis through different qualitative and quantitative research design strategies.

By the end of the course, students will feel confident to carry out their own original research projects in various fields. Through the process of learning how to carry out research, students will develop their logical thinking skills such as reasoning, analytical thinking, and problem solving which are fundamental skills for future careers and graduate school.
Units: 3

INTS 283/HIST 234: Third World and the West

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.
Units: 3

INTS 298, 398, and 498: Special Study

Units: 1-4
Prerequisites:
Instructor consent.

INTS 299, 399, and 499: Independent Study

Units: 1-4
Prerequisites:
Instructor consent.

INTS 303: Brazil, Mexico, and the Nation

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.
Units: 3
Prerequisites:
INTS 130 or INTS 210 or instructor consent.

INTS 304W/POLISCI 350W: The United Nations and World Politics

The United Nations system serves as both a forum for multilateral diplomacy and as an influential actor in the international system in its own right. Following the end of the Second World War, the UN was created with the hope that this new international organization would (according to the preamble of the UN Charter) "save succeeding generations from the scourge of war," as well as promote human rights, and social and economic progress. As both forum and agent, the UN system has fulfilled this mandate with mixed results. The goal of this course is to understand better what, how, and why the United Nations System does what it does. Special focus is given to the work of the United Nations in International Peace and Security, Human Rights and Humanitarian Affairs, and Development.

This course satisfies the advanced writing skills course requirement.
Units: 3
Prerequisites:
(WRIT 101 and INTS 111) or (WRIT 101 and INTS 114).

INTS 305W/POLISCI 305W: Democracy and Democratization

What is democracy? Why is democracy desirable? Is ti desirable? How has democracy evolved over time? What causes countries to democratize -- does democracy come from within a country or from global influences? How do countries transition to democracy? Is democracy better suited to some peoples than others? How does democracy vary across world regions? Who benefits from it, and who loses? What are the alternatives?

This course addresses these and other questions in a comparative context. Students are expected to leave the course with a critical, nuanced view of democracy as well as knowledge of both democratic and non-democratic countries. We will keep tabs on elections from around the world as we examine key theories related to democracy. Above all, I want students to understand more fully why we have democracy and why people fight to create it, but also to recognize its shortcomings. Democracy is not the only thing that matters in politics, but it matters a great deal. I hope this course encourages you to value democracy and consider how to contribute to its strength in wherever you find yourself.

This course satisfies the advanced writing skills course requirement.
Units: 3
Prerequisites:
WRIT 101
WRIT 101

INTS 310W: International Conflict Resolution

This course provides an overview of the major issues in international and intra-state conflict resolution, transformation and peace building. Using case studies and simulations, students will examine the causes of violent conflict, the conditions for peace and the ways in which negotiation, mediation and peace building strategies can facilitate the transformation from violent political conflict to sustainable peace.

This course satisfies the advanced writing skills course requirement.
Units: 3
Prerequisites:
WRIT 101 and INTS 111, or WRIT 101 and INTS 114.

INTS 313/ANTH 313: Latin American Migration to the US

This course is about the way that Latin American immigration to the US, and often their return back to Latin America, affects the communities, families, racial identities, and even sex lives of both immigrants and the people they leave behind. The course will draw on readings primarily from Anthropologists and Sociologists who see immigration, not as a linear process of arrival and eventual integration, but as a transnational process of the movement of people, money, culture, and politics back and forth across borders in complex ways that affect both the US and Latin America. Thus, while the course will cover the overall historical trends of Latino immigration to the US, changing demographics, the effects of US immigration laws on immigrants and their families, and the overall economic and political trends in Latin America that explain why people migrate, the real focus of the course is on the effects of these overall trends on communities and families in both the US and Latin America as illustrated through ethnographically rich case studies based on participant observation with migrants, return migrants, and members of the sending communities.
Units: 3

INTS 316/HIST 315: Ideas of East and West

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.
Units: 3
Prerequisites:
Any 100-level International Studies or History course, or sophomore standing.

INTS 320: Politics and Governance in Asia

Home to over half the world's population, the 24 countries of South, Southeast, and East Asia present diverse political worlds. This course is intended to provide students with a detailed understanding of the diverse political systems and issues in (and between) Asian countries. It examines colonial legacies, struggles for democracy, the challenges of military and populist rule, ethnic politics, development, armed resistance, regional cooperation, and more. Students are expected to develop deeper knowledge of and appreciation for politics in Asian countries. Far from being a story of top-down power politics, students will also learn about grassroots struggles and forms of resistance. Above all, this course emphasizes diverse political contexts across Asia's political landscapes.
Units: 3
Prerequisites:
INTS 150 or INTS 125 or PACBASIN 100

INTS 321/ECON 321: Economic Development in Pacific Asia

This course investigates the economic performance and development of the economies of Pacific Asia; covering Japan, Asian NIEs (Hong Kong, Taiwan, South Korea, and Singapore), ASEAN-4 (Malaysia, Thailand, Indonesia, and the Philippines), China and Vietnam. Through this class, students will gain factual knowledge on the economic characteristics of and policies on these economies' structural change, economic growth, and development; and the economic relationship among these economies as well as between this region and the world economy in the era of globalization. The emphasis of this course is on the application of proper economic analytical tools to examine the effectiveness of various development strategies and policies on each economy's development process. The applicability of the development experiences of these economies to other developing countries will also be briefly discussed.
Units: 3
Prerequisites:
INTS 100/ECON 100.

INTS 323/SBS 323: Political Economy of Latin America

How do we create a vibrant social-economy that gives opportunity to all, especially in a region where sustained growth and equality have long been elusive goals? In the last three decades, millions of Latin Americans have risen out of dire poverty, much of the region overthrew military dictatorships, and Latin American commodities have expanded into vast new markets (especially Chinese). Nevertheless, the promises of ending poverty, sustained growth, and governments that work for the best interest of the majority of Latin Americans have been maddeningly elusive. Arguments for revolution or authoritarianism are again on the rise and Latin America may be a bellwether for the world. For example, the region's policymakers have been among the first to experiment with the possible "limits" or extremes of economic policy, such as communism and central planning, or neoliberalism and unregulated markets. In addition, there is no other region in the world that can compare to Latin America's mix of 1) enormous natural resources relative to small population; 2) inequality in multiracial societies; and 3) high levels of violence without formal warfare. The elite of Latin America, like almost everywhere, have no intention of creating egalitarian societies if it means a reduction in their own resources. Therefore, across these diverse societies, "development" is utopian in its ultimate imagined manifestations. For this reason, cultural studies and anthropology are not excluded, but students will mostly read texts by economists and political scientists.
Units: 3
Prerequisites:
Second-year standing.

INTS 325/ANTH 325: Inequality, Repression, and Resistance in Central America

Central America is often known as a region of rich cultural heritage but also a legacy of vast inequalities and forms of violent repression and rebellion. The purpose of this course is to understand the cultural, political, and economic factors that have led to this particular situation. We begin by looking at the process of conquest and colonization in shaping new societies and social structures, then explore the socio-economic processes that set the stage for many of the conflicts and problems that Central America faces today, and finally we explore the current situation in Central America as it relates to changing ideas about gender and the role of women, racism and race mixing, immigration and exile, and forms of violence caused by over 30 years of civil war and economic upheaval.
Units: 3
Prerequisites:
INTS 130 or ANTH 100.

INTS 326/HIST 326: Women in East Asia

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.
Units: 3
Prerequisites:
Sophomore standing or INTS 215.

INTS 330/HIST 330: Modern China in Literature and Film

This course examines historical issues and problems of family, women and revolution in modern Chinese history through their representations in literature and films, both Chinese and foreign, with the emphasis on the analysis of the Chinese revolution through family and women narratives. The course considers literature and film in their relation to historical circumstances. Film and literature have been selected to cover a multiplicity and complexity of class, ethnic, gender, generational, and regional perspectives.
Units: 3
Prerequisites:
100-level INTS course or Sophomore standing.

INTS 333/HIST 335: China since 1949: The People's Republic

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.
Units: 3
Prerequisites:
Sophomore standing.

INTS 335/ANTH 320: Indigenous Peoples of Latin America

This course introduces students to the basic histories, social structures, cultures, and current issues facing indigenous peoples in Central and South America. It explores how indigenous communities and identities have been formed, from the conquest and through today, examining a range of processes and events, such as colonialism, integration into the global economy, racism and racial hierarchies, civil wars, indigenous social movements, and migration and exile. It also examines the responses of indigenous peoples to these processes and events, looking specifically at topics such as retreat, revolution, and political activism. The goal of the course is to understand indigenous peoples as products of complex processes through which communities, identities and inequalities are produced.
Units: 3
Prerequisites:
ANTH 100 or SOC 100 or INTS 130.

INTS 342: Asian America in Comparative Perspective

This is a multidisciplinary course designed to generate a critical and comparative understanding of both the history and contemporary state of Asian America. Particular emphasis is placed upon issues of globalization, labor and refugee migrations, racial discrimination and nativism in U.S. society, and Asian American challenges to structural forms of exclusion.
Units: 3

INTS 345W: Cinema and Society in Pacific Asia

This course is designed for students to gain a critical understanding of key contemporary social issues as expressed in the cinema of Pacific Asia, a center of global cultural production. Mainstream Hollywood films have retained a dominant position in global markets, including Asia, and are an important factor in transnational filmmaking. On the other hand, films produced in Japan and Korea, in particular, have become important sources of "borrowing" by Hollywood filmmakers. By and large, however, Hollywood films continue to reiterate stereotypical images of Pacific Asia. In lieu of rehearsing these tropes, this course incorporates the voices of independent Asian American filmmakers.

The course explores diverse approaches to questions such as: What do we mean when we talk about cinematic realism, subjective reality, and objective reality? How do we make sense of and understand the connotations and contradictions inherent in the ways social relations and history are expressed in popular cinema? What is the relationship between national and transnational cinema in Pacific Asia? What role does cinema play within broader social, economic, and political contexts, and how does cinema reinforce or challenge structural desires and fantasies? What is the relationship between cinematic representations of gender, ethnicity, sexuality, and material reality? In other words, this course will focus on the relationship between cinematic narratives and the societies in which they are produced and/or consumed.
Units: 3
Prerequisites:
WRIT 101 and PACBASIN 100

INTS 348W/ANTH 348W: Gender and Sexuality in Cross-Cultural Perspective

This course uses ethnographic case studies to understand how sex, gender, and sexuality are socially constructed in different societies around the world and how these social constructions generate different identities, social categories, and relations of power. The course uses analytical tools of Anthropology to understand the cultural logic behind practices and beliefs that are informed by culturally specific sex/gender/sexuality systems; how those cultural logics and practices are related to relations of power between individuals; how they become embedded in institutions of the state that affect the way rights are distributed and often violated; and what happens when they come into contact through various types of transnational movements of people and ideas. The course will also expose students to debates about how we use these understandings of the cultural logics of gendered practices and ideologies in order to address specific examples of gender/sexuality discrimination, gender violence, and international human rights discourse and policies.

This course satisfies the advanced writing skills course requirement.
Units: 3
Prerequisites:
WRIT 101
ANTH 100 or SOC 100 and WRIT 101.

INTS 350/HUM 350: Gandhi and Modern India

The course aims to study the ideology and Programs of Mohandas Karamchand Gandhi (1869-1948) on peace and non-violence, in the context of British colonial rule. The emphasis of the course is on concepts such as colonialism, imperialism, nation, community and nationalism, in the light of historical, religious and political environment. Students will learn to analyze primary and secondary sources as well as pre-conceived notions using multidisciplinary approaches.

A product of the Indian reform and nationalist movements, Gandhi's philosophy highlighted the importance of peace, human dignity and social inclusion. This has allowed other societies elsewhere to adopt his methods to resolve political, economic, and social disputes. Gandhi stirred the social conscience of his nation and the world through his use of non-violence (*ahimsa*) and active civil disobedience.
Units: 3

INTS 360/POLISCI 360: American Trade Politics and Policy

The study of American trade politics occupies a special place in the history of political science and policy studies. It has contributed to new insights into the role of economic groups in American politics, the creative and often independent role of state and public officials in the national policy process and the impact of international structures and processes on domestic politics and policymaking. This course examines the formation of American trade policy since World War II, when the United States assumed the mantle of global leadership and embarked on a world historic project designed to create an open international trading system. Organized around an exploration of state-society relationships at the intersection of international and domestic economies, the course seeks to answer an interrelated set of questions: who defines America's national trade interest; under what conditions do they define it; and where does their power come from?
Units: 3

INTS 361/ECON 330: Economic Development

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 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.
Units: 3
Prerequisites:
INTS 100/ECON 100.

INTS 362/ECON 340: International Economics

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.
Units: 3
Prerequisites:
INTS 100/ECON 100.

INTS 365W/POLISCI 365W: State-Society Relations in Comparative Context

What is the state? How is it organized? How do different countries select leaders, where is power located, who rules, and who is excluded? Under what conditions do people obey the state, resist it, or transform it? Which societal configurations challenge state control? How do states gain the legitimacy to rule?

INTS/POLI 365, State - Society Relations in Comparative Context, provides students with a conceptual understanding of the composition of states in diverse societal contexts. The course begins with a discussion of regimes, leading to the first assignment, in which students assess the regime of a country of their choice. The second part of the course is concerned with defining the state and understanding its institutions. This will motivate the second assignment, in which students will design what they feel to be an ideal institutional configuration for their country. The third part of the course pushes back, looking at societies and how they undermine your designs. Your third paper will consider resistance from various societal forces. You will then assemble and revise your three papers to form a broader paper on state / society relations.

Students will develop a heightened understanding of democratic and non-democratic regimes, how electoral systems turn votes into seats, the tradeoffs in different systems, and how these systems interact with a myriad of societal forces that may resist the state (sometimes for good reason).

This course satisfies the advanced writing skills course requirement.
Units: 3
Prerequisites:
WRIT 101
WRIT 101

INTS 371W/HIST 371W: The Emergence of Modern Japan

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.

This course satisfies the advanced writing skills course requirement.
Units: 3
Prerequisites:
PACBASIN 100
WRIT 101
PACBASIN 100 and WRIT 101

INTS 380/ANTH 330: People, Culture and Globalization in Oceania

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.
Units: 3
Prerequisites:
ANTH 100 or SOC 100 or ANTH 150.

INTS 381: Political Islam in Comparative Context

The course provides a multidisciplinary glimpse into the various ways that Islam manifests itself politically around the world. Part One looks to the faith – the scripture and organization of Islam. Part Two looks to the rise of Islamic politics in the post-colonial world. Then, the course will shift to discuss five manifestations which speak to the Janus-faced, conservative and progressive, nature of Political Islam: violence, simmering wars, Sharia Law, social justice, and human rights. The course concludes by considering democracy in the ongoing evolution of Political Islam. The primary objective of this course is to help students understand the fragmented, even contradictory nature of Political Islam. Even terms such as jihad or sharia contain diverse messages, from demanding violence to promoting education. Students are expected to overcome images of Islam as monolithic, and instead to look to Islam as a living religion, one struggling with the same social issues facing all other world faiths.
Units: 3
Prerequisites:
Sophomore standing or instructor consent.

INTS 382: Political Buddhism in Comparative Context

This course seeks to unravel the Janus-faced nature of Political Buddhism. It provides a multidisciplinary glimpse into the ways that Buddhism manifests itself politically around the world. Part One looks to the faith – the beliefs, scripture and organization of Buddhism. Part Two looks to the rise of Buddhist politics in the post-colonial world. Part Three, the heart of the course, looks at key themes in Political Buddhism, such as democracy, war, gender, and other political issues.

This course is more about the intersections between faith and politics more than it is about the faith in and of itself. Students are expected to overcome images of Buddhism as monolithic and as necessarily peaceful, even if it does contain a great wealth of peaceful, non-violent teachings. Buddhism is a living religion, one struggling with the same social issues facing all world faiths.
Units: 3

INTS 385/ANSO 385: Race and Ethnicity

This course examines anthropological and sociological perspectives of 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.
Units: 3
Prerequisites:
ANTH 100 or SOC 100.

INTS 404/ANTH 404: Violence and Oppression in Latin America

The goal of this class is to understand the particular forms of violence that exist in Latin America, the causes of these forms of violence, and how they are connected to particular local and national histories, cultural ideologies, and social structures. It is also the goal of this class to understand the meaning of violence: that is, how do people in Latin America make sense of the violence around them? How do they justify and/or condemn it? How is violence sometimes used as a way to make meaning, to protest inequality and impunity, and to assert subjectivity? The course will be based primarily on ethnographic case studies of different forms of violence (structural, institutional, state-sponsored, intra-familial, vigilante, armed resistance, etc.) that look at its socio-economic-political context but also its cultural meaning to the perpetrators, victims, and bystanders. The rationale of the course is that it is by understanding the meaning of violence, the context within which it is carried out, and its cultural logic, that we are best equipped to begin to address it.
Units: 3
Prerequisites:
ANTH 100 or INTS 130 or INTS 210 or instructor consent.

INTS 405: War and Memory in the Pacific Asia

This course sets out to analyze the historiography of the Pacific War with particular reference to problems of memory, interpretation, authentication, and politicization of history. During the course of the semester students are introduced to a wide range of primary and secondary materials drawn from both national and sub-national sources. These are supplemented by cinematic representations of the Pacific War that have become an important channel for the preservation of historical memories.
Units: 3

INTS 406: Human Rights and Civil Society in East Asia

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 subnational 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.
Units: 3
Prerequisites:
INTS 205 or instructor consent.

INTS 410W: Plagues and Peoples

Through lectures, discussion, student presentations, and other pedagogies, this class aims to achieve four primary objectives: 1) To explore the role that disease and medicine played in important historical events; 2) to study the social, institutional and cultural dimensions of disease, ailments and medicine in today's global societies; 3) to become familiar with some of the basic mechanics of epidemic diseases, such as smallpox, influenza, yellow fever, cholera, bubonic plague, syphilis, AIDS and Covid-19; 4) and to understand how some of the most important policy debates in international studies take (or should take) infectious diseases into consideration. Western (bio-)medicine is emphasized, but Eastern traditions and alternative medicine are not excluded. Students interested in careers in medicine, public health, and global health policy may consider this class.

This course satisfies the advanced writing skills course requirement.
Units: 3
Prerequisites:
WRIT 101
WRIT 101

INTS 422: International Law

This course introduces students to the study of public international law. Traditionally called the law of nations, international law provides one mechanism by which states can avoid, manage, or resolve international conflicts. As this system of law has evolved, it has expanded to cover an increasing number of issue areas as well as a broad range of international actors. Students develop an understanding of how international law is created and implemented as well as explore the role of legal norms in contemporary international politics and global governance.
Units: 3
Prerequisites:
INTS 111 or INTS 114.

INTS 450: Armed Conflict in Southeast Asia

This course provides a multidisciplinary glimpse into a great range of violent wars – past and present – in one of the world's most diverse and exciting regions. It is divided into three parts: historical conflicts, post-independence conflicts, and sources of peace. The course will emphasize how different forms of conflict have distinct causes and how different forms of conflict resolution must be tailored to fit each war. Students will consider how cultural factors condition conflict as well as conflict resolution, how the state provides and undermines security, how civilians experience different wars, and the possibilities and limitations of peace negotiations.
Units: 3
Prerequisites:
Sophomore standing or INTS 150 or instructor consent.

INTS 489/HIST 489: Culture and Imperialism

European empires created the historical context out of which the United States emerged. Since the US attained national independence, it has pursued its own imperial and colonial ambitions around the world. Many of the twenty-first century's international arrangements--from the United Nations to the global trade system--reflect this imperial history, at least in part. However, although often described as a global hegemon, the US, in fact, must negotiate its power as it frequently encounters resistance at home and abroad. Investigating the imperial and colonial dimensions of contemporary life and understanding the resources of hope and resistance in the cultures of people all around the world are central themes of this seminar. Students read current and classic scholarship in the traditions of Critical Ethnic Studies, Imperial Studies, Postcolonial Studies, and Settler Colonial Studies to interpret both empire and the cultural dynamics of power and resistance of colonized peoples. While course content focuses special attention on the US, Africa, the Caribbean, and the Pacific, the themes and methods of the course are global, and students are free to write their final research paper comparing any region of the world.
Units: 3

CAPSTONE 390: Capstone Proposal

All SUA students participate in a Capstone research project during their senior (fourth) year, consisting of three courses. Capstone 390 is usually taken in the fall semester, Capstone 400 during the winter block, and Capstone 450 during the spring semester. 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 develop and carry out a research project related to their chosen Concentration. Students meet regularly with their Capstone mentor for support and feedback. All Capstone work must meet the criteria set in the Undergraduate Capstone Policy as well as standards set by the individual Concentration.

