STANTON UNIVERSITY
California U.S.A.
1996

# Stanton University

## 2025 - 2026

# General
# Catalog

# STANTON UNIVERSITY 2025–2026 CATALOG

Compiled and edited by Stanton University.

This catalog reflects the current status of programs and policies of the Stanton University, and is effective September 1, 2025 to August 31, 2026. All new and re–entering students for the 2025–2026 academic years and following are bound by it. The catalog is updated annually and available in August of each year.

A copy of this catalog may be obtained by request or can be downloaded from the Stanton University website www.stanton.edu .

All correspondence regarding studies at or admission to Stanton University should be addressed to the Office of Admissions and Records at the address below:

888 S. Disneyland Dr., Suite 400
Anaheim, CA 92802
Tel: (714) 539-6561
Fax: (714) 539-6542
www.stanton.edu
info@stanton.edu

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**TO ALL WHO COME WITHIN STANTON UNIVERSITY:**

We live embedded in the body of the world. Attention is required. Every life is the interweaving of strands of connection to time, place, ecosystem, culture, ethnicity, gender, family, and history. We exist interdependently with all that is. Receptivity to life expands our souls. Closure debilitates our soul.

Intimately connected to all life, we are not bound by the web of life. We carry within ourselves the capacity to engage creatively, responsibly and actively in the world. Sometimes this capacity to act is deeply wounded. Passivity holds sway. Dependence dominates. Restoration of passionate desire for creative engagement is needed. The exercise of the power to act is fundamental to life, education, and self-actualization.

At Stanton University we seek to integrate education and learning through innovative teaching, creative scholarship and the practical experience of life — as we respond to our changing societies and cultures and are shaped by the vocations to which we have been called. Within this context, our educational philosophy is that — **Higher Education is by Definition the Development of Human Potential.**
The human community that names gifts, celebrates blessings, call for discernment, works for healing, teaches, nurtures, eases suffering and challenges injustice — This is a community of people committed to student success and life-changing opportunities. Sincerely,

**David K. Kim,** *Th.D.*

*President*

# STANTON UNIVERSITY COMMITMENT TO EXCELLENCE

**Stanton University is a multicultural university committed to providing open access to all who can benefit from higher education instruction. The university's precept is that "Higher Education is by Definition the Development of Human Potential." In concert with this precept, the University has adopted the following institutional goals concomitant with its mission to sustain and strengthen the University in its service to students and community:**

- All faculty, administrators, and staff will demonstrate a commitment to excellence.
- Students will be treated fairly and with respect and compassion by faculty, administration, and staff.
- Classes will be scheduled to meet students' needs.
- Students will be provided with reading, writing, and critical thinking experiences in their classes.
- Contract faculty will be required to meet classes, hold office hours, take responsibility for curriculum, and participate on university committees.
- Deans and faculty, including instructors and learning resource personnel, will be available to assist and advise both day and evening students.
- Deans, department chairs and program directors will be held accountable for sound fiscal and program management and administrative leadership for their schools, departments or programs.
- Department chairs and program directors will take an active role in the recruitment, selection, and professional development of their departmental and program colleagues, in course articulation and in providing departmental and programmatic leadership.
- All the University's efforts and resources shall be dedicated to one central purpose – the support of students as they work toward the achievement of their academic and professional goals.
- The University will demonstrate a commitment to the maintenance of its grounds and facilities as a reflection of the excellence of its programs and services.
- The University is committed to expanding educational opportunity and access to everyone who has a desire to learn and we welcome all students, including those from communities that have been traditionally underserved.
- The University will support faculty in their development of specialized contributions to knowledge, including innovative curricula and pedagogy responsive to the intellectual and professional needs of students.
- The University will support faculty in their professionally related community activities and informed exchanges with diverse groups of students that strengthen the university's courses, scholarship and commitment to academic excellence.

# ACADEMIC CALENDAR

Some dates are subject to change. Please refer to the quarterly schedule of classes for recent changes related to holiday observances, registration deadlines, and commencement ceremonies. This is not to be construed as an employee work calendar. For purposes of degree evaluation, the academic year is defined as at least three (3) quarters and consists of at least ten (10) instructional weeks each quarter.

## FALL QUARTER, 2025
- Continuing students CPT filing deadline-------------------------------------------------------------------------------------------------------- Sept 29
- Registration deadline for new students ---------------------------------------------------------------------------------------------------Oct 03
- Instruction begins, first day of classes for all students -----------------------------------------------------------------------------Oct 06
- Last day to add classes or register late --------------------------------------------------------------------------------------------------Oct 10
- Last day to drop classes without "W" grade being recorded -----------------------------------------------------------------------Nov 14
- Continuing student registration period for Winter quarter, 2026 ---------------------------------------------- Nov 03 – Dec 05
- Withdrawal after this date permitted only by petition and for serious and compelling reasons
  or an emergency clearly beyond student's control -----------------------------------------------------------------------------Nov 21
- Veterans Day – Academic Holiday (University Closed)--------------------------------------------------------------------------Nov 11
- Thanksgiving – Academic Holiday (University Closed) ------------------------------------------------------------- Nov 27 – 28
- Final examinations -------------------------------------------------------------------------------------------------------- Dec 08 – 13
- All grades due to Office of Admission & Records ------------------------------------------------------------------------------- Dec 26
- Fall Quarter Break----------------------------------------------------------------------------------------------------Dec 15, 2025 – Jan 2, 2026
- Continuing students CPT filing deadline----------------------------------------------------------------------------------Dec 29, 2025
- Winter Holiday – University Closed----------------------------------------Dec, 24, 25, 26 2025 & Dec 31, 2025 & Jan 01, 2026
- Instruction begins, first day of classes for all students (Winter 2026) -----------------------------------------Jan 05, 2026

## WINTER QUARTER, 2026
- Continuing students CPT filing deadline-----------------------------------------------------------------------------------------------Jan 02, 2026
- Registration deadline for new students-----------------------------------------------------------------------------------------------Jan 02, 2026
- Instruction begins, first day of classes for all students----------------------------------------------------------------------Jan 05, 2026
- Last day to add classes or register late---------------------------------------------------------------------------------------------- Jan 09
- Martin Luther King Day – Academic Holiday (University Closed)-------------------------------------------------------------Jan 19
- Last day to drop classes without "W" grade being recorded --------------------------------------------------------------Jan 23
- Continuing student registration period for Spring quarter, 2026 ------------------------------------------------Feb 02 – Mar 06
- Withdrawal after this date permitted only by petition and for serious and compelling reasons
  or an emergency clearly beyond student's control --------------------------------------------------------------------------- Feb 13
- Final examinations --------------------------------------------------------------------------------------------------- Mar 09– 14
- All grades due to Office of Admissions & Records ----------------------------------------------------------------------------- Mar 27
- Winter Quarter Break -----------------------------------------------------------------------------------------------Mar 16 – Apr 03

## SPRING QUARTER, 2026

- Continuing students CPT filing deadline------------------------------------------------------------------------- Mar 30
- Registration deadline for new students ------------------------------------------------------------------------Apr 03
- Instruction begins, first day of classes for all students -----------------------------------------------------Apr 06
- Last day to add classes or register late ---------------------------------------------------------------------Apr 10
- Last day to drop classes without 'W" grade being recorded ---------------------------------------------------Apr 17
- Continuing student registration period for Summer quarter, 2026 -------------------------------------May 04 – Jun 05
- Withdrawal after this date permitted only by petition and for serious and compelling reasons
  or an emergency clearly beyond student's control --------------------------------------------------------------May 15
- Memorial Day — Academic Holiday (University Closed)-----------------------------------------------------------May 25
- Final examinations ---------------------------------------------------------------------------------Jun 08 – Jun 13
- Juneteenth Holiday Observed (University Closed) -------------------------------------------------------------Jun 19
- Commencement 2026--------------------------------------------------------------------------------------------Jun 26
- All grades due to Office of Admission & Records ------------------------------------------------------------Jun 26
- Spring Quarter Break--------------------------------------------------------------------------------Jun 15 – Jul 03

## SUMMER QUARTER, 2026

- Continuing students CPT filing deadline-----------------------------------------------------------------------Jun 29
- Registration deadline for new students-----------------------------------------------------------------------Jun 26
- Independence Day – Academic Holiday Observed (University Closed) ----------------------------------------------Jul 03
- Instruction begins, first day of classes for all students --------------------------------------------------Jul 06
- Last day to add classes or register late --------------------------------------------------------------------Jul 10
- Last day to drop classes without "W" grade being recorded --------------------------------------------------Jul 31
- Continuing student registration period for Fall quarter, 2026 -------------------------------------- Aug 03 – Sep 04
- Withdrawal after this date permitted only by petition and for serious and compelling reasons
  or an emergency clearly beyond student's control------------------------------------------------------------Aug 14
- Labor Day — Academic Holiday (University Closed) ----------------------------------------------------------- Sep 07
- Final examinations ----------------------------------------------------------------------------------------Sep 14 – 19
- All grades due to Office of Admission & Records ------------------------------------------------------------Oct 02
- Summer Quarter Break------------------------------------------------------------------------------ Sep 21 – Oct 02

## FALL QUARTER, 2026

- Continuing students CPT filing deadline------------------------------------------------------------------ Sept 28
- Registration deadline for new students ------------------------------------------------------------------Oct 02
- Instruction begins, first day of classes for all students ------------------------------------------------Oct 05
- Last day to add classes or register late -----------------------------------------------------------------Oct 09
- Last day to drop classes without "W" grade being recorded -----------------------------------------------Nov 13
- Continuing student registration period for Winter quarter, 2026 ------------------------------------ Nov 02 – Dec 04
- Withdrawal after this date permitted only by petition and for serious and compelling reasons
  or an emergency clearly beyond student's control -------------------------------------------------------------Nov 20
- Veterans Day – Academic Holiday (University Closed)------------------------------------------------------------Nov 11
- Thanksgiving – Academic Holiday (University Closed) ------------------------------------------------ Nov 26 – 27
- Final examinations ------------------------------------------------------------------------------- Dec 07 – 12
- All grades due to Office of Admission & Records ---------------------------------------------------------- Dec 24
- Fall Quarter Break----------------------------------------------------------------------Dec 14, 2026 – Jan 1, 2027
- Continuing students CPT filing deadline-----------------------------------------------------------------Dec 28, 2026
- Winter Holiday – University Closed------------------------------------------ Dec 24, 25, 2026 & Dec 31, 2026 & Jan 01, 2027
- Instruction begins, first day of classes for all students (Winter 2027) ---------------------------------------Jan 04, 2027

# INSTITUTIONAL INFORMATION

## THE UNIVERSITY

Stanton University (SU) was founded in 1996 as an academic institution of higher learning which focuses on those approaches of higher education that lead to student success. To meet the needs of our students, the University is organized into an educational delivery system based on the democratic process in which the student is the prime concern. In the quest for academic quality, the University has a commitment to increase and strengthen the quality of teaching in the classroom through trying varied teaching models, careful evaluation and feedback.

Stanton University is a private, nonprofit, public benefit educational institution that provides services supportive of students' efforts in succeeding academically, vocationally and personally. In order to fulfill its mission, the University strives to provide excellence in education by hiring well-prepared and experienced faculty and staff; by maintaining an updated facility that fosters educational growth in a pleasant and safe environment with modern classroom equipment and library facilities; and by providing excellent academic advising services to help students successfully complete their programs of study.

## EDUCATIONAL PHILOSOPHY

The quality of the educational experience at Stanton University is fostered by the close human and intellectual relationships between students and faculty, and by the open exchange of ideas. The University is committed to a student-centered approach to learning that promotes the development of the whole person. We challenge our students to pursue lives of leadership and service by providing them with curricula that are relevant, individualized and supportive in sustaining a life-long love of learning and a personally rewarding career.

The university's instructional programs are designed to challenge students not only to acquire knowledge, but also to develop the skills of critical analysis, careful reasoning, creativity and self-expression. Equally important, students learn to understand and evaluate the sources and methods from which knowledge derives. Thereby, they come to appreciate the contingency of all knowledge and to realize that education is a life-long process.

Stanton University's special character emerges from its relatively small size and its commitment to effective teaching, high standards of scholarship, ongoing professional development, and to its policy of promoting high academic standards in the faculty, staff, administration and student population.

## VISION

Stanton University will be a leading post-secondary institution that provides professional education where students will develop their fullest potential and make their best contributions to society.

## MISSION AND OBJECTIVES

**Mission Statement:** Stanton University's mission is to provide students with an affordable and high-quality education in a culturally diverse environment to help them develop knowledge and skills that will enhance their potential for success in their current and future careers.

**Objectives:**
- Offer students affordable and quality programs that provide a career-oriented education for an increasingly versatile global economy.
- Ensure that students enrolled in each program acquire the knowledge and skills necessary to fulfill personal and professional goals.
- Provide outstanding faculty members dedicated to teaching and service to the University and its community.
- Provide relevant facilities and equipment for learning.
- Promote a diverse learning environment that encourages collaboration and understanding.

## INSTITUTIONAL LEARNING OUTCOMES

Stanton University students will acquire and be able to demonstrate the following learning outcomes upon completion of their program:
- Demonstrate knowledge and proficiency in a chosen field of study.
- Exercise critical thinking and quantitative reasoning in judgment, decision making, and problem solving.
- Locate and utilize a variety of types of information accurately and appropriately.
- Effectively communicate in oral and written methods to convey well-organized thoughts, ideas, and opinions.
- Exhibit awareness, understanding, and respect for diversity of individuals, groups, and cultures.

# STATEMENT OF LEGAL CONTROL

Stanton University is a private, nonprofit, non-sectarian, coeducational university organized as a corporation under the laws of the state of California — subject to any limitations contained in the general nonprofit corporation laws of the State. The University operates in compliance with the California Education Code and the California Code of Regulations — under the authority of the California Bureau for Private Postsecondary Education. The University is governed by an appointed Board of Trustees.

The President of Stanton University is the university's chief executive officer who, together with the Board of Trustees (BOT), sets the agenda for the strategic vision for the future of the University while embracing its core mission, its sense of community, its overall intellectual environment and providing financial leadership and operating management at the highest possible levels. Within this context, the President is responsible for maintaining the university's focus so that the goals, the objectives and the integrity of its mission and purpose are maintained and met.

The Board of Trustees represents the ultimate and inclusive authority within the University. Their authority is derived from the university's bylaws. The Board of Trustees is the primary policy-making body of the University. Within this context — **A policy is a general rule or principle, or a statement of intent, or direction, that provides guidance to administrators in reaching decisions with respect to the particular matters entrusted to their care.**

All policies of the University must be approved by the Board before they become official policies. The Board has promulgated bylaws delineating the policy-making process for policy issues that require Board approval. In certain areas, because of the routine nature of the matters, the Board delegates its policy-making authority to the President. However, final approval still resides with the Board. In some instances there are statutory requirements of formal action on certain issues due to provisions written into the university's original bylaws. These constraints limit the delegation of authority by the BOT on certain policy issues and responsibilities.

## STANTON UNIVERSITY BOARD OF TRUSTEES

## STATEMENT OF ACADEMIC FREEDOM

A university is a community of learners bonded together by the search for knowledge; the pursuit of personal, social, cultural, physical, and intellectual development and the desire for the liberating effects of an advanced education. Stanton University has specific policies that address the interdependent issues of academic freedom, conflict of interest and academic integrity.

Education depends upon the free expression and exchange of ideas in the search for truth. Academic freedom is the freedom to express any view, popular or unpopular, and to defend that point of view in open exchange.

In the fullest sense, academic freedom demands a community in which mutual tolerance and understanding flourish. It depends upon freedom of speech, freedom of the press, freedom to assemble, freedom of conscience and opinion, the right of privacy and the right to fair hearings. The nature of the university's community demands these freedoms and obligates its members to maintain them in practice and to observe the responsibilities that go along with these freedoms in all phases of their university activities and experience.

## LOCATIONS AND FACILITIES

Stanton University is located in the heart of Orange County, which has a diverse multi-ethnic and multi-cultural population. The University is minutes from Disneyland, Disney's California Adventure, Knott's Berry Farm, professional baseball and ice hockey, and innumerable entertainment, artistic, theatrical, and recreational opportunities. Proximity to the Santa Ana Freeway, Hwy 5; the San Diego Freeway, Hwy 405; the Garden Grove Freeway, Hwy 22; the Pomona Freeway, Hwy 57; and the Costa Mesa Freeway, Hwy 55 provides ready accessibility throughout Orange County and access to Los Angeles, Riverside and San Diego counties.

The central (main) campus houses SU's academic, administrative, student services, and operational functions to meet all requirements to provide for an efficient, effective, and quality learning environment to accommodate the faculty, staff, and student body. To support the educational process, the University provides multi-media equipment, instructional technology, library and learning resources, and student services necessary for a 21st century institution of higher education.

Additionally, the classes are offered at the university's learning site (satellite classroom facility) located at:

- 3700 Wilshire Boulevard, Suite #100, Los Angeles, CA 90010

# AUTHORIZATION

## WSCUC ACCREDITATION

Stanton University is accredited by the WASC Senior College and University Commission (WSCUC), which is located at:

1001 Marina Village Parkway Suite 402 Alameda, CA 94501 510-748-9001

## CALIFORNIA BPPE APPROVAL

Stanton University is a private, non-profit institution approved by the California Bureau for Private Postsecondary Education to operate in the state of California as a degree granting institution. Approval to operate means that the institution is compliant with the minimum standards contained in the California Private Postsecondary Education Act of 2009 (as amended) and Division 7.5 of Title 5 of the California Code of Regulations.

## SEVIS CERTIFICATION

Stanton University is approved by the United States Immigration and Customs Enforcement (ICE) of the Department of Homeland Security (DHS) to accept and enroll foreign, non-immigrant F-1 visa students for academic degrees.

Stanton University's SEVIS School Code is: LOS214F19760000

## CHEA MEMBERSHIP

Stanton University is a member under the Council for Higher Education Accreditation.

# DISCLOSURE STATEMENTS

- Stanton University provides all prospective students with a free catalog which is available either electronically on-line or in writing from the university's Office of Admissions and Records. The catalog is updated annually and covers the period of September 1 of the current year to August 31 of the next year.

- As a prospective student, you are encouraged to review this catalog prior to signing an enrollment agreement. You are also encouraged to review the School Performance Fact Sheet, which must be provided to you prior to signing an enrollment agreement. In order to report gainful employment of its graduates, Stanton University's performance face sheet identify the job classification(s) each program prepares its graduates for using the United States Department of Labor's Standard Occupational Classification codes, at the Detailed Occupation (six-digit) level. These are available to you hard copy and digital copy on Stanton University official website under "Student Success" section of the website. (5, CCR §74112 (d)(3)).

- Any questions a student may have regarding this catalog or Stanton University that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education at 1747 N. Market Blvd Ste 225, Sacramento, CA 95834; mailing address – P.O. Box 980818, West Sacramento, CA 95798-0818; by E-mail: bppe@dca.ca.gov; Toll free telephone number: 1-(888) 370-7589; Fax: (916) 263-1897; Internet Web site address: www.bppe.ca.gov .

- The Office of Student Asistance and Relief is available to support prospective students, current students, or past students of private postsecondary educational institutions in making informed decisions, understanding their rights, and navigating available services and relief options. The office may be reached by calling (888) 370-7589 or by visiting https://www.osar.bppe.ca.gov/.

- A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling at 1-(888) 370-7589 or by completing a complaint form, which can be obtained on the bureau's Internet Web site: www.bppe.ca.gov .

- Stanton University is accredited by the WASC Senior College and University Commission (WSCUC), which is located at:
  1001 Marina Village Parkway Suite 402 Alameda, CA 94501 510-748-9001.

- Stanton University has no pending petition in bankruptcy, is not operating as a debtor in possession, has not filed a petition within the preceding five years, and has not had a petition in bankruptcy filed against it within the preceding five years that resulted in reorganization under Chapter 11 of the United States Bankruptcy Code (11 U.S.C. Sec. 1101 et seq.)