Beginning in academic year 2026/2027, the credit value and grading basis for Capstone courses will change. Until and including academic year 2025/2026, Capstone 390 will remain a 1-unit course graded on a P/NP basis.
Units: 2
Prerequisites:
Prerequisites: Senior standing. This course cannot be taken on a P/NP basis.

CAPSTONE 400: Capstone I

All SUA students participate in a Capstone research project during their senior (fourth) year, consisting of three courses. Capstone 390 is usually taken in the fall semester, Capstone 400 during the winter block, and Capstone 450 during the spring semester. 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 develop and carry out a research project related to their chosen Concentration. Students meet regularly with their Capstone mentor for support and feedback. All Capstone work must meet the criteria set in the Undergraduate Capstone Policy as well as standards set by the individual Concentration.

Beginning in academic year 2026/2027, the credit value and grading basis for Capstone courses will change. Until and including academic year 2025/2026, Capstone 400 will remain a 4-unit course. Capstone 400 may not be taken on a P/NP basis.
Units: 2
Prerequisites:
CAPSTONE 390. This course cannot be taken on a P/NP basis.

CAPSTONE 450: Capstone II

All SUA students participate in a Capstone research project during their senior (fourth) year, consisting of three courses. Capstone 390 is usually taken in the fall semester, Capstone 400 during the winter block, and Capstone 450 during the spring semester. 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 develop and carry out a research project related to their chosen Concentration. Students meet regularly with their Capstone mentor for support and feedback. All Capstone work must meet the criteria set in the Undergraduate Capstone Policy as well as standards set by the individual Concentration.

Beginning in academic year 2026/2027, the credit value and grading basis for Capstone courses will change. Until and including academic year 2025/2026, Capstone 450 will remain a 4-unit course. Capstone 400 may not be taken on a P/NP basis.
Units: 2
Prerequisites:
CAPSTONE 400.This course cannot be taken on a P/NP basis.

Life Sciences Concentration

OVERVIEW

The Life Sciences (LS) concentration features an interdisciplinary curriculum that provides a solid foundation in the sciences with courses that embody the latest discoveries in biology, chemistry, and physics, and a pedagogy that challenges students to apply what they have learned to realistic scenarios. Within the Life Sciences concentration, students practice science through authentic research experiences that train students in experimental design, data collection and analysis, and presentation of experimental results.

To fulfill the LS concentration requirements, students take at least one foundational course that is a prerequisite for many upper level LS courses: Foundations of Chemistry (CHEM 150) or Organisms to Ecosystems (BIO141). With Integrated Biology and Chemistry (IBC 200), these two courses can *either* fulfill the physical science and biological science general education requirements, *or* they may count as LS concentration courses; they cannot be double-counted.

Students concentrating in Life Sciences are required to take at least one Project-Based Laboratory (PBL) course and a minimum of two additional 300 or 400-level concentration courses. LS students also complete a capstone project with a scientific focus. Students are able to fulfill their concentration requirements in either a focused or broad fashion from course offerings within the fields of biology and chemistry, or through courses from other concentrations that are cross-listed with Life Sciences.

When Life Sciences students graduate, they should be able to

1. Demonstrate technical laboratory skills through the generation of novel data in the context of authentic course- based research
2. Demonstrate problem-solving and experimental design skills
3. Acquire and synthesize scientific knowledge
4. Communicate science effectively

One goal of the Life Sciences Concentration is to prepare students for post-graduate study in medical and affiliated health fields (dental, veterinary, physical therapy, physician's assistant, nursing, pharmacy, etc) or graduate study toward a masters or doctoral degree in the sciences. In addition, students should be well-prepared to directly enter the workforce after graduation in biotechnology, basic or medical research, or pharmaceutical careers as laboratory technicians. Students will also be able to use their scientific training in diverse careers, such as those related to policy, communication, law, forensics, education, and food science.

Some LS courses have redundant and overlapping content with some Science and Mathematics general education courses. Therefore, enrollment in certain LS courses will prevent co- or later enrollment in some general education Science and Mathematics courses. Please check course catalog descriptions carefully.

Topics (290), Advanced Topics (390, 490), Special Study (298, 398, 498), and Independent Study (299, 399, 499) courses may be offered as needed at 1-4 units.

Life Sciences Concentration Courses

BIO 141: Organisms to Ecosystems

This course is designed as an introductory biology course that will provide foundational knowledge for upper division Life Sciences electives such as Evolution, Evolutionary Genetics PBL, Zoology, Human Physiology, and Marine Ecophysiology PBL). This course is also designed for those students who are interested in science courses offered in Environmental Studies. This course, combined with the biology portions of IBC 200 (Integrated Biology and Chemistry), is equivalent to the material in a year-long Introductory Biology sequence.
This course focuses on the five fundamental characteristics of life:
1. All living things evolve
2. All living things are made of cells
3. All living things reproduce/replicate themselves
4. All living things process information, either information encoded in their genes or information from their environment
5. All living things acquire, use, store, and transport energy

Units: 3
Prerequisites:
Instructor Consent Required

BIO 205: Biostatistics

This course is an introduction to statistics, a field which involves the collection, organization, analysis, interpretation, and presentation of continuous or categorical data. This course will focus specifically on biological and chemical examples and datasets.
Units: 3
Prerequisites:
[CHEM 150 and IBC 200] or BIO 141.

BIO 301: Genetics

This course will take an in-depth analysis of prokaryotic and eukaryotic genetics at the level of molecular, cellular, organismal, and population genetics. Data analysis will rely on a quantitative approach. An integrated laboratory project will utilize basic genetic techniques.
Units: 3
Prerequisites:
CHEM 150 and IBC 200.

BIO 302: Genomics and Bioinformatics

Bioinformatics is the use of computer databases and algorithms to analyze biological data. This course will apply bioinformatics to the field of genomics: the study of the protein, mRNA, and DNA sequences that comprise an organism's genome. Topics will include sequence databases, pairwise and multiple sequence alignments, genome browsers, genome assembly and annotation, molecular evolution, phylogenetic analysis, and population genetics. The computer-based laboratory component will provide students with training in several command-line and web-based bioinformatics tools.
Units: 3
Prerequisites:
CHEM 150 and IBC 200

BIO 303: Human Physiology

This course will explore the fascinating workings of the human body in both form and function. We will examine the major organ systems including nervous, muscular, circulatory, respiratory, digestive, renal, and reproductive systems, and understand how they work together to maintain homeostasis. Students will also examine metabolism and energy balance within the human body. This course will use a combination of pre-recorded lectures, class discussions, interactive polling, laboratory activities (in-person labs and lab simulations), and case studies to enhance mastery of course material. This course will be useful for those who are planning on pursuing a career in health sciences.

Prevents co- or later enrollment in BIO 120.
Units: 4
Prerequisites:
[CHEM 150 and IBC 200] or BIO 120 or BIO 141.

BIO 304: Evolutionary Biology

Theodosius Dobzhansky famously said, "Nothing in biology makes sense except in the light of evolution." Evolution is genetic change over time, and as genes change, so does the organism. This course will explore microevolution, which is evolution at the population level, and macroevolution, which is evolution at the species level and higher. An example microevolutionary question is: Why does a male peacock have such a large tail when it makes him more vulnerable to predation? An example macroevolutionary question is: Why do some modern humans have gene variants that originated in Neanderthals?
Units: 3
Prerequisites:
[CHEM 150 and IBC 200] or BIO 130 or BIO 141

BIO 305: Cell Biology

This course will enable students to describe cellular contents in terms of membranes, organelles, and intracellular trafficking; recognize amino acids, their modifications, and the implications on protein structure and function; describe cellular biochemistry including basic enzyme kinetics, glycolysis, TCA cycle, oxidative phosphorylation, photosynthesis, fermentation, and alternative pathways; manipulate signaling pathways from extracellular or intracellular stimuli to generate a cellular response; describe how cells divide and die, specifically in terms of protein regulation of these pathways; and apply all these normal cellular processes to neurobiology and its pathology. A laboratory component will practice basic tissue culture techniques by imaging cellular proteins under different signaling conditions.
Units: 3
Prerequisites:
CHEM 150 and IBC 200.

BIO 306: Zoology

This course will explore the evolution, physiology, behavior, and ecology of major phyla within Kingdom Animalia as well as the phylogenetic relationships between animal taxa. We will learn how natural selection and genetic drift have made modest changes to the "operating instructions" of the animal genetic toolbox that have resulted in major variations to body form. We will examine how key morphological innovations define major branches on the animal tree of life and we will determine how representatives from each branch sense their environment, exchange gases, acquire nutrition, excrete wastes, reproduce, and move about. Students will explore these topics through lectures and group activities that include dissections, live animal observations, field trips, and group projects.
Units: 3
Prerequisites:
[CHEM 150 and IBC 200] or BIO 120 or BIO 141.

Prevents co- or later enrollment in BIO 135.

BIO 307: Microbiology

Are you fascinated by the incredible way the tiniest organisms (microorganisms) can impact our lives? They are small but mighty impacting health (human and animals), environment, food, energy, water, and industries. This course begins with an overview of microbial groups, their physiology, growth, metabolism, and genetics. We will learn how these concepts enable microbes to cause disease and how they can be controlled. The understanding of how microbes feed, grow, utilize nutrients, acquire and alter their genes, and the ability to function effectively as pathogens will provide the foundation in microbiology for the subsequent study of infectious diseases, their use in sustaining the environment, food production, and safety and the synthesis of various useful products. The laboratory sessions will equip students with basic technical skills required for growing, identifying, and studying antibiotic sensitivity of microorganisms using cultural, microscopic, biochemical, and molecular methods.
Units: 3
Prerequisites:
[CHEM 150 and IBC 200] or BIO 141.

BIO 308: Clinical Human Anatomy

This course is a lecture- and laboratory-based introduction to human anatomy featuring a strong clinical perspective. Students learn anatomical structures and functions from drawings, images, virtual learning tools, 3D models, physical exam techniques, medical imaging (e.g., x-ray, ultrasound, CT, MRI, and PET), and images/video of clinical interventions (e.g., open surgeries, laparoscopy, bronchoscopy, endoscopy, cystoscopy, hysteroscopy, and colonoscopy). The course covers the musculoskeletal system, thorax, abdomen, pelvis, head, neck, brain, and spinal cord, and explores topics that facilitate understanding of anatomical structures and functions in healthy and diseased or injured states. Throughout the course, students also engage in discussions on what makes someone human beyond the structures and functions of their human body.
Units: 4
Prerequisites:
[CHEM 150 and IBC 200] or BIO 141 or Instructor Consent.

Prevents co- or later enrollment in BIO 120

BIO 310: Fundamentals of Molecular Structural Biology

Have you ever wondered how scientists determine the three-dimensional structure of nucleic acids and proteins? Or what can be gleaned about the function of a macromolecule from its structure? Focusing on nucleic acids and proteins, this course includes an introduction to structural bioinformatics, methods of macromolecular structure determination by diffraction and spectroscopic techniques, and the visualization and representation of biomolecules. Representative biomolecules provide the framework for the discussion of such concepts as motifs, domains, folds, conformation, molecular assembly, dynamics and recognition, as well as for addressing how specific biological questions are answered at the atomic level.
Units: 3
Prerequisites:
CHEM 150

BIO 311: Immunology

Every second of the day, the human body encounters a myriad of non-self agents that could hamper human health, however, the body is able to fight and maintain its integrity through a collection of cells, tissues and organs called the immune system. The course will explore the immunologic sites on the human body and elucidate the mechanisms underlying the immune system's recognition and eradication of invading pathogens. It will also shed light on the ways in which pathogens have evolved strategies to evade destruction, which has sometimes resulted in misperceptions that the immune system is not functioning effectively. The course will provide insight into how allergies and autoimmune disorders can arise from the immune system as a result of mistakenly attacking self-cells. Furthermore, students will gain an understanding of the critical role of vaccines in boosting the immune system's ability to combat invading pathogens.
Units: 3
Prerequisites:
[CHEM 150 and IBC 200] or BIO 141

BIO 312W/PSYCH 312W: Behavioral Neuroscience

The objectives of this course are to introduce students to the theories and empirical research currently addressing the neuronal basis of human behavior. This combination lecture/seminar-based course, including bioinformatics research projects, will provide introductions to the basic concepts of brain neuroanatomy and biochemistry, molecular neurogenetics, evolutionary psychology, and human genomics, with readings and discussions from selected books, reviews and research articles. Emphasis will be placed on how disruptions of typical brain function, resulting in disorders such as autism, Alzheimer's, schizophrenia, and depression, can reveal how the brain mediates our most fundamental experiences.

This course satisfies the advanced writing skills course requirement.
Units: 3
Prerequisites:
PSYCH 100
[CHEM 150 and IBC 200] or Instructor Consent and WRIT 101

BIO 350W: Project-Based Laboratory: Marine Ecophysiology

Students will study the symbiotic relationship of the aggregating anemone, *A. elegantissima* and its zooxanthellae symbionts in the genus *Breviolum*. Students will design controlled experiments to elucidate how a chosen environmental variable can affect this delicate symbiosis, altering cellular and/or physiological characteristics in the symbiont and/or host. Students will measure multiple dependent variables in the symbionts and/or hosts (anemones). Students will learn laboratory skills associated with cellular and physiological research techniques associated with quantifying symbiont and host characteristics including differential centrifugation, microscopy, flow cytometry, spectrophotometry, colorimetric protein assays, fluorometry, etc. Students will also learn seawater aquaria maintenance, anemone husbandry, experimental design, how to keep a scientific lab notebook, statistical data analysis, and how to write like a scientist. This course satisfies the advanced writing skills course requirement.

Units: 3
Prerequisites:
[CHEM 150 and IBC 200] or BIO 141 or Instructor Consent and WRIT 101

BIO 351W: Project-Based Laboratory: Cell Biology

This project-based, laboratory-intensive course will focus on primary literature, experimental design and techniques, data collection and analysis, and science communication in the context of cell biology. Students will do a structured, skills-building experiment to examine cell signaling using tissue culture techniques and then design their own novel experiment to understand subcellular localization or protein-protein interactions inside a cell.

This course satisfies the advanced writing skills course requirement.
Units: 3
Prerequisites:
CHEM 150 and IBC 200 and WRIT 101.

BIO 352W: Project-Based Laboratory: Evolutionary Genetics

Using techniques relevant to evolutionary genetics, this laboratory-intensive course will focus on primary literature, experimental design, data collection and analysis, and science communication. In this course you will gain research experience in the field, in the laboratory, and in silico. We will start by collecting marine invertebrates at local marinas, then extract DNA from tissue, amplify genes using PCR (Polymerase Chain Reaction), visualize the PCR products using agarose gel electrophoresis, sequence the genes, edit and align the sequences, and finally analyze the sequences. First, we will determine the population structure of the species using population genetics software. Population structure is driven by the combined effects of the processes that disrupt Hardy Weinberg equilibrium: genetic drift, gene flow, non-random mating, mutation, and natural selection. Next, we will build phylogenetic trees and haplotype networks to visualize the relationships between the individuals of these species.

This course satisfies the advanced writing skills course requirement.
Units: 3
Prerequisites:
[CHEM 150 and IBC 200] or BIO 130 or BIO 141 and WRIT 101

CHEM 150: Foundations of Chemistry

This course is an introduction to general chemistry with an emphasis on developing problem- solving skills for students planning a professional career in science, engineering, and medical fields. We will explore basic concepts of chemistry along with the mathematics required for quantitative problem solving. The topics include elements and compounds, chemical calculations, atomic structure, bonding, stoichiometry, chemical equations, reactions in aqueous solutions, oxidation-reduction, energy and chemical changes, quantum mechanical atom, chemical equilibrium, and acids & bases & buffers. This course can be taken at the same time or before CHEM 150L. *Prevents co- or later enrollment in CHEM 112 and CHEM 115.*
Units: 3
Prerequisites:
Instructor consent.

CHEM 150L: Foundations of Chemistry Laboratory

This laboratory is a course-based undergraduate research experience (CURE) to complement Foundation of Chemistry (CHEM 150) course and will build upon the basic general chemistry knowledge. The CURE project is designed to challenge students to frame real-life practical research questions and design viable approaches to acquire meaningful data. This is a student-centered, guided, and inquiry-based research project that will allow students to engage in activities with greater decision-making and collaborative work.
Units: 3
Prerequisites:
CHEM 150 is a pre or co-requisite

CHEM 301: Organic Chemistry I

This course provides a fundamental overview of organic chemistry to students interested in pursuing careers in the sciences, engineering, or medical fields. We will explore the relationship between the structure and function of molecules, the major classes of organic compounds, and their reactions and reaction mechanisms. Students will learn how to determine molecular structure via spectroscopic techniques. In the laboratory, students will be introduced to some techniques and procedures for the isolation, purification, and characterization of organic compounds and to some of the reactions used in the organic chemistry laboratory such as the Grignard, elimination, and substitution reactions.
Units: 4
Prerequisites:
CHEM 150
CHEM 150L

CHEM 302: Organic Chemistry II

This course is continuation of CHEM 301 that provides a deeper overview of organic chemistry to students interested in pursuing careers in the sciences, engineering, or medical fields. We will specifically explore the synthesis and reaction mechanisms of aromatic compounds and organic molecules with carbonyl and carboxylic acid functional groups. Students will learn how to plan for multi-step synthetic pathways to form a given organic molecule and the reaction mechanisms involved. A complementary laboratory will reinforce content.
Units: 3
Prerequisites:
CHEM 150, CHEM 150L, and CHEM 301

CHEM 314: Drug Design

Drug design and development is a complex interdisciplinary enterprise that draws upon many disciplines in science, engineering, and business. The cost to develop the average FDA-approved drug is estimated to be as much as $1.5 billion. This course will explore core medicinal chemistry, pharmacology, and molecular biology topics related to drug design and development. Using a case study-focused approach, students will study and present on traditional small molecules, biologically derived larger drugs, and next-generation gene therapies. Topics for discussion include receptor theory, common drug targets, lead molecule discovery and development, pharmacokinetics, ADMET, monoclonal antibody therapies, vaccines, nucleic acid-based drugs, CRISPR, and more.
Units: 3
Prerequisites:
[CHEM 150 and IBC 200] and CHEM 301 or Instructor Consent.

CHEM 340: Biochemistry

We will learn, in detail, how the cell uses just a few types of raw materials to construct complex structures. Some have evolved to catalyze chemical reactions with a high degree of selectivity and specificity; we will uncover their enzymatic strategies. Living things harvest energy from their environment to fuel metabolic processes, reproduce, and grow; we will keep account of these transactions and consider the exquisite control that permits a cell to be responsive and adapt its responses to inputs from the environment. Key topics: protein structure and function, thermodynamics, enzyme mechanisms, transport, signaling, intermediary metabolism, and regulation. (Recommended prerequisite for medical school admissions.)
Units: 3
Prerequisites:
CHEM 150
CHEM 150L
CHEM 301

CHEM 350: Project-Based Laboratory: Biochemistry Lab

Using techniques relevant to biochemistry, this wet laboratory-intensive course will focus on primary literature, experimental design, data collection and analysis, and science communication. We will start by learning about a biologically important cascade (eg. blood-clotting). Next, we will develop protocols for isolating proteins from tissue and purifying them using column chromatography. Then, we will assess the purified products using polyacrylamide gel electrophoresis. Homology modeling and docking software will help us to visualize how individual components of these pathways interact at the molecular level. Finally, with homogenous proteins in hand, we will reassemble the cascade to recapitulate and probe the cascade in vitro.
Units: 3
Prerequisites:
CHEM 150, CHEM 150L and IBC 200

CHEM 351: Project-Based Laboratory: Instrumental Chemical Analysis

This is a project-based laboratory course focusing on the fundamental and practical aspect of analytical instrumentation typically employed in chemical and biochemical research laboratories. Through assigned projects, students will make new organic and inorganic compounds and apply various instrumental methods for separation, purification, and identification.
Units: 3
Prerequisites:
CHEM 150
CHEM 150L

CHEM 352: Project-Based Laboratory: Organic Chemistry Laboratory

This project-based laboratory course provides theoretical and practical training of fundamental organic laboratory techniques. Students will be guided through experimental design process of an organic chemistry-based project. Synthesis, isolation, and purification of the organic compounds will be carried out by utilizing techniques including distillation, liquid-liquid extraction, recrystallization, thin layer chromatography, and column chromatography. Characterization of the purified products will be done by spectroscopic techniques including IR, 13C NMR, 1H NMR, and Mass spectroscopy. Students will also practice fundamentals of effective scientific writing according to the American Chemical Society guidelines. The laboratory techniques and the student effort in this course are equivalent to what is offered and expected in traditional Organic Chemistry Laboratory I & II combined.
Units: 3
Prerequisites:
CHEM 301
CHEM 150, CHEM 150L, CHEM 301

CHEM 359W: Project-Based Laboratory: Biochemistry of Enzymes

This project-based, laboratory-intensive course will focus on primary literature, experimental design and techniques, data collection and analysis, and science communication in the context of biochemistry. Students will express, purify, detect, quantify, and perform biochemical assays of recombinant enzymes to gain new insights into their mechanism of action and how they may be inhibited. Students will gain experience with lab techniques such as sonication/homogenization, column chromatography, polyacrylamide gel electrophoresis, UV-Vis spectrophotometry, immunoblotting, etc. Students will communicate their results and ideas through oral presentations, research proposals, and research articles.

This course satisfies the advanced writing skills course requirement.
Units: 3
Prerequisites:
CHEM 150
CHEM 150L
CHEM 301
WRIT 101
Co-Requisites:
CHEM 340

IBC 200-BIO: Integrated Biology and Chemistry - Biology

This interdisciplinary course will focus on the molecular biology of cancer and the underlying chemistry of cell biology. Students will learn how proteins are encoded and the impact of genomic instability on protein structure and function; alterations of normal metabolism in cancer cells; and basic pathways of cell division and death. Complementary chemistry topics include chemical structure and bonding, biological polymerization, thermodynamics, enzyme kinetics, and redox reactions. Laboratory research will use model systems to understand cancer biology. *Prevents co- or later enrollment in BIO 115 and BIO 130.*
Units: 2
Prerequisites:
CHEM 150
Co-Requisites:
IBC 200-CHEM

IBC 200-CHEM: Integrated Biology and Chemistry - Chemistry

This interdisciplinary course will focus on the molecular biology of cancer and the underlying chemistry of cell biology. Students will learn how proteins are encoded and the impact of genomic instability on protein structure and function; alterations of normal metabolism in cancer cells; and basic pathways of cell division and death. Complementary chemistry topics include chemical structure and bonding, biological polymerization, thermodynamics, enzyme kinetics, and redox reactions. Laboratory research will use model systems to understand cancer biology. *Prevents co- or later enrollment in BIO 115 and BIO 130.*
Units: 2
Prerequisites:
CHEM 150
Co-Requisites:
IBC 200-BIO

PHYS 260: Introductory Physics I with Lab

The first of two courses covering the usual introductory physics topics but re-ordered to follow the timeline of the universe: evolution of the cosmos, evolution of life on earth, and evolution of human social reality. Computer labs will promote modeling and simulation skills using Python. Biological, chemical, medical, or health-related contexts or applications will be used where suitable as are connections to enduring questions of humanity or modes of inquiry. The courses are algebra-based, though a few essential calculus concepts will be introduced via computer labs.
Units: 4
Prerequisites:
CHEM 150 and [IBC 200 or BIO 141]

PHYS 261: Introductory Physics II with Lab

The second of two courses covering the usual introductory physics topics but re-ordered to follow the timeline of the universe: evolution of the cosmos, evolution of life on earth, and evolution of human social reality. Computer labs will promote modeling and simulation skills using Python. Biological, chemical, medical, or health-related contexts or applications will be used where suitable as are connections to enduring questions of humanity or modes of inquiry. The courses are algebra-based, though a few essential calculus concepts will be introduced via computer labs.
Units: 4
Prerequisites:
CHEM 150 and [IBC 200 or BIO 141] and PHYS 260

PSYCH 312W/BIO 312W: Behavioral Neuroscience

The objectives of this course are to introduce students to the theories and empirical research currently addressing the neuronal basis of human behavior. This combination lecture/seminar-based course, including bioinformatics research projects, will provide introductions to the basic concepts of brain neuroanatomy and biochemistry, molecular neurogenetics, evolutionary psychology, and human genomics, with readings and discussions from selected books, reviews and research articles. Emphasis will be placed on how disruptions of typical brain function, resulting in disorders such as autism, Alzheimer's, schizophrenia, and depression, can reveal how the brain mediates our most fundamental experiences.

This course satisfies the advanced writing skills course requirement.
Units: 3
Prerequisites:
[CHEM 150 and IBC 200] or Instructor Consent and WRIT 101

CAPSTONE 390: Capstone Proposal

All SUA students participate in a Capstone research project during their senior (fourth) year, consisting of three courses. Capstone 390 is usually taken in the fall semester, Capstone 400 during the winter block, and Capstone 450 during the spring semester. 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 develop and carry out a research project related to their chosen Concentration. Students meet regularly with their Capstone mentor for support and feedback. All Capstone work must meet the criteria set in the Undergraduate Capstone Policy as well as standards set by the individual Concentration.

Beginning in academic year 2026/2027, the credit value and grading basis for Capstone courses will change. Until and including academic year 2025/2026, Capstone 390 will remain a 1-unit course graded on a P/NP basis.
Units: 2
Prerequisites:
Prerequisites: Senior standing. This course cannot be taken on a P/NP basis.

CAPSTONE 400: Capstone I

All SUA students participate in a Capstone research project during their senior (fourth) year, consisting of three courses. Capstone 390 is usually taken in the fall semester, Capstone 400 during the winter block, and Capstone 450 during the spring semester. 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 develop and carry out a research project related to their chosen Concentration. Students meet regularly with their Capstone mentor for support and feedback. All Capstone work must meet the criteria set in the Undergraduate Capstone Policy as well as standards set by the individual Concentration.

Beginning in academic year 2026/2027, the credit value and grading basis for Capstone courses will change. Until and including academic year 2025/2026, Capstone 400 will remain a 4-unit course. Capstone 400 may not be taken on a P/NP basis.
Units: 2
Prerequisites:
CAPSTONE 390. This course cannot be taken on a P/NP basis.

CAPSTONE 450: Capstone II

All SUA students participate in a Capstone research project during their senior (fourth) year, consisting of three courses. Capstone 390 is usually taken in the fall semester, Capstone 400 during the winter block, and Capstone 450 during the spring semester. 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 develop and carry out a research project related to their chosen Concentration. Students meet regularly with their Capstone mentor for support and feedback. All Capstone work must meet the criteria set in the Undergraduate Capstone Policy as well as standards set by the individual Concentration.

Beginning in academic year 2026/2027, the credit value and grading basis for Capstone courses will change. Until and including academic year 2025/2026, Capstone 450 will remain a 4-unit course. Capstone 400 may not be taken on a P/NP basis.
Units: 2
Prerequisites:
CAPSTONE 400.This course cannot be taken on a P/NP basis.

Social and Behavioral Sciences Concentration

OVERVIEW

SUA's concentration in Social and Behavioral Sciences strives to understand human lives, behaviors, and institutions in their social, historical, and cultural environments. The concentration embraces an interdisciplinary approach to examining the human condition, incorporating perspectives from anthropology, economics, political science, psychology, and sociology. Our courses provide students with theoretical and methodological tools to examine and address social issues and concerns from multiple comparative perspectives. Overall, our goal is to empower students to become actively engaged and knowledgeable participants in their local and global communities.

Students who select the Social and Behavioral Sciences concentration must take five courses, of which (1) three must be upper-division courses (i.e., 300-level or above) and (2) one must be a research methods course (i.e., SBS 210, SBS 340, SBS 341 or SBS 342).

Students may opt to focus on one of the disciplines represented in the concentration or take a broader array of Social and Behavioral Sciences courses focusing on a social issue or area of study.

Student learning outcomes for the Social and Behavioral Sciences concentration are:

1. Articulate an understanding of social scientists' theories, concepts, and views.
2. Evaluate critically social scientists' theories and perspectives.
3. Formulate insightful questions and apply social scientists' theories and methods to investigate various aspects of the social world.
4. Communicate effectively, both orally and in writing, in a manner appropriate to the social sciences.
5. Share work with others in a manner that reflects an active engagement in local and global communities.

Social and Behavioral Sciences Concentration Courses

ANSO 290, 390, and 490: Advanced Topics in Anthropology and Sociology

Units: 1-4

ANSO 298, 398, and 498: Special Study

Units: 1-4

ANSO 299, 399, and 499: Independent Study

Units: 1-4

ANTH 100: Introduction to Socio-Cultural Anthropology

This course is an introduction to the sub-discipline of sociocultural anthropology, which is the study of contemporary human cultures and societies. The course introduces the basic terminology and theoretical perspectives anthropologists use to understand the ways that humans organize themselves and the cultural logic through which they think about the world and their social relations. Course material covers a wide variety of cultural contexts, both familiar and unfamiliar, to help students understand the cultural logic of the beliefs and social practices of others and critically examine the cultural logics and assumptions of their own culture.
Units: 3

ANTH 150: Human Origins

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 try to explain the development of social complexity.
Units: 3

ANTH 290, 390, and 490: Topics in Anthropology

Units: 1-4

ANTH 298, 398, and 498: Special Study

Units: 1-4

ANTH 299, 399, and 499: Independent Study

Units: 1-4

ANTH 315: Urban Anthropology

Cultural anthropology is the comparative study of society, culture, and human diversity. The discipline focuses on the various ways in which social relations, history, politics, and cultural products, like the media, shape peoples' everyday lives. This course examines ethnographic studies that document the strategies people use to cope with the demands posed by modern urban environments. It also examines some common social problems encountered in urban contexts, such as those involving the historical origins of urban settings, social class and inequality, urban youth subcultures, migration and economic globalization, and public health.
Units: 3

ANTH 355: Medical Anthropology

This course is an introduction to how the field of Medical Anthropology uses theoretical models, ethnographic research techniques, and writing from Cultural Anthropology to investigate the way that ideas about illness and things related to "medicine," "medical" procedures, and medical practitioners vary cross-culturally and intersect with relations of power both within societies and in cross-cultural encounters. Medical Anthropology is a relatively new field within Anthropology that can draw on Cultural, Biological, or Applied Anthropology. The basic premise of Medical Anthropology is that illness and suffering take place within complex social, cultural, and environmental systems that must be understood holistically, taking into consideration peoples' ideas about the body, mental states, economic relations, kinship, gender, sexuality, the supernatural, and other aspects of culture. This course will focus on the areas of Medical Anthropology that mainly consider how cultural ideas shape the way that people experience illness and "medicine" differently, their relations to different types of practitioners (doctors, shamans, others), ways that illnesses are categorized according to "folk" understandings, how illness can emanate from and express other social problems, and how even "biomedicine" contains within it certain cultural assumptions and ritual practices that stem from "western" culture and are therefore not culturally-neutral. It also explores other "niedical" processes that are not necessarily about illness such as reproductive technology, but that do involve ideas about the body, marriage, kinship, personhood, and so forth.
Units: 3
Prerequisites:
ANTH 100 or ANTH 150 or SOC 100

ANTH 380/HIST 380: Cultures of Learning

In this course we examine "education" by looking beyond the typical setting of the school. Instead, we will consider education in the context of learning and culture. As scholars in history and anthropology have shown during recent decades, learning can be found in classrooms, families, churches, and public places. Learning can be thought of broadly as the process by which people acquire knowledge, attitudes, values, and skills. We will study the past as a deeply constitutive force in the present. Historians call this approach cultural history, anthropologists call it historical ethnography. Specific topics will include prominent and influential theories of pedagogy and learning, as well as the historical and cultural dynamics of race and ethnicity in learning. Throughout the course, we will keep the long history of education reform in mind – including contemporary initiatives. The course is modeled as an intensive reading and writing seminar in which students will be expected to complete an original research paper testing or applying principles discussed in class.
Units: 3

ANTH 384/HIST 384: Indigenous North America

The Americas were populated for millennia before European colonization transformed the hemisphere and the lives of its first inhabitants. Descendants of these first inhabitants live in many parts of North America – including Orange County, California. This seminar explores the histories and cultures of select Native American peoples from Canada, Mexico, and the United States during selected eras, from before colonization and into the contemporary period. Through reading current and classic scholarship on Native Americans, along with writing a research essay on a topic of the students' choosing, students will acquire an understanding of the historical and cultural processes that have defined Native American lives.
Units: 3

ANTH 401: Poverty, Power, and Urban Life

This course engages students in a critical examination of contemporary urban experiences with a focus on peoples living in the margins of large, dense urban communities, both inside and outside of North America. The course will address questions surrounding how the articulation of global and local markets affects the expression of traditional and modern identities, how underground or informal economies shape the creation of urban street life, and how children and adults actively pursue meaningful family life in contexts of extreme poverty. Readings will focus on cities in the Pacific basin.
Units: 3
Prerequisites:
ANTH 100 or ANTH 150 or SOC 100, or Junior standing.

BIO 312W/PSYCH 312W: Behavioral Neuroscience

The objectives of this course are to introduce students to the theories and empirical research currently addressing the neuronal basis of human behavior. This combination lecture/seminar-based course, including bioinformatics research projects, will provide introductions to the basic concepts of brain neuroanatomy and biochemistry, molecular neurogenetics, evolutionary psychology, and human genomics, with readings and discussions from selected books, reviews and research articles. Emphasis will be placed on how disruptions of typical brain function, resulting in disorders such as autism, Alzheimer's, schizophrenia, and depression, can reveal how the brain mediates our most fundamental experiences.

This course satisfies the advanced writing skills course requirement.
Units: 3
Prerequisites:
PSYCH 100
[CHEM 150 and IBC 200] or Instructor Consent and WRIT 101

ECON 290: Topics in Economics

Units: 1-4

ECON 298, 398, and 498: Special Study

Units: 1-4

ECON 299, 399, and 499: Independent Study

Units: 1-4

ECON 301: Microeconomics

This course examines the modern theories of the market system, demand and production, and the interactions between consumers and firms under various market conditions. Students learn how market forces determine prices, resource allocation, and income distribution. Students are also introduced to public policy evaluation and welfare economics.
Units: 3
Prerequisites:
INTS 100/ECON 100

ECON 302: Macroeconomics

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.
Units: 3
Prerequisites:
INTS 100/ECON 100

ECON 310: Financial Economics

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.
Units: 3
Prerequisites:
INTS 100/ECON 100

ECON 320: Public Economics

This course is an introduction to the design and implementation of public finance in high-income countries as well as in developing economies. Topics include the role and size of the public sector, rationale for public sector interventions (such as market failure and distributional concerns), issues of tax compliance and enforcement, tax reform, public expenditure policy (such as social protection programs), fiscal balance and deficit financing, fiscal decentralization and intergovernmental fiscal relations. Students will apply these theories in order to critically evaluate current policy issues in areas of education, health care, environment, and welfare reform.
Units: 3
Prerequisites:
INTS 100/ECON 100

ECON 360/ENVST 360: Environmental Economics

This upper division course combines theory and policy application in studying environmental issues from an economist's perspective. Major topics include theoretical and applied modeling of economy-environment relations, causes and consequences of market failure affecting environmental services, design and evaluation of environmental policy instruments, and the political economy of environmental policy. Students will learn to identify the economic components of an environmental issue, analyze the effects of human economic activity on the environment, and to present and discuss the pros and cons of various environmental policies.
Units: 3
Prerequisites:
INTS 100/ECON 100

ECON 390 and 490: Advanced Topics in Economics

Units: 1-4

INTS 100/ECON 100: Principles of Economics

This course provides a survey of economic principles within both microeconomics and macroeconomics. It introduces students to the basic economic concepts that are fundamental to understanding economic observations in daily life, such as supply, demand, price, market equilibrium, national income, unemployment, inflation, economic growth, international trade, and so on. Through discussions of contemporary economic issues and policies, students will learn how households and firms make decisions under certain economic systems, how individual markets and the national and international economy operate, and how government policies affect economic outcomes.
Units: 3

INTS 215/SBS 215: Introduction to Women's, Gender, and Sexuality Studies

This course is a historical and cross-cultural examination of women's and gender issues from a transnational perspective. The multidisciplinary approach draws on the humanities, social sciences, life/physical sciences, environmental sciences, and other fields of study. Course materials are based on research that views women from their perspectives as they engage with issues of patriarchy, sexism, racism, heteronormativity, and more. The course offers a holistic approach to the study of sex, gender, and sexuality. It considers how these are 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, nationality, and class, among others. The course engages students in finding solutions as they examine historical and intellectual roots in worldwide movements for social change and equality.
Units: 3

INTS 262/ECON 262: China's Economic Development and Economic Reform

This course provides a survey of China's economic development under the centrally planned socialist system since 1949, and the on-going economic reform since 1978. China's role in regional economic growth and its economic relationship with the world economy are also be addressed.
Units: 3

INTS 304W/POLISCI 350W: The United Nations and World Politics

The United Nations system serves as both a forum for multilateral diplomacy and as an influential actor in the international system in its own right. Following the end of the Second World War, the UN was created with the hope that this new international organization would (according to the preamble of the UN Charter) "save succeeding generations from the scourge of war," as well as promote human rights, and social and economic progress. As both forum and agent, the UN system has fulfilled this mandate with mixed results. The goal of this course is to understand better what, how, and why the United Nations System does what it does. Special focus is given to the work of the United Nations in International Peace and Security, Human Rights and Humanitarian Affairs, and Development.

This course satisfies the advanced writing skills course requirement.
Units: 3
Prerequisites:
(WRIT 101 and INTS 111) or (WRIT 101 and INTS 114).

INTS 305W/POLISCI 305W: Democracy and Democratization

What is democracy? Why is democracy desirable? Is ti desirable? How has democracy evolved over time? What causes countries to democratize -- does democracy come from within a country or from global influences? How do countries transition to democracy? Is democracy better suited to some peoples than others? How does democracy vary across world regions? Who benefits from it, and who loses? What are the alternatives?

This course addresses these and other questions in a comparative context. Students are expected to leave the course with a critical, nuanced view of democracy as well as knowledge of both democratic and non-democratic countries. We will keep tabs on elections from around the world as we examine key theories related to democracy. Above all, I want students to understand more fully why we have democracy and why people fight to create it, but also to recognize its shortcomings. Democracy is not the only thing that matters in politics, but it matters a great deal. I hope this course encourages you to value democracy and consider how to contribute to its strength in wherever you find yourself.