- Stanton University is a member under the Council for Higher Education Accreditation.

# ADMINISTRATIVE POLICIES AND PROCEDURES

## CATALOG ACCURACY STATEMENT

Stanton University's catalog describes the policies, procedures, rules and regulations by which the University operates the programs and services that it offers. The University endeavors to present this information to the public clearly and accurately. Every effort has been made to assure that the information presented is correct and up-to-date. The University assumes no responsibility for program changes or publication errors beyond its control.

## STATEMENT OF UNIVERSITY RIGHTS

This catalog is published to aid the student in making decisions leading to the accomplishment of academic goals. The policies, procedures, rules and regulations stated herein are for information only and in no way constitute an irrevocable contract between the student and Stanton University.

Nothing in this catalog shall be construed, operate as, or have the effect of an abridgment or limitation of any rights, powers or privileges of the Board of Trustees or the President of Stanton University.

While every effort has been made to ensure the accuracy and timeliness of information in this catalog, changes in laws, rules and policies that occur from time-to-time may alter information contained in this publication. Further, the General Catalog is a generic publication; it is not intended or possible to be inclusive of all the information which pertain to the student and the University.

The University reserves the right to make program changes and rules revisions; to set and amend tuition, services and material charges; to make changes in which quarter courses are offered, teaching assignments, degree requirements, student services, and administrative staff at its sole discretion without limitation or prior notice, subject to applicable law.

## NON-DISCRIMINATION POLICY

Stanton University does not discriminate on the basis of race, color, creed, sex, national origin, age, physical disability, martial, veteran or military status, personal appearance, primary language, immigration status, citizenship, family responsibilities, political affiliation, source of income, sexual or affectional preference or gender identity, the exercise of statutorily or constitutionally protected rights, or any other status protected by state or federal law, or on the basis of the exercise of conduct consistent with the university's policy on academic freedom in the administration of any of its educational policies, programs, or activities, admissions policies and procedures, scholarship and loan programs, or other university administered programs.  The University ensures the rights of all individuals to equal employment substantively related to merit and performance.  The nondiscrimination policy of the University is consistent with, implements the statutory intent of, and provides procedures for discrimination complaints under:

- Sections 503 and 504 of the Rehabilitation Act of 1973 and 34 CFR 104 *et seq.* (pertaining to

handicap/disability);
- Title VI of the Civil Rights Act of 1964 and 34 CFR 100 *et seq.* (pertaining to race, color and national origin);
- Title VII of the Civil Rights Act of 1964 and 29 CFT 1601 *et seq.* (pertaining to discrimination in employment on the basis of race, color, religion, sex, and national origin);
- Title IX of the 1972 Education Amendments and 34 CFR 106 *et seq.* (pertaining to sex);
- The Age Discrimination in Employments Act of 1975; and
- The Americans with Disabilities Act of 1990.

This policy applies to discrimination and harassment based on legally protected classes or characteristics. It applies to all Stanton University (SU) community members including employees and students. All students and employees of SU are responsible for their actions and behavior, whether the conduct in question occurs on or off campus. As such, this policy applies to both on campus and relevant off campus conduct which affect the SU community.

## STATEMENT OF DIVERSITY

In a continuing effort to enrich its academic environment and provide equal educational and employment opportunities, the University subscribes to the fundamental importance of a multicultural and diverse workforce and student body, and seeks to enhance the pluralism in its programs and in the makeup of its student body, faculty and staff by actively encouraging applications from members of all racial/ethnic groups, nationalities, ages, genders, socioeconomic classes, interests, and others that are underrepresented in higher education.

## POLICY ON SEXUAL HARASSMENT

Sexual harassment is a violation of a person's privacy and dignity. It creates a hostile and intimidating work or learning environment, and it is illegal.

It is university policy that all employees and students have a right to work and learn in an environment free of discrimination, and which encompasses freedom from sexual harassment. Stanton University prohibits sexual harassment of its employees and students in any form.

Sexually harassing conduct, whether physical or verbal, committed by supervisors, non-supervisory personnel or faculty members, is prohibited. This includes repeated offensive sexual flirtation, advances, propositions, continued or repeated abuse of a sexual nature, sexually-oriented humor, graphic-verbal comments about an individual's body or clothing, sexually-degrading words to describe an individual, the display in the workplace or learning environment of sexually-degrading objects or pictures and any undesired physical contact. Overwhelmingly, the victims of sexual harassment are women; however, men are also victims of sexual harassment by women, and same sex harassment occurs.

For students, sexual harassment occurs when it is indicated, explicitly or implicitly, that sexual interactions will have an effect on grades, performance evaluations, letters of recommendation, customary referrals or references. A sexual harassment experience can affect all aspects of a student's life. It can threaten a student's emotional well-being, impair academic progress and inhibit the attainment of career goals.

For employees, no supervisor shall threaten or insinuate, either explicitly or implicitly, that any employee's submission to or rejection of sexual activities will in any way influence any personnel decision regarding that employee's

employment, evaluations, wages, advancement, assigned duties, shifts or any other condition of employment or career development.

Students, faculty or staff of Stanton University who believe that they have been subjected to any form of sexual harassment should promptly contact the Office of the Vice President regarding complaint resolution or grievance procedures.

Students, faculty and staff who are victims of a sexual assault committed upon the grounds of the University, or upon off-campus grounds or facilities maintained by affiliated student organizations, are required by law to be advised of specified-remedial information which should include any treatment which may be available.


## POLICY ON SEXUAL ASSAULT

The term sexual assault includes, but is not limited to: rape, acquaintance rape, sexual battery, forced sodomy, forced-oral copulation, rape by a foreign object, or threat of sexual assault.

Rape is the most prevalent, serious-violent crime committed on college campuses. Rape, including acquaintance rape, or any other form of sexual assault, will not be tolerated by Stanton University. Where there is evidence that campus-related sexual assault has been committed, severe campus disciplinary action will be initiated.  Such campus disciplinary action may include, after due process, the possibility of dismissal, suspension or disenrollment. Additionally, where the victim initiates criminal action, the perpetrator is subject to criminal penalties which may include fines and imprisonment.


## POLICY ON PROSECUTION FOR THEFT AND BAD CHECKS

It is the policy of Stanton University to prosecute individuals for theft, such as shoplifting, and the issuance of worthless documents, such as bad checks, whenever it occurs on campus. All persons committing such acts are subject to prosecution by civil authorities under the California Penal Code. Such measures include the utilization of Section 1719 of the California Civil Code (AB 1226) which permits the recipient of a bad check to recover the amount owing upon such check plus three times its face value up to a limit of $500 in a court of competent jurisdiction.

# STUDENT RIGHTS AND RESPONSIBILITIES

## RESPONSIBILITY TO BE INFORMED

It is the student's responsibility to read the information presented in this catalog and to know and observe all policies, procedures, rules, regulations and standards related to his/her program, and the responsibilities of citizenship in the campus community. Regulations will not be waived or exceptions granted because of a student's unawareness or failure to inform himself/herself of their existence. The University does not assume responsibility for misinterpretation by students of policies, procedures rules or regulations presented in this catalog.

## FREEDOM OF INFORMATION FOR STUDENTS

Students shall have the right to reasonable access to university policies, procedures, rules, regulations and standards which affect their right to enroll, remain enrolled, or withdraw from any course or program of study.

The Catalog and the Schedule of Classes are the principal means by which information concerning academic programs and policies are transmitted to students. While the University has the responsibility of providing students with clear, accurate and timely information on matters that affect their rights, it is the student's responsibility to act appropriately on such information. Lack of knowledge of information which has been made accessible to students shall not relieve a student of this responsibility.

## FREEDOM OF ACCESS

Stanton University (SU) is open to all qualified applicants according to its published admissions policies and standards. Upon matriculation, each student has access to all SU services and facilities for which he or she is qualified. Access will be denied to persons who are not SU students.

## STUDENT-UNIVERSITY RELATIONSHIP

It is expected that all students are enrolled for serious educational pursuits and that their conduct will preserve an atmosphere of learning. All students are expected to assume the responsibilities of citizenship in the campus community. Association in such a community is purely voluntary; students may withdraw from it at any time that they consider the obligations of membership disproportionate to the benefits. While enrolled, students are subject to the university's authority which includes the prerogative of dismissing students whose conduct is inimical to the aims of an institution of higher education.

# STUDENT RIGHTS

All members of the university faculty and staff are responsible for helping students to make progress toward their degree objective.

It is the policy of Stanton University to provide an educational University environment free from Prohibited Discrimination and the violation of individual and students' rights. Employees or other persons acting on behalf of the University who engage in Prohibited Discrimination as defined by state or federal law shall be subject to discipline, up to and including discharge, expulsion, or termination of contract.

Prohibited Discrimination is defined as discrimination or harassment in violation of state or federal law on the basis of actual or perceived ethnic group identification, race, color, national origin, ancestry, religion, creed, sex (including gender-based sexual harassment), pregnancy, marital status, medical condition (cancer and genetic characteristics), sexual orientation, age, physical or mental disability, or veteran status.

In accordance with the university's adopted educational mission and philosophy — **"To create a climate that fosters learning and elicits the best performance from each individual"** — student rights are stipulated as follows:

Primary to students' rights is access to an environment free of interference in the learning process. Students' rights enumerated herein are accorded when such rights are within the domain and control of Stanton University.
1.  Students shall have the right to an impartial and objective evaluation of their academic performance and to receive in writing at the beginning of each course information outlining the method of evaluating student progress toward and achievement of course goals and objectives, including the method by which the final grade is determined.
2.  Students shall be free from acts or threats of intimidation, harassment, mockery, insult, or physical aggression.
3.  Students shall be free from the imposition of disciplinary sanctions without proper regard for due process.
4.  Students shall be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course for which they are enrolled.
5.  Students shall be encouraged to participate in the formation of policies affecting them.
6.  Students shall have the right to petition to organize interest groups pursuant to university policies.
7.  Students shall have the right to join student associations approved pursuant to university policies.
8.  Students shall have the right to invite and hear speakers in accordance with current university policy.
9.  Students shall have the right to develop student publications in accordance with standards established by current university policies and procedures.
10. Students shall have the right to exercise freedom of expression and inquiry consistent with university policies and in conformity with federal, state and local laws.

# STUDENT RESPONSIBILITIES AND CODE OF CONDUCT

Students are responsible for reading and adhering to the policies, procedures, rules and regulations as outlined in catalogs, handbooks, schedules and other official university publications.

Students are responsible for defining and making progress toward their educational goals. Students are subject to the same federal, state, and local laws as non-students, as well as to the authority of Stanton University. Students are subject to charges of misconduct concerning, but not limited to, the following acts when committed on university-owned or controlled property or at university-sponsored activities.

1. Academic Dishonesty. Violations of Academic Integrity include, but are not limited to, the following actions; cheating on an exam, plagiarism, working together on an assignment, paper or project when the instructor has specifically stated students should not do so, submitting the same term paper to more than one instructor, or allowing another individual to assume one's identity for the purpose of enhancing one's grade.
2. The physical or verbal disruption of instructional activity, administrative procedures, public service functions, authorized curricular or co-curricular activities; or the prevention of authorized guests from carrying out the purpose for which they are on campus.
3. Use, possession, or distribution of alcoholic beverages, except as permitted by law.
4. Alteration or misuse of university documents, including acts of forgery and furnishing false information.
5. Acts of threat or damage to, or theft of, property belonging to or located on/in university-controlled property or facilities.
6. Violation of university policies concerning the registration of student organizations and the use of campus/university facilities.
7. Disorderly, lewd, indecent or obscene conduct; or the expression or habitual use of profanity or vulgarity.  Any such expression either verbal or in written form which is obscene, libelous or slanderous according to current legal standards; or which so incites students as to create a clear and present danger of the commission of unlawful acts, or the substantial disruption of the orderly operation of the University.
8. Assault, and/or battery upon a student, upon university premises or while under the authority of university personnel; or abuse of university personnel, assault or battery upon university personnel; or any threat of force or violence directed toward university personnel, at any time or place, provided such conduct is related to university activity or university attendance.
9. Participation in hazing constitutes a misdemeanor pursuant to the California Education Code which imposes additional penalties as well upon any participating person, corporation or association.
10. Possession of or assault with weapons, explosives, dangerous chemicals or objects which may be used as weapons or to threaten bodily harm, as specified in the California Penal Code or other applicable laws.
11. Participating in activities which are in violation of state or federal laws, the city of Anaheim, or Orange County ordinances while on university premises or at university supervised activities.
12. Failure to comply with directions of staff members of the University who are acting within the scope of their employment; continued and willful disobedience or open and persistent defiance of the authority of university personnel, providing such conduct is related to university activities or university attendance.
13. Smoking on university premises including, but not limited to, university facilities used as classrooms, theaters, libraries, bookstores, elevators, meeting rooms, restrooms, cafeterias or service lines; plus designated posted nonsmoking areas as well as university vehicles used for transporting students, except as permitted by applicable ordinances, laws, and university policies.
14. Use, possession, or distribution of narcotics,  hallucinogenic drugs, or any controlled substances, except as provided by law, constitutes a violation of California Health and Safety Code section 11350 or Business and Professions Code Section 4230. Controlled substances include, but are not limited to, marijuana, cocaine, heroin, peyote, opiates, opium and opium derivatives, mescaline, hallucinogenic substances, stimulants and depressants.

15. Theft or Abuse of computer Resources. Theft or abuse of computer resources including but not limited to:
    a. Unauthorized entry into a file to use, read, or change the contents, or for any other purpose.
    b. Unauthorized transfer of a file.
    c. Unauthorized use of another individual's identification and password.
    d. Use of computing facilities to interfere with the work of a student faculty member or college official, or to alter college or district records.
    e. Use of unlicensed software.
    f. Unauthorized use of computing facilities to access, send or engage in messages which are obscene, threatening, defamatory, present a clear and present danger, violate a lawful regulation and/or substantially disrupt the orderly operation of a college campus.
    g. Use of computing facilities to interfere with the regular operation of the University's computing system.
16. Interference with the peace of the University. The malicious willful disturbance of the peace or quiet by loud or unusual noise, or any threat, challenge to fight, or violation of any rules of conduct as set forth in this code of conduct. Any person whose conduct violates this section shall be considered to have interfered with the peaceful conduct of the activities of Stanton University.

## STUDENT GRIEVANCE AND DUE PROCESS

Students are encouraged to pursue academic studies and other university sponsored activities that will promote intellectual growth and personal development. In pursuing these ends, the student should be free of unfair and improper action by any member of the academic community.

A grievance may be initiated when a student believes there has been an unjust action or denial of rights as stipulated in university policies, in the California Education Code and/or the California Code of Regulations. Such action may be instituted by the student against — another student, a faculty member, an administrator, or other university staff.

Students may initiate a grievance for any of the following reasons:
1. Prejudicial or capricious action in the evaluation of the student's academic performance.
2. Intimidation, assault, battery, or harassment (including sexual harassment).
3. Arbitrary action or imposition of sanctions by a university representative without proper regard to procedural due process as specified in university guidelines for due process.

When a student believes an injustice has occurred, he or she may seek redress through established policies and procedures.

Stanton University encourages students, faculty, and staff members to informally resolve differences. If an issue cannot be resolved informally, a formal grievance may be filed. Complaints under this policy may be brought for alleged discrimination based on, but not limited to, race, creed, color, national origin, gender, marital or parental status, physical or mental disability, Vietnam-era or subsequent U.S. armed forces hostilities veteran status, or age. It is also appropriate to use this policy to file complaints about grades, academic procedures, student behavior, and other campus concerns except sexual harassment.

Procedural due process is the method established to resolve faculty, staff, and student conduct issues in a clear, fair and orderly manner. These procedures apply to actions which interfere with or exert a harmful affect upon the functions of the University. Due process is intended to achieve an equitable solution that will resolve the issue with due regard for the rights of the accused, the protection of the student body and the interest of the University. Any action taken by a student under a due process procedure shall preclude any further action.

# STUDENT GRIEVANCE PROCEDURE

The student should first discuss the perceived offense, orally or in writing, with the individual(s) most directly responsible to attempt to resolve the matter. If no resolution results, the student should then consult with the senior administrator in his/her discipline or work area — program director, department chairperson or dean. If the administrator is the party against whom the grievance is directed, the student must take the grievance to that administrator's superior. Every effort should be made to resolve the issues at an informal level before proceeding to the status of a formal grievance.

If the informal efforts of resolution are not successful, the student should set forth in writing the substance of the alleged offense, the grounds on which the student is basing the complaint and the efforts taken to date to resolve the matter. It is at this point that the complaint becomes a formal grievance. The written grievance should be submitted to the school dean (SD), department chairperson (DC), program director (PD) or other administrator (OA) in a timely fashion, i.e., normally within thirty days of the end of the academic term in which the alleged offense occurred or should have reasonably been discovered.

The school dean, department chairperson, program director, or other administrator shall promptly initiate an investigation and prepare a report, normally within thirty days of receipt of the written grievance. In undertaking the investigation, a written response to the issues raised in the grievance may be requested from individuals believed to have information relevant to the matter, including faculty, staff, and students. Both parties to the grievance will be given an opportunity to comment in writing on the responses. Review of a grievance normally shall be limited to the following considerations:
1) Were the proper facts and criteria brought to bear on the decision, or, conversely, were improper or extraneous criteria brought to bear on the decision?
2) Were there any procedural irregularities that substantially affected the outcome?
3) Given proper facts, criteria and procedure, was the decision a reasonable one?

Upon completion of the investigation, the school dean, department chairperson, program director, or other administrator shall issue a written finding and a proposed disposition to the student and to the party against whom the grievance is directed. This decision shall become final and shall be implemented, unless there is an appeal.

If the student or the party against whom the grievance was lodged disagrees with the recommendations of the school dean, department chairperson, program director, or other administrator either on substantive or procedural grounds, he/she may appeal in writing to the Vice President of the University. The appeal to the Vice President must indicate why he/she believes the grievance result to be wrong. Any appeal to the Vice President must be received within thirty days from the school dean's , department chairperson's , program director's , or other administrator decision's. The Vice President may agree or decline to entertain further appeal. Should the Vice President decide that there are grounds for a further appeal, either on substantive or procedural grounds, the student may appeal in writing to the President. The President's decision, made in 30 days, is final. Details of the grievance will become part of the student's permanent file. **Students may contact BPPE for more information at 1747 N. Market Blvd. Ste 225, Sacramento, CA 95798-0818. www.bppe.ca.gov (888) 370-7589.**

# STUDENT SERVICES AND EDUCATIONAL RESOURCES

The university's student services are designed to assist students with their educational and career goals. Students are strongly encouraged to take full advantage of the opportunity to receive assistance and service throughout their educational experience at Stanton University.

## STUDENT RECORDS

Student records are confidential and are maintained and released in accordance with applicable law.

All inquiries regarding student records, Directory Information, and policies for records access, release, and challenge should be directed to the Director of Admissions and Records. Students have the right to file a complaint with the United States Department of Education concerning alleged violations of Federal and State laws governing student records.

In addition, under federal law, the military is entitled to receive the following student information for recruitment purposes: student directory information as defined below, student address, telephone number, date and place of birth, and major field of study. This information will not be released to the military if the student marks "NO" on question "permission to Release Student Information" on the University Application or if the student marks "NO" on the University's Release of Directory Information form.

**The Family Educational Rights and Privacy Act of 1974, Public Law 93-380**, as amended (commonly referred to as the **Buckley Amendment**), generally prohibits the release of information about students and former students without their consent to parents, spouses, military, law enforcement, prospective employers, federal investigators, or other parties. This Act also assures the student of the right of access to, challenge of, and review of educational records. Educational records are defined as those records, files, documents and other materials which:
1. contain information directly related to a student, and
2. are maintained by the University or by a person acting for the University.

No student records, including Directory Information, will be released without the written consent of the student concerned except as authorized by law. A log of persons and organizations requesting or receiving student record information is maintained by the Office of Admissions and Records. The log is open to inspection only to the student and the university official or his or her designee responsible for the maintenance of student records.

The Office of Admissions and Records is the university's records custodian and is responsible for the maintenance of student records. Persons having access to the records indicated above are those persons who have a legitimate educational need. The Office of Admissions and Records will also release information when subpoenaed. The Buckley Amendment assures students' right to privacy and confidentiality and is instituted to protect each student.

If a student believes that his/her record contains inaccurate information, this matter should be brought to the attention of the Director of Admissions and Records. If the problem cannot be informally resolved, the student should follow the official procedure for a resolution of the problem – a copy of which is available in the Office of Admissions and Records.

Student records normally include documents filed for admission to the University, grade reports, permanent records of academic work completed, transcripts received from schools and other universities and colleges attended, test scores, counseling information, correspondence and petitions related to the student. These documents will normally include,

but not be limited to, the name, address, telephone, birth date, residence classification, sex, past and current enrollment, academic and attendance status, educational benefits, ethnic background, high school graduation, university major and the identification number of a student.

Information which cannot be classified as student records are:
1. Information provided by the student's parents in connection with financial aid;
2. Confidential letters of recommendation on file prior to January 1, 1975;
3. Information maintained by a university official or employee which remains in his/her sole possession;
4. Information about the student maintained by a physician, psychiatrist, psychologist or other professional acting in his/her professional capacity for the University, and
5. Information about the student maintained by the University in the normal course of business pertaining to the student's employment, if he/she is employed by the University.

## STUDENT RECORD RETENTION POLICY

| Record | Retention Period |
|---|---|
| Students' applications for admission | Five yrs. |
| High school transcripts | Five yrs. from admissions date and three yrs after SU graduation date. |
| Transcripts from prior colleges/ universities attended | Five yrs from admissions date. |
| Registration forms | Five yrs. |
| Add/drop forms | One yr. |
| SU transcripts | Permanently |
| Application for graduation | One yr. |
| Change of grade form | Permanent |
| Grade report forms | Five yrs. |

Students' permanent records are maintained and stored in an electronic format in the University's student information system Populi.

## HOLDING OF RECORDS

Student records may be placed on a hold status because of financial or other obligations to the University. While the student's records are on hold, registration may not be allowed. Records will be held until the obligation is cleared to the satisfaction of the office instituting the hold.

## HEALTHCARE SERVICES

The University does not provide full-service, on-campus healthcare services. However, the University provides assistance to students in acquiring health insurance.

## STUDENT DISABILITY SERVICES/AMERICAN WITH DISABILITIES ACT POLICY

Stanton University does not discriminate on the basis of disability in its programs and activities, including admission and access. Federal and state laws, including sections 504 and 508 of the Rehabilitation Act of 1972 and the Americans and Disabilities Act of 1990, prohibit such discrimination. Students should address inquiries concerning Stanton University's compliance with all relevant disability laws to the director of Student Services.

## BOOKSTORE

Stanton University does not operate a bookstore; however, textbooks and reference materials are available through the university's library that is open during regular library hours.

## STUDENT HOUSING

Stanton University does not provide on or off-campus student housing, nor does the university provide housing assistance. However, Stanton University offers housing information and resources on our official websites that can redirect students for help. Students are responsible for their own housing arrangements. There is abundant local housing in the vicinity of the University, and there are numerous private housing agencies that can assist students in finding housing. Area and local newspapers, and special free publications also provide extensive information about available housing in the area.

**Universal Student Housing** has been connecting international students and local host families since 1998. In homestays students live in private, furnished bedroom within a short bus ride to school. All host families have been visited by **USH** representatives, and all families must clear background check. **USH** carefully matches student's requirements (type of room/meal plan) and preferences (children/pets/smoking) to homestays. At any time during student's stay **USH** staff is here to help. Feel free to check prices for each campus below and apply at www.ushstudent.com. For any questions please contact **USH** at contact@usaish.com or at (310) 824 -4908.

### Housing Estimation near Anaheim Campus

**Room Pricing**

| PRIVATE ROOM | BREAKFAST & DINNER | BREAKFAST | ROOM ONLY |
|---|---|---|---|
| 4 Weeks | $985 | $907 | $837 |
| 12 Weeks | $2955 | $2721 | $2511 |
| 20 Weeks | $4925 | $4535 | $4185 |
| 24 Weeks | $5910 | $5442 | $5022 |

| SHARED ROOM | BREAKFAST & DINNER | BREAKFAST | ROOM ONLY |
|---|---|---|---|
| 4 Weeks | $930 | $832 | $752 |
| 12 Weeks | $2790 | $2496 | $2256 |
| 20 Weeks | $4650 | $4160 | $3760 |
| 24 Weeks | $5580 | $4992 | $4512 |

### Housing Estimation near Los Angeles Campus

**Room Pricing**

| PRIVATE ROOM | BREAKFAST & DINNER | BREAKFAST | ROOM ONLY |
|---|---|---|---|
| 4 Weeks | $1085 | $1000 | $970 |
| 12 Weeks | $3255 | $3000 | $2910 |
| 20 Weeks | $5425 | $5000 | $4850 |
| 24 Weeks | $6510 | $6000 | $5820 |

| SHARED ROOM | BREAKFAST & DINNER | BREAKFAST | ROOM ONLY |
|---|---|---|---|
| 4 Weeks | $990 | $924 | $890 |
| 12 Weeks | $2970 | $2772 | $2670 |
| 20 Weeks | $4950 | $4620 | $4450 |
| 24 Weeks | $5940 | $5544 | $5340 |

## PLACEMENT SERVICES/OTHER STUDENT SERVICES

While Stanton University makes no explicit or implied guarantee of job placement, starting salary, and income expectations for current students or graduates, the University provides other personalized student services to assist students in reaching their educational goals. Students should contact their advisor for assistance or direction to services for their personal needs.

The job classification(s) each program prepares its graduates for based on the US Dept. of Labor's Standard Occupational Classification codes, is code 11-0000 Management, 13-0000 Business occupations, 11-9013 Golf Course Managers, 35-2014 – Cooks, Restaurant, 35-1012 – First-Line Supervisors of Food Preparation and Serving Workers, 15-1211 – Computer Systems Analysts, and 15-1299 – Computer Occupations, All Other.

International Students desiring employment in the United States must comply with the United States Department of Homeland Security (DHS) regulations. Students must consult with the International Student Advisor about these regulations before applying for any employment. To become eligible for employment, all qualifying international students must apply for Optional Practical Training (OPT) or (CPT). After the OPT or CPT is obtained, students will be able to legally work for up to twelve (12) months.

## PARKING RULES AND REGULATIONS

All traffic and road signs must be obeyed. Regulations governing handicapped parking, red curbs, no parking zones, fire lanes, loading docks, special permit areas, and areas having time limitations are enforced at all times by the city of Anaheim. Illegally parked vehicles may be towed away at owner's expense. Stanton University will not be responsible for damage to any motor vehicle, theft of its contents, or injury to persons operating a vehicle parked on or off the campus unless liable under specific Government Codes.

## COUNSELING AND GUIDANCE

The university assists students in reaching their educational goals by:
- Providing orientation for a successful academic experience at Stanton University;
- Helping to clarify career and academic goals, and
- Assisting with course selection and program planning.

However, it is the student's responsibility to actively seek counseling from their department regularly rather than waiting until they encounter a problem.

## STUDENT COUNCIL

Stanton University provides a forum for students for the exchange of ideas that is essential to the vitality of the academic environment. The Stanton University Student Council acts as a point-of-contact between the administration and the student body in matters pertaining to the enhancement of the academic and social environment of the University. To achieve this purpose, the Student Council strives to develop and present diverse activities that will meet the academic, cultural, and social needs of the students.

## STUDENT ID CARDS

Stanton University issues Student ID cards upon acceptance and enrollment. The first student ID card issued is free. Any replacement ID cards fees is $20 per issue after. The official Stanton University identification card is non-transferable. The ID card remains the University's property, is governed by Stanton University regulations, and expires when the holder is no longer affiliated with the University.

## COMMENCEMENT CEREMONY

Stanton University holds commencement ceremony every June for students who have completed their degrees and have fulfilled all other University requirements. Candidates for graduation must submit the Application for Graduation and pay the graduation fee. Prospective graduates may participate if they complete their program within the graduating academic year. Candidates for graduation will be notified via phone or email regarding cap and gown distribution and other related commencement information.

## FACILITIES AND EQUIPMENT

Stanton University is located in Anaheim, California. The campus is equipped with classrooms, administrative offices, student lounge, and a university library. The campus building has elevator access and a parking garage.

The learning site located at Los Angeles is furnished with appropriate equipment for instructional purposes, complete with copiers, computers, and all the standard and supplies needed for each classroom, including but not limited to student desks, whiteboards, and projectors.

## LIBRARY/LEARNING RESOURCES

The Stanton University library is a resource center within the SU University that serves the information, learning, and research needs of its students, faculty, and administration. The Stanton University library houses a representative collection of books, periodicals and journals in the disciplines relevant to the university's course offerings and programs. With the growth of the University, the library's collections are continually being updated and expanded to meet the needs of new programs and curricula.

The SU library houses thousands of books at the Anaheim location, which are categorized by the Dewey Decimal System. Many of them are relevant, sufficient, and appropriate to the academic programs and the credential levels offered at Stanton University. Students can also search and check out SU's library holdings by logging into their Populi account and browsing the Populi library online catalog (https://stantonuniversity.populiweb.com/library/catalog/index.php). Populi is Stanton University's student information system, and it can be accessed anytime and anywhere with internet access. Database training sessions are offered each quarter for students and Faculty members. The Library also has study spaces, and open computer, internet, and printer access.

Stanton University provides 24/7 access to pre-paid subscriptions of several respected online resources (electronic databases). Stanton University subscribes to JSTOR Business & Economics Discipline Collection, and also the JSTOR Business III Archive. The Business & Economics Discipline Collection provides current journal subscriptions from multiple publishers that serve research and curriculum needs in the business subject areas. It provides a diverse set of high-quality journals that serve students, researchers, and scholars in fields that rely on business and economics titles

to support their work. The Business III Collection has over 90 titles and provides strong coverage in core fields such as economics, business administration, and finance, public administration, business history, accounting, management, marketing, and organizational behavior. It also includes a robust group of international journals.

Stanton University students will also have access to research resources through the online library database LIRN (Library and Information Resources Network). LIRN is a consortium of educational institutions which have joined to share access to information resources. It provides an enormous library collection incorporating millions of journal articles, books, encyclopedias, newspapers, magazines, as well as audio and video clips targeted for academia. The LIRN virtual library provides students and faculty with millions of resources to support their academic needs and studies. It is a 24/7 academic resource and can be accessed on anywhere with internet connection. LIRN provides information resources from sources such as Gale/InfoTrac, ProQuest, eLibrary, Bowker, Books 24X7, and more.

The University library is open between the hours of 9:30 A.M. and 6:30 P.M., Monday through Friday. Stanton University students can also get assistance from the librarian by email at [library@stanton.edu](mailto:library@stanton.edu) . Please visit the library's website at [www.stanton.edu/student-services/librarylearning-resources](http://www.stanton.edu/student-services/librarylearning-resources) .

# GENERAL ACADEMIC POLICIES

## REGISTRATION PROCEDURES

Registration is the process whereby students sign up for specific classes and pay all assessed fees. As of Fall 2024, a non-refundable registration fee of $30 will be added to a student registering for classes.

Registration instructions for students are included in the Class Schedule issued prior to the beginning of each quarter. All students must register for certain courses in keeping with their academic plans.

Credit for a course is given only when a student is properly registered and successfully completes the course. An individual is not properly registered until all registration forms required have been submitted and all fees have been paid. A student who does not register during the official registration period will be assessed a Late Registration Fee of $100. A student that registers during the first week of the quarter will be assessed a Late Registration fee of $200.

The Academic Calendar at the front of the Catalog gives the academic schedule for each quarter of the academic year.

Students choosing their own courses assume responsibility for course choices and understand that it may affect their graduation date.

**Add and Drop Policy** – The add and drop period allows you to drop a course, add a course, withdraw from the University. Once the deadline for online registration is reached, a fee of $5.00 will be charged for any students that needs to add/drop or make changes to their class schedule. The add and drop deadline is the last day to drop classes without courses being recorded in the Academic Calendar for that quarter. You are not allowed to make any schedule adjustments after this deadline and are responsible for knowing the current quarter date for this deadline, which can be found on the academic calendar and the Classic Schedule registration notice. Deadlines will vary by session. Consult the Class Schedule for specific dates.

## CONFLICT OF INTEREST

Each member of the university's community is responsible for acting in an ethical and professional manner. This responsibility includes avoiding conflict of interest, conducting instruction in an ethical manner and protecting the rights of all individuals. All members of the university's community — including members of the university's faculty, administration, student body and staff — should conduct themselves with the greatest professional objectivity.

## DISTANCE LEARNING

### Mode of Instruction

Stanton University offers both on campus and asynchronous (not in real time) online instruction (distance education) programs. Online and hybrid courses are delivered over the Learning Management System (LMS) known as Canvas, which is a secure web-based platform that employs modern multimedia technologies and is accessible 24 hours a day via the Internet. The Canvas system is used to view video content, receive and submit coursework and assignments, take tests and quizzes, communicate with instructors and classmates, and review grades and course progress.

**Receipt of Distance Learning Materials**

All lessons and materials for distance learning courses will be transmitted to the student via the Canvas LMS if the student has fully paid for the educational program., and after having received the first lesson and initial materials, the student requests in writing that all of the materials be sent. If the school transmits the balance of the material as the student requests, the school shall remain obligated to provide the other educational services it agreed to provide, but shall not be obligated to pay any refund after all of the lessons and materials are transmitted.

# ACADEMIC INTEGRITY

Academic integrity is of central importance in the university's community and involves committed allegiance to the values, the principles and the code of behavior held to be central in that community. The core of a university's integrity is scholastic honesty. Academic dishonesty is a serious offense that can diminish the quality of scholarship, the academic environment, the academic reputation and the quality of a Stanton University degree.

All forms of academic dishonesty at Stanton University are a violation of university policy and will be considered a serious offense. Academic dishonesty includes, but is not limited to:

**For Faculty: Plagiarism and Falsifying University Documents**

**Plagiarism** is a faculty member intentionally or knowingly presenting words, ideas or the work of others as one's own work.

**Falsifying any university document** — includes falsifying signatures on university forms, documents or papers; forging another person's signature or the modification of university documents which are presented as originals.

Breaches of academic integrity are handled by the program director, department chairperson, school dean or the vice president. It is the responsibility of all faculty and staff to be informed as to what constitutes academic dishonesty and to follow the policy.

**For Students:**

**Plagiarism** is intentionally or knowingly presenting words, ideas or the work of others as one's own work. Plagiarism includes copying homework, copying lab reports, copying computer programs, using a work or portion of a work written or created by another but not crediting the source, using one's own work completed in a previous class for credit in another class without permission, paraphrasing another's work without giving credit and borrowing or using ideas without giving credit.

**Cheating during exams** — includes unauthorized crib sheets, copying from another, looking at another student's exam, opening books when not authorized, obtaining advance copies of exams, using unapproved or compromising computer technology to share exam information or an exam given by or on computers and having an exam re-graded after making changes. Exam cheating includes exams given during classes, final exams and standardized tests.

**Use of unauthorized study aids** — includes utilization of other's computer programs or solutions, copying a copyrighted computer program without permission, using old lab reports, having others perform one's share of lab work and using any material prohibited by the instructor.

**Falsifying any university document** — includes falsifying signatures on university forms, such as add/drop and withdrawal forms, forging another student's signature and falsifying prerequisite requirements.

It is the responsibility of all students to be informed of what constitutes academic dishonesty and to follow the policy. A student who is aware of another student's academic dishonesty is encouraged to report the instance to the instructor of the class, the test administrator, or the school dean, department chairperson, program director or other appropriate supervisor or administrator so that appropriate disciplinary action may be taken.

# ATTENDANCE REQUIREMENTS

Instructors are obligated at the beginning of each quarter or course session to announce to their students their policy regarding excessive absence(s). When unexcused absences exceed the number of hours that the class meets in one week, or the instructor judges a student's absences to be so excessive as to make it impossible for the student to complete the course successfully, the instructor must drop the student from the class.

# ATTENDANCE POLICIES

1. Absence — An absence will be considered excused under the following circumstances: illness, death, or birth in the immediate family, and other valid reasons substantiated in writing and at the discretion of the class instructor, program director, department chairperson or school dean, as is appropriate. All other absences will be considered unexcused.
2. Tardiness — Tardiness is a disruption of a good learning environment and is to be discouraged. Tardiness without legitimate reason on two occasions in one class will be considered as one unexcused absence.
3. Cutting Classes — Cutting of classes will be considered as unexcused absences.
4. Make-Up Work — Make-up work may be required for any absence. However, hours of make-up work cannot be accepted as hours of class attendance.
5. Baseline of attendance rate to pass a course is to satisfy 80% out of all class-times.

This class attendance policy is predicated on the belief that enrollment in the University assumes maturity, seriousness of purpose and self-discipline. Each student is expected to attend the classes for which he/she is registered, to arrive on time and to stay the full class period. The University recognizes that absences may occur as a result of circumstances beyond a student's control, as well as from a student's failure to accept the responsibility for attending class regularly. 9+6+6

# PREREQUISITES AND COREQUISITES

A prerequisite is a completed course, or other measure of academic preparation, a student is required to meet to demonstrate current readiness for enrollment in a particular course or program. The University requires students to complete prerequisite courses with a passing grade prior to registering in the course requiring the prerequisite. Under special circumstances, the school dean, department chairperson, or program director may waive a prerequisite requirement.

A co-requisite is a condition of enrollment consisting of a course that a student is required to take simultaneously in order to enroll in another course. Courses which have prerequisites and/or corequisites are identified in the catalog. It is the student's responsibility to determine whether or not he/she has met a prerequisite requirement or is able to take a co-requisite to be able to take a course so that he/she can make class adjustments when necessary to qualify to take a

particular class. Under special circumstances, the school dean, department chairperson, or program director may waive a prerequisite or co-requisite requirement.

## COURSE INFORMATION/SYLLABI

During the first week of classes the instructor will distribute to class members printed information (a syllabus) about the course. This course information will include at least the following items:
1. Title and course description
2. Course number
3. Prerequisite(s) and/or co-requisite(s) for the course
4. Instructional contact hours/credits
5. Learning objectives
6. Instructional materials and references
7. Topical outline of the course
8. Method(s) of instruction
9. Out-of-class learning activities and assignments
10. Assessment criteria
11. Method of evaluating students
12. Date the syllabus was last reviewed
13. Attendance policy

## SCHEDULING AND CANCELLATION OF CLASSES

Stanton University operates on the quarter system. The university's academic year is defined as consisting of at least three (3) quarters, or thirty (30) instructional weeks. The University publishes a schedule of classes prior to the beginning of each quarter, and a schedule is given to students when they register or file an application for admission with the Office of Admissions and Records.

The University reserves the right to cancel classes if student enrollment is insufficient or for other compelling and justifiable reasons. However, every effort will be made to cancel any classes well in advance of their start date. **Students in canceled classes receive refunds in accordance with the university's refund policy and the California Education Code.**

## ADDING COURSES

Students may add courses only during the **official add and drop period**. The student must submit a completed change of program form to the Office of Admissions and Records. Class additions are subject to space and class-size limits.

## ADMINISTRATIVE DROP

Enrollment may be administratively canceled and the student dropped from class for the following reasons:
1. invalid enrollment;
2. failure to attend the first class meeting or exceeding the limit of the university's class non-attendance policy. Student must submit an "Excused Absence Form" if the student is unable to attend the first class meeting of the quarter, otherwise they will be dropped automatically from the course the first week.
3. failure to present an updated student program from the Office of Admissions and Records.