This course satisfies the advanced writing skills course requirement.
Units: 3
Prerequisites:
WRIT 101
WRIT 101

INTS 313/ANTH 313: Latin American Migration to the US

This course is about the way that Latin American immigration to the US, and often their return back to Latin America, affects the communities, families, racial identities, and even sex lives of both immigrants and the people they leave behind. The course will draw on readings primarily from Anthropologists and Sociologists who see immigration, not as a linear process of arrival and eventual integration, but as a transnational process of the movement of people, money, culture, and politics back and forth across borders in complex ways that affect both the US and Latin America. Thus, while the course will cover the overall historical trends of Latino immigration to the US, changing demographics, the effects of US immigration laws on immigrants and their families, and the overall economic and political trends in Latin America that explain why people migrate, the real focus of the course is on the effects of these overall trends on communities and families in both the US and Latin America as illustrated through ethnographically rich case studies based on participant observation with migrants, return migrants, and members of the sending communities.
Units: 3

INTS 321/ECON 321: Economic Development in Pacific Asia

This course investigates the economic performance and development of the economies of Pacific Asia; covering Japan, Asian NIEs (Hong Kong, Taiwan, South Korea, and Singapore), ASEAN-4 (Malaysia, Thailand, Indonesia, and the Philippines), China and Vietnam. Through this class, students will gain factual knowledge on the economic characteristics of and policies on these economies' structural change, economic growth, and development; and the economic relationship among these economies as well as between this region and the world economy in the era of globalization. The emphasis of this course is on the application of proper economic analytical tools to examine the effectiveness of various development strategies and policies on each economy's development process. The applicability of the development experiences of these economies to other developing countries will also be briefly discussed.
Units: 3
Prerequisites:
INTS 100/ECON 100.

INTS 323/SBS 323: Political Economy of Latin America

How do we create a vibrant social-economy that gives opportunity to all, especially in a region where sustained growth and equality have long been elusive goals? In the last three decades, millions of Latin Americans have risen out of dire poverty, much of the region overthrew military dictatorships, and Latin American commodities have expanded into vast new markets (especially Chinese). Nevertheless, the promises of ending poverty, sustained growth, and governments that work for the best interest of the majority of Latin Americans have been maddeningly elusive. Arguments for revolution or authoritarianism are again on the rise and Latin America may be a bellwether for the world. For example, the region's policymakers have been among the first to experiment with the possible "limits" or extremes of economic policy, such as communism and central planning, or neoliberalism and unregulated markets. In addition, there is no other region in the world that can compare to Latin America's mix of 1) enormous natural resources relative to small population; 2) inequality in multiracial societies; and 3) high levels of violence without formal warfare. The elite of Latin America, like almost everywhere, have no intention of creating egalitarian societies if it means a reduction in their own resources. Therefore, across these diverse societies, "development" is utopian in its ultimate imagined manifestations. For this reason, cultural studies and anthropology are not excluded, but students will mostly read texts by economists and political scientists.
Units: 3
Prerequisites:
Second-year standing.

INTS 325/ANTH 325: Inequality, Repression, and Resistance in Central America

Central America is often known as a region of rich cultural heritage but also a legacy of vast inequalities and forms of violent repression and rebellion. The purpose of this course is to understand the cultural, political, and economic factors that have led to this particular situation. We begin by looking at the process of conquest and colonization in shaping new societies and social structures, then explore the socio-economic processes that set the stage for many of the conflicts and problems that Central America faces today, and finally we explore the current situation in Central America as it relates to changing ideas about gender and the role of women, racism and race mixing, immigration and exile, and forms of violence caused by over 30 years of civil war and economic upheaval.
Units: 3
Prerequisites:
INTS 130 or ANTH 100.

INTS 335/ANTH 320: Indigenous Peoples of Latin America

This course introduces students to the basic histories, social structures, cultures, and current issues facing indigenous peoples in Central and South America. It explores how indigenous communities and identities have been formed, from the conquest and through today, examining a range of processes and events, such as colonialism, integration into the global economy, racism and racial hierarchies, civil wars, indigenous social movements, and migration and exile. It also examines the responses of indigenous peoples to these processes and events, looking specifically at topics such as retreat, revolution, and political activism. The goal of the course is to understand indigenous peoples as products of complex processes through which communities, identities and inequalities are produced.
Units: 3
Prerequisites:
ANTH 100 or SOC 100 or INTS 130.

INTS 348W/ANTH 348W: Gender and Sexuality in Cross-Cultural Perspective

This course uses ethnographic case studies to understand how sex, gender, and sexuality are socially constructed in different societies around the world and how these social constructions generate different identities, social categories, and relations of power. The course uses analytical tools of Anthropology to understand the cultural logic behind practices and beliefs that are informed by culturally specific sex/gender/sexuality systems; how those cultural logics and practices are related to relations of power between individuals; how they become embedded in institutions of the state that affect the way rights are distributed and often violated; and what happens when they come into contact through various types of transnational movements of people and ideas. The course will also expose students to debates about how we use these understandings of the cultural logics of gendered practices and ideologies in order to address specific examples of gender/sexuality discrimination, gender violence, and international human rights discourse and policies.

This course satisfies the advanced writing skills course requirement.
Units: 3
Prerequisites:
WRIT 101
ANTH 100 or SOC 100 and WRIT 101.

INTS 360/POLISCI 360: American Trade Politics and Policy

The study of American trade politics occupies a special place in the history of political science and policy studies. It has contributed to new insights into the role of economic groups in American politics, the creative and often independent role of state and public officials in the national policy process and the impact of international structures and processes on domestic politics and policymaking. This course examines the formation of American trade policy since World War II, when the United States assumed the mantle of global leadership and embarked on a world historic project designed to create an open international trading system. Organized around an exploration of state-society relationships at the intersection of international and domestic economies, the course seeks to answer an interrelated set of questions: who defines America's national trade interest; under what conditions do they define it; and where does their power come from?
Units: 3

INTS 361/ECON 330: Economic Development

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 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.
Units: 3
Prerequisites:
INTS 100/ECON 100.

INTS 362/ECON 340: International Economics

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.
Units: 3
Prerequisites:
INTS 100/ECON 100.

INTS 365W/POLISCI 365W: State-Society Relations in Comparative Context

What is the state? How is it organized? How do different countries select leaders, where is power located, who rules, and who is excluded? Under what conditions do people obey the state, resist it, or transform it? Which societal configurations challenge state control? How do states gain the legitimacy to rule?

INTS/POLI 365, State - Society Relations in Comparative Context, provides students with a conceptual understanding of the composition of states in diverse societal contexts. The course begins with a discussion of regimes, leading to the first assignment, in which students assess the regime of a country of their choice. The second part of the course is concerned with defining the state and understanding its institutions. This will motivate the second assignment, in which students will design what they feel to be an ideal institutional configuration for their country. The third part of the course pushes back, looking at societies and how they undermine your designs. Your third paper will consider resistance from various societal forces. You will then assemble and revise your three papers to form a broader paper on state / society relations.

Students will develop a heightened understanding of democratic and non-democratic regimes, how electoral systems turn votes into seats, the tradeoffs in different systems, and how these systems interact with a myriad of societal forces that may resist the state (sometimes for good reason).

This course satisfies the advanced writing skills course requirement.
Units: 3
Prerequisites:
WRIT 101
WRIT 101

INTS 380/ANTH 330: People, Culture and Globalization in Oceania

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.
Units: 3
Prerequisites:
ANTH 100 or SOC 100 or ANTH 150.

INTS 385/ANSO 385: Race and Ethnicity

This course examines anthropological and sociological perspectives of 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.
Units: 3
Prerequisites:
ANTH 100 or SOC 100.

INTS 404/ANTH 404: Violence and Oppression in Latin America

The goal of this class is to understand the particular forms of violence that exist in Latin America, the causes of these forms of violence, and how they are connected to particular local and national histories, cultural ideologies, and social structures. It is also the goal of this class to understand the meaning of violence: that is, how do people in Latin America make sense of the violence around them? How do they justify and/or condemn it? How is violence sometimes used as a way to make meaning, to protest inequality and impunity, and to assert subjectivity? The course will be based primarily on ethnographic case studies of different forms of violence (structural, institutional, state-sponsored, intra-familial, vigilante, armed resistance, etc.) that look at its socio-economic-political context but also its cultural meaning to the perpetrators, victims, and bystanders. The rationale of the course is that it is by understanding the meaning of violence, the context within which it is carried out, and its cultural logic, that we are best equipped to begin to address it.
Units: 3
Prerequisites:
ANTH 100 or INTS 130 or INTS 210 or instructor consent.

POLISCI 110: Foundations of American Government and Politics

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.
Units: 3

POLISCI 150: American Political Thought

This course examines the foundations of American political thought through a close and careful reading of key texts written by the Founding Fathers (most significantly, the Federalist Papers); an analysis of the political thought of thinkers who most influenced the founders (including Aristotle, Machiavelli, Grotius, Hobbes, Locke, and Montesquieu); and an examination of classic commentaries on American political thought, especially Tocqueville's Democracy in America. The main theme throughout the course is the tension in American political thought between democracy and liberty; how the Founders viewed this tension (and why); and how this tension was incorporated into the nation's founding documents (the Declaration of Independence and the Constitution) as well as how it has been differentially reflected in key Supreme Court decisions ever since the famous Marbury v. Madison case in 1803.
Units: 3

POLISCI 290: Topics in Political Science

Units: 1-4

POLISCI 298, 398, and 498: Special Study

Units: 1-4

POLISCI 299, 399, and 499: Independent Study

Units: 1-4

POLISCI 320W: Public Policy

In PUBLIC POLICY, students will learn what public policy is and who makes it. The course focuses upon the policy process, structure, and context of policy-making. Special attention is paid to the institutional and non-institutional actors who make policy and the rules, strategies, culture, and resources that affect the making of policy. The course culminates in the writing of a policy brief that affects problems in the local area. The policy brief allows the students to understand the practical side of public policy-making.

This course satisfies the advanced writing skills course requirement.
Units: 3

POLISCI 330: Constitutional Law

This course is an intersection of political science and the law. It uses the constitution, laws, and the courts to show us how checks and balances, separation of powers, and federalism operate. In the class, students will read and brief U.S. Supreme Court cases that deal with the following areas: the power of the Supreme Court and the Court's decision-making process, separation of powers and checks and balances, and the American federal system. The course explains why the president receives greater leeway in foreign relations than domestic affairs and the United States Supreme Court's role in this determination. It also explains how the Court shaped changes in the American Federal System, which morphed from dual federalism to various forms of cooperative federalism over time. This course is designed to enhance student understanding of the American legal system, American national institutions, the Constitution, the American federal system, and the Supreme Court.
Units: 3

POLISCI 335W: Urban Politics

For the first time in history, more people live in cities than in rural areas. Cities are the epicenter of many great things, such as entertainment, the arts, parks and recreation, museums, medical care, and employment. They also have more than their fair share of problems, such as crime, poverty, racism, and homelessness. This course examines theories about who governs cities and why and how cities are governed. The course focuses upon the policies that address urban problems. It pays special attention to political institutions, machine politics, informal actors who influence politics, the role of the national and state governments in city politics, and the politics of racial and ethnic minorities in cities. Power, race, and participation are three dominant themes that run throughout this class. Through this course, students will also better understand how culture, demographics, and politics affect California cities. They will devise solutions to major problems in one of the state's urban areas. Even though this course focuses upon American cities, the lessons learned in it allow students to understand and examine cities throughout the world.

This course satisfies the advanced writing skills course requirement.
Units: 3

POLISCI 340: American Ideologies: Power & Choice

If there is a central organizing concept in political science, it is power. One of the fundamental issues in the study of power is choice: who gets what, when, and why? This course examines the relationship between power and choice. It focuses on the wide variety of ways political analysts have conceptualized power and politics in the United States. Through a close and careful reading of a select number of representative texts, the course examines the theoretical underpinnings, ideological content, and political implications of eight major paradigms of American politics: liberalism, conservatism, Marxism, elite theory, pluralism, race, feminism, and neo-conservatism. Lectures will provide students with the necessary background to situate each paradigm within its proper historical, intellectual and analytical context.
Units: 3

POLISCI 380: American State Formation: From Colonies to Superpower

This course examines the path of development of the American national state, from its roots during the Colonial Period, when the thirteen colonies existed on the periphery of the European state system and world market economy, through the emergence of the United States as a global military and economic superpower during the Post-World War II period. Taking its analytical cue from Alex de Tocqueville, the course places a consideration of the constitutional organization of the American national state and changes in the balance of power between the President and Congress, and the national government and state governments, in global perspective: America's two century move from the periphery of the European-centered international state system and world market economy to its current position of supremacy within it.
Units: 3

POLISCI 390 and 490: Advanced Topics in Political Science

Units: 1-4

PSYCH 100: Introduction to Psychology

This course offers an overview of the principal perspectives and content areas in psychology and prepares students to take upper-level psychology classes. Students explore different research methods in psychology as well as the distinction between basic and applied research and how this distinction is manifested in present-day divisions of psychology. Topics may include social and developmental processes, neurobiology, personality, psychological disorders, sensation and perception, learning and memory, language, and applied areas.
Units: 3

PSYCH 290: Topics in Psychology

Units: 1-4

PSYCH 298, 398, and 498: Special Study

Units: 1-4

PSYCH 299, 399, and 499: Independent Study

Units: 1-4

PSYCH 300: Cognitive Psychology

Cognitive psychology is the study of mental processes and how those processes affect behavior. Originally thought of as the "scientific study of knowledge", cognitive psychology touches on all of the mental processes related to the acquisition, retention, and use of knowledge, including attention, perception, memory, language, problem-solving, and decision making. In general, this course is designed to help you learn: (1) how to turn big, imprecise questions about the human mind into concrete, empirical questions, and (2) how to find and evaluate scientific evidence to answer these questions. The class will include interactive lectures with live demonstrations, videos from experts in the field, weekly lab activities, and exams on course content.
Units: 3
Prerequisites:
PSYCH 100

PSYCH 305: Music Psychology

This course takes a scientific approach to understanding how and why music is such an important and prevalent aspect of human life. We will explore theories and review empirical research that measures the impact of music on health, psychological well-being, cognitive thought processes (like memory & attention), childhood development, social bonding, personality, and emotion. By the end of the course, students will gain exposure to a wide array of topics in music psychology, and will gain the skills necessary to critically analyze scientific research on music. The course will include active participation during lectures/discussions, activities to measure musicality, short writings on a variety of topics, creative tasks, and a final research project tailored to student interests.
Units: 3
Prerequisites:
WRIT 101 and PSYCH 100, or instructor consent

PSYCH 312W/BIO 312W: Behavioral Neuroscience

The objectives of this course are to introduce students to the theories and empirical research currently addressing the neuronal basis of human behavior. This combination lecture/seminar-based course, including bioinformatics research projects, will provide introductions to the basic concepts of brain neuroanatomy and biochemistry, molecular neurogenetics, evolutionary psychology, and human genomics, with readings and discussions from selected books, reviews and research articles. Emphasis will be placed on how disruptions of typical brain function, resulting in disorders such as autism, Alzheimer's, schizophrenia, and depression, can reveal how the brain mediates our most fundamental experiences.

This course satisfies the advanced writing skills course requirement.
Units: 3
Prerequisites:
[CHEM 150 and IBC 200] or Instructor Consent and WRIT 101

PSYCH 320: Social Psychology

Social psychology may be defined as the influence of actual, imagined, or implied others on individual cognition, emotion, and behavior. Course content progresses from intra-psychic to interpersonal topics to small-group processes. Students learn and evaluate social psychological research methodology and think critically about course topics and presented research. They also learn to apply theories and concepts to real-world situations as appropriate.
Units: 3
Prerequisites:
PSYCH 100.

PSYCH 325: Positive Psychology

This course provides an overview of the growing field of positive psychology, which is the scientific investigation of positive experiences, positive character strengths, positive relationships, and the institutions and practices that facilitate their development. Consideration will be given to conflicting viewpoints and their respective empirical support, including the benefits of balancing positive with negative emotions, the measurement and development of happiness, and the implications of deliberately attempting to increase it.
Units: 3
Prerequisites:
PSYCH 100.

PSYCH 330: Psychological Disorders

This course provides an introduction to a wide variety of psychological disorders and their treatments. Definitions of "abnormality" and methods of disorder assessment are examined. Different perspectives on the causes of disorders as well as their treatments are compared and contrasted. Topics include mood disorders, anxiety disorders, schizophrenia, and personality disorders. Upon successful completion of the course, students will have a greater understanding of how psychological disorders are discussed both in professional circles and in the lay media.
Units: 3
Prerequisites:
PSYCH 100.

PSYCH 340: Personality Psychology

This course provides an overview of the principal theories of personality and human behavior. A wide range of perspectives on personality are presented and evaluated. Students investigate and evaluate various measures of personality assessment and different methods of researching personality. Basic principles of personality structure and personality development are covered. On completion of the course, students will be able to recognize, critique, compare and contrast various theoretical perspectives on personality, as well as apply these theories to real-world situations.
Units: 3
Prerequisites:
PSYCH 100.

PSYCH 350: Lifespan Developmental Psychology

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 death. 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.
Units: 3
Prerequisites:
PSYCH 100.

PSYCH 360: Cross-Cultural Psychology

In this course, psychological research methods will be introduced, applied, and critiqued to test the universality of psychological theories developed in North America. Specifically, students will be challenged to critically evaluate the nature of human difference between and within social groups in order to understand and utilize cultural variations as well as to gain insights into and re-examine one's own culture. Topics will include cultural variations and similarities in perception, cognition, identity, socio-emotional development, health behaviors, and emotional regulation. Diverse cultures and cultural change will also be examined with an emphasis on the east-west contrast.
Units: 3
Prerequisites:
PSYCH 100.

PSYCH 370: Psychology of Education

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. Throughout the course, students will also discuss and debate enduring and current, sometimes controversial, issues in education in order to demonstrate how psychological science can be applied.
Units: 3
Prerequisites:
PSYCH 100.

PSYCH 380: Sport Psychology

The course will provide an overview of the growing field of Sport Psychology, which involves applying psychological science to sports. Topics will cover how sport psychologists assist athletes and teams in setting and achieving sports, fitness, and exercise goals. Topics will also include theoretical foundations of behavior, psychological interventions for performance problems, adherence and maintenance of gains, and the impaired athlete.
Units: 3
Prerequisites:
PSYCH 100.

PSYCH 390 and 490: Advanced Topics in Psychology

Units: 1-4
Prerequisites:
Instructor Consent, PSYCH 100, or any 300 PSYCH (depending upon topic and instructor).

SBS 240: Social Science Research Methods

This course is an introduction to the primary research methods used by social scientists. Fundamental orientations and approaches that underlie social science research will be introduced. Students will learn various qualitative and quantitative methods of data collection, data analysis, and results reporting. Emphasis in this course is on students putting these methods into practice by developing real-world research questions and engaging in hands-on research activities.
Units: 3
Prerequisites:
Any course in the SBS concentration.

SBS 290: Topics in Social and Behavioral Sciences

Units: 1-4

SBS 298, 398, and 498: Special Study

Units: 1-4

SBS 299, 399, and 499: Independent Study

Units: 1-4

SBS 330: Environmental Justice

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.
Units: 3
Prerequisites:
Any course in the SBS concentration.

SBS 340: Regression Analysis

This course is intended to provide a basic knowledge of regression analysis relevant for carrying out empirical work in the social sciences. Regression analysis is the application of statistical methods to testing social science theories/ hypotheses using data. The Classical Linear Regression Model is the main focus of the course. Students will gain experience in collecting data from various sources, analyzing data through regression and statistical analysis, interpreting results and writing research papers.
Units: 3
Prerequisites:
Any course in the SBS concentration.

SBS 341: Experimental Methods

This course is an overview of the fundamentals of experimental research methods. This course provides the tools for students to understand a variety of experimental research designs and the accompanying descriptive and inferential statistics used to evaluate the data obtained from those designs (which include chi-square, t-tests, analysis of variance, etc.). Students will gain experience in designing and conducting experiments, analyzing data, interpreting results, and writing research reports.
Units: 3
Prerequisites:
Any course in the SBS concentration.

SBS 342: Qualitative Methods

This course is an introduction to the primary Qualitative Research Methods as they are used in the Social Sciences such as content analysis, interviewing, participant observation, and case studies. The course will introduce students to the main epistemologies and worldviews of qualitative methods, explore what kinds of questions about social behavior qualitative methods are used to answer, discuss ethical issues related to qualitative research and writing, and engage in the application of various qualitative methods to a research question designed by students. Students will also learn how to construct a literature review and write a research report using qualitative research design.
Units: 3
Prerequisites:
Any course in the SBS concentration.