## ACADEMIC CREDIT — UNIT OF CREDIT

Academic credit at Stanton University (SU) is measured in quarter units. According to federal regulations and definitions, one quarter unit of credit is equal to ten (10) classroom hours of lecture. A "clock (contact) hour" includes a minimum instructional time of 50 minutes of supervised or directed instruction and appropriate break(s). For each hour of classroom or direct faculty instruction, it is expected of students to spend a minimum of two (2) hours of out-of-class student work. SU courses usually carry four (4) units of credit. Although not a part of the regular SU curriculum, twenty (20) contact hours of laboratory work or thirty (30) hours of externship/field-based activities can also be used to establish a quarter unit.

## GRADE POINT AVERAGE (GPA)

Academic achievement is reported in terms of grade point average. GPA is computed by dividing total units attempted into total grade points earned. Decisions about probation and disqualification, scholarship, eligibility for graduation and transfer are all influenced or even determined by the student's GPA; hence, students should pay constant attention to their grade point standing.

The term **current grade point average** refers to the GPA earned in the last quarter of enrollment. The term **cumulative grade point average (CGPA)**, on the other hand, refers to the average of the total grade points accumulated divided by the total of credits attempted at Stanton University. The CGPA is calculated and entered on the transcript of the student's academic record at the end of each full quarter.

While courses may be transferred from other institutions, CGPAs are determined only on the basis of courses completed at Stanton University

## GRADING SYSTEM

Grades are earned for each course that a student is officially enrolled in, and are recorded on the student's permanent record at the end of each quarter. A copy of the permanent record is the transcript. Academic achievement is reported in terms of grade point average (GPA).

Stanton University's grading system is as follows:

### STANTON UNIVERSITY GRADING SCALE

| Symbol | Definition | Score | Grading Points |
|--------|------------|-------|----------------|
| A | Excellent | 93-100 | 4.0 |
| A- | Outstanding | 90-92 | 3.7 |
| B+ | Very Good | 87-89 | 3.3 |

| | | | |
|---|---|---|---|
| B | Good | 83-86 | 3.0 |
| B- | Satisfactory | 80-82 | 2.7 |
| C+ | Fair | 77-79 | 2.3 |
| C | Average | 73-76 | 2.0 |
| C- | Below Average | 70-72 | 1.7 |
| D+ | Unsatisfactory | 67-69 | 1.3 |
| D | Poor | 63-66 | 1.0 |
| D- | Very Poor | 60-62 | 0.7 |
| F | Fail | 59 and Below | 0.0 |
| P | Pass | 70 & Above | -- |
| NP | No Pass | Below 70 | -- |
| W | Withdrawal | -- | -- |
| I | Incomplete | -- | -- |
| IP | In Progress | -- | -- |
| AU | Audit | -- | -- |
| R | Retake | -- | -- |

Note: -- indicates no effect on grade point average.

## PLUS / MINUS GRADING

A plus/minus grading system is utilized at Stanton University. Plus/minus grading is not mandatory but is utilized at the discretion of the instructor. The grades A+, F+, and F- are not issued. Faculty members use all grades from A to F to distinguish among levels of academic accomplishment. The Grade Point is the numerical value assigned to each letter grade.

## PASS (P) / NO PASS (NP)

- Pass (P) is to denote that no letter grade is assigned but the unit credits are granted. It is equivalent to a grade of C- or better for undergraduates and a grade of B- or better for graduate students. Pass (P) grades are not included in the calculation of the GPA.

- No Pass (NP) is to denote that the student has not passed the course and therefore no credits or letter grades are assigned. No Pass (NP) grades are not included in the calculation of the GPA.

- The Pass (P) / No Pass (NP) grading option is also used for remedial non-credit courses. Students who have obtained the Pass (P) grade in their remedial non-credit course will be deemed to have successfully completed the course.

## WITHDRAWAL (W)

An official withdrawal from classes may be requested by the student or initiated on his or her behalf by the instructor. Students desiring to officially withdraw from a class must submit a Class Add/Drop Form to the Office of Admissions and Records. It is the student's responsibility to officially drop any class which should not be in his or her program. This is true even if the student has never attended the class. The following conditions apply to official withdrawal:

1. For regular classes, no record of the class will be entered on the student's permanent record if the official withdrawal is made on or before the last day to drop a class without it being recorded — the date given in the university's Academic Calendar and Schedule of Classes.
2. If the withdrawal is made after the deadline for withdrawing without a W and prior to the deadline for a withdrawal without the automatic assignment of an academic grade as listed in the academic calendar for that session, a W will be recorded on the student's permanent record.
3. A student attending a session after the deadline for withdrawal will not be eligible to receive a W. The instructor must then assign an academic grade or an administrative symbol. Exceptions to this policy will be made only upon verification of extreme circumstances beyond the control of the student. Petitions requesting exceptions must be filed in the Admissions and Records Office.
4. Withdrawal grades are not included in the calculation of GPA.

## INCOMPLETE GRADE (I)

A symbol of **I**, incomplete, may be assigned by an instructor when a student has been unable to complete academic work due to an unforeseeable emergency, or for other justifiable reasons by the end of a term. A final grade will be assigned when the work stipulated has been completed and evaluated by the instructor, or when the time limit for completion of the work has passed. An **I** must be made up no later than the last week of the quarter following the end of the term in which it was assigned. In the event of unusual and verifiable circumstances beyond the student's control, a petition may be filed in the Office of Admissions and Records for extension of the time limit. The "I" symbol will be marked on the transcript until the final grade is complete. However, it will not be calculated into the GPA. Once the completed grade is reported to the Registrar, the grade is posted and the final grade is averaged into the cumulative GPA.

## IN PROGRESS (IP)

Courses that are still in progress for grading.

## AUDIT (AU)

Students who wish to attend a class for personal enrichment, and not for academic credit, may be granted auditors' status and be assigned the symbol (AU) for the class. Auditors attend class with no obligation to actively participate in a course's activities. However, an Auditor must qualify as a Regular Standing student to audit courses in a degree program, as well as meet any course prerequisite or co-requisite requirements. Only courses in which the instructor approves auditors may be audited. An abbreviated admission process is necessary to receive this status, and audit fees are required for each class in which a student enrolls.

## RETAKE (R)

Undergraduate (associate and baccalaureate) students may repeat any course in which a C- or less or NP final grade was received. No course in which a "C" or better grade has been earned may be repeated. Graduate, master's and doctoral, students may repeat any course in which a B- or less or NP final grade was received. A course may be repeated only once under these policies.

Upon completion of a repeated course, the lesser of the two grades will be removed from the cumulative total on the student's permanent record in such a manner that the integrity of the student's academic history is maintained. Only the higher grade will be included in determining the GPA and academic standing, and only those units will be counted toward graduation. The course with the lesser grade will be designated with the symbol (R) on the transcript.

## DUAL ENROLLMENT POLICY

Stanton University offers a **Dual Enrollment Program** that allows academically qualified high school seniors (12th grade) to enroll in selected undergraduate courses for university credit prior to graduating from high school. The program is designed to promote college readiness, provide early exposure to university-level coursework, and allow students to begin earning college credit while completing their secondary education.

Participation in the Dual Enrollment Program **does not constitute admission into a degree-seeking program** at Stanton University. Students who wish to pursue an undergraduate degree after high school graduation must complete the standard undergraduate admission process and meet all applicable admission requirements.

**Student Classification**

Students admitted through the Dual Enrollment Program are classified as **Non-Degree Undergraduate – Dual Enrollment Students**. Dual Enrollment students:

- Are not admitted into a degree program
- Are not eligible for federal Title IV financial aid
- Are not eligible for intercollegiate athletic participation or athletic scholarships
- Are subject to all Stanton University academic policies and regulations

**Eligibility Requirements**

To participate in the Dual Enrollment Program, applicants must meet the following requirements:
- Be currently enrolled in the **12th grade** at an accredited or recognized high school (or equivalent institution)
- Submit an official high school transcript
- Maintain a **minimum cumulative high school GPA of 2.5 or equivalent**
- Demonstrate English proficiency if applicable for international students
- Provide written parental or guardian consent if under the age of 18
- Obtain approval from the Office of Admissions and Academic Affairs

Stanton University reserves the right to deny participation if a student is determined not to be academically prepared for university-level coursework.

**Admission Status**

Dual Enrollment participants are admitted as **Non-Degree Undergraduate Students**. This status:
- Does not waive the requirement of high school graduation for degree-seeking admission
- Does not guarantee automatic admission into a Stanton University degree program
- Allows enrollment only in approved lower-division undergraduate coursework

Students seeking degree-seeking status after high school graduation must submit official proof of graduation or equivalent credentials and satisfy all institutional admission requirements.

**Course Enrollment Limitations**

Dual Enrollment students may enroll in a **maximum of six (6) credit hours per semester**, with a maximum of **twelve (12) total credits** permitted under the Dual Enrollment Program.

Enrollment is limited to designated **general education or introductory-level courses**. Upper-division coursework is not permitted. Course availability is subject to approval by the appropriate academic department.

**Academic Standards**
Dual Enrollment students are held to the same academic standards as degree-seeking students. Students must meet the university's grading policies, academic integrity requirements, and academic progress standards.
Grades earned through Dual Enrollment are recorded as official university grades and become part of the student's permanent academic record. Courses offered through the Dual Enrollment Program are identical in learning outcomes, credit value, academic rigor, and assessment methods to those offered to degree-seeking students and are subject to the same faculty oversight and curriculum approval processes. Dual Enrollment students may be subject to academic probation or dismissal in accordance with Stanton University's academic policies.

**Transcript and Academic Record**
Courses completed through the Dual Enrollment Program will appear on the student's **official Stanton University transcript**. Student status will be designated as **Non-Degree Undergraduate – Dual Enrollment**.
Credits earned through the program are institutional credits. Upon formal admission to a Stanton University degree program, eligible credits may be evaluated and applied toward degree requirements in accordance with university academic policies.

**Transition to Degree-Seeking Status**
Students who wish to continue their studies at Stanton University after high school graduation must:
1. Submit official documentation of high school graduation or equivalent
2. Complete the standard undergraduate admission process
3. Meet all applicable admission requirements

Previously earned Dual Enrollment credits will be reviewed to determine their applicability toward the student's degree program. The Dual Enrollment Program is subject to periodic review by Stanton University's academic leadership to ensure alignment with institutional learning outcomes, academic standards, and applicable accreditation and regulatory requirements.

**Financial Responsibility**
Dual Enrollment students are responsible for **all applicable tuition and fees** associated with their enrollment. Students participating in the Dual Enrollment Program are **not eligible for federal financial aid programs**. Institutional tuition rates and fees are subject to the published Stanton University fee schedule.

**Code of Conduct**
Dual Enrollment students are subject to all applicable university regulations, including the **Student Code of Conduct**, **Academic Integrity Policy**, and **Family Educational Rights and Privacy Act (FERPA)** regulations. Failure to comply with university policies may result in removal from the program.

**Institutional Authority**
Stanton University reserves the right to modify, suspend, or discontinue the Dual Enrollment Program, adjust eligibility criteria, limit enrollment, or deny participation at its discretion.
The Dual Enrollment Program is administered in accordance with applicable federal regulations, accreditation standards, and institutional policies. Participation in the program does not alter Stanton University's undergraduate admission requirements.

# TRANSFER OF CREDITS POLICY

1. Stanton University accepts for transfer credit coursework if the units were earned at institutions approved by the Bureau, public or private institutions of higher learning accredited by an accrediting association recognized by the U. S. Department of Education, or any institution of higher learning, including foreign institutions, if the institution offering the undergraduate program documents that the institution of higher learning at which the units were earned offers degree programs equivalent to degree programs approved by the Bureau or accredited by an accrediting association recognized by the U.S. Department of Education. Stanton University reserves the right to determine if a course meets the transfer requirements of the program to which a course is being transferred, or whether the course will serve as elective coursework credit in meeting the program's degree unit requirement. Please refer to our transfer credit policy form for more details.

2. Stanton University does not automatically award transfer credit coursework. It is the student's responsibility to apply for transferring of credits at the Office of Admissions and Records, and consult with the appropriate academic personnel

3. In accordance with the California Code of Regulations 5CCR§71770(b) and the University's Transfer Credits Policy:

   a) A maximum of **forty-five (45)** quarter units are accepted in transfer from another institution in associate degree programs. Grades must be at least a "C" or higher. Credits earned through AP exams will count toward these credits.

   b) A maximum of **one hundred twenty eight (128)** quarter units are accepted in transfer from another institution in bachelor's degree programs. Grades must be at least a "C" or higher. Credits earned through AP exams will count toward these credits.

   c) A maximum of **twelve (12)** graduate quarter units awarded by another institution may be transferred for credit toward a master's degree. Grades must be at least a "B" or higher.

   Notes:
   (1) These criteria may not apply to programs that lead to a profession or occupation requiring state licensure where the licensing agency has a regulation permitting a different standard.

   (2) In some cases, Stanton University may still transfer the course but not award the full credit toward graduation. For example, a 3-unit quarter course can satisfy a 4-unit quarter course requirement; however, it will still transfer as 3 units. Therefore, you may be short a few credits in overall requirements for graduation and may still need to take additional courses.

4. **NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT OUR INSTITUTION:** The transferability of credits you earn at Stanton University is at the complete discretion of the institution to which you may seek to transfer. Acceptance of the degree, diploma, or certificate you earn in your major program is also at the complete discretion of the institution to which you may seek to transfer. If the credits or degree, diploma, or certificate that you earn at this institution are not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. For this reason, you should make certain that your attendance at this institution will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending Stanton University to determine if your credits or degree, diploma or certificate will transfer.

**ARTICULATION AGREEMENTS**

Stanton University does not have any articulation agreements with any other colleges or universities.


**CREDIT BY EXAMINATION (CHALLENGE EXAMINATION)**

Stanton University does not award credit by challenge examination


**CREDIT FOR PRIOR EXPERIENTIAL LEARNING**

Stanton University does not award credit for prior experiential learning.


**CREDIT BY ADVANCED PLACEMENT (AP)**

For undergraduate programs, an applicant may receive credits earned in Advanced Placement examinations. AP exam scores are accepted for equivalent courses at Stanton University if the student has earned a minimum score of three (3) out of possible five (5) on the exam.


# CONCURRENT COURSE SCHEDULING

No student is permitted to enroll in two or more courses that overlap in time in any given academic quarter without official written approval from the academic departments and the Office of Admissions and Records. Forms are available in the Office of Admissions and Records.


# WAIVER OR SUBSTITUTION OF A COURSE

A student may request permission to waive or substitute a course for one that is required to complete graduation requirements. Petitions for waiver of requirements in the major must be approved by the office of the appropriate academic program administrator — program director, department chairperson or school dean. Petitions are available in the Office of Admissions and Records.


# FINAL EXAMINATION

Final examinations are required and will be given at the scheduled times. A student may make up a final at any time when, in the judgment of the instructor, conditions warrant such an exception. **In the event an examination is scheduled at a time that is in violation of a student's religious creed, the student will be allowed to make up the examination without penalty.**

## STATE LICENSURE ELIGIBILITY

All of Stanton University's current degree programs do not require state licensure.

## GRADE ASSIGNMENT

Final grades will be available at the designated time stated on the Academic Calendar. The instructor of the course shall determine the grade given to each student except in the case of a mistake, fraud, incompetency or a grade issued in bad faith.

## GRADE CHANGE

Only the instructor who teaches a class has the authority to issue grades to students enrolled in that class or to change grades that have already been issued. **A student who wishes to request a grade change may take the following steps:**

1. Contact the instructor. If there was a mistake in reporting the grade, the instructor will institute a grade change through the Office of Admissions and Records.
2. If the request for a grade change is denied by the instructor, the student may ask for a review of the grade by the school dean, department chairperson, or program director.
3. Any change of a grade after it has been submitted to the Office of Admissions and Records must be done within **one year following the end of the term in which the grade was assigned**. No grade will be changed after the one year period without supporting evidence of extenuating circumstances and approval of the Director of Admissions and Records and the appropriate administrator – program director, department chairperson or school dean.

## MEDICAL EXCUSE POLICY

Students are instructed to contact their professor/instructor in the event that they need to miss class, etc. due to an illness, injury, or an emergency. All decisions about the impact of an absence, as well as any arrangements for making up work, rest with the instructors. Administrators in schools and departments are available to provide assistance to students or faculty members who have concerns about attendance issues.

## LEAVE OF ABSENCE (LOA)

A student who needs to interrupt his/her program at Stanton University for a period of time may apply to the Registrar by completing a Request for Leave of Absence Form by the add/drop deadline. Only students in good standing are eligible for a LOA. A LOA will be granted when the student has filed an approved petition with the Office of Admissions and Records. The leave petition, which must be approved by the appropriate academic administrator, shall specify the reason(s) for the leave and the duration of the leave.

International students attending school on an F-1 visa must *as a rule* complete at least one academic year of courses before taking a leave of absence. F-1 students seeking a leave of absence prior to completing an academic year should consult with the Designated School Official (DSO) to see if any exceptions apply.

**Failure to return from a LOA, as specified in the approved petition, will be considered as a withdrawal from the University**. Under such circumstances, re-enrollment will require a full application for readmission under the same

circumstances as any new or returning applicant, including enrollment in the curriculum in effect at the time of re-enrollment.

## EMERGENCY LEAVE OF ABSENCE

If an extreme emergency makes it impossible for a student to attend classes for a short period of time, the student may petition the instructor for a Leave of Absence (LOA). Petitions for leaves of absences are obtained from the Office of Admissions and Records. Absences incurred while on a LOA are not counted toward excessive absence. Approval is at the discretion of the instructor and may be for periods not to exceed five class days. Instructors will be asked to give make-up assignments for all work missed during the LOA.

Under no circumstances will emergency leaves be granted at the end of the quarter when finals would be missed or course requirements not fulfilled.

## RETROACTIVE WITHDRAWAL

A student who discontinues attendance and participation in **all** coursework in which he/she is officially enrolled for a particular academic quarter without a formal filing of a **Petition for Withdrawal from the University** will administratively receive the grade of **F** in all coursework officially enrolled in for that quarter. A student may petition to have these grades retroactively changed to the administrative grade of **W**, if he/she can demonstrate and document that there were serious and compelling reasons for the unofficial withdrawal from the University during the quarter in question.

A student who wishes to apply for retroactive withdrawal must do so within one calendar year of the last day of the quarter in which he/she unofficially withdrew from the University. A student does not have to be enrolled in the University at the time the application for retroactive withdrawal is submitted. Petitions are available from the Office of Admissions and Records.

## CHANGE OF MAJOR

Students have the opportunity, upon determining that they are pursuing a course of study in which they are no longer interested, to change to another major. In such cases, students should consult their advisers for assistance in making the change.

Transfer from one major to another does not in any way change the student's scholastic standing, nor does it constitute a break in continuous enrollment. However, students who change major are subject to the core and support requirements in effect at the time of the change of major.

## CHANGES IN DEGREE REQUIREMENTS

It is the students' responsibility to acquire a copy of the university's General Catalog so that they know their catalog year (or years) for the degree requirements of their program. If a degree requirement has been changed after initial enrollment, students who have been in continuous attendance may elect to fulfill the new requirements rather than those in effect at the time of initial enrollment. Students should note that this may result in taking additional courses to meet the new degree requirements. When a change in a program becomes effective, it may apply to students who are currently in that program, as well as to prospective students. It is the student's responsibility to remain informed of

current requirements throughout his or her college career. Should the student leave SU and subsequently return, he or she will have to meet the graduation requirements then in effect.

# SATISFACTORY ACADEMIC PROGRESS (SAP)

Stanton University requires all students to maintain the following standards of Satisfactory Academic Progress in order to progress satisfactorily through an educational program and graduate.