SBS 360: Leadership Theory and Practice: Cross-Cultural and Interdisciplinary Perspective

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.
Units: 3
Prerequisites:
Any course in the SBS concentration.

SBS 390 and 490: Advanced Topics in Social and Behavioral Sciences

Units: 1-4

SOC 100: Introduction to Sociology

This course provides a basic introduction to and overview of the field of sociology, including basic concepts, terms, major theories, methods, 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.
Units: 3

SOC 290: Topics in Sociology

Units: 1-4

SOC 298, 398, and 498: Special Study

Units: 1-4

SOC 299, 399, and 499: Independent Study

Units: 1-4

SOC 300: Social and Cultural Theory

This course introduces students to major classical, contemporary, post-structural, and post-modern sociological and cultural theories and theorists. Students obtain both a conceptual foundation and historical perspective of theories used in sociology and cultural studies. 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.
Units: 3
Prerequisites:
any SBS course

SOC 305: Social Movements and Social Change

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 may be analyzed cross-nationally. Students also examine empirical studies and theoretical frameworks associated with social movements and social change.
Units: 3
Prerequisites:
ANTH 100 or SOC 100.

SOC 310: Social Problems

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.
Units: 3

SOC 390 and 490: Advanced Topics in Sociology

Units: 1-4

SOC 400: The Philosophy of Feminist and Queering Theory

This course is aimed at understanding different theoretical approaches to studying gender, sexuality, identity, sexism, exchanges of women, patriarchy, labor, otherness, oppression, and theoretical change. In addition it will cover more abstract interrogations of theoretical assumptions within explicative frameworks of post-modernism, post-structuralism, social constructivism, post-colonialism, materialism, transnational feminism and also critical and queer theoretical frameworks. Different feminist perspectives will be covered such as liberal, Marxist, radical, standpoint, etc. Special attention will be given to the exploration of power relations and other forms of inequality. We will also spend significant time engaging with feminist/ queer critiques of knowledge production, notions of perspective, representation, identity, and objectivity.
Units: 3
Prerequisites:
ANTH 100 or SOC 100 or SBS/INTS 215 or ANTH/INTS 348.

SOC 410W: Health Disparities

This course introduces students to the interdisciplinary field of social disparities in health, with an emphasis on sociological contributions to the area. Students will examine the social determinants of health and health inequities in various country contexts. Links between health outcomes and social factors—such as the social identities we inhabit (social class, gender, race), the relationships we have, and the places where we live, work, and play—will be identified and examined. Theoretical explanations for the relationships between these social factors and health disparities will be critically explored, along with possible policy solutions for achieving health equity. In particular, this course emphasizes the importance of examining multiple levels of social life, from individual behaviors to social relationships to public policy, for understanding the causes and consequences of health disparities. This course satisfies the upper-level writing requirement for graduation.

This course satisfies the Upper-Level Writing Requirement
Units: 3
Prerequisites:
WRIT 101

SOC 440: Body and Embodiment

The body is at once material and symbolic and exists at the intersection of multiple discourses. It is an object of regulation and control, a site of meaning creation, the location of contentious political struggle, a place where power operates, and situated within contextual time, space and place. In this seminar, we will draw on interdisciplinary sources and use a range of theoretical traditions to consider ways in which the body is constituted by these discourses.

Body and embodiment studies encourage and enhance theory, research, and scholarship on a wide range of embodied dynamics. These "body dynamics" are understood through micro and macro sociological analysis of the political, social and individual bodies. Themes and topics included are: human and non-human bodies, bioethics, morphology, anatomy, body fluids, biotechnology, genetics; but also theories of embodiment, virtual bodies, productivity of bodies, changing bodies, bodies and inequality, bodily meanings, bodies and identity, the natural environment and bodies, deviant bodies, abjection, and more.

How are we situated to the body? What is a subject, object or abject? How are distinctions made between the normal and pathological? Are bodies subordinate to the mind? How are bodies commodified? How are bodies categorized and constituted by discourses of race, class, gender, sexuality, ableism, and more?
Units: 3-3
Prerequisites:
Any SBS course

CAPSTONE 390: Capstone Proposal

All SUA students participate in a Capstone research project during their senior (fourth) year, consisting of three courses. Capstone 390 is usually taken in the fall semester, Capstone 400 during the winter block, and Capstone 450 during the spring semester. 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 develop and carry out a research project related to their chosen Concentration. Students meet regularly with their Capstone mentor for support and feedback. All Capstone work must meet the criteria set in the Undergraduate Capstone Policy as well as standards set by the individual Concentration.

Beginning in academic year 2026/2027, the credit value and grading basis for Capstone courses will change. Until and including academic year 2025/2026, Capstone 390 will remain a 1-unit course graded on a P/NP basis.
Units: 2
Prerequisites:
Prerequisites: Senior standing. This course cannot be taken on a P/NP basis.

CAPSTONE 400: Capstone I

All SUA students participate in a Capstone research project during their senior (fourth) year, consisting of three courses. Capstone 390 is usually taken in the fall semester, Capstone 400 during the winter block, and Capstone 450 during the spring semester. 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 develop and carry out a research project related to their chosen Concentration. Students meet regularly with their Capstone mentor for support and feedback. All Capstone work must meet the criteria set in the Undergraduate Capstone Policy as well as standards set by the individual Concentration.

Beginning in academic year 2026/2027, the credit value and grading basis for Capstone courses will change. Until and including academic year 2025/2026, Capstone 400 will remain a 4-unit course. Capstone 400 may not be taken on a P/NP basis.
Units: 2
Prerequisites:
CAPSTONE 390. This course cannot be taken on a P/NP basis.

CAPSTONE 450: Capstone II

All SUA students participate in a Capstone research project during their senior (fourth) year, consisting of three courses. Capstone 390 is usually taken in the fall semester, Capstone 400 during the winter block, and Capstone 450 during the spring semester. 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 develop and carry out a research project related to their chosen Concentration. Students meet regularly with their Capstone mentor for support and feedback. All Capstone work must meet the criteria set in the Undergraduate Capstone Policy as well as standards set by the individual Concentration.

Beginning in academic year 2026/2027, the credit value and grading basis for Capstone courses will change. Until and including academic year 2025/2026, Capstone 450 will remain a 4-unit course. Capstone 400 may not be taken on a P/NP basis.
Units: 2
Prerequisites:
CAPSTONE 400.This course cannot be taken on a P/NP basis.

Undergraduate Academic Policies and 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:
    1. **Area and Comparative Studies:** Students must complete the following two courses: Introduction to the Pacific Basin and The American Experience.
    2. **Communication and Inquiry:** Students must complete two courses in Communication Skills and one course in Modes of Inquiry.
    3. **Core:** Students must complete the following two courses: The Enduring Questions of Humanity, and The Enduring Questions in Contemporary Contexts.
    4. **Creative Arts:** Students must complete one course in creative arts.
    5. **Creativity Forum:** Students must complete a 1-unit Creativity Forum course.
    6. **Language and Culture:** All students must show proficiency in a foreign language by completing a series of four courses.
    7. **Science and Mathematics:** Students must complete one course in each area: Mathematics, Biological Sciences, and Physical Sciences.
    8. **Study Abroad:** All students must spend one half of their junior year engaged in a study abroad program.
    9. **Learning Clusters:** Students must take at least two courses in the Learning Clusters format.
    10. **Wellness:** Students must take Health and Wellness.
3. Students majoring in Liberal Arts must declare one of the five concentrations listed below at the end of their sophomore year and meet the requirements as listed:
   Environmental Studies
   Humanities
   International Studies
   Life Sciences
   Social and Behavioral Sciences
    1. **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.
    2. **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.
    3. **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

At Soka University of America (SUA), the "credit hour" is defined as "the amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:

1. One contact hour of classroom or direct faculty instruction and a minimum of two contact hours of out-of-class student work each week for approximately fifteen weeks for one semester hour of credit, or the equivalent amount of work over a different amount of time; or
2. At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours."

SUA offers credit courses in 14-week semesters (fall and spring) and in 15-day fall blocks and 17-day winter blocks. Three-credit lecture courses require a minimum of 45 total contact hours of scheduled face-to-face instruction (or 37.5 total clock hours) whereas four-credit lecture courses require a minimum of 60 total contact hours of scheduled face-to-face instruction (or 50 total clock hours). For every hour of classroom instruction each week, there is a minimum of two hours of student work outside of class.

SUA will review periodically the application of its policy on credit hour across the degree programs to assure that credit hour assignments are accurate, reliable, appropriate to degree level, and that they conform to commonly accepted practices in higher education through new course development, course review and revision, and program review.

A contact hour is 50 minutes and a clock hour is 60 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 (see above) is considered to have Probationary Standing. A student on probation is not allowed to take more than 4 courses in a semester and may be ineligible for certain extracurricular activities and programs. Academic Coaching through the Student Affairs office is required until a student is no longer on probation.

Academic Dismissal

Academic dismissal means termination of a student's relationship with the university for unsatisfactory academic performance. The Academic Standards Committee will notify the student in writing.

While a student is on probation, that student is subject to dismissal:

1. if he or she fails to achieve a session GPA of at least 2.0 while remaining enrolled in at least 12 units throughout the session, or
2. if he or she fails to achieve a cumulative GPA of at least 2.0 by the end of the second session after being placed on probation.

A dismissed student may, within two weeks of notification of dismissal, file a petition with the Academic Standards Committee for a hearing to reverse dismissal and extend probationary status. A dismissed student may not register in courses and is denied all privileges of student status.

A dismissed student who wishes to return to the university must file an application for readmission with the Office of the Registrar. In addition, an application for readmission must give appropriate reasons for reapplication consideration. A dismissed student who has been readmitted is on probation and has to meet specific conditions set by the Academic Standards Committee at the time of readmission. A readmitted student who fails to meet these conditions will be immediately dismissed and may not reapply.

AP and Prior College Coursework

Soka University of America participates in the Advanced Placement (AP) program offered by the College Board to provide greater quality and opportunity for high school students to proceed with their education. Students must submit to the Office of the Registrar official transcripts or reports from the College Board no later than the end of the Sophomore year at SUA for scores to be considered. AP credits are not awarded; however, academic programs and areas may grant placement based on AP results. An on-going policy review takes place annually; therefore, placement based on AP tests and scores is subject to change without notice. Similarly, academic programs and areas may grant placement for college courses taken elsewhere.

Change of Address

Newly matriculated students should notify the Office of the Registrar immediately of any change in their addresses or those of their parents or guardians. Current students who need to change their permanent address can do 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 = Second Year

60-89.99 = Third Year

> 90 = Fourth Year

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 first-year student is 5 courses. For all continuing students, 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 17 units per semester. Students whose cumulative grade point average is at least a B (3.00) or better at the end of the preceding session may petition their advisor for overload units in a semester. Overload units above 17 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 second 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 3.0. Double Concentration must be declared no later than the beginning of the student's last session of attendance.

In order to have the transcript and diploma reflect the Double Concentration, all requirements must be completed in four years (8 academic sessions).

A student who fails to complete the requirement for a double concentration reverts to a single concentration.

For a double concentration in declared concentrations A and B, a student will need to complete a minimum of 48 units with the following distribution (where C and D designate two undeclared concentrations):

1. Capstone project in one of the declared concentrations (6 Units)
2. Five courses in concentration A (15 Units)
    1. 3 must be upper division (300/400 level)
3. Five courses in concentration B (15 Units)
    1. 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)

***Beginning in academic year 2026-2027, the credit value and grading basis for Capstone courses will change. Until and including academic year 2025/2026, Capstone will remain 9 units.

Enrollment Verification

Students needing a letter verifying their enrollment at SUA should make their request to 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

9.00 to 11.99 units: Three Quarter-time

6.0 to 8.99 units: Half-time

5.99 or less: Less than half-time

Categories are based on the number of units in which the student is enrolled on the date the verification letter is prepared.

Final Examination

The instructor may not administer the final exam early or shorten the block or semester in any way. Any student who wishes to change the examination time or who fails to appear for the final exam at the scheduled time must petition for approval by the Dean of Faculty, such petition elaborating the extenuating circumstances prior to scheduling an alternate exam time.

Grade Changes

Once grades have been submitted to the Office of the Registrar, they become final and may be changed only in case of error. An instructor desiring a change of grade must present a written request to the Dean of Faculty. The change will become effective only if the change of grade form has been approved by the Dean of Faculty and filed with the Office of the Registrar by the end of the following session.

Students wishing to appeal a specific grade assigned by the instructor may do so under SUA's Grade Grievance Policy. No grade changes are permitted after a degree is awarded.

Grade Grievance

Students should contact faculty members when there are questions concerning the final course evaluations. The student and the instructor who gave the final course evaluation should resolve disputes, and a satisfactory resolution should be reached through meaningful and respectful dialogue. However, in cases in which satisfactory resolution cannot be achieved, a formal appeal can be filed through the Academic Standards Committee. The student must submit the appeal by the end of the following session.

Grading System

Grades are reported to students in the following terms:

A: Excellent

B: Good

C: Satisfactory

D: Poor

F: Failure

The grades of A, B, and C may be modified by (+) or (-). In addition, the following notations are used:

P: Pass (see pass/no pass grade on page 136). 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 140). The units will affect the grade point average.

I: "Incomplete" is a notation of incomplete work, which has been postponed for serious reason after consultation with the instructor.

W: "Withdrawal" is a notation used when a student drops a course before the withdrawal deadline. The "W" grade will not calculate in the GPA.

In addition to letter grades, students may request and receive narrative evaluations.

Grade Points

Grade points for each course are assigned by multiplying the point value below for the grade earned by the number of units the course carried.

A+/A 4.0 Points

A- 3.7 Points

B+ 3.3 Points

B 3.0 Points

B- 2.7 Points

C+ 2.3 Points

C 2.0 Points

C- 1.7 Points

D 1.0 Points

F, NP 0.0 Points

P, I, and W are not calculated in the GPA.

Grade Point Average

Grades are averaged on the basis of their unit value to determine a grade point average. Grades of "F" are considered in determining the grade point average. The session grade point average is calculated by dividing the total number of grade points earned in a session by the total number of units attempted in letter graded courses for that session. The cumulative grade point average is calculated by dividing the total number of grade points earned by the total number of units attempted in letter graded courses. Courses in which NP has been earned also count toward the total number of units attempted.

Foreign Language Policies

All students must complete four semesters of foreign language courses in the Language and Culture Program (LCP), and go on a semester of study abroad, in order to graduate. For purposes of this policy, English is not considered a foreign language at SUA.

A student may choose any language offered that does not fall into one or more of the following categories:

1. A language that is native to the student, defined as the language of his or her country of origin.
2. A language in which the student has completed high school level coursework in a country where said language is spoken.

These same restrictions apply to students' choice of study abroad destination.

Placement testing: Students entering SUA wishing to begin language study with a language that they have had any exposure to are required to take a language placement exam, and will enroll in the appropriate level of their chosen foreign language based on the results of this test, an interview with an instructor of the language, and consultation with the LCP Director. Students who place in the 400-level must choose a different foreign language to fulfill SUA's foreign language requirement. Students deemed "heritage learners," but who do not meet either of the two criteria above, may choose to pursue more advanced study in their heritage language to fulfill the foreign language requirement.

In those individual cases where this policy does not account for a student's linguistic or cultural situation, the LCP may review his or her language choice.

Students are free to study more than one language at SUA as long as they complete the 202-level or above in the target language of their study abroad destination, 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 because of circumstances beyond their control they cannot complete required course work.

To request an Incomplete the student must submit an "Incomplete Grade Request" form found on the Registrar's Portal site. The form must include a letter of explanation, a plan for completing the course requirements, and documentation of the extenuating circumstances. The form requires the approval of the instructor, who assigns the default grade 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 the beginning of the corresponding session of the following academic year. (Students who received an "I" in Fall session must complete their work before the beginning of the Fall Block of the following academic year; student who received an "I" in the Spring session must complete their work before the beginning of the Winter Block of the following academic year.)

A student may petition the Dean of Faculty for an extension of the Incomplete beyond the deadline originally specified if, because of circumstances beyond their control, they cannot complete the required course work. To be eligible for an extension, the student must:

1. remain in good academic standing even if grade defaults
2. have no other outstanding incompletes
3. submit the petition before the expiration of the Incomplete

A maximum of one additional semester extension may be requested, but the Incomplete cannot be extended beyond the maximum permitted for Incomplete requests.

Students must understand that the reversion to a default grade if the work is not completed, may retroactively impact their GPA and 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 (see elective requirements of the chosen concentration).

To register for an independent study or special study course, students must submit an approved independent study/special study form to the Office of the Registrar by the add/drop deadline.

Low Grade Notices

Instructors are required to provide low grade notices to all students whose cumulative work in a course is at level of C- or below at the midpoint of the block or the semester. Failure to receive a low grade notice does not preclude the possibility that the student may fail the course.

Copies of low grade notices are sent to the student's academic advisor, Dean of Faculty and Dean of Students. Students are encouraged to discuss their academic performance with their advisors and instructors.

Pass/No Pass Grade Option

Students may elect to take up to 4 courses on a Pass/No Pass grading basis. Students may receive Pass/No Pass grades in courses designated by the University or a specific faculty member. In no case may the total number of regular academic courses in which a student receives a Pass/No Pass exceed four. Grades are then reported in terms of a P (Pass) or NP (No Pass). A student's work of C- or better is required for a passing grade. Course credit is awarded for a "Pass" and the student's grade point average is not affected. "No Pass" (NP), however, affects the grade point average.

The following general regulations apply:

1. The Pass/No Pass option applies to at most four courses.
2. Music Ensemble courses will not count toward the four-course limit.
3. Capstone 390 will not count toward the four-course limit.
4. The Pass/No Pass option must be exercised by the last day to Add/Drop, (see Academic Calendar).
5. Once chosen, the Pass/No Pass option is not reversible after the add/drop period.
6. A grade of "NP" is equivalent to an "F" in GPA calculations and in awarding of units.

Repeating Courses

For courses where a grade of D or F is received, the student may repeat the course; however, credit will be given only once (except for courses designated as "may be repeated for credit"). The grade assigned for each enrollment shall be permanently recorded on the student's transcript. A course originally taken for a letter grade may not be repeated on a Pass/No Pass basis. In computing the GPA, the highest earned grade will be used.

Language courses at the 100/200-level completed with a grade of D or above may not be repeated after the student has completed the higher level courses in the same language.

Registration

Registration is the procedure whereby a student enrolls for specific classes. Tuition payments or arrangements are required prior to registration. Students must complete both processes to be officially enrolled in classes.

New students register for courses during the fall block after having had an introduction to SUA's curriculum, degree

requirements, and registration procedures. Currently enrolled students register for fall classes in April and for spring classes in November.

Students should consult the Catalog as they begin to plan their schedule. During the week before registration, students must consult with their advisor, complete their registration form, and secure their advisor's signature before their enrollment appointment times arrive.

The schedule of classes is made available to all students and describes course offerings for every session. In addition, the Office of the Registrar publishes registration policies and procedures and a calendar of important dates.

Students should plan two or three alternate courses in case their first choice of courses is not available. Size limits are imposed on classes; therefore, classes will be closed to further enrollment immediately upon reaching the specified maximum.

Late Registration

Late registration begins after the registration period for each session. A late fee of $60 will be charged. Registration after the first week of instruction is not allowed.

Readmission

Students who wish to be considered for readmission to SUA after an absence of three sessions or less must contact the Registrar's Office to request an Application for Readmission. A readmission fee of $25 and other supporting documents are required with an application.

International students must submit their readmission application no later than the end of May if they wish to be readmitted for the fall, or no later than the end of October if they wish 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 Registrar may additionally require a medical evaluation of the student's readiness to return to the University. If a medical evaluation is required, it must be submitted within two weeks after the appropriate application deadline.The Academic Standards Committee reviews all readmission applications. In addition, the Committee may require additional documentation and/or a personal interview.