## MAXIMUM PROGRAM LENGTH

All students must complete their program within the Maximum Time Frame (MTF).  If a student cannot complete the program within the Maximum Time Frame (MTF), the student will be dismissed.

| Undergraduate Degree Programs | Units Required for Graduation | Standard Program Length | Maximum Time Frame (MTF) |
|---|---|---|---|
| ESL Pathway Program | Pathway A-E | Varies | 2 Years |
| Associated of Applied Science in Professional Golf and Golf Complex Management, or Korean Culinary | 92 | 2.5 years / 8 quarters | 4 Years |
| Associated of Applied Science in Korean Culinary | 92 | 2.5 years / 8 quarters | |
| Bachelor of Arts in Business Administration | 180 | 4 years / 12 quarters | 6 Years |
| Bachelor of Science in Information System Management, or Liberal Studies, or Media Communications | 180 | 4 years / 12 quarters | 6 Years |

| Graduate Degree Programs | Units Required for Graduation | Standard Program Length | Maximum Time Frame (MTF) |
|---|---|---|---|
| Master of Business Administration or Information System Management or Arts in Teaching English to Speakers of Other Languages | 60 | 2.5 years / 8 quarters | 4 Years |

## EVALUATION

SU conducts evaluations of student progress quarterly, taking into consideration the following factors: a) the minimum cumulative GPA; b) the percentage of minimum courses successfully completed of courses attempted; c) the maximum time frame allowable. The following tables can be used as reference for evaluation.

## Associate of Applied Science in Professional Golf and Golf Complex Management, Korean Culinary Arts, or General Education Degree Program

| Percentage of Maximum Time Frame Attempted | Minimum Cumulative GPA | Minimum % of Courses Successfully Completed out of Courses Attempted | Maximum Time Frame (MTF) |
|---|---|---|---|
| 25% | 2.0 | 55% | |
| 50% | 2.0 | 60% | 4 Years |
| 100% | 2.0 | 67% | |

## Bachelor of Arts in Business Administration, or Information System Management, or Liberal Studies, or  Media Communications Degree Program

| Percentage of Maximum Time Frame Attempted | Minimum Cumulative GPA | Minimum % of Courses Successfully Completed out of Courses Attempted | Maximum Time Frame (MTF) |
|---|---|---|---|
| 25% | 2.0 | 55% | |
| 50% | 2.0 | 60% | 6 Years |
| 100% | 2.0 | 67% | |

## Master of Business Administration or Information System Management or Arts in Teaching English To Speakers of Other Languages Degree Program

| Percentage of Maximum Time Frame Attempted | Minimum Cumulative GPA | Minimum % of Courses Successfully Completed out of Courses Attempted | Maximum Time Frame (MTF) |
|---|---|---|---|
| 25% | 3.0 | 55% | |
| 50% | 3.0 | 60% | 4 Years |
| 100% | 3.0 | 67% | |

## ACADEMIC RECOGNITION

Stanton University students are recognized and placed on a Dean's list and President's list every quarter. Undergraduate students who completed 12 or more graded course units with a quarter GPA equal to or greater than 3.50 but less than 3.75 are placed on the Dean's List. Graduate students who have completed at least two quarters of 8 or more graded course units with a quarter GPA equal to or greater than 3.50 but less than 3.75 are placed on the Dean's List.

For the President's list, an undergraduate student that accumulate 12 or more graded course units with an academic quarter GPA of 3.75 to 4.0 will be placed and recognized. A graduate student that has at least two quarters of completed 8 or more graded course units with a GPA of 3.75 to 4.0 will be placed on the President's list. All Stanton University students that are recognized will be given a certificate for each of the quarter in which the honor is received.

## ACADEMIC DEGREE LATIN HONOR RECOGNITION

Stanton University in undergrad Bachelor's degree programs are recognized and placed in Latin Honors distinction. Latin Honors will be noted on the diploma and transcript. The following grade-point average (GPA) criteria are used to identify undergraduate and graduates students eligible for the honors specified:

- Summa Cum Laude: an overall cumulative undergraduate grade point average of 3.9 or above and a grade point average of 3.9 or above in all work attempted at Stanton University. These students are entitled to wear a gold cord at the commencement ceremony.

- Magna Cum Laude: an overall cumulative undergraduate grade point average of 3.75 to 3.89 and a grade point average of 3.75 or above in all work attempted at Stanton University. These students are entitled to wear a maroon cord at the commencement ceremony.

- Cum Laude: an overall cumulative undergraduate grade point average of 3.5 to 3.74 and a grade point average of 3.5 or above in all work attempted at Stanton University. These students are entitled to wear a blue cord at the commencement ceremony.

## ACADEMIC PROBATION

Students who do not maintain satisfactory academic progress will be placed on academic probation for one quarter. For associate and bachelor's degree programs, every student is required to maintain a 2.0 GPA or better every quarter he/she is enrolled. For a master's degree program, he/she is required to maintain a 3.0 GPA or better every quarter he/she is enrolled. If one of the quarters the student cannot maintain that average, then he/she will be placed on academic probation. The student cannot be on academic probation for more than two quarters. Students will be notified by email or phone. All students placed on probation will be counseled by their academic advisor and will be given assistance, if needed, in order to improve their GPA. At the end of the one quarter probation period, if the academic record is not in compliance with the standards of satisfactory progress, the student will be dismissed. A student who receives Academic Probation two (2) consecutive times will be dismissed.

## DISMISSAL

The decision to dismiss a student who is subject to dismissal rests with SU and entails a thorough review of the student's academic record, progress and plan. Students whose academic standing is classified as subject to dismissal must meet with their academic advisor to discuss their academic standing, progress and plans.
Students who remain on academic probation for more than two consecutive semesters are subject to academic disqualification. Undergraduate students on academic probation are subject to academic disqualification.
Graduate students are subject to disqualification if while on probation they fail to earn grades of sufficient quality to remove themselves from probationary status. Disqualification will bar such students from any further enrollment at Stanton University.

## APPEAL PROCESS

A student has the right to appeal a dismissal decision. He/she may do so by submitting a petition with the Office of Admissions and Records. The form must be completed and filed by the student within seven (7) days of having been notified in writing that he or she is being dismissed from the SU and in no case later than the first day of classes in the term in which the dismissal is to take effect.

Upon submitting the petition to appeal the dismissal decision, the student will be scheduled to meet with the Academic Dean in order to discuss his or her academic progress and plan. A final decision regarding the outcome of the student's appeal will be communicated at this meeting.

If a student seeks to be reinstated for the term into which the dismissal is to take effect, he/she must meet with the Academic Dean before end of the first week of the term. After that date, appeals will be considered for the subsequent term.

## TERMS OF REINSTATEMENT AFTER DISMISSAL

Reinstatement to the SU is subject to the following conditions:
The student is expected to meet the SAP of the University by the time he/she is to graduate. During the period of reinstatement, a student cannot change his/her program of study or status.

Undergraduate students must obtain a minimum term GPA of at least a 2.00 during the readmitted term and may not earn grades of "D" or below, or "I" in any given course during this term. If the student does not meet the 2.00 GPA standards as established under the conditions of reinstatement, he/she will be dismissed from the University. Failure to meet the above conditions will result in dismissal from the University.

Graduate students must obtain a minimum term GPA of at least a 3.00 during the readmitted term and may not earn grades of "C" or below, or "I" in any given course during this term. If the student does not meet the 3.00 GPA standards as established under the conditions of reinstatement, he/she will be dismissed from the University. Failure to meet the above conditions will result in dismissal from the University.

## FINAL DISMISSAL

Students (a) who do not appeal the initial dismissal decision, (b) who receive a negative decision from the Academic Official, (c) who fail to meet the conditions of reinstatement, or (d) who fail to meet SEVIS regulations, are dismissed from Stanton University.

## READMISSION

Any student who is academically disqualified may not attend the University during the succeeding quarter. Re-enrollment or re-admission will be approved only after evidence is shown to the appropriate university official's satisfaction – program director, department chairperson, school dean, or director of admissions and records – that the conditions that caused the interruption for unsatisfactory progress have been rectified. A re-applying student must meet all the university's and the program's entrance requirements in effect at the time of re-applying. Should a student, undergraduate or graduate, wish to re-apply for admission to the same program they were disqualified from previously, it will be the decision of the appropriate administrator as to whether or not to re-admit the student to the program, and, if so, what the student's status or standing in the program will be.

### IMPLICATIONS OF TRANSFER CREDITS ON SAP

Transfer credits from other colleges and universities, and credits earned through AP examinations, are included in the attempted units for the calculation of maximum time frame but not counted towards GPA calculation. Transfer credits are not automatically awarded. Students must submit a Transfer Credit Application form and have it approved.

### EFFECTS OF CHANGE OF PROGRAM OR ADDITIONAL CREDENTIAL ON SAP

- **Change of Program:** A student who changes programs at Stanton University will be allowed to complete the new

program within a new 150 percent maximum time frame. The credits do not automatically carry over to the new program. Students must submit the Transfer Credit Application form and have it approved to transfer the units from the previously enrolled program into the new enrolled program. The units transferred from the previous program will be treated as transfer units and will be included in the calculation of maximum time frame but not counted towards GPA calculation.

- **Additional Credential**: A student who completes a program at Stanton University, and wish to earn another degree or certificate from Stanton University will be allowed to complete the new program within a new 150 percent maximum time frame. The credits do not automatically carry over to new program. Students must submit the Transfer Credit Application form and have it approved to transfer units from the previously completed program into the new enrolled program. The units transferred from the previous program will be treated as transfer units and will be included in the calculation of maximum time frame but not counted towards GPA calculation.

## EFFECTS OF WITHDRAWALS ON SAP

Withdrawals remain on the transcript, and no grade points are assigned. "W" is a permanent grade. A "W" or withdrawal does not affect the cumulative grade point average (CGPA).

## EFFECTS OF INCOMPLETE GRADES ON SAP

No grade points are assigned for an "I" grade. The "I" symbol will be marked on the transcript until the final grade is complete. However, it will not be calculated into the CGPA.

## EFFECTS OF REPEATED COURSES ON SAP

Students may be required to or may choose to retake a class in order to improve academic performance. Classes may only be repeated one time. Undergraduate students may not retake courses in which a grade of "C" or better has been earned. The new grade will be included in the CGPA computation and the first attempt will be removed. The first attempt will be notated with an "R" on official transcripts but will not be included into CGPA calculations.

## EFFECT OF ATTENDANCE ON SATISFACTORY ACADEMIC PROGRESS

Attendance is included in the calculation of the student's final grade in the course. A student is expected to follow the established attendance policy of the course.

## EFFECTS OF MITIGATING CIRCUMSTANCES ON SAP

The program department may waive the Standards of Satisfactory Progress for circumstances of personal illness, unusual family responsibilities, military service, unexpected consequences arising in their homeland, or other significant occurrence outside the control of the student, as long as they are not on federal financial aid. These circumstances must be documented by the student to demonstrate that the cited circumstances have had an adverse impact on their performance. No waivers will be provided for graduation requirements.

**EFFECTS OF AUDITED CLASS ON SAP**

Students can audit a class. Audited classes are subject to a special tuition rate and have no effect on CGPA calculations or Satisfactory Academic Progress (SAP).

**EFFECTS OF NON-CREDIT OR REMEDIAL COURSES ON SAP**

Non-credit or remedial courses at Stanton University are assigned the grade notations Pass (P) / No Pass (NP).  These courses have no effect on CGPA calculations or Satisfactory Academic Progress (SAP).

**EXTENDED-ENROLLMENT STATUS**

Stanton University does not offer extended-enrollments

# CURRICULUM DEVIATION

Although the University has specified a program of courses for each major, under certain conditions a student may be permitted to deviate from the established curriculum. Information regarding a request to deviate from the curriculum may be obtained from the student's academic advisor.

# ELECTION OF REGULATIONS

Students remaining in continuous attendance may elect to meet the degree requirements in effect either: (1) at the time they take their first course as a Regular Status student in a degree program, or (2) at the time they graduate. Substitutions for discontinued courses may be authorized or required by the program offering the degree.

# FULL-TIME STUDENT STATUS

Undergraduate (Associate and Bachelor's Degree) students are considered full-time status if he/she takes a minimum of 12 units per quarter. Graduate (Master's Degree) students are considered full-time status if he/she takes a minimum of 8 units per quarter.

# NAME CHANGE

Any change of the student's name should be immediately reported to the Office of Admissions and Records.

# TRANSCRIPT REQUESTS

Each student who has an academic record on file at Stanton University must submit a request form to obtain his or her official transcript. Official copies of the transcript may be obtained at a fee, payable in advance.  Due to requirements of the **Family Educational Rights and Privacy Act of 1974**, any requests for transcripts must be submitted in writing and include the student's signature and student number.

## DEBTS OWED TO THE UNIVERSITY

Diplomas, and registration privileges, or any combination thereof, shall be withheld from any student or former student who has been provided with a written notice that he/she has failed to pay a financial obligation incurred at the University. Any item(s) withheld shall be released when the student satisfactorily meets the financial obligation. If a student believes that he/she does not owe all or part of an unpaid obligation, the student should contact the university's Director of Business Affairs, who will review the information, including information the student may wish to present, and will advise the student of its conclusions concerning the debt.

## WITHDRAWAL FROM UNIVERSITY

A student has the right to cancel the Enrollment Agreement at any time and obtain a refund of charges paid (except for the application fee) through attendance at the first class session, or the seventh day after enrollment, whichever is later. Refunds after this date will be based on a pro rata basis. (See Student Eligibility for Tuition Refunds and Schedule of Refunds).  A petition for withdrawal from the University may be obtained from the Office of Admissions and Records. It is the responsibility of the student to secure the required signatures, to be cleared of all obligations and to file the withdrawal form with the Office of Admissions and Records. When this has been accomplished, the student will be eligible for withdrawal. Any refunds due to the student will be made by the university's Director of Business Affairs in compliance with the students Enrollment Agreement and the university's Refund Policy.  In the event of a verified medical condition which necessitates complete withdrawal from college, the student will be given approval for a medical withdrawal.

If a student obtains a loan to pay for an educational program, the student is responsible to repay the full amount of the loan plus interest, less the amount of any refund from the third party lender. Stanton University does not offer any financial aid, if the student receives federal student financial aid funds, the student is entitle to a refund of the money not paid from federal financial aid funds.

## DISMISSAL FROM CLASS AND/OR THE UNIVERSITY

Excessive absences, disruptive behavior, or deliberate falsification of information are bases for dismissal from class and/or from the University.

# FINANCIAL INFORMATION

## LIST OF FEES

**All fees listed here are subject to change and are non-refundable.**

| | |
|---|---|
| **Application Fee (Resident)** | **$100** |
| **Application Fee (Non-Resident)** | **$200** |
| **Registration Fee** | **$50** |
| **Late Registration Fee, All Programs** | **$100** |
| **Late Registration Fee during first week of quarter** | **$200** |
| **Late Tuition Fee (Per Month)** | **$100** |
| **Student Tuition Recovery Fund (STRF) Fee** | **$0*** |
| **Student ID Card Replacement Fee** | **$20** |
| **Transcript Fee** | **$15** |
| **Syllabus Reprint Copy Per Class** | **$10** |
| **Verification of Enrollment Fee** | **$10** |
| **Verification of Graduation Fee** | **$10** |
| **I-20 Reprint Fee** | **$10** |
| **I-20 Extension Fee** | **$100** |
| **Financial Statement Fee** | **$10** |
| **English Proficiency Exam Fee** | **$60** |
| **Add/ Drop/ Change of classes Fee** | **$5** |
| **Returned Check Fee** | **$25** |
| **Processing Fee for Clearance of Hold on a Student's Record** | **$25** |
| **Duplicate Diploma Fee: Associate, Bachelor's, Master's Degree** | **$100** |
| **Re-entry or Reinstatement Fee** | **$30** |
| **Certificate Fee (Certificate Programs)** | **$50** |
| **KCA Lab Uniform Fee** | **$40** |
| **KCA Lab Per Class** | **$280** |
| **KCA Food Managers Certification Exam** | **$74** |
| **Master of Business Administration Project Fee** | **$150** |
| **Master of Science in Information System Project Fee** | **$150** |
| **Graduation/Commencement Fee (Associate Degree Programs)** | **$100** |
| **Graduation/Commencement Fee (Bachelor's Degree Programs)** | **$150** |
| **Graduation/Commencement Fee (Master's Programs)** | **$200** |

*State of California is currently assessing the STRF fee at $0 as of April 01, 2024.

# TUITION FEES

| | |
|---|---|
| **Associate Degree Tuition Charge — (Per Unit as of Spring 2025)** | **$190** |
| **Associate Degree Tuition Charge – (KCA Lab Fee per class)** | **$280** |
| **Bachelor's Degree Tuition Charge — (Per Unit)** | **$220** |
| **Master's Degree Tuition Charge — (Per Unit)** | **$330** |
| **Auditing Tuition — Lecture Courses— (Per Unit)** | **$100** |
| **Registration Fee – (Per Quarter)** | **$50** |
| **Late Tuition Payment (Monthly) added per missed week** | **$100** |
| **Late Registration Fee – (After initial online registration is over )** | **$200** |

## TUITION PAYMENT POLICY

All students are required to pay their tuition and fees in full by the appropriate due date. Failure to do so may result in the cancellation of the student's registration. Furthermore, a student will not be allowed to receive certificates, diplomas, or participate in graduation ceremonies and until all financial obligations have been satisfied.

**Deferment of Tuition Payment:** Students in financial hardship can apply for the deferred payment plan. The deferred payment plan gives students the opportunity to pay their tuition for the quarter that they have enrolled in by monthly installments of $700 without interest. The first monthly payment will include the registration fee of $25. The payment will be due every 15th of the month or a late fee of $50 will be added to their student balance. A $50 late fee will be added weekly after the week of the 15th of the month when monthly payments are missed. Students may apply for the payment plan by submitting a Deferred Payment Plan form and have it approved by the Director of Business Affairs. Students who are unable to make payments on a timely manner, will be disqualified from the deferment plan and will have to pay the full quarter's tuition. By signing the deferred payment form, the student agrees to be liable for any unpaid tuition that is charged to the student even if the student withdraws before the end of the quarter.

In compliance with the California Education Code, the refund policy for students who have completed 60 percent or less of the course of instruction is pro-rated. The effective date of withdrawal used in determining the amount of tuition to be refunded is the date on which the student submits his or her withdrawal petition form to the Office of Admissions and Records.

## INSTRUCTIONAL MATERIALS

Students may be required to provide and/or pay for instructional and other materials for credit or noncredit courses. Such materials shall be of continuing value to a student outside of classroom setting and shall not be solely or exclusively available from SU. If class materials are provided, the student may be assessed those costs for materials. Payment and verification of material fees is to be completed at the university office.

# ESTIMATE OF PROGRAM COST

The cost of undertaking a specific program depends primarily on the total number of quarter units of coursework a student takes to complete the program. This number is not fixed because it depends on the number of units transferred into the Stanton University program. The total charge for a period of attendance in a program and an estimated schedule of the total charge for an entire program should be considered as reference estimates only. This cost does not include fees. Sample calculation is shown below.

## ESTIMATED COST OF ATTENDING STANTON UNIVERSITY

Sample calculation: Estimates is for a student attending full-time.

For a full-time **Associate of Applied Science in Professional Golf and Golf Complex Management** degree objective student taking *an expected average of twelve (12) units per quarter.* Estimated expenses are updated annually for inflation. Consult Fee Schedule for applicable fees. Calculate actual tuition from the Tuition Schedule and the number of units of coursework taken. Actual costs vary for each program and the number of units taken.

- a. Application fee (resident/ distance learning students) ················· $100
- b. Application fee (non-resident) ················· $200
- c. Tuition: Full-time student — per quarter ················· $2,330
- d. Registration fees — per quarter ················· $50
- e. Late Tuition fee – per month ················· $100
- f. Late Registration fee – after registration deadline ················· $200
- g. Late Registration fee – during first week of instruction ················· $200
- h. Graduation fee ················· $100
- i. Entire program (total of 92 units/6 quarters) ················· $18,000

(Books and materials are additional)

For a full-time **Associate of Applied Science in Korean Culinary Art** degree objective student taking *an expected average of twelve (12) units per quarter.* Estimated expenses are updated annually for inflation. Consult Fee Schedule for applicable fees. Calculate actual tuition from the Tuition Schedule and the number of units of coursework taken. Actual costs vary for each program and the number of units taken.