Students must complete the following steps:

1. Write a letter of application detailing: 1) activities pursued since leaving the institution, including employment; 2) reasons for wanting to return; 3) academic goals; and 4) and 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 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 or academic reasons, for example, to attend a conference. 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 between 3 and10 days of absence. Such assessments will be made by the Dean of Students and the Dean of Faculty.

Students who plan to be absent from their classes for more than two consecutive days should complete the Short-term Leave of Absence form on the Registrar's Portal site.

An approved leave does not require application for readmission.

Student Identification Number

The student ID number is a number assigned to your academic record and is required for any inquiries you make. The ID number is printed on your study list, your official transcript, and all enrollment/grading related documents distributed by the Registrar's Office. Your ID number is unique and considered confidential.

Study Abroad Experience

Students will spend either the fall semester or the spring semester of their junior year completing a study abroad

experience. This experience is directly linked to the language the student has chosen to fulfill the foreign language requirement. Students on academic probation must clear probation before going on study abroad.

Transcripts

Official transcripts of courses taken at SUA are issued only with the written permission of the student. Requests for transcripts to show end of current session's work are held until all grades are recorded.

Students should make their requests through the Office of Student Accounts or order online through National Student Clearinghouse by going to www.getmytranscript.com. Regular service requests are generally processed within 3-5 working days after receipt of request. The fee for regular service is specified on the Official Transcript Request form. Rush service is available for an additional fee of $10. These will be processed within 1-2 working days after receipt of request. There is no additional fee for mailing your transcripts via US first class mail. You may have your transcript sent via express delivery to any valid domestic address or international address for an additional cost as specified on the Official Transcript Request form. Express delivery rates may change in accordance to current express delivery costs.

Transcripts 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. Withdrawal after the 8th week of a semester is not permitted unless there are serious and extenuating circumstances beyond the student's control. Poor academic performance or lack of attendance are not considered compelling reasons for withdrawal. In most cases, catastrophic withdrawals involve withdrawal from all classes for the term and are not intended to be made more than once during your SUA undergraduate career. A catastrophic withdrawal will require credible documentation, the approval of the student's Advisor and the Academic Standards Committee, and the Dean of Faculty. A student may petition for a catastrophic withdrawal using the appropriate Registrar's form found on the SUA Portal (portal.soka.edu). Withdrawal is not permitted in the last week of a class.

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. 140). Course withdrawals during a Block may have a further financial impact if the student then withdraws from the subsequent semester.

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 on the SUA Portal (portal.soka.edu) 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 withdrawal form is considered to have terminated their enrollment with the university as of the last class attended or the last evidence of academic participation in courses in which they were enrolled. The grade posted will be “W” if enrollment is terminated prior to the withdrawal deadline; otherwise an “F” will be posted.

All financial refunds or obligations are dated from the effective date indicated on the withdrawal form.

Withdrawal from the university will not be granted during the last week of any class.

Graduate School Catalog

Master of Arts in Educational Leadership and Societal Change Program Description

Harness the power of education and use it to create hope and value for humankind.

— Daisaku Ikeda, 2014

The Soka University of America (SUA) MA Program in Educational Leadership and Societal Change answers the need for global leaders with the practical skills and experience, foundational knowledge, and ethical commitments necessary to achieve lasting and effective societal change through harnessing the power of education. Education takes place across many institutions – social, cultural, political, and economic – and requires the participation of all people. The MA program fosters educational leaders who can work collaboratively and democratically with their colleagues to advance their shared educational objectives in these various contexts.

The program takes an expansive approach to education, nurturing students committed to living contributive lives. When students experience the power of education, they can enact societal change. They are emboldened to become leaders who can create value in their communities.

In SUA's MA program, students study and research educational policies and problems as well as the relationship between educational philosophies and practices. They do so in the context of contemporary political, economic, and cultural currents that may or may not work for or against specific curricular trends but nevertheless provide critical background knowledge for educational leaders. Students explore an interdisciplinary curriculum that includes comparative and international education, history and philosophy of education, educational psychology, leadership, and educational law.

The two-year program is research-focused and covers various methods with an optional summer fieldwork component (see summer research program). Projects that entail human subjects research go through the University's Institutional Review Board (IRB). Under the supervision of a principal faculty advisor, all students produce a master's thesis for graduation.

The program is designed to prepare students for multiple pathways, including advanced degrees (e.g., Ph.D. or Ed.D.) and leadership roles in public and private schools, governmental and non-governmental organizations, and the entrepreneurial sector worldwide.

Please note: This program is not a credential program. It does not qualify students for the State of California Teaching Credential or for the State of California Administrative Services Credential.

Mission and Learning Objectives

The SUA Graduate School strives to provide an academic setting that nurtures students from various cultural and national backgrounds. The Graduate School trains educational leaders who are, first and foremost, lead learners and critical thinkers. To this end, the MA program adopts a traditional cohort model. It emphasizes small class sizes that cultivate close and informal relationships between teachers and students, rigorous academic endeavors, free and open dialogue, and an appreciation for human diversity.

The mission of Soka University of America's Master of Arts in Educational Leadership and Societal Change program is to provide graduate-level students with broad interdisciplinary knowledge, research skills, and practical experience for cutting-edge leadership in the all-inclusive world of education, locally, nationally, and internationally.

Upon completion of the MA in Educational Leadership and Societal Change program, students are expected to be able to:

1. Assess barriers to school change and develop strategies to overcome them through practices that are sensitive to wide variations in local needs and actors;
2. Take demonstrable leadership, informed by an understanding of the historic relations between school and society, for the improvement of education and educational systems in an increasingly global, interdependent world;
3. Assess models of education and leadership past and present;
4. Demonstrate the knowledge and skills conducive to learning environments that value diversity, lifelong learning, mentorship, innovative, democratic, and ethical decision-making at all levels, and student's holistic growth and development;
5. Conduct advanced research (secondary as well as primary; qualitative as well as quantitative) that can draw lessons, historical or otherwise, for contemporary educational policies and practices, especially as they entail and/or inhibit societal change both nationally and internationally.

Pedagogical Methods

Regular semester-long courses – lectures, group work, discussion, in-class activities, and library research. These

courses are taught in a more-or-less traditional graduate seminar format in which students read and discuss both common and individual readings, pursue a research project under the direction of a professor/mentor, and provide regular progress reports to the class as a whole for commentary and input.

General Information

This is a full-time program – i.e., students are enrolled on a full-time basis (9 or more credits per semester). It will take two years to complete this program.

The courses in the program are offered in a traditional semester system (fall and spring) as well as in a unique block system – i.e., semester-based credit courses in 15-week semesters and 2 to 3-week block sessions.

Type: Master of Arts

Year One Fall Block (August)

Item #	Title	Units
EDU 501	Educational Leadership & Societal Change: A Comparative Perspective	3

Year One Fall Semester (Sept.-Dec.)

Item #	Title	Units
EDU 503	History & Philosophy of Education	3
EDU 505	Educational Leadership: Theory and Research	3
EDU 515	Psychology of Education	3

Winter Block (January)

Item #	Title	Units
EDU 502	Educational Leadership: Practice and Inquiry	3

Spring Semester (Feb.-May)

Item #	Title	Units
EDU 504	International and Comparative Education	3
EDU 506	Societal, Organizational, & Institutional Change	3
EDU 508	Research Methods in Educational Settings	3

Summer

Item #	Title	Units
Summer Research (Optional)		0

Year Two Fall Semester (Sept.-Dec.)

Item #	Title	Units
EDU 507	Law, Policy and Ethical Decision-Making	3
EDU 513	Program Development, Management, & Evaluation	3
EDU 511	MA Thesis I	1
EDU 517	Educational Assessment: Learners, Curricula, and Programs	3

Year Two Winter Block (January)

Item #	Title	Units
EDU 519	MA Thesis II	3

Year Two Spring Semester (Feb.-May)

Item #	Title	Units
EDU 520	MA Thesis III	6
	Total credits:	**43**

Graduate School Courses

Graduate School Courses

EDU 501: Educational Leadership & Societal Change: A Comparative Perspective

EDU 501 introduces students to the main themes of the MA program, beginning with a critical inquiry into the dialectical relations of school and society. Through intensive readings and discussion, small-group projects, and reflection papers, the course examines the social forces of change and persistence, the structural constraints, and the opportunities (for innovation and creativity, for example). Students analyze the political and socioeconomic context in which schools, teachers, and administrators operate. They also study the generative results of school reform nationally and cross-nationally.
Units: 3

EDU 502: Educational Leadership: Practice and Inquiry

EDU 502 approaches educational leadership as the facilitation of a complex web of interconnections in which various actors, student and non-student alike, form together with the surrounding society. Students study and analyze aspects of educational leadership through both theories and practices to inform and reflect on a variety of issues and cultures, each with their own unique norms and assumptions, historical evolution, and guiding myths. The course utilizes firsthand accounts of organizational leadership experiences and case studies in an effort to understand education and its connection to broader society from multiple perspectives. Taking place over the Winter Block, this course examines both leadership theory and research methods that are descriptive, field-based, interpretive, and discovery-focused. A two-day long "shadowing" experience with local educational leaders, both school-based and non-school-based, provides real-world practice for experiential learning and investigation.
Units: 3

EDU 503: History & Philosophy of Education

EDU 503 examines the social, historical, and philosophical foundations of contemporary schooling. The course explores the metaphysical, epistemological, moral, and political problems that educational philosophers have grappled with for centuries in their efforts to answer two questions: (1) What knowledge is most worth having? (2) What is the best way to educate students? Beginning with the classical texts of Socrates and Confucius and concluding with such modern theorists of education as John Dewey, Paulo Freire, Jean Piaget, and the Japanese educator, Tsunesaburo Makiguchi, the course traces the changing relations of theory and practice, philosophy and rhetoric, speculative thought and applied knowledge in the historical evolution of education worldwide. Systems of thought variously described as positivistic, naturalistic, holistic, historicist, humanist, constructivist, empirical, relativistic, and pragmatic have provided the basis for extensive argument and discussion in the social sciences, humanities, and more recently, education. The course makes a thorough study of these and other ideas in the early development and contemporary expression of the history and philosophy of education.
Units: 3

EDU 504: International and Comparative Education

EDU 504 introduces students to the theoretical, conceptual, and methodological questions and concerns that have animated scholarship and practice in the field of comparative and international education from the early twentieth century beginnings. Students will consider comparisons and borrowing and lending of educational ideas and best practices through historical and contemporary issues from across the world. Seminal questions to be examined: How do 'global' forces impact educational development in different settings? What are the transnational concerns surrounding culture and schooling? Who are the key actors and institutions that educate in different systems around the world? Course topics may include the internationalization of higher education, large-scale testing regimes, global mobility, sustainability, and dominant ideologies or cultures that have impacted educational development and outcomes around the world, including reform motivations, meanings, and structures. These seminal questions provide the opportunity to pursue fundamental questions of purpose, theory, method, and various empirical logic in international and cross-national inquiry in educational policy studies.
Units: 3

EDU 505: Educational Leadership: Theory and Research

EDU 505 explores the theory and research of leadership across a variety of cultures, genres, perspectives, and individual cases, where the kind and degree of leadership is essential for achieving educational objectives. As aspiring educational leaders, students consider the most challenging and controversial issues within school systems, familiarize themselves with data-driven best practices in school leadership, and become intelligent consumers of research as it impacts the theory and practice of leadership generally. This course will lay the foundation for future research, giving students hands-on and theoretical experiences to design, manage, and conduct their own projects. Students will build upon their literature review search skills through added understanding of databases, peer review process, predatory publishing, and other bibliometric tools. The class will also cover various research methodologies and approaches, such as participant sampling, case selection, interviewing, observations, field notes, ethics, and coding. Through the course's technical, theoretical, and practical explorations, academic studies on education and leadership will be demystified and deconstructed in order to foster confidence in student research skills.
Units: 3

EDU 506: Societal, Organizational, & Institutional Change

EDU 506 examines the theoretical, philosophical, methodological, and conceptual questions and concerns that inform (non)democratic approaches to societal, organizational, and institutional change. Human beings live in a complex world. One that is constantly evolving and exists in multiple dimensions and planes. Understanding the nature, scope, pace, agents, and process through which such changes occur is essential for preserving human flourishing, agency, and security. Edu 506 equips learners with the foundational knowledge to understand, manage, initiate, and shepherd transformational change initiatives. It empowers them to achieve lasting and effective societal change by harnessing education's power. Students enrolled in this course will encounter the works of writers and public thought-leaders like Saul Alinsky, John Dewey, Paulo Freire, Mikhail Gorbachev, Friedrich Hayek, Daisaku Ikeda, Karl Marx, and Kwame Nkrumah.
Units: 3

EDU 507: Law, Policy and Ethical Decision-Making

EDU 507 introduces a critical and pragmatic examination of leadership through key legal and policy contexts that govern daily and long-range ethical decision-making by educational leaders. The course examines the law and policies that govern educational organizations in relation to the cultural, social, economic, and political standards embodied in state and federal codes, case law, and the policies that educational leaders encounter in their day-to-day work.

Addressing the following seminal questions, the course takes a two-pronged approach of law and the policies it produces framed by the ethical educational leader: Who has a right to influence schools and education? How do policies and laws impact educational institutions? How should we think about school success and opportunity in a global society? What is the pragmatic stance for the ethical school leader with educational policy? Through these questions, the class will see how law and policy development has been undergirded by the relationship between a leader's values and decision-making.
Units: 3

EDU 508: Research Methods in Educational Settings

EDU 508 is a first-year graduate-level survey of quantitative and mixed (qualitative and quantitative) research methods commonly found in educational studies. The general content base of this course is twofold: 1) research planning and design and 2) data analysis and reporting. Through reading published empirical research, as well as class activities and discussion, students will recognize the theoretical, practical, and sociocultural constraints on all parts of educational research, from questions and design to analysis and interpretation. Students gain an understanding of common and differentiating features of typical research designs; ethical, legal, practical, and cross-cultural considerations in research studies in education; planning and integration techniques for mixed methods analysis; descriptive statistics and basic inferential statistics, including measures of central tendency, dispersion, correlations, and group comparisons; the role of validity, reliability, and fairness in design and measurement; and quality indicators in published research.
Units: 3

EDU 511: MA Thesis I

Students work on their MA Thesis under the supervision of a faculty advisor, building on the knowledge base acquired in EDU 502 and 508 to equip students with the research skills they will need to complete their MA Thesis. Work includes considering the relevancy of published research to their own work and discussing the strengths and weaknesses of various analytical methods. Students will have opportunities to share their research progress and receive feedback from their peers and faculty.
Units: 1

EDU 513: Program Development, Management, & Evaluation

Edu 513 is a practice-oriented course for educational leaders for societal change. It introduces learners to program development principles and procedures, current trends and issues, and essential planning skills like needs assessment, context analysis, stakeholder(s) engagement, budget planning, program management, and program evaluation. Students will learn about contemporary program management techniques, analytical models, and software. They will also learn about the reinforcing relationship between program design, objectives, implementation and management, assessment, and organizational policy. Students will study these issues from the perspective of a program manager, who must make decisions and manage program resources to achieve results in an imperfect world. Upon completing the course, learners will be able to design actionable programs based on policy directives, draft comprehensive program documents, assess program quality and effectiveness, and manage, monitor, and evaluate program implementation. They will develop greater awareness of the many unplanned problems that may arise in the development, implementation, and evaluation process. They will also develop a toolkit of materials and philosophical perspectives that will assist them in effectively dealing with the challenges.
Units: 3

EDU 515: Psychology of Education

EDU 515 explores the psychology of learning with a focus on how theoretical and empirical knowledge about human cognition, emotion, and attitudes can be applied in schools and other educational settings. As an interdisciplinary blend of psychology and education, it necessarily addresses both theoretical and practical issues. As a branch of psychology, it investigates the science of human behavior, especially the behaviors connected to motivation and learning. As education, it emphasizes practice and applied knowledge that inspires positive individual development and social change. Students gain an understanding of key concepts in the areas of human development, learning theory, and motivation; explore applications of concepts in contemporary educational settings through case studies and other activities; and consider contemporary issues in the field from various individual perspectives and cultural contexts.
Units: 3

EDU 517: Educational Assessment: Learners, Curricula, and Programs

EDU 517 offers a review of types, purposes, procedures, uses, and limitations of assessment strategies. Students are introduced to emerging trends in assessment, various assessment techniques and models, and how the assessment process is used to evaluate individuals, curricula, and programs. Students consider how to determine appropriate assessment tools for different educational contexts, and how to recognize the implications of these assessment decisions for social justice and social change. Students gain not only the assessment competencies they will need as educational leaders but the communicative skills to convey the results of assessments to their communities, helping build support for schools and for initiatives that educators wish to carry out.
Units: 3

EDU 519: MA Thesis II

Students continue to work on their MA thesis under the supervision of a faculty advisor. By the end of the course, students will have written the introduction, literature review, and methods chapters of the thesis.
Units: 3

EDU 520: MA Thesis III

Students spend the last semester of the Program preparing and completing their MA Thesis under the supervision of a faculty advisor. Students will present a monthly progress report at a thesis colloquium and receive feedback from peers and faculty. After completing the thesis, they will present their work at a graduate school-organized public event.
Units: 6

Summer Research (Optional)

The Summer Research Program, which occurs between the first and second years, is a non-credit-bearing instructional option designed to enable graduate students to conduct MA thesis research. This may include work at one or more discrete locations in the United States or abroad. Students may identify a field site(s) where they can obtain first-hand experience and pursue research in an area of scholarly interest.

Units: 0

Graduate School Academic Policies and Procedures

Graduation Requirements (Graduate)

- Satisfactory completion of required 43 course credits with an overall index of B is required for the degree. In addition, B or higher is required for the MA Thesis/ Project course.
- A grade of C or higher must be received for all courses.

Graduation (Graduate)

Upon satisfactory completion of the MA program, a student may apply for graduation. If graduation is granted, Soka University of America will confer an official graduation date and issue to the student a Soka University of America diploma for a Master of Arts (MA) Degree in Educational Leadership and Societal Change, and an unofficial copy of their final transcript. Soka University of America proudly conducts a commencement ceremony in May of each year to honor new graduates.

Graduate Academic Advising

Meeting and engaging in dialogue regularly with the academic advisor is an integral part of the Soka experience.

Advising is available from the Program Director and graduate faculty to assist graduate students in the planning and completion of their university study as well as in their career search and development.

Standards for Student Achievement (Graduate)

The student's overall performance is evaluated based on their class performance (e.g., participation in class discussion) and assignments and/or examinations.

Assignments and examinations given during the course are evaluated and returned to the students with comments and/or grades indicating the instructor's assessment of the student's work and progress. Class performance, assignments and examinations measure and verify critical thinking and the acquisition of analytical and other necessary skills.

Satisfactory Academic Progress and Performance (Graduate)

The admission of all graduate students is continued at the discretion of the Dean of the Graduate School, consistent with the policies and practices of the University, the Graduate School and the graduate program. A student must make satisfactory progress in meeting program requirements, must demonstrate the ability to succeed in their course of studies, and must attain performance requirements specified by the graduate program, otherwise their enrollment will be terminated.

Determinations of satisfactory progress occur at the graduate program level.

The Graduate School of Soka University of America has established guidelines that are designed to ensure that students successfully complete courses and to promote timely advancement toward specific degree objectives. These requirements also serve as a standard against which to evaluate student progress, grade point averages and the overall time periods in which students complete their graduate programs.

To satisfy academic progress requirements for financial aid, students must accomplish the following:

1. Maintain a minimum grade point average of 3.0 or better each semester.
2. Complete a minimum of six (6) units of credits per semester unless otherwise approved by the Dean of the Graduate School.
3. Complete the degree objective within the maximum time allowed.

Minimum Grade Requirements (Graduate)

All students are required to have a B average or higher to graduate. A student must receive a C or higher in all required courses. In addition, a B or higher is required for the MA Thesis/ Project course. A student who fails to finish their thesis/project on time and/or has a B- or lower has the option of re-enrolling in and repeating the course in the following semester.

Definition of Grades (Graduate)

Final grades are defined in the following chart:

Grade	Grade-Point	100% scale* Definition	
A	4.00	94-100	Excellent. Outstanding achievement.
A-	3.70	90-93	Excellent, but not quite outstanding.
B+	3.30	87-89	Very good. Solid and credible graduate-level performance.
B	3.00	84-86	Good. Acceptable achievement.
B-	2.70	80-83	Acceptable achievement, but below what is generally expected of graduate students.
C+	2.30	77-79	Fair achievement, above minimally acceptable level.
C	2.00	74-76	Passing work.
C-	1.70	70-73	Very low performance.
P	N/A		Passed.
F, NP	N/A		Failed.
W	N/A		Withdrawn.
I	N/A		Incomplete.

**General guidelines based on the 100% scale*

Grade Changes (Graduate)

Once grades have been submitted to the Office of the Registrar, they become final and may be changed only in case of error.

An instructor desiring a change of grade must present a written request to the Dean of the Graduate School. The change will become effective only if the change of grade form has been approved by the Dean and filed with the Office of the Registrar by the end of the following session.

Students wishing to appeal a specific grade assigned by the instructor may do so under SUA's Grade Grievance Policy. No grade changes are permitted after a degree is awarded.

Incomplete Course Work (Graduate)

Students who have fully participated in a course during a particular block or semester and whose current work is of non-failing quality, may petition their instructor to assign an incomplete grade if for substantial reason they cannot complete required course work. A letter of explanation, a plan for completing the course requirements, and any other supporting materials must be submitted at the time of requesting for an incomplete grade.

Normally the student obtains from the Office of the Registrar a "Request to Receive a Grade of Incomplete" form. The form is filled out by the student and given to the instructor, who then completes the form by assigning a default grade that is entered on the student record if the student does not complete the coursework by the deadline. The incomplete form must also be approved by the Dean of the Graduate School and the Program Director. An incomplete grade not removed by the deadline will result in the assignment of the default grade as submitted by the instructor. The maximum time allowed for an incomplete to be resolved is the beginning of the corresponding session of the following academic year. (Students who received an "I" in Fall session must complete their work before the beginning of the Fall Block of the following academic year; student who received an "I" in the Spring session must complete their work before the beginning of the Winter Block of the following academic year.)

If a student requires an extension to the deadline, the student must petition, in writing, to obtain an extension to the deadline for removal of the incomplete. The petition, approved by the instructor and then by the Dean of the Graduate School and the Program Director, 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.

Grade Grievance (Graduate)

Students should contact faculty members when there are questions concerning the final grades. The student and the instructor who gave the final grade 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 made to the Dean of the Graduate School. The student must submit the appeal by the end of the following session.

Experiential Learning (Graduate)

Life experiences and other non-instructional experiences may be considered in the admission process, but they do not supplant the minimum academic requirements for graduation.

Attendance (Graduate)

Students are expected to attend all classes in all courses for which they are registered. Individual absences, dropouts and leaves will be treated on a case-by-case basis. Students who have not completed required assignments will be awarded an "I" grade. Normally this is regarded as a temporary grade; the deadline for the completion of the work is no later than 6 weeks after the end of the term. If the work is not completed

by this time, the "I" becomes a permanent grade and the course will neither be counted towards graduation nor be computed in the cumulative index.

Leave of Absence (Graduate)

Students may request a single 30-day leave of absence, or for an extended period, up to a total of 2 years, under truly extraordinary circumstances during their attendance at Soka University of America to meet individual needs for emergencies.

A meeting with the Program Director is required before, if at all possible, or after the leave to develop a revised academic program schedule for the student.

If the student leaves the program for more than 2 years, they will be considered to be withdrawn. If a student withdraws from the program and wishes to re-enroll, the student should re-apply. If the decision is to re-admit, the student will be charged a re-enrollment fee in addition to regular tuition and fees.

Credit Hour Policy and Academic Rigor (Graduate)

At Soka University of America, the "credit hour" is defined as "the amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:

1. One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fourteen weeks for one semester hour of credit for didactic instruction, or the equivalent amount of work over a different amount of time; or
2. At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

The Graduate School offers semester-based credit courses in 15-week-semester and 3-week-block sessions. Three-credit lecture (didactic) courses require a minimum of 45 class contact hours. For every hour of classroom instruction each week, there is a minimum of two hours of student work.

For example, a semester-long class is three hours long and offered for 15 weeks (45 class contact hours for 3 units), with the expectation of 6 hours of outside work and preparation.

The University will review periodically the application of its policy on credit hour across the degree programs to assure that credit hour assignments are accurate, reliable, appropriate to degree level, and that they conform to commonly accepted practices in higher education through new course development, course review and revision, and program review.

While the commitment of time relative to award of academic credit is standard for the semester credit, the distinction between undergraduate and graduate level curricula and outcomes is represented within the context of the course outline/syllabi, which include course description, expectations for outcomes, and the rigor indicative of the level at which the course and instruction is provided.

More Information

Faculty Directory

Zahra Afrasiabi

Professor of Chemistry; Director of Life Sciences Concentration; B.S., K.N.; Toosi University; M.S., Pune University; Ph.D., University of Missouri.

Tanushree Agrawal

Assistant Professor of Psychology; B.Sc., University of Pennsylvania, Wharton; B.A., University of Pennsylvania; M.St., University of Oxford; Ph.D., University of California, San Diego

Ryan Allen

Associate Professor of Comparative and International Education and Leadership; B.A., University of Central Oklahoma; M.A., Yonsei University, South Korea; Ph.D., Teachers College, Columbia University.

Robert E. Allinson

Professor of Philosophy; B.A., Southern Illinois University, Carbondale; M.A., Ph.D., University of Texas at Austin.

Shane Joshua Barter

Professor of Comparative Politics; Learning Cluster Coordinator; B.A., University of Victoria; M.A., Ph.D., University of British Columbia.

Peter F. Burns

Professor of Political Science; American Experience Coordinator; B.A., M.A., University of Connecticut; M.A., Ph.D., University of Maryland, College Park.

George Busenberg

Associate Professor of Environmental Management and Policy; B.A., Rice University; Ph.D., University of North Carolina at Chapel Hill.

Ryan A. Caldwell

Associate Professor of Sociology; B.A., Austin College; M.A., Texas Tech University; Ph.D., Texas A&M University.

Monika P. Calef

Professor of Physical Geography; B.A., Augustana College; M.S., Ohio University, Ph.D., University of Virginia.

Pablo Camus-Oyarzun

Associate Professor of Spanish Language and Culture; B.A., University of the Balearic Islands, Spain; M.S., Ph.D., Georgetown University.

Elena Cardona

Assistant Teaching Professor of Spanish Language and Culture; B.A., Universidad Central de Venezuela; M.A., Magister Scientiarum in Literary Studies; Ph.D., University of California, Riverside.

Esther S. Chang

Professor of Psychology; B.A., Oberlin College; M.A., Teachers College, Columbia University; Ph.D., University of California, Irvine.

Hong-yi Chen

Professor Emerita of Economics; M.A., Fudan University, China; M.S., Ph.D., University of California, Berkeley.

Darin W. Ciccotelli

Associate Professor of Rhetoric and Composition; Director of Writing Program; B.A., University of Central Florida; M.F.A., University of Texas; Ph.D., University of Houston.

Tomas Crowder-Taraborelli

Assistant Teaching Professor of General Education; Modes of Inquiry Coordinator; B.A., San Francisco State University; M.A., San Francisco State University; Ph.D., University of California, Irvine.

Lisa T. Crummett

Associate Professor of Biology; B.S., California State University, Fullerton; M.S., California State University, Fullerton; Ph.D., University of Florida.

Danielle R. Denardo

Associate Professor of Sociology; B.A., University of California, Davis; M.A., Ph.D., University of Colorado Boulder.

Sarah England

Associate Professor of Anthropology; Pacific Basin Coordinator; B.A., University of Texas, Austin; M.A., Ph.D., University of California, Davis.

Foroogh Farhang

Assistant Professor of Middle East and North African Studies; B.A., Amirkabir (Polytechnic) University of Technology; M.A., Central European University; Ph.D., Northwestern University

Robin Fales

Assistant Professor of Marine Ecology; B.S., University of California, Irvine; M.S., California State Polytechnic University, Pomona; Ph.D., University of Washington

Edward M. Feasel

President, Chief Academic Officer and Professor of Economics; B.A., Yale University; Ph.D., University of California, Berkeley.

Arie A. Galles

Professor Emeritus of Painting/Drawing; Artist in Residence; B.F.A., Tyler School of Fine Arts of Temple University; M.F.A., University of Wisconsin.

Oleg Gelikman

Associate Professor of Comparative Literature; B.A., University of Toledo; M.A., City University of New York; Ph.D., Johns Hopkins University.

Michael D. Golden

Professor of Music Composition and Theory; B.M., M.M., University of Oregon; D.M.A., University of Washington.

M. Robert Hamersley

Dean of Faculty; Professor of Environmental Biogeochemistry; B.Sc., University of Victoria; M.E.Des., University of Calgary; Ph.D., Massachusetts Institute of Technology/Woods Hole Oceanographic Institution.

John M. Heffron

Professor Emeritus of Educational History and Culture; B.A. Princeton University; M.A., Ph.D., University of Rochester.

Nancy Hodes

Professor Emerita of Chinese Language and Culture; A.B., M.A., Ph.D., Harvard University.

Dongyoun Hwang

Professor of Asian Studies; B.A., M.A., Yonsei University, South Korea; Ph.D., Duke University.

Osamu Ishiyama

Associate Professor of Japanese Language and Culture; B.A., Dokkyo University; M.A., Syracuse University; Ph.D. University at Buffalo – SUNY.

John Pavel Kehlen

Professor of Asian Literature; Director of Humanities Concentration; Director of the Pacific Basin Research Center; B.A., Northwestern University; M.A., University of Chicago.

Gesa Kirsch

Professor of Rhetoric and Composition; B.A. United States International University (now Alliant International University) San Diego; Ph.D., University of California, San Diego.

Robert Levenson

Assistant Professor of Biochemistry; B.S. / B.A. University of California, San Diego; Ph.D. University of California, Santa Barbara (Chemistry) Certificate in College and University Teaching (CCUT).

Duminda Liyanage

Assistant Professor of Organic Chemistry; B.Sc., University of Colombo; M.Sc., University of Moratuwa; M.Sc., New Mexico State University; Ph.D., University of North Dakota.

Junyi Liu

Professor of Economics; B.A., M.A., Peking University; M.A., The Chinese University of Hong Kong; Ph.D., Indiana University Bloomington.

Xiaoxing Liu

Professor Emerita of Chinese Language and Culture; B.A., University of Beijing; M.A., Ph.D., University of Illinois at Urbana-Champaign.

Edward Lowe

Professor of Anthropology; Director of Social and Behavioral Sciences Concentration; B.A., B.S., Texas A&M University; Ph.D., University of California, Irvine.

Lisa A. Hall MacLeod

Assistant Dean of Student Success; Director of International Studies Concentration; Associate Professor of International Studies; B.A., University of Southern California, M.A.; University of Denver; M.S., C. London School of Economics; Ph.D., University of Denver.

Sonwabile Mafunda

Assistant Professor of Mathematics; B.S., University of KwaZulu-Natal, South Africa; M.S., University of KwaZulu-Natal, South Africa; Ph.D., University of Johannesburg, South Africa

Hiroshi Matsumoto

Associate Professor of Japanese Language and Culture; B.A., Kyoto University; M.Ed., Ph.D., University of Washington.

Diya Mazumder

Associate Professor of Economics; Core I & II Coordinator; B.S., Presidency College; M.S., University of Calcutta; M.S., Ph.D., University of Texas at Austin.

Jim Merod

Professor of American Literature; B.A., Princeton University; Ph.D., Stanford University.

Jonathan Lee Merzel

Professor of Mathematics; Director of Science and Math Program; B.S., University of Maryland; M.A., Ph.D., University of California, Berkeley.

Jacqueline Mills

Assistant Teaching Professor of Global Health; B.A., Soka University of America; MPP, Duke University; M.D., Boston University.

Karen Moran Jackson

Director of the MA in Educational Leadership and Societal Change; Associate Professor of Educational Psychology and Assessment; B.S., Biology, University of Nevada, Reno; Teaching Credential, University of California, Davis; M.A., Ph.D. The University of Texas at Austin.

Marie Nydam

Associate Professor of Biology; B.S., University of California, Davis; Ph.D., Cornell University.

Anne A. Pearce

Professor of Studio Art; B.F.A., University of Kansas; M.F.A., James Madison University.

Bryan E. Penprase

Vice President for Sponsored Research and External Academic Relations and Professor of Physics and Astronomy; B.S., M.S., Stanford University; Ph.D., University of Chicago.

Katherine Perry

Associate Professor of Mathematics; B.A., Scripps College; M.A., Ph.D., Auburn University.

Deike Peters

Associate Professor of Environmental Planning and Practice; Director of Environmental Studies Concentration; Diploma, Sorbonne, Université Paris IV; Undergraduate Studies ('Vordiplom') Technical University Dortmund; Graduate Studies, Technical University Hamburg, Harburg; M.S., M.A., Columbia University; Ph.D., Rutgers University.

Veronica Quezada

Associate Professor of Spanish Language and Culture; B.A., M.A., Ph.D., University of California, Irvine.

Nalini N. Rao

Associate Professor of World Art; M.A., University of Marathawanda, Aurangabad, India; Ph.D., University of Mysore, Mysore, India; Ph.D., University of California, Los Angeles.

Ian Olivo Read

Associate Dean of Faculty; Professor of Latin American Studies; Co-Director of the Center for REHR; SIGS Senior Research Fellow; B.A., DePaul University; M.A., University of Chicago; Ph.D., Stanford University.

Don Ryan

Director of Creative Arts Program; Assistant Teaching Professor of Ceramics; B.F.A., Kansas City Art Institute; M.F.A., University of California, Los Angeles.

Sandrine Siméon

Assistant Dean of Global Citizenship; Director of the Language and Culture Program; Associate Professor of French Language and Culture; M.A., Université Sorbonne Nouvelle Paris 3, Paris; M.A., Ph.D., The Pennsylvania State University.

James Spady

Associate Professor of American History; Interim Director of Humanities Concentration; B.A., University of Massachusetts at Amherst; M.A., Ph.D., The College of William and Mary.

Tomoko T. Takahashi

Vice President for Institutional Research and Assessment, Dean of the Graduate School, Professor of Linguistics and Education; B.A., L.H.D., Albertus Magnus College; M.A., M.Ed., Ed.D., Columbia University; Ph.D., Monash University.

Seiji Takaku

Professor of Psychology; B.A., University of California, Los Angeles; M.A., California State University, Long Beach; Ph.D., Claremont Graduate University.

Gail E. Thomas

Professor Emerita of Sociology; B.S., A&T State University, Greensboro; M.A., Ph.D., University of North Carolina, Chapel Hill.

Phat Vu

Associate Professor of Physics; B.A., Williams College; M.S., Ph.D., Cornell University.

Susan Walsh

Associate Professor of Molecular/Cell Biology; B.S., Cedar Crest College, PA; Ph.D., Duke University Medical Center.

Michael Weiner

Executive Vice President for Academic Affairs; Professor of East Asian History and International Studies; B.A., Sophia University, Tokyo; Ph.D., University of Sheffield.

Kristi M. Wilson

Professor of Rhetoric and Composition; B.A., University of California, Santa Cruz; M.A., San Francisco State University; Ph.D., University of California, San Diego.

Sijia Yao

Assistant Professor of Chinese Language and Culture; B.A., Hangzhou Normal University; M.A., University of North Alabama; Ph.D., Purdue University.

Administration and Staff Directory

Sara Ahmad

Admission Operations Credentials Analyst; B.A., University of Nevada, Las Vegas; M.A., Middlebury Institute of International Studies.

Mihyun Ahn

Acquisition and Student Assistant Coordinator; B.A., Chonbuk National University, South Korea.

Chintan Amin

Director of Environmental Health and Safety; B.S., M.S., California State University, Fullerton.

Anthony Antonissen

Bus Driver.

Archibald E. Asawa

Executive Vice President for Finance and Administration; Chief Financial Officer and Chief Investment Officer; B.A., Yale University.

Erik Avila Gallegos

Help Desk Team Lead.

Steven Baker

Production Manager, Soka Performing Arts Center; B.A., Michigan State University.

Erica Baldaray

Assistant Director of Athletics; B.S., California State University, Fullerton; M.A., Concordia University Irvine.

Martin Beck

Executive Director of Strategic Marketing and Communications; B.A., University of California, Irvine; M.A., University of Missouri, Columbia.

Shawn Beyer

Head Coach, Men's Soccer; B.A., University of Evansville.

Jenica Blohm

Admission Counselor; B.A., University of California, Los Angeles.

Renee Bodie

General Manager, Soka Performing Arts Center; B.S., University of California, Davis.

Patrick Boivin

Head Coach, Cross Country/Track & Field; B.S., M.A., California State University, Chico.

Kaitlyn Bourdelais

DEI Program Coordinator; B.F.A., New York University; M.A., University of California, Los Angeles.

Scott Brandos

Director of Financial Aid; B.A., University of California, Santa Barbara.

Tomoko Cahill

International Development Coordinator; B.A., Kanagawa University, Japan.

Adriana Campoy

Writer/Media Relations Manager; B.A., University of California, Berkeley; M.F.A., University of Washington; M. Phil., University of Cambridge, United Kingdom.

Lucian Cao

Graduate Admission Counselor; B.A., California State University, Long Beach; M.S., California Baptist University.

Jennifer Carrillo

Athletic Trainer; B.A., University of the Pacific; M.A., California State University, Fresno.

Cathy Cervantes

Associate Director, Creative Content; B.A., San Diego State University.

Diana Chea

Human Resources Manager, Talent Acquisition and Wellness; B.A., San Francisco State University; M.A., Teachers College, Columbia University.

Nicole Chen

Graphic Designer; B.A., University of California, Irvine.

Teri L. Chester

Assistant to the Faculty and Academic Affairs Field Trip Coordinator.

Jacqueline Chin

Associate Director of Benefits and Human Resources; B.A., Soka University of America; M.S., Chapman University.

Young Choi-Plass

Career Counselor; B.A., Pepperdine University.

Dana Collins

Manager of Development Operations; B.B.A., University of San Diego.

Scott Collins

Operations Manager, Facility Service Partners.

Margaret Cordner

Writing Specialist; B.A., University of Hawaii; M.A., M.A., Soka University of America.

Rebecca Cortez

Assistant to the Faculty; B.S., Pacific Christian College.

Kathy A. Crilly

Director of Purchasing.

Adam Crossen

Head Coach, Swimming & Diving; B.S., University of Southern California.

Andrew Crowell

Assistant Coach, Swimming & Diving; B.A., California State University, Fullerton.

Jaime Dance

Assistant Director of Residential Life; B.S., California State Polytechnic University, Pomona; M.S., California State University, Fullerton.

Lisa Deiser

Director of Residential Life; B.A., University of California, Irvine; M.A., Sam Houston State University.

Liam Delury

Assistant Coach, Women's Soccer.

Yumiko Dittmar

Student Accounts Assistant and Cashier; B.A., Nanzun University, Japan.

Malgorzata Domagala

Interlibrary Loan and Course Reserves Coordinator; B.A., English Teacher Training College, Poland; M.A., Warsaw University, Poland.

Chelsea Dugger

Assistant Director of Admission; B.A., Soka University of America.

Robert Duran

Student Activities Manager; B.A., University of California, Berkeley; M.A., Soka University of America.

Brian Durick

Director of Student Services; B.A., George Fox University; M.S., Colorado State University.

Wendy Espejel

Head Coach, Women's Soccer; B.S., Olivet Nazarene University.

Edward M. Feasel

President and Professor of Economics; B.A., Yale University; Ph.D., University of California, Berkeley.

Andy Garcia

Operations Manager, Facility Service Partners.

Jeffrey Gardea

Associate Director of Information Technology; B.A., California State University, Fullerton.