- a. Application fee (resident/ distance learning students) ················· $100
- b. Application fee (non-resident) ················· $200
- c. Tuition: Full-time student — per quarter ················· $2,640 - $4,200
- d. Registration fees — per quarter ················· $50
- e. Late Tuition fee – per month ················· $100
- f. Late Registration fee – after registration deadline ················· $200
- g. Late Registration fee – during first week of instruction ················· $200
- h. Graduation fee ················· $100
- i. Lab fee (per lab class) ················· $280 per lab class
- j. Entire program (total of 92 units/6 quarters) ················· $22,000

(Books and materials are additional)

For a full-time **Associate of Applied Science in General Education** degree objective student taking *an expected average of twelve (12) units per quarter.* Estimated expenses are updated annually for inflation. Consult Fee Schedule for applicable fees. Calculate actual tuition from the Tuition Schedule and the number of units of coursework taken. Actual costs vary for each program and the number of units taken.

- k. Application fee (resident/ distance learning students) ················· $100
- l. Application fee (non-resident) ················· $200
- m. Tuition: Full-time student — per quarter ················· $2,330
- n. Registration fees — per quarter ················· $50

o.  Late Tuition fee – per month ·········································································· $100
p.  Late Registration fee – after registration deadline ································· $200
q.  Late Registration fee – during first week of instruction ····················· $200
r.  Graduation fee ·········································································································· $100
s.  Entire program (total of 92 units/6 quarters) ······································· $18,000
(Books and materials are additional)

For a full-time **Bachelor of Arts in Business Administration** degree and **Distance Learning Program** objective student taking an *expected average of twelve (12) units per quarter.* Estimated expenses are updated annually for inflation. Consult Fee Schedule for applicable fees. Calculate actual tuition from the Tuition Schedule and the number of units of coursework taken. Actual costs vary for each program and the number of units taken.

a.  Application fee (resident/ distance learning students) ····················· $100
b.  Application fee (non-resident) ·············································································· $200
c.  Tuition: Full-time student — per quarter ···················································· $2,640
d.  Registration fees — per year ·················································································· $50
e.  Late Tuition fee – per month ················································································ $100
f.  Late Registration fee – after registration deadline ································· $200
g.  Late Registration fee – during first week of instruction ····················· $200
h.  Graduation fee ·········································································································· $150
i.  Entire program (total of 180 units/12 quarters) ···················· $40,350 - $43,970
(Books and materials are additional)

For a full-time **Bachelor of Science in Information System Management** degree objective student taking an *expected average of twelve (12) units per quarter.* Estimated expenses are updated annually for inflation. Consult Fee Schedule for applicable fees. Calculate actual tuition from the Tuition Schedule and the number of units of coursework taken. Actual costs vary for each program and the number of units taken.

a.  Application fee (resident/ distance learning students) ····················· $100
b.  Application fee (non-resident) ·············································································· $200
c.  Tuition: Full-time student — per quarter ···················································· $2,640
d.  Registration fees — per year ·················································································· $50
e.  Late Tuition fee – per month ················································································ $100
f.  Late Registration fee – after registration deadline ································· $200
g.  Late Registration fee – during first week of instruction ····················· $200
h.  Graduation fee ·········································································································· $150
i.  Entire program (total of 180 units/12 quarters) ·································· $40,350
(Books and materials are additional)

For a full-time **Bachelor of Arts in Liberal Studies** degree objective student taking an *expected average of twelve (12) units per quarter.* Estimated expenses are updated annually for inflation. Consult Fee Schedule for applicable fees. Calculate actual tuition from the Tuition Schedule and the number of units of coursework taken. Actual costs vary for each program and the number of units taken.

j.  Application fee (resident/ distance learning students) ····················· $100
k.  Application fee (non-resident) ·············································································· $200
l.  Tuition: Full-time student — per quarter ···················································· $2,640
m.  Registration fees — per year ·················································································· $50
n.  Late Tuition fee – per month ················································································ $100
o.  Late Registration fee – after registration deadline ································· $200
p.  Late Registration fee – during first week of instruction ····················· $200
q.  Graduation fee ·········································································································· $150
r.  Entire program (total of 180 units/12 quarters) ·································· $40,350
(Books and materials are additional)

For a full-time **Bachelor of Arts in Media Communications** degree objective student taking an *expected average of twelve (12) units per quarter.* Estimated expenses are updated annually for inflation. Consult Fee Schedule for applicable fees. Calculate actual tuition from the Tuition Schedule and the number of units of coursework taken. Actual costs vary for each program and the number of units taken.

s.  Application fee (resident/ distance learning students)·······································$100
t.  Application fee (non-resident) ···························································································$200
u.  Tuition: Full-time student — per quarter ·······························································$2,640
v.  Registration fees — per year ·······························································································$50
w.  Late Tuition fee – per month·····························································································$100
x.  Late Registration fee – after registration deadline ·······························$200
y.  Late Registration fee – during first week of instruction·····················$200
z.  Graduation fee ············································································································$150
aa. Entire program (total of 180 units/12 quarters)·······························$40,350
(Books and materials are additional)


For a full-time **Master of Business Administration** degree and **Distrance Learning Program** objective student taking an *expected average of eight (8) units per quarter.* Estimated expenses are updated annually for inflation. Consult Fee Schedule for applicable fees. Calculate actual tuition from the Tuition Schedule and the number of units of coursework taken. Actual costs vary for each program and the number of units taken.

a.  Application fee (resident/ distance learning students)·······································$100
b.  Application fee (non-resident) ···························································································$200
c.  Tuition: Full-time student — per quarter ·······························································$2,640
d.  Registration fees — per quarter·························································································$50
e.  Late Tuition fee – per month ·····························································································$100
f.  Late Registration fee – after registration deadline ·······························$200
g.  Late Registration fee – during first week of instruction·····················$200
h.  Master of Business Administration Project Fee ·······························$150
i.  Graduation fee ·············································································································$200
j.  Entire program (total of 60 units/8 quarters) ·································$20,400
(Books and materials are additional)


For a full-time **Master of Science in Information System Management** degree objective student taking an *expected average of eight (8) units per quarter.* Estimated expenses are updated annually for inflation. Consult Fee Schedule for applicable fees. Calculate actual tuition from the Tuition Schedule and the number of units of coursework taken. Actual costs vary for each program and the number of units taken.

a.  Application fee (resident)·······································································································$100
b.  Application fee (non-resident) ···························································································$200
c.  Tuition: Full-time student — per quarter ·······························································$2,640
d.  Registration fees — per quarter·························································································$50
e.  Late Tuition fee – per month ·····························································································$100
f.  Late Registration fee – after registration deadline ·······························$200
g.  Late Registration fee – during first week of instruction·····················$200
h.  Master of Science Information System Management Project Fee ·····················$150
i.  Graduation fee ·············································································································$200
j.  Entire program (total of 60 units/8 quarters) ·································$20,400
(Books and materials are additional)

For a full-time **Master of Arts in Teaching English to Speakers of Other Languages (TESOL)** degree objective student taking an *expected average of eight (8) units per quarter.* Estimated expenses are updated annually for inflation. Consult Fee Schedule for applicable fees. Calculate actual tuition from the Tuition Schedule and the number of units of coursework taken. Actual costs vary for each program and the number of units taken.

a.   Application fee (resident) ···················································································· $100
b.   Tuition: Full-time student — per quarter ··········································· $2,640
c.   Registration fees — per quarter ···························································· $30
d.   Late Tuition fee – per month ························································· $100
e.   Late Registration fee – after registration deadline ··············· $200
f.   Late Registration fee – during first week of instruction ············· $200
g.   Master of Arts in Teaching English Project Fee ················· $150
h.   Graduation fee ······································································· $200
i.   Entire program (total of 60 units/8 quarters) ··············· $20,040

(Books and materials are additional)

## FINANCIAL AID, STUDENT LOANS, INSTITUTIONAL GRANTS, AND SCHOLARSHIPS

Stanton University does not currently participate in federal and/or state financial aid programs, nor does Stanton University offer or administer institutionally funded grants, scholarships, and loans. Stanton University also does not provide loans to students to pay for the cost of an educational program. Loans obtained from outside sources are not under the purview of the university's responsibility and/or authority.

## REFUND POLICY, CANCELLATION, AND WITHDRAWAL

The University has and maintains a refund policy for the unused portion of tuition, fees and other charges in the event a student does not register for the period of attendance or withdraws or is discontinued there from at any time prior to completion of the course(s) in which the student enrolled, or otherwise fails to complete the period of enrollment.

Students have the right to cancel the enrollment agreement and obtain a refund. A refund of 100% of institutional charges, without penalty or obligation, shall be made of the amount paid, less a *$100.00* application fee for US resident students and a *$200.00* application fee for international students, who meet the following criteria:
   (1) Those whose class or classes were canceled by the University;
   (2) Those who were not officially added by the instructor from a waiting list, and
   (3) Those who officially withdraw by the end of the first class session, or the seventh day after enrollment, whichever is later

In compliance with the California Education Code, the refund policy for students who have completed 60 percent or less of the course of instruction is pro rata. The effective date of withdrawal used in determining the amount of tuition to be refunded is the date on which the student submits his or her withdrawal form to the Office of Admissions and Records. Tuition refunds are paid or credited to a student within 30 days of filing the withdrawal form.

To qualify for a refund, students must notify the University of their withdrawal or cancellation of classes and request a refund in writing directed to the university's Director of Business Affairs.

In calculating the refund the University will: (1) deduct the registration fee (the non-refundable registration fee is *$25.00*) from the total tuition charge; (2) divide this figure by the number of hours of the program; (3) the quotient is the hourly charge for the program; (4) the amount owed by the student for the purpose of calculating the refund due is derived by multiplying the total hours attended by the hourly charge for instruction calculated in (3), plus the amount of the registration fee specified in (1); and (5) the refund shall be any amount in excess of the figure derived from (4) that was paid by the student to Stanton University.

If a student obtains a loan to pay for an educational program, the student is responsible to repay the full amount of the loan plus interest, less the amount of any refund from the third party lender. Stanton University does not offer any financial aid, if the student receives federal student financial aid funds, the student is entitle to a refund of the money not paid from federal financial aid funds.

# STUDENT TUITION RECOVERY FUND (STRF)

The State of California established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic loss suffered by a student in an educational program at a qualifying institution, who is or was a California resident while enrolled, or was enrolled in a residency program, if the student enrolled in the institution, prepaid tuition, and suffered an economic loss. Unless relieved of the obligation to do so, you must pay the state-imposed assessment for the STRF, or it must be paid on your behalf, if you are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition.
You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if you are not a California resident, or are not enrolled in a residency program."

 "It is important that you keep copies of your enrollment agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school. Questions regarding the STRF may be directed to the Bureau for Private Postsecondary Education, 1747 N. Market Blvd Ste 225, Sacramento, CA 95834, (888) 370-7589 or (916) 574-8900.
To be eligible for STRF, you must be a California resident or are enrolled in a residency program, prepaid tuition, paid or deemed to have paid the STRF assessment, and suffered an economic loss as a result of any of the following:

1.  The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.
2.  You were enrolled at an institution or a location of the institution within the 120 day period before the closure of the institution or location of the institution, or were enrolled in an educational program within the 120 day period before the program was discontinued.
3.  You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.
4.  The institution has been ordered to pay a refund by the Bureau but has failed to do so.
5.  The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law, or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.
6.  You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.
7.  You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans.

It is a state of California requirement that a student who pays his or her tuition is required to pay a state-imposed assessment the following regulatory change will become effective on April 1, 2022:
§76120. Amount of STRF Assessment.

The state of California, Student Tuition Recovery Fund) is set up for students to recover economic lost when the school or **institution has closed down.**

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

> You are a student, who is a California resident and prepays all or part of your tuition either by cash, credit card, guaranteed student loans, or personal loans, and

> Your total charges are not paid by any third-party payer such as an employer, government program or other payer unless you have a separate agreement to repay the third party.

(a). Two dollars and fifty cents ($2.50) per one thousand dollars ($1,000) of institutional charges, rounded to the nearest thousand dollars, from each student in an educational program who is a California resident or is enrolled in a residency program. For institutional charges of one thousand dollars ($1,000) or less, the assessment is zero dollars ($0).
Note: Authority cited: Sections 94877, 94923 and 94924, Education Code. Reference: Sections 94843, 94911(b), 94923 and 94924, Education Code.

**Effective April 1, 2024,** the Student Tuition Recovery Fund (STRF) assessment rate will change from two dollars and fifty cents ($2.50) per one thousand dollars ($1,000) of institutional charges to zero dollar ($0.00) per one thousand dollars ($1,000) of institutional charges. (5, CCR section 76120). Institutions will still be required to complete and submit all STRF Assessment Reporting Forms on a quarterly basis and maintain specified student information for STRF-eligible students.

The Bureau for Private Postsecondary Education (Bureau), with the agreement of the Director of the Department of Consumer Affairs, will be amending the Student Tuition Recovery Fund (Fund) assessment rate found in Title 5 of the California Code of Regulations (5 CCR) section 76120 effective April 1, 2024. As explained below, this regulation is exempt from traditional rulemaking procedures pursuant to subdivision (g) of Government Code section 11340.9.

Similar to an insurance policy, Fund assessments are imposed on each student enrolled in an approved institution; the funds are collected and pooled in the Fund itself. Students suffering economic losses as a result of the closure of a Bureau-approved institution may then make a claim for reimbursement for

those economic losses from the Fund. The Bureau's regulations to award claims

from the Fund can be found in 5 CCR §76000 et seq.

Education Code section 94925(a) states, "The amount in the Student Tuition Recovery Fund shall not exceed twenty-five million dollars ($25,000,000) at any time." The STRF assessment rate is currently established in 5 CCR section 76120 at two dollars and fifty cents ($2.50) per one thousand dollars ($1,000) of institutional charges, rounded to the nearest thousand dollars. The assessment rate was previously set to zero via a file-and-print submission to the Office of Administrative Law in 2014, raised to fifty cents ($0.50) on February 8, 2021, and then raised again to two dollars and fifty cents ($2.50) on April 1, 2022.

The Fund balance as of October 10, 2023 was $26,028,000. In order to return the Fund balance to a level consistent with Education Code section 94925, the Bureau will be amending the Fund assessment rate from two dollars and fifty cents ($2.50) per one thousand dollars ($1,000) of institutional charges to zero dollars ($0.00) per one thousand dollars ($1,000) of institutional charges.

Regulatory language reflective of this change, which will go into effect April 1, 2024, is attached.

Government Code section 11340.9 provides the administrative regulation and rulemaking provisions (chapter 3.5) of the Administrative Procedure Act (APA) do not apply to "[a] regulation that establishes or fixes rates, prices, or tariffs." (Gov't Code §11340.9 (g).) Much as the insurance rate regulations at issue in 20th Century Insurance Co. et al v. Garamendi, 5 CCR section 76120 fixes a STRF assessment rate, which is exempt from the APA rulemaking process. (20th Century Insurance Co. et al v. Garamendi, (1994) 8 Cal.4th 216, 248.)

Prior to amending the assessment rate, on November 8, 2023, the Bureau called a noticed, public meeting of its Advisory Committee and presented the proposed regulatory change to the members and the public. No adverse comments were received.

This rulemaking is submitted to the Office of Administrative Law pursuant to Government Code §11343.8.

**"NOTICE"**

"YOU MAY ASSERT AGAINST THE HOLDER OF THE PROMISSORY NOTE YOU SIGNED IN ORDER TO FINANCE THE COST OF THE EDUCATIONAL PROGRAM ALL OF THE CLAIMS AND DEFENSES THAT YOU COULD ASSERT AGAINST THIS INSTITUTION, UP TO THE AMOUNT YOU HAVE ALREADY PAID UNDER THE PROMISSORY NOTE."

# COURSE NUMBERING SYSTEM

**COURSES ARE GROUPED INTO NUMBER SERIES INDICATING THE LEVEL AT WHICH THEY ARE PRESENTED**

**00-99 LEVEL COURSES**
**PREPARATORY/REMEDIAL COURSES**

These courses, numbered 00-99, are preparatory/remedial courses and are not applicable to degree programs or certificates within degree programs.

**100-299 LEVEL COURSES**
**LOWER DIVISION COURSES: APPLICABLE TO ASSOCIATE AND BACHELOR'S DEGREES**

These courses are designed primarily for freshmen and sophomores but may be taken by others. They provide breadth of understanding and the foundation for more specialized work in upper division and more advanced courses. Such courses are usually general, introductory, basic, beginning or survey in nature.

**300-399 LEVEL COURSES**
**UPPER DIVISION, INTERMEDIATE COURSES: APPLICABLE TO BACHELOR'S DEGREES**

These courses are designed for sophomores and above, although in some circumstances freshmen may qualify to enroll. 300-399 level courses generally assume prior knowledge or experience in the subject, are more advanced than lower-division courses and frequently have prerequisites.

**400-499 LEVEL COURSES**
**UPPER DIVISION, ADVANCED COURSES: APPLICABLE TO BACHELOR'S DEGREES**

These courses are designed for juniors and seniors, although advanced sophomores may qualify in some cases. Freshmen rarely qualify to take these courses. 400-499 courses assume a greater degree of complexity than intermediate level courses, require a high degree of disciplinary sophistication or a high degree of specificity in content and assume considerable prerequisite knowledge and experience.

**500-599 LEVEL COURSES**
**DUAL LEVEL COURSES: APPLICABLE TO BACHELOR'S AND MASTER'S DEGREES**

Dual level courses are open to qualified seniors for advanced upper division credit or to graduate students as graduate credit, as specified by the requirements of each program.

**600-799 LEVEL COURSES**
**GRADUATE LEVEL COURSES: APPLICABLE TO MASTER'S and DOCTORAL DEGREES**

Open only to post-baccalaureate and graduate students pursuing a master's degree objective. Graduate courses require an identification and investigation of a theory or principle; the application of theory to new ideas, problems and materials; extensive use of bibliographic and other resource materials with emphasis on primary sources of data and competence in the scholarly presentation of independent study research.

**900-999 LEVEL COURSES: NON-CREDIT COURSES**

Courses numbered at the 900 – 999 level are reserved for graduate courses in certain professional curricula as part of advanced certificate, credential and licensure programs. They are also designed to meet professional (medical, nursing, dental, CPA, engineering, law, architecture, acupuncture, etc.) continuing education requirements and the needs of professional and vocational groups seeking career improvement and advancement objectives. Credit for these courses does not apply to degrees. However, in exceptional cases and with the approval of the appropriate school dean or department chairperson, you may apply these courses towards a degree program for which such courses are deemed acceptable. Determination of the acceptability of these courses for degree credit will depend primarily upon course content and approach. You should not consider registering in these courses for degree purposes without first consulting with an adviser.

Some courses within this numbering level are designed to provide opportunities to pursue cultural, intellectual, and social interests. These courses include specialized workshops, seminars, and institutes.

- Courses transferred to Stanton University for which credit is sought are evaluated and given credit, where appropriate, on the basis of the course numbering criteria given here.

- Community college courses do not qualify for upper division credit. Only lower division credit will be given to all transfer courses from community colleges, with the exception of community colleges that now offer selected bachelor's degrees.

- While most accredited institutions and BPPE approved institutions adhere closely to this standardized course numbering system, some institutions' course numbering system may not. In such cases, SU will review their courses so as to ascertain the appropriate class level to determine the number of units to be awarded.

# PROGRAMS OF STUDY

Stanton University offers curricular programs as follows:

### Undergraduate programs
- ESL Pathway Program
- Associate of Applied Science in Professional Golf and Golf Complex Management
- Associate of Applied Science in Korean Culinary Art
- Associate of Applied Science in General Education
- Bachelor of Arts in Business Administration
- Bachelor of Arts in Business Administration Distance Learning
- Bachelor of Science in Information System Management
- Bachelor of Arts in Liberal Studies
- Bachelor of Arts in Media Communication

### Graduate programs
- Master of Business Administration
- Master of Business Administration Distance Learning
- Master of Science in Information System Management
- Master of Arts in Teaching English to Speakers of Other Languages

# UNDERGRADUATE PROGRAMS

The University strives to bring to its campus students who are committed to personal and intellectual growth. The University welcomes applications from students who will contribute to, as well as benefit from, the university experience; who are creative, motivated, self-disciplined and committed to life-long learning.

## UNDERGRADUATE ADMISSION REQUIREMENTS

All applicants are expected to satisfy procedures and criteria for admission to Stanton University and to submit all required documents. Applicants who meet all requirements listed below will be considered for acceptance to the University. Stanton University processes admissions applications every quarter.

1. Completed Application for Admission Form and all supporting documents. An Application packet may be obtained by writing, calling, or e-mailing Stanton University's Office of Admissions and Records (OAR).
2. Proof of high school completion or its equivalent. Must provide supporting documents such as copies of transcripts or diplomas.
3. Personal Identification – All applicants are required to submit a copy of personal identification such as a state driver's license, government issued identification card, passport, visas, or any government issued photo identification.
4. Submit the non-refundable application fee to Stanton University's Office of Admissions and Records.
5. Proof of English Language Proficiency

### ENGLISH LANGUAGE PROFICIENCY REQUIREMENTS

All prospective undergraduate students applying for admission to Stanton University must meet the university's English Language Proficiency Requirement. This requirement can be fulfilled by one of the following (The student must provide documentation):
1. Minimum TOEFL iBT score of 45 or its equivalents for Undergraduate Programs (Associate and Bachelor's Degree Levels).
2. U.S. high school diploma or equivalent.
3. Completion of at least one (1) year of higher education taught in English from an institution in the United States.
4. Completion of high school education or higher at an educational institution where English is the primary language of instruction (for foreign countries).
5. Completion of an advanced level of ESL course at an institution in the United States.

Applicants who do not meet these requirements must take the Stanton University's English Language Proficiency Exam and obtain a passing rating. The exam is called the ACTFL Listening and Reading Test and it is conducted through an online testing service called Language Testing International (LTI), which follows the guidelines of American Council on the Teaching of Foreign Languages (ACTFL). A list of English Proficiency accepted verification is found on Stanton.edu and on Stanton University's English Proficiency Policy form.

Exceptions:  All the students applying for admission to Stanton University who can meet the Korean Language

Proficiency Requirements can be waived from the English Language Proficiency Requirements.  Korean Language Proficiency Requirements can be fulfilled by one of the following (The student must provide documentation):

1. The students whose primary language is Korean.
2. Korean high school diploma or equivalent.
3. Completion of at least one year of higher education taught in Korean.
4. Korean Language Proficiency Test (KLPT):  3<sup>rd</sup> level or higher.
5. Test of Proficiency in Korean (TOPIK): 3<sup>rd</sup> level or higher.

**Medium of Instruction Certificate**

A Medium of Instruction Certificate (MOI) is an official document that confirms the language in which an individual completed their degree education. It is important to note that the instruction language may not necessarily be the official language of the country or state. The MOI is determined by the primary language the student used during some or all parts of their schooling. In certain cases, the medium of instruction may involve two or more languages. When a student is proficient in two or more languages, the classes are considered bilingual or multilingual, respectively.

## ADMISSION EVALUATION

Applicants who meet all requirements will be considered for admission to the University but are not guaranteed admission. Stanton University advises prospective students that they must supply complete and accurate information on the application for admission and on all other university forms. Students with missing documents will be admitted on a conditional status, and missing documents must be submitted as soon as possible. Failure to file complete, accurate and required application documents may result in denial of admission. There is no appeal process for admission decisions. All Stanton University admissions decisions are final.

# <u>UNDERGRADUATE INTERNATIONAL STUDENTS ADMISSION REQUIREMENTS</u>

International F-1 visa students to the undergraduate program must fulfill additional admission requirements. Acceptance into a program is necessary before the U.S. Citizenship and Immigration Services (formerly INS) Form I-20 (Certificate of Eligibility) is issued by the university's International Student Advisor (ISA).

## GENERAL INFORMATION

1. Undergraduate international students must register for and maintain a full-time program of study in the academic program in which they are enrolled. A full-time program of study is 12 quarter units or more for undergraduate students. Please check with your department for full-time course load unit requirements. Part-time F-1 status is not permitted by the U.S. Citizenship and Immigration Service. The registration status and academic performance of all international students will be monitored by the University.
2. A recent photograph must be submitted with an application (passport size is acceptable).
3. Prospective international students are advised that they must comply with all requirements of the U.S. Citizenship and Immigration Services and of SU to be admitted as international students.
4. A transfer student must:
   a. Follow set transfer procedures of the U.S. Citizenship and Immigration Services and
   b. Have pursued a full-time course of study with a minimum GPA of 2.0 ("C") at the college/university the student was last authorized to attend (an official transcript must be filed).

## APPLICATION FEE

All international students are required to pay a $200.00 non-refundable application fee. The fee is valid for up to one year from the date processed.

## TRANSCRIPTS/DOCUMENTS OF INTERNATIONAL EDUCATION

All international transcripts/documents of previous secondary and/or college/university education submitted to Stanton University must be in English or have certified translation into English. The acceptance and evaluation of international transcripts/documents will be determined by the University. If the University deems that the submitted transcripts/documents are not acceptable proof, the student is required to have the international education transcripts/documents submitted to a credential evaluation service (at the applicant's expense) to verify authenticity and to assist in the approximation of credit received to comparable levels of educational achievement in the U.S.

## FINANCIAL RESOURCES

1. Each international student must submit verification of sufficient financial resources. The verification must demonstrate the ability of the student to finance each year's education and living expenses to the satisfaction of the ISA. The amount of financial resources required varies by the program the student plans to enroll in. The ISA will provide each student with the specific amount required.
2. An international student attending the University must pay all mandatory fees, enrollment fees and other fees paid by resident students.
3. Financial aid is not available to F-1 visa international students.
4. An international student may not accept off-campus employment while attending the University unless approval is granted by the U.S. Citizenship and Immigration Services (formerly INS) and the ISA.

## HEALTH CLEARANCE

1. Although the University does not require proof of immunizations, it is strongly recommended that all students planning on coming to the US to study receive all the necessary vaccinations for immunization against polio, diphtheria, measles, rubella, tetanus, and are free of tuberculosis.

## VISA STUDENTS (OTHER THAN F-1)

All other visa categories or immigrant classifications must see the university's Office of Admissions and Records and the ISA.

Students who are residing in the United States on other than an F-1 student visas must comply with all restrictions on total units enrolled as specified by the U.S. Citizenship and Immigration Services.

# GENERAL EDUCATION

## GENERAL EDUCATION LEARNING OUTCOMES

1. **Critical Thinking**
   a. Critically analyze evidence, statements, alternative perspectives, and other forms of information to reach a reasoned conclusion.
   b. Evaluate the logic, validity, and relevance of arguments, data, and other information.

2. **Communication Proficiency**
   a. Apply effective oral delivery techniques and language choices that are appropriate to the intended audience.
   b. Write using appropriate style, structure, and voice.

3. **Information Literacy**
   a. Access and locate information using a variety of search strategies, technology, and relevant sources.
   b. Select, research, organize, and define specific information to achieve intended purpose.

4. **Quantitative Reasoning**
   a. Interpret numerical data derived from mathematical or statistical models to reach sound conclusions.
   b. Use mathematical and scientific methods to solve problems and be able to apply mathematical concepts to real-world situations.

5. **Cultural and Global Awareness**
   a. Demonstrate an understanding of the relationships of different cultures and societies worldwide and be able to recognize different perspectives and values of diverse groups.
   b. Demonstrate an understanding of important political, economic, or social events, and institutions of the world.

## GENERAL EDUCATION COURSES

Please note that different undergraduate programs may require different General Education requirements.

### Communications

| Course Code | Course Name | Units |
|---|---|---|
| ENG101 | Fundamentals of English Composition | 4 |
| ENG107 | Written & Oral Communication | 4 |
| ENG108 | College English | 4 |
| SPEE120 | Interpersonal Communications | 4 |

### Humanities and Arts

| Course Code | Course Name | Units |
|---|---|---|
| ART101 | Fundamentals of Drawing | 4 |
| ART211 | Art History – Ancient to Renaissance | 4 |
| ART212 | Art History – Renaissance to Baroque Era | 4 |
| HST105 | US History | 4 |
| HST117 | History of Western Civilization | 4 |
| ICS101 | Intercultural Studies | 4 |
| PHL100 | Logic and Critical Thinking | 4 |
| PHL105 | Introduction to Philosophy | 4 |

| | | |
|---|---|---|
| PHL115 | Beginning Ethics | 4 |
| LIT110 | American Literature | 4 |
| SPN101 | Spanish I | 4 |
| SPN102 | Spanish II | 4 |
| SPN103 | Spanish III | 4 |

| | | |
|---|---|---|
| ADM101 | Public Administration | 4 |
| ANP101 | Cultural Anthropology | 4 |

## Social Sciences

| Course Code | Course Name | Units |
|---|---|---|
| ECON105 | Macroeconomics | 4 |
| ECON106 | Microeconomics | 4 |
| POL101 | Political Science | 4 |
| POL110 | US Government | 4 |
| PSY101 | Introduction to Psychology | 4 |
| SOC101 | Principle of Sociology | 4 |
| FMI101 | Introduction to Family Issues | 4 |
| MNR101 | Minority Studies | 4 |
| ITL101 | Introduction to International Relations | 4 |

## Mathematics and Sciences

| Course Code | Course Name | Units |
|---|---|---|
| MATH105 | Survey of Mathematics | 4 |
| MATH118 | Statistics I | 4 |
| MATH119 | Statistics II | 4 |
| MATH121 | College Algebra | 4 |
| MATH131 | Calculus I | 4 |
| MATH132 | Calculus II | 4 |
| PHY101 | General Physics | 4 |
| BIO101 | General Biology | 4 |
| CHEM101 | General Chemistry | 4 |
| GEOL101 | Introduction to Geology | 4 |
| SCN101 | Introduction to Health Science | 4 |
| NTR101 | Nutrition | 4 |

# GENERAL EDUCATION COURSE DESCRIPTIONS

## COMMUNICATIONS

### ENG101 – Fundamentals of English Composition (4 units)
An intensive study of the fundamentals of English grammar, usage, diction, sentence structure, vocabulary building, punctuation, and paragraph development. The eight parts of speech and common grammatical mistakes will be studied in depth.

### ENG107 – Written and Oral Communication (4 units)
*Prerequisite: ENG101 or approval of department*
Improve writing skills, review grammatical and mechanical writing structures to gain written communication proficiency. Enhance oral communication skills with speaking assignments designed to expose major skills of speech: analyzing audiences; visual aids; delivery; small group communication; informative and persuasive speaking; speaker credibility; effective use of language and communication and/or speech to entertain.

### ENG108 – College English (4 units)
An integrated course in reading, writing, and critical thinking. Emphasis placed on the use of library source materials. Writing includes personal and expository essays and will be presented as an integral aspect of thinking and learning. Read and analyze narrative and expository texts to improve ability to recognize main ideas and supporting details. Covers American English grammar constructions.

### SPEE120 – Interpersonal Communication (4 units)
Emphasizes the development of effective interpersonal skills, strategies and practice in oral and written communication. Personal, situational, and cultural influences of interaction will be covered. Particular attention is paid to human perception, interpersonal dynamics, listening, conflict management, and verbal and non-verbal symbol systems.

## HUMANITIES AND ARTS

**ART101 – The Fundamentals of Drawing (4 units)**
Introduction to the artistic practice and cultural value of drawing from the Renaissance to the 21st Century. Emphasis and expansion of the practical skills of observation, rendering, and understanding the signs of meaning produced in visual art. Exercises encourage growth in technical skill, conceptual innovation, critical thinking, and visual communication.

**ART211 – Art History–Ancient to Renaissance (4 units)**
Development of art from antiquity to the early stages of the Renaissance in Europe. Particular emphasis on European art with appropriate references to sources from antiquity which have been particularly influential on European painting and sculpture. Comparison of relevant parallel examples of the art of non-European cultures.

**ART212 – Art History–Renaissance through Baroque Eras (4 units)**
The significant visual expressions of Northern and Southern European art of the Renaissance and Baroque period. Relevant parallel examples of the art of non-European cultures.

**HST105 – U.S. History (4 units)**
Introduction to the history of the United States, covering the period from the colonization through the Second World War.

**HST117 – History of Western Civilization (4 units)**
A study of Western Civilization from the Renaissance period through the developmental stages of Western society to the present time, with emphasis on political, economic, and religious impact upon our lives.

**ICS101 – Intercultural Studies (4 units)**
Emphasis on the necessity of intercultural skills in the pluralistic society of the United States in the 21st century. Understanding of different perspectives through the study of viewpoints and histories of various identity groups within the United States.

**LIT110 – American Literature I (4 units)**
An introduction to American Literature, an examination of imagination and the power of literature through balanced coverage of diversity of classic and modern literary culture.

**PHL100 – Logic and Critical Thinking (4 units)**
Exploration of the relationship of communications and critical thinking with a focus on reasoning and the impediments to its mastery. Emphasizes the development of skills in logical processes including familiarity with common fallacies. Designed to apply principles of critical thinking to the practical problems of life, work or problem solving.

**PHL105 – Introduction to Philosophy (4 units)**
A survey and critical analysis of the various systems of philosophy, philosophical ideas, major philosophers and their theories in light of both logic and Scripture. Christian to modern times.

**PHL115 – Beginning Ethics (4 units)**
*(Formerly ETH115)*
An introduction to the meaning and definition of ethics. With an to the relationship of ethics and philosophy. Include a real definition of morality as a basic component of ethics.

**SPN101 – Spanish I (4 units)**
Cover pronunciation, grammar, reading and speaking Spanish, with an emphasis on vocabulary building and writing simple sentences. Provides an initial exposure to the Spanish language, history, and cultural heritage.

**SPN102 – Spanish II (4 units)**
*Prerequisite: SPN101 or approval of department*
This course is a continuation of Spanish I, with emphasis on Spanish language composition and conversation.

**SPN103 – Spanish III (4 units)**
*Prerequisite: SPN102 or approval of department*
This course is a continuation of Spanish II, with additional emphasis on Spanish language composition and conversation.

## SOCIAL SCIENCES

**ADM101 – Public Administration (4 units)**
Understanding public administration as a field of academic study and an area of professional practice. Focuses on the evolution of public administration as an academic discipline, the context in which public administration takes place, the meaning of public service in a democratic society, and the importance of personal and professional ethics.

**ANP101 – Cultural Anthropology (4 units)**
Introduction to the basic concepts and techniques developed by cultural anthropologists help us to understand societies of various degrees of complexity, including our own. Consider topics such as language, kinship, gender, ethnicity, economics, politics, religion, and social change in a broad comparative framework. Develop increased awareness of the social and cultural dimensions of human experience; the diversity and flexibility of human cultures; and processes of intercultural communication and conflict.

**ECON105 – Macroeconomics (4 units)**
This course is an introduction to macroeconomics, the American economy since World War II, and the Great Recession and its aftermath.

**ECON106 – Microeconomics (4 units)**
Continued study of economics with introduction of the basic concepts of microeconomics from the nature of consumer demand through the world economy.

**FMI101 – Introduction to Family Issues (4 units)**
This course traces the conception of systemic theory and how it continues to be adapted by various theorists and therapists in the treatment of families. Consideration of individuals as part of the systems with which they work, with respect to their strengths and personalities. In encouraging clients. Theory that it discusses has its own value review of the value of theories for working with families, specific populations, cultures, and issues.

**ITL101 – Introduction to International Relations (4 units)**
A study of contemporary relations among states, including an analysis of basic concepts and issues such as power, sovereignty, nationalism, security, diplomacy, war and peace, international law and organization, trans-nationalism, and independence. Attention is given to different approaches to the study of international relations.

**MNR101 – Minority Studies (4 units)**
Exploration of the moral, social, legal, and phenomenological correlates of diversity from a philosophical point of view, focusing on disability and the "double differences" where disability intersects with race and gender. The complex interplay between conceptualizations of disability rights and the construction of disability identity and culture. Examination of modern, post-modern, and feminist approaches to questions of justice.

**POL101 – Political Science (4 units)**
Study of selected topics on political, social, and cultural aspects of how the political system operates in the U.S., with particular emphasis on reform and social change.

**POL110 – US Government (4 units)**
*(Formerly GOV110)*
Study of the United States' system of government, with appraisals of the weaknesses and strengths of the executive and legislative branches.

**PSY101 – Introduction to Psychology (4 units)**
Introduction to the scientific analysis of factors that influence and control human behavior. Concepts include theories of development, learning theories, memory, abnormal behavior, personality theories, motivation, emotions, psychological disorders, therapy and interpersonal relations.

**SOC101 – Principles of Sociology (4 units)**
Exploration of the major groups and cultures that comprise contemporary American society — including the relationships within and between these groups, and the values and beliefs that influence group behavior. Emphasis placed on working more effectively with others. Reviews also interpersonal skills, knowledge and understanding needed in today's changing workplace, including traditional topics such as testing and assessment in the workplace, team approaches to work, employee empowerment, and participatory management. Scientific study of social interactions and organization with special reference to cross-cultural and multicultural analysis.

**MATHEMATICS AND SCIENCES**

**BIO101 – General Biology (4 units)**
Basic principles of general biology; cellular, organismic and population levels of organization. Included are cell ultrastructure and function, energy transfer, reproduction, genetics, evolution, taxonomy, and ecology.

**CHEM101 – General Chemistry (4 units)**
Basic general principles of chemistry and their application, with introduction to chemical measurement, stoichiometry, atomic structure, the periodic table, chemical bonding, inorganic formula writing, naming of inorganic compounds, and energy changes.

**GEOL101 – Introduction to Geography (4 units)**
An introductory study of the Earth, examining the nature and structure of the materials composing the earth and the various processes that have shaped and are shaping its surface. The course includes plate tectonics, faults and earthquakes, volcanoes, land forms, minerals, rocks, and geologic maps.

**MATH105 – Survey of Mathematics (4 units)**
A comprehensive, review of the fundamentals of mathematics — arithmetic operations, algebraic expressions, solving equations, graphing, ratios and proportions, systems of measurements, set theory, number abstractions, inequalities and

topics in probability, statistics, quantitative literacy, and application of mathematics to solve hypothetical and real world problems using mathematical logic.

**MATH118 – Statistics I (4 units)**
A study of statistics and statistical analysis. Uses of different information to calculate the mean, the median, the average, the mode, and how to interpret statistical calculations and information.

**MATH119 – Statistics II (4 units)**
*Prerequisite: MATH118 or approval of department*
A continuation of Statistics I. Confidence intervals and hypothesis testing including two sample inference for means and proportions. The inferences in simple linear regression and multiple regression are presented. Analysis of variance and experimental design are introduced. Other topics include chi-square tests for goodness-of-fit and independence, and the principles of nonparametric tests. Use of statistical software, such as Minitab, SPSS, or SAS.

**MATH121 – College Algebra (4 units)**
An overview of the fundamental concepts of algebra. Topics include linear and quadratic equations and inequalities; the Cartesian plane and graphing; using a graphing utility; functions; graphs and models; polynomial and rational functions; exponential and logarithmic functions; systems of equations, inequalities, and matrices

**MATH131 – Calculus I (4 units)**
Review of limits and derivatives of elementary functions. Inverse trigonometric functions and their derivatives. L'Hospital's rules. The definite integral. Fundamental theorem of Calculus. Simple substitution. Applications including areas of regions and volumes of solids of revolution.

**MATH132 – Calculus II (4 units)**
*Prerequisite: MATH131 or approval of department*
Techniques of integration; The Mean Value Theorem and its consequences; series, Taylor series with applications; parametric and polar curves with applications; first order linear and separable differential equations with applications.