Nathan J. Gauer

Associate Director, Communications; B.A., Soka University of America; M.Ed., Harvard Graduate School of Education.

Patricia Gibson

Director of International Student Services; B.A., Columbia University; M.A., Soka University of America; M.Ed., Ed.D., Teachers College, Columbia University.

Jenessa Goldhamer

Financial Aid Counseling Coordinator; B.A., University of California, Irvine.

Erick Gonzalez

Network Specialist.

Deborah Goss

Writing Center Manager and Adjunct Instructor – Writing; B.A., Lewis and Clark College; M.A., Soka University of America; Ph.D., Indiana University of Pennsylvania.

Maya Gunaseharan

Director for Diversity Initiatives and Community Building; B.S., Cornell University; M.A., Soka University of America.

Daniel Y. Habuki

President Emeritus and Professor of Economics; B.A., Soka University, Japan; M.A., University of Southern California; Ph.D., Washington State University.

Bryan Hanmer

Manager of Special Facilities.

Thomas Harkenrider

Chief of Operations; B.S., California State University, Long Beach; PE.

Michelle Hobby-Mears

Associate Dean of Students and Director of Student Activities; B.A., Fisk University; M.B.A., University of Redlands.

Don Hodgson

Director of Security.

Charles Hong

Systems Administrator; B.A., University of California, Santa Cruz.

Jaimie Hsu

Admission and International Student Services Advisor; B.A., University of California, Irvine.

Juvenal Jabel

Senior Network Administrator; B.A., DeVry University.

Margaret Kasahara

Director of Alumni Relations; B.A., New York University; M.A., Soka University, Japan.

Mary Patrick Kavanaugh

Director of Innovation, Entrepreneurship, and Special Projects; B.A., San Francisco State University; M.F.A, University of San Francisco.

Sophia Kawada

Manager of Service Desk and Systems Administrator; B.A., Soka University of America; M.B.A., University of Redlands.

Linda Kennedy

Executive Director of Philanthropy; B.A., Fairfield University.

Jimmy King

Associate Director of Admission; B.S., California State University, Northridge.

Katherine M. King

Executive Vice President of University Community; Chief Human Resources Officer; Title IX and Section 504 Coordinator for Faculty, Staff and Others; B.S., University of Redlands.

Naoko Kogure

Assistant to the President and Executive Vice President for Finance and Administration; B.A., Wellesley College.

Manami Koizumi

Administrative Coordinator to the Graduate School and the Office of Institutional Research and Assessment; B.A., University of California, Irvine; M.S., California State University, Long Beach.

Taylor Kushner

Head Coach, Men's Volleyball; B.A., California State University, Los Angeles; M.S., California Baptist University.

Alberto Landaveri

Writing Specialist; B.A., M.A., Ph.D., University of California, Irvine.

Lindsey Laughlin

Admission Counselor; B.A., University of Oregon.

April Le

Payroll Analyst; B.A., Soka University of America.

Emma Lee

Athletics Operations Coordinator; B.S., Providence College; M.S., Point Loma Nazarene University.

Susan Lee

Operations and Special Projects Manager; B.S., California State University, Los Angeles.

Sharon Legese Gemechu

Residence Hall Coordinator and Residential Life Conduct Officer; B.A., Indiana University.

Yuan Liang

Systems Librarian; B.A., Fudan University, China; M.T.S., Vanderbilt University; M.L.I.S., San Jose State University.

Clare Lorenzo

Manager, Academic Affairs and Executive Assistant to the Executive Vice President for Academic Affairs.

Melody Lowe

Development Coordinator; B.A., Soka University of America.

Ying Lucy Lu

Laboratory Manager; B.S., East China University of Science and Technology, China; Ph.D., University of Southern California.

Matthew Luna

Director of Admission Operations; B.S., University of La Verne.

Phuong Luong

Assistant to the Registrar; B.S., California State University, Northridge.

Elizabeth Lyum

English Language Programs Coordinator; B.A., University of California, Los Angeles; M.A., Soka University of America.

Lanilee Maliwat

Administrative Coordinator to the Office of the Graduate School.

Maribel Marquez

Mail Clerk I.

Akemi Julie Matsumoto

Assistant to the Director of Study Abroad and International Internships; B.A., Soka University of America.

Jarmil Maupin

Internal Events Manager, Soka Performing Arts Center.

Barbara McGrath

Senior Academic Systems Administrator; B.S., University of Phoenix.

David McNeil

Athletic Trainer; B.A., Rowan University; M.S., Rocky Mountain University of Health Professions.

Kelsey Merritt

Assistant to the Faculty; B.A., Brandman University; M.S., University of La Verne.

Cheryl Meyer

Writing Center Administrative Assistant.

Shannon Miller

Residence Hall Coordinator; B.A., M.A., California State University, Chico.

John Min

Executive Director of Information Technology; Chief Information Officer; B.S., University of California, Los Angeles; M.B.A., University of Southern California; PE.

Jake Monahan

Administrative Assistant, Student Affairs; B.A., University of California, Riverside.

Kevin Moncrief

Executive Director of the Ambassador Andrew Young Dialogue Lab; B.B.A, Washburn University of Topeka; M.A., Webster University; Ph.D., Claremont Graduate University.

Faelynn Monroe

Associate Director of Events and Conferences; B.S., Southern Illinois University; M.B.A., University of Phoenix.

Hyon Jung Moon

Dean of Students; Title IX and Section 504 Deputy Coordinator for Students; B.S.E, M.S.E, Arizona State University, Tempe; M.I.M.O.T., Thunderbird; M.A., Soka University, Japan; Ed.D., University of California, Los Angeles.

Julia Moore

Manager of Human Resources & University Community; B.A., Soka University of America

Mike Moore

Director of Athletics and Recreation; B.A., California State University, Long Beach.

Samuel Morales

Associate Director, Production and Digital Media.

Karen Moran Jackson

Director of the MA Program in Educational Leadership and Societal Change; Associate Professor of Educational Psychology and Assessment; B.S., Biology, University of Nevada, Reno; Teaching Credential, University of California, Davis; M.A., Ph.D., The University of Texas at Austin.

John Morgan

Box Office Manager, Soka Performing Arts Center.

Emy Mukumoto

Accounts Payable Manager; B.A., California State University, Long Beach.

Melody Murakami

Special Projects Coordinator and Assistant to the Dean of Students; B.A., Soka University of America.

Ruby Nagashima

Director of Student Leadership and Service Engagement; B.A., Soka University of America; M.S., University of Pennsylvania; Ed.D., University of California, Los Angeles.

David Nakabayashi

Controller and Assistant Treasurer; B.S., University of Illinois; CPA.

Sophia Nakabayashi

Mental Health Counselor; B.A., M.A., Soka University, Japan; Psy.D., The Chicago School of Professional Psychology; LMFT.

April Nelson Afoa

Mental Health Counselor; B.A., University of California, Irvine; M.S., San Diego State University; LMFT.

Eddie Ng

Investment Analyst; B.A., Soka University of America.

Francis Nguyen

Help Desk Technician I; B.A., California State University, Fullerton.

Phillip Nguyen

Accountant I; B.S., California State University, Los Angeles.

Mayumi Nono

IT Administrative Operations Manager; B.A., Teikyo University, Japan.

Lorraine Oda

Bookstore Manager.

Rakesh Patel

Systems Administrator I; B.S., DeVry University.

Bryan E. Penprase

Vice President for Sponsored Research and External Academic Relations and Professor of Physics and Astronomy; B.S.; M.S.; Stanford University; Ph.D., University of Chicago.

Watchara Phomicinda

Manager of Digital Media.

Avelino Pitts

Assistant Director of Admission Operations; B.A., University of Nevada, Las Vegas.

Darlene Prescott

Bus Driver.

Alisa Proctor

Assistant Director of Internships; B.S., Pacific Union College; M.S., California State University, Sacramento.

Kaveh Razaghi

Evening Athletic Equipment and Operations Coordinator; B.A., M.A., California State University, Dominguez Hills.

Raul Razo

Mail Services Coordinator.

Eric Reker

Director of Investments; B.A., Soka University of America; M.P.A., Cornell University; CFA.

Curtis Robinson

Head Coach, Men's and Women's Golf; B.A., Chapman University.

Carin Rodgers Bronstein

Associate Director, Community Relations; B.S., M.S., Fordham University.

Antoinette Rossman

House Manager & Assistant to the General Manager, Soka Performing Arts Center.

Hiro Sakai

Executive Assistant to the President and Board Secretary; B.A., Soka University, Japan.

Marisa Samaniego

Assistant Director of Mail Services.

Ryan Sanders

Assistant Coach, Cross Country/Track and Field; B.A., California State University, Long Beach.

Leo Sasaki

Community Relations Coordinator and Receptionist.

Toshiko Sato

Executive Director of International Development; B.A., Soka University, Japan; M.P.A., Monterey Institute of International Studies.

Ana Melissa Siazon

Admission Operations Coordinator; B.S., University of California, Irvine.

Janna Skye

Manager of the Dean of Faculty Office; B.A., University of Southern California.

Minami Smalheiser

Admission Counselor; B.A., Soka University of America.

Susan Smith

Assistant to the Faculty and Academic Affairs Events Coordinator; B.A., M.A., California State University, Fullerton.

Sherry Souktia

Library Assistant; B.A., Soka University of America.

Jaime Spataro

Marketing and Communications Manager, Soka Performing Arts Center; B.M., University of Colorado, Boulder; M.A., Conservatorio di Musica Lucio Campiani di Mantova, Italy.

Sarah Spornick

Assistant to the Office of Enrollment Services; B.A., Concordia University Irvine.

Bobbie Stemple

Director of Total Rewards.

Riley Sullivan

Financial Aid Data Analyst.

Gloria Takahashi

Assistant to the Soka Institute for Global Solutions; B.A., Cyber Hankuk University of Foreign Studies, South Korea.

Tomoko Takahashi

Vice President for Institutional Research and Assessment; Dean of the Graduate School and Professor of Linguistics and Education; B.A., L.H.D., Albertus Magnus College; M.A., M.Ed., Ed.D., Columbia University; Ph.D., Monash University, Australia.

Mitsuko Terui

Assistant to the Office of Alumni Relations; B.A., M.A., Soka University of America.

Alexis Tice

Web Content Strategist; B.A., University of Toledo.

Jennifer Tirrell

Instruction and Assessment Librarian; B.A., University of Massachusetts, Amherst; M.L.I.S., University of California, Los Angeles.

Hiroko Tomono Furniss

Director of the Library; B.A., California State University, Fresno; M.A., Soka University of America; M.L.I.S., San Jose State University.

Yuya Uchida

Manager of Overseas Development; B.A., Soka University of America; M.A., Teachers College, Columbia University.

Helen Uddin

Bus Driver.

Diana Ueda-Matsuoka

Manager of New Student Orientation and Shuttle Services; B.A., Soka University of America; M.A., SIT Graduate Institute.

Peri Unver

Grants and Sponsored Research Administrator; B.A., M.A., Stanford University.

Patrick Villanueva

Assistant Coach, Men's Volleyball; B.A., ITT Technical Institute.

Eiko Vogtman

Manager of Student Accounts; B.A., California State University, Fullerton.

Joy Wang

Manager of Technical Services; B.A., Beijing Second Foreign Languages Institute, Beijing, China; M.L.I.S., Dalhousie University, Canada.

Michael Weiner

Executive Vice President for Academic Affairs; B.A., Sophia University Tokyo; Ph.D., University of Sheffield.

David Welch

Vice President and University Counsel; B.A., San Diego State University; J.D., Thomas Jefferson School of Law.

John Werfelmann

Senior Financial Aid Data Analyst; B.A., State University of New York at Oswego.

Geoffrey Westropp

Associate Director of Academic Computing; B.A., Bryant College; M.B.A., Babson College; Ph.D., Chapman University.

Kelly Wilson

Reference and Instruction Librarian; B.A., University of South Alabama; M.L.I.S., University of Southern Mississippi; M.S., Grand Canyon University.

Andrew Woolsey

Dean of Enrollment Services; B.A., M.Ed., Ed.D., University of La Verne.

Jonathan Wray

Director of Career Development and Internships; B.A., Kent State University; M.A., Columbia College Chicago.

Howard Wu

Assistant to the Dean of Faculty Office and Faculty Assistant; B.A., Soka University of America; M.A., Middlebury Institute of International Studies at Monterey.

Tsuneo Yabusaki

Director of Administration; B.A., Soka University, Japan; M.A., Teachers College, Columbia University.

Yumiko Yoshikane

Administrative Assistant to the Soka Heritage Hall; B.A., Soka University of America.

Kayo Yoshikawa

Programs Coordinator and Editorial Assistant; B.A., University of California, Santa Barbara; M.A., California State University, Long Beach.

Nancy Yoshimura

Registrar; B.A., McMaster University, Canada.

Jose Zavaleta

Senior Laboratory Manager; B.S., University of California, Irvine; M.S., California State University, Los Angeles.

Angel Zazueta

Sports Information Officer; B.A., M.B.A., La Sierra University.

Alexandru Zotinca

Assistant Coach, Men's Soccer; B.S., Lucian Blaga University, Romania.

Board of Trustees

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Professor of Bilingual-Bicultural Education and Director, Institute for Daisaku Ikeda Studies in Education, Director of Programs in Bilingual-Bicultural Education, World Language Education, and Value-Creating Education for Global Citizenship, College of Education, DePaul University | Chicago, Illinois

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Commissioner of Department of Financial Protection and Innovation, State of California | San Francisco, California

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Sondheimer Professor of International Finance and Co-Director, Weiss Center for International Financial Research, Wharton School, University of Pennsylvania | Philadelphia, Pennsylvania

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Isabel Nuñez, PhD, MPhil, JD

Professor of Educational Studies, Dean of School of Education, Purdue University Fort Wayne | Fort Wayne, Indiana

Gene Marie O'Connell, RN, MS

Health Care Consultant, Associate Clinical Professor, University of California, San Francisco School of Nursing | Corte Madera, California

Adin Strauss

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Benefactor, Soka Gakkai | Tokyo, Japan

Gregg S. Wolpert

Co-President, The Stahl Organization | New York, New York

Edward M. Feasel, PhD

President, Soka University of America (ex-officio member) | Aliso Viejo, California

Contact Information

If you have additional questions about material included in this catalog, please call or write the appropriate office listed below.

Our address is:

Soka University of America
1 University Drive
Aliso Viejo, CA 92656-4105
(949) 480-4000

Admission Office
(949) 480-4150
(949) 480-4151 Fax
Undergraduate: admission@soka.edu
Graduate: grad_admissions@soka.edu

Financial Aid Office
(949) 480-4342
(949) 480-4151 Fax
financialaid@soka.edu

Student Accounts Office
(949) 480-4129
(949) 480-4151 Fax
studentaccounts@soka.edu

Office of the Registrar
(Transcripts and Records)
(949) 480-4045
(949) 480-4151 Fax
registrar@soka.edu

Academic Affairs
(949) 480-4207
(949) 480-4263 Fax

Dean of Students
(Residential Life & Student Activities, Athletic Recreation, Counseling Career Services, Health Services)
(949) 480-4172
(949) 480-4243 Fax

Development
(949) 480-4073
(949) 480-4260 Fax
development@soka.edu

Marketing, Communications, and Community Relations
(949) 480-4081
(949) 480-4260 Fax
info@soka.edu

Telephone calls may either be made to direct dial numbers or to the Soka University switchboard, (949) 480-4000. Mail inquiries can be addressed to the appropriate office at the campus address.

Driving Directions to SUA

From Interstate 5:

- Exit Oso Parkway and turn west
- Oso becomes Pacific Park Drive, continue about five miles until you reach Wood Canyon Drive
- Turn left on Wood Canyon Drive and continue one mile
- Turn right on University Drive

From the San Joaquin Hills Tollway (State Route 73) – tolls up to $9.00 will apply:

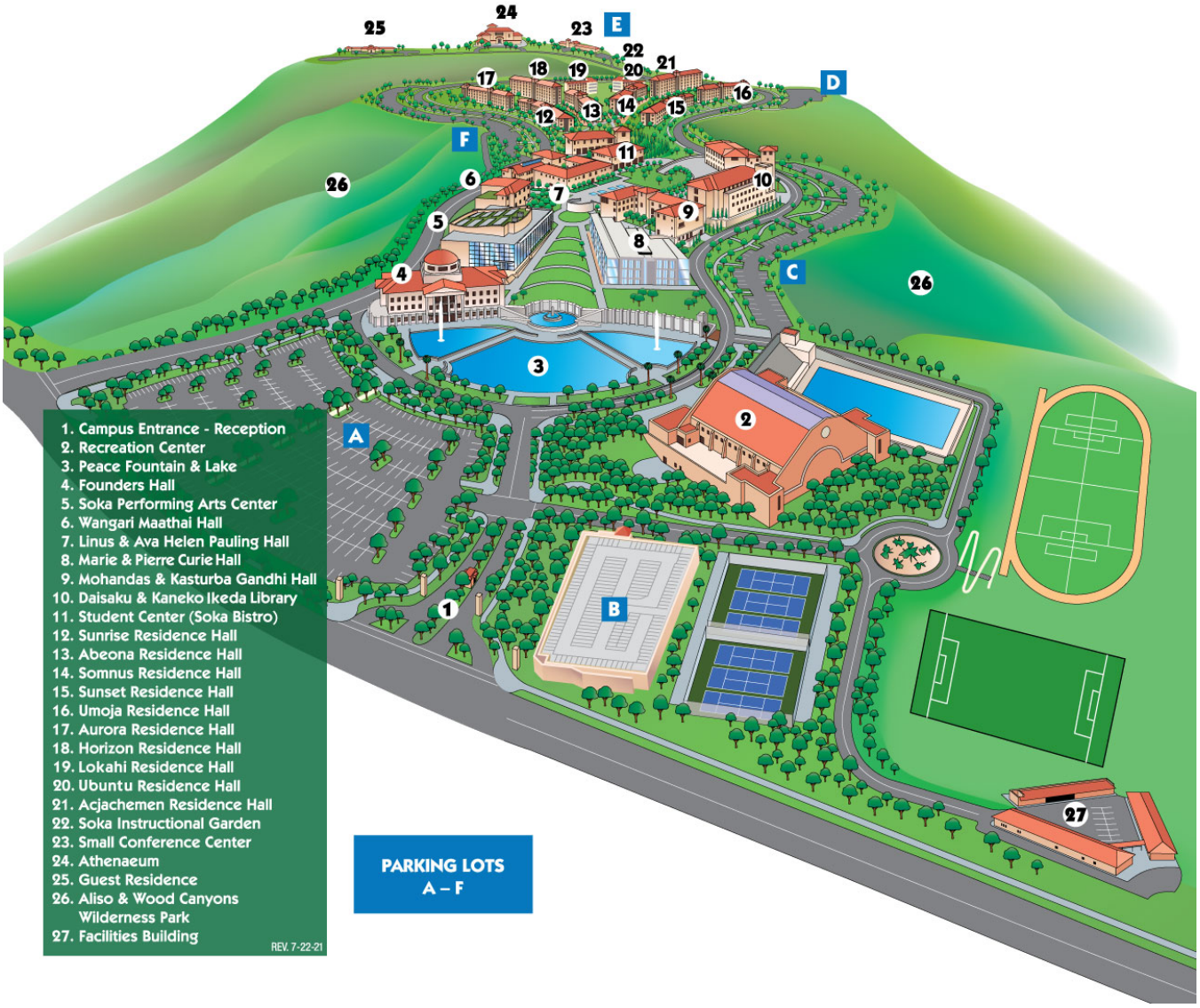
- Going south from Newport Beach, exit Glenwood/ Pacific Park
- Turn right on Glenwood/Pacific Park
- Turn right on Wood Canyon Drive
- Turn right on University.



More detailed ways to get to Soka are available on the Soka.edu website.

Campus Map

View interactive map of the SUA campus



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Soka University
Ikeda College

Soka University
Graduate School

Soka University of America
1 University Drive
Aliso Viejo, California 92656
949.480.4000 | **www.soka.edu**