**NTR101 – Nutrition (4 units)**
Scientific concepts of nutrition relating to the functioning of nutrients in the basic life process. Emphasis is on individual needs, food sources of nutrients, current nutrition issues, and diet analysis.

**PHY101 – General Physics (4 units)**
Basic general principles of physics, including philosophy and phenomena of physics, including motion, forces, light, sound, gravity, magnetism, electricity, waves, relativity, and nuclear physics.

**SCN101 – Introduction to Health Science (4 units)**
Current issues in health and their effect upon the quality of human life. Emphasis on the holistic approach to health and wellness; and exploration of the latest concepts in nutrition, disease prevention, mental health and stress management, sexual relationship and lifestyles, drug use and abuse, and consumer and environmental health issues. Focuses on individual responsibility for wellness, cultural diversity, and effective interpersonal communication.

# ESL PATHWAY PROGRAM

**Program Information**

The ESL Pathway program is designed for international students who do not meet the English proficiency requirements for direct admission. This program combines English language instruction with university courses and prepares students for higher education. Successful completion allows for conditional admission into a bachelor's or master's degree program without the need for standardized test scores like TOEFL or IELTS.

**Program Objectives**

The primary objective of the ESL Pathway program is to enhance the English language skills of non-proficient international students, equipping them for academic success in their subsequent degree programs. It provides targeted support to help students transition smoothly into
college-level coursework, with a curriculum tailored to meet both their academic and cultural needs

**Program Learning Outcomes**

- **Language Proficiency:** Students will demonstrate improved English language proficiency, enabling them to engage effectively in academic discourse and complete university assignments.
- **Academic Integration:** Students will be able to navigate the demands of college coursework, utilizing study skills and academic strategies learned during the program.
- **Cultural Competence:** Participants will develop an understanding of cultural norms and practices within the U.S. educational context, facilitating their integration and engagement within the university community.
- **Social Connections:** Students will have opportunities to form relationships with peers, fostering networking within an international context that enhances their overall educational experience

**Admission Process**

Students who wish to gain admission to the ESL Pathway program must first apply to the degree programs offered by Stanton University. Those applying to our undergraduate programs must fulfill all undergraduate admission requirements while completing their application. Similarly, applicants for our graduate programs must adhere to all graduate admission requirements.

If all admissions requirements are met but the English language requirement is not satisfied, the admission team will advise the applicant regarding the ESL Pathway program. In such cases, the applicant will be placed in different levels of the ESL Pathway based on the scores submitted from their English tests.

Placement scores are explained below in the section titled "Placement Scores of Each Pathway Level," where detailed score ranges are outlined for various English tests that correspond to specific placement levels.

**Student Academic Load**

A full-time academic load in this ESL Pathway program is twelve (12) units or more per quarter. Students may not enroll for more than twenty (16) units in a regular quarter without the approval of the academic department.

**Program Explanation**

- If students do not meet the English requirements upon admission, they will be placed into one of the five levels of the ESL Pathway Program based on their English test results
- Students must achieve a cumulative GPA of 2.5 or higher in their ESL classes to advance to the next level. If a student does not meet this requirement, they must repeat the current level.
- A GPA of 2.5 or higher in ESL 98, Pathway Level B, qualifies students to begin an undergraduate program. Similarly, a GPA of 2.5 or higher in ESL 99, Pathway Level A, qualifies students to begin a graduate program.
- ESL Pathway courses, specifically ESL classes, do not count as credit toward a degree program.
- Elective courses taken in Pathway A and General Education courses taken in Pathway B are recognized as credit toward a degree program.

**Explanations of Each Pathway Level**

| Pathway Level | Class Level | English Level |
|---|---|---|
| PATHWAY "A" | ESL99 | Advanced |
| PATHWAY "B" | ESL98 | Low-Advanced |
| PATHWAY "C" | ESL97 | High-Intermediate |
| PATHWAY "D" | ESL96 | Intermediate |
| PATHWAY "E" | ESL95 | Low-Intermediate |

**Placement Scores of Each Pathway Level**

**TOEFL iBT**

Under 75          Pathway "A"
Under 65          Pathway "B"
Under 60          Pathway "C"
Under 55          Pathway "D"
Under 50          Pathway "E"

**IELTS**

Under 7 Pathway "A"
Under 6 Pathway "B"
Under 5 Pathway "C"
Under 4 Pathway "D"
Under 3 Pathway "E"

**Cambridge English**

Under 170          Pathway "A"
Under 160          Pathway "B"
Under 150          Pathway "C"
Under 140          Pathway "D"
Under 150          Pathway "E"

**PTE Academic (Pearson Test of English Academic)**

Under 75          Pathway "A"
Under 65          Pathway "B"
Under 55          Pathway "C"
Under 45          Pathway "D"
Under 35          Pathway "E"

**Duolingo English Test**

Under 105          Pathway "A"
Under 90          Pathway "B"
Under 80          Pathway "C"
Under 70          Pathway "D"
Under 60          Pathway "E"

**Pathway "A" (ESL99) Advanced Level**

*After completion of this level, students can move on to Master's degree programs.*
At this level, learners demonstrate a near-native proficiency in speaking, listening, and writing, with

the ability to function effectively in academic, social, and professional settings. Speaking is fluent, coherent, and nuanced, with correct use of complex grammar and sophisticated vocabulary.

Students can articulate opinions, argue points, and adapt their language to formal and informal contexts with minimal effort. Listening comprehension is strong, with the ability to grasp the meaning of lectures, interviews, and fast-paced conversations, even when involving implicit meanings or abstract ideas. Grammar use is highly accurate and varied, with command over structures such as phrasal verbs, inversions, and parallelism. Vocabulary includes a wide repertoire of academic, formal, and colloquial terms, allowing for subtle distinctions in meaning and register. Writing produces clear, well-reasoned, and well-structured essays, reports, and other long-form work, demonstrating advanced control of style, tone, and grammatical accuracy with minimal errors.

**Pathway "B" (ESL98) Low Advanced Level**

*After completion of this level, students can move on to bachelor's degree programs.*

Ath this level, learners are capable of handling a variety of social, academic, and professional situations with increased proficiency. In speaking, they can engage in extended conversations, present ideas, and discuss arguments with improved fluency, accuracy, and coherence, though occasional hesitations and minor errors may still occur when dealing with unfamiliar topics. In listening, students can understand spoken English at near-natural speed, including conversations, lectures, and media, though challenges with highly colloquial or technical language may arise. Grammar use demonstrates a solid understanding of advanced structures, such as embedded clauses and parallel forms, but occasional inconsistencies might persist in more complex tasks. Vocabulary includes an extensive range of words, collocations, and idioms for both conversational and academic needs. Writing demonstrates well-organized, extended work, including essays and reports, with reasonable control of academic style, though subtle errors in tone or sentence variety may still appear.

**Pathway "C" (ESL97) High Intermediate Level**

*After completion of this level, students can move on to Pathway "B" Low Advanced Level.*

At this level, learners are able to participate in discussions on familiar and somewhat unfamiliar topics with greater ease and fluency. In speaking, they can express opinions and describe past and future events, but their language may still lack complexity and precision. Listening skills allow for understanding the main ideas and specific details in spoken English at a natural, moderate pace, though difficulties with idiomatic expressions and implied meanings may occur. Grammar knowledge includes mastery of more complex structures, such as conditionals and passive voice, though issues with consistency and accuracy remain. Vocabulary includes a growing bank of words and expressions for both everyday and academic settings. Writing at this level shows growing sophistication, with the ability to produce organized essays and narratives, though word choice and mechanical errors can still interrupt clarity.

**Pathway "D" (ESL96) Intermediate Level**

*After completion of this level, students can move on to Pathway "C" High Intermediate Level.*

The learners of this level show increased confidence in expressing themselves in familiar situations but may still struggle with complex topics or longer interactions. In speaking, they demonstrate an improved ability to sustain conversations and ask questions, though fluency may be interrupted by hesitations or errors. Listening skills allow for understanding detailed information in slower speech and clear contexts, though complex or nuanced language remains challenging. Grammar skills include more tenses, such as present perfect and modals, but errors with verb conjugation and sentence structure are still present. Vocabulary is expanding to include terms related to broader topics, such as daily activities, common interests, and workplace settings. Writing improves to include short, multi-paragraph compositions, though issues with organization, sentence variety, and grammatical accuracy persist.

**Pathway "E" (ESL95) Low Intermediate Level**

*After completion of this level, students can move on to Pathway "D" Intermediate Level.*

At this level, learners demonstrate a foundational ability to communicate using basic sentence structures and familiar vocabulary. In speaking, students can handle simple conversations on routine topics, although errors may frequently occur. Listening comprehension is developing, with learners able to understand the main ideas of clear, slow speech on everyday topics. Grammar knowledge is limited to basic tenses such as present, past, and future, with noticeable patterns of errors. Vocabulary is focused on practical, high-frequency words and phrases for common interactions. Writing at this level includes simple sentences and short, organized paragraphs, often with significant grammatical and spelling errors that may hinder clarity.

**Class Schedule for Each Level**

**Pathway "A" (ESL99) Advanced Level**

1. ESL99A      (Non-Credit)
2. ESL99B      (Non-Credit)
3. One Elective class from the master's degree program (Credit)

**Pathway "B" (ESL98) Low Advanced Level**

1. ESL98A      (Non-Credit)
2. ESL98B      (Non-Credit)

3. One General Education class from the bachelor's degree program (Credit)

**Pathway "C" (ESL97) High Intermediate Level**

1. ESL97A        (Non-Credit)
2. ESL97B        (Non-Credit)
3. ESL97C        (Non-Credit)

**Pathway "D" (ESL96) Intermediate Level**

1. ESL96A        (Non-Credit)
2. ESL96B        (Non-Credit)
3. ESL96C        (Non-Credit)

**Pathway "E" (ESL95) Low Intermediate Level**

1. ESL95A        (Non-Credit)
2. ESL95B        (Non-Credit)
3. ESL95C        (Non-Credit)

**ESL Pathway Courses**

| Course Code | Course Name | Units (Non-Credit) | Prerequisites |
|---|---|---|---|
| ESL95A | ESL 95A: Low Intermediate Listening and Speaking | 4 | Placement Score |
| ESL95B | ESL 95B: Low Intermediate Reading and Vocabulary | 4 | Placement Score |
| ESL95C | ESL 95C: Low Intermediate Grammar and Writing | 4 | Placement Score |
| ESL96A | ESL 96A: Intermediate Listening and Speaking | 4 | Successful Completion of ESL95 / Placement Score |
| ESL96B | ESL 96B: Intermediate Reading and Vocabulary | 4 | Successful Completion of ESL95 / Placement Score |
| ESL96C | ESL 96C: Intermediate Grammar and Writing | 4 | Successful Completion of ESL95 / Placement Score |
| ESL97A | ESL 97A: High Intermediate Listening and Speaking | 4 | Successful Completion of ESL96 / Placement Score |
| ESL97B | ESL 97B: High Intermediate Reading and Vocabulary | 4 | Successful Completion of ESL96 / Placement Score |
| ESL97C | ESL 97C: High Intermediate Grammar and Writing | 4 | Successful Completion of ESL97 / Placement Score |

| ESL98A | ESL 98A – Low Advanced Speaking and Related Skills | 4 | Successful Completion of ESL97 / Placement Score |
|---|---|---|---|
| ESL98B | ESL 98B – Low Advanced Writing and Related Skills | 4 | Successful Completion of ESL97 / Placement Score |
| ESL99A | ESL 99A: Advanced Speaking and Related Skills | 4 | Successful Completion of ESL98 / Placement Score |
| ESL99B | ESL 99B: Advanced Writing and Related Skills | 4 | Successful Completion of ESL98 / Placement Score |

**ESL PATHWAY Course Descriptions**

**ESL 95A - Low Intermediate Listening and Speaking (4 units)**
This course is designed to improve speaking and listening skills for everyday communication at the low intermediate level. Students will focus on developing fluency, improving pronunciation, expanding vocabulary, and enhancing listening comprehension. Through role-plays, real-life simulations, group discussions, and structured listening exercises, students will gain confidence in their ability to communicate effectively.

**ESL 95B - Low Intermediate Reading and Vocabulary (4 units)**
This course focuses on developing students' reading comprehension skills and expanding their vocabulary in English. Students will practice skimming, scanning, predicting, identifying main ideas and supporting details, and interpreting short texts. In addition, students will learn strategies for vocabulary acquisition, such as identifying context clues, using word parts (prefixes, suffixes, roots), and developing academic word lists.

**ESL 95C - Low Intermediate Grammar and Writing (4 units)**
This course helps students improve their writing skills with a focus on sentence, paragraph, and short essay development. Students will work on learning grammatical structures (e.g., simple, compound sentences) and applying them in written communication. The course emphasizes accuracy in grammar, cohesion in paragraphs, and coherence in paragraphs/short essays.

**ESL 96A - Intermediate Listening and Speaking (4 units)**
This course is designed to improve intermediate-level students' speaking and listening skills for daily interactions, academic settings, and workplace communication. The course emphasizes pronunciation,

fluency, listening comprehension, and confidence in oral communication. Students will practice listening to natural speech in different accents, speaking clearly with proper intonation and stress, and participating in group discussions.

### ESL 96B - Intermediate Reading and Vocabulary (4 units)

This course is designed to strengthen intermediate grammar, reading comprehension, and vocabulary skills essential for academic and real-world communication. Emphasis will be placed on understanding and using grammar accurately, applying effective reading strategies, and expanding vocabulary to enhance both written and spoken English.

### ESL 96C - Intermediate Grammar and Writing (4 units)

This course is designed to strengthen students' writing skills focusing on clear sentence and paragraph structure with an introduction to short essays. Integrated skills such as listening, note-taking, revising, and vocabulary development will also be incorporated. Emphasis is placed on increasing grammatical accuracy, improving organization, and developing critical thinking through writing.

### ESL 97A - High Intermediate Listening and Speaking (4 units)

This course is to develop listening comprehension and speaking fluency, with a focus on academic and real-life communication at a high intermediate level. Students will gain confidence in understanding spoken English in diverse contexts, improve clarity and intonation in their speech, and practice effective communication strategies.

### ESL 97B - High Intermediate Reading and Vocabulary (4 units)

This course is to enhance reading comprehension and vocabulary acquisition skills at a high intermediate level, focusing on using academic and authentic texts to master reading strategies, infer meaning, and expand vocabulary for both academic and general use.

### ESL 97C - High Intermediate Grammar and Writing (4 units)

This course focuses on developing academic writing and grammar for high-intermediate students. Students will practice writing clear, coherent paragraphs and short essays while improving their grammar, sentence structure, and editing skills. This course prepares students for more advanced writing and enhances fluency and accuracy in written English.

### ESL 98A – Low Advanced Speaking and Related Skills (4 units)

This course focuses on advancing students' speaking and listening skills in academic and professional settings. Students will practice advanced conversational techniques, group discussions, formal presentations, and problem-solving strategies while working on pronunciation, vocabulary, and fluency. Various listening tasks will support students' ability to respond effectively to academic and real-life scenarios. Emphasis is placed on accurate speech production, clarity, and appropriate register for diverse contexts.

### ESL 98B - Low Advanced Writing and Related Skills (4 units)

This course focuses on developing low-advanced writing skills for ESL students by emphasizing clear and organized expression of ideas in various written formats. Students will improve their mastery of grammar, sentence structure, paragraph development, and essay organization. Additional focus will be placed on drafting, revising, and editing, with attention to audience, tone, and academic style. This course prepares students for more advanced academic and professional writing expectations.

### ESL 99A: Advanced Speaking and Related Skills (4 units)

This course focuses on developing advanced speaking skills necessary for academic and professional communication. Students will enhance their oral fluency, pronunciation, vocabulary usage, and listening comprehension. Emphasis will be placed on grammar precision for oral communication, presentation skills, and participation in complex discussions and debates.

**ESL 99B - Advanced Writing and Related Skills (4 units)**
This course focuses on developing academic and professional writing skills necessary for success in higher education and professional settings. Students will refine their grammar, sentence structure, and organization in written communication. The course will also emphasize critical thinking, the development of well-structured essays, research skills, and professional document writing.

# ASSOCIATE OF APPLIED SCIENCE IN PROFESSIONAL GOLF AND GOLF COMPLEX MANAGEMENT (A.A.S. P.G.G.C.M.)

## PROGRAM INFORMATION

This Associate of Applied Science degree program in Professional Golf and Golf Complexes Management (PGGCM) offers a vast array of golf subjects in which students may be desirous of gaining more knowledge or pursuing a career. Additionally, internship opportunities provide hands-on exposure to relevant fields. The experiential and theoretical foundations acquired together serve to fast-track students into many golf-related careers.

## PROGRAM OBJECTIVES

The educational objectives of the PGGCM program are to:

a) Theoretical information and practical skills, for many exciting and fulfilling golf industry careers.
b) Business, communication, humanities, social sciences, mathematics and general sciences which are all important supporting skills for golf.
c) Critical thinking skills for the game of golf and the business of golf.
d) Communication skills – written and oral – that are essential to any field of endeavor.
e) The history, culture and traditions of the game of golf.
f) An appreciation for diversity and ethical principles in golf.

## PROGRAM LEARNING OUTCOMES

Upon completing the program, the student will be able to:
- Demonstrate in-depth knowledge of golf, proficiency in playing, and an understanding of practical skills relevant to various golf-related areas.
- Exercise critical thinking in analyzing golf-related information, data, and technology, while applying quantitative reasoning in decision-making and problem-solving.
- Locate and accurately utilize various types of golf-related information.
- Communicate effectively and professionally in written and oral forms with well-organized thoughts, ideas and opinions.
- Demonstrate an understanding of, and a respect for, the diversity of individuals, groups, and cultures in golf.
- Exhibit knowledge and understanding of ethical principles in all golf-related fields.

To assure that courses meet academically rigorous criteria, each course has measurable learning outcomes at each level of the program to evaluate mastery of subject material and critical thinking development. Faculty are selected for their

outstanding teaching ability, professional experience in the golf profession and industry, and for their ability to create an educational environment completely focused on student learning. The aim of the program's faculty, staff and administrators is teamwork — the ability to collectively work toward a common vision; the ability to direct individual accomplishment(s) toward the program's goal and objectives, thereby creating an environment that supports the intellectual, personal and professional development of the student.

Because the program's instructors practice what they teach, in small classes with a high level of student-instructor interaction, the goal of exposing our students to every facet of the golf profession and industry is facilitated by instructors who can share their experiences with students and provide them with first-hand input on what it takes to be a successful professional golfer or sport manager of a golf complex or country club.

The PGGCM program has outstanding physical facilities — including spacious classrooms, a golf lab, a golf library and easy access to nearby public golf facilities. Lessons include playing time, short game skill development, video analysis, and an understanding of club fitting and repair, regripping and reshafting. Tournaments may be held for competitive experience, and to provide practical tournament planning experience. Tournaments and open play are conducted at area golf courses as required. The instruction provided by the program's golf professionals during classes gives students the opportunity to improve their game and to examine most aspects of the golf industry towards future employment possibilities.

The sport of golf is rapidly expanding in popularity both nationally and internationally. Employment opportunities are numerous and are publicized through a multiplicity of sources — employment bulletins, direct requests from employers, extensive networks of golf industries and service providers and membership organizations, to name a few. Job possibilities for graduates include those at golf facilities, in sales and marketing of products, or through the expansive golf services industry. Business opportunities are also possible for entrepreneurs.

## STUDENT ACADEMIC LOAD

A full-time academic load in an A.A.S. degree program is twelve (12) units or more per quarter. Students may not enroll for more than twenty (20) units in a regular quarter without the approval of the academic department.

## GRADUATION REQUIREMENTS

1. Successfully complete minimum 92 quarter units of the A.A.S degree in PGGCM coursework, with a minimum cumulative grade point average (GPA) of 2.0 on a 4.0 scale.
2. Successfully complete the degree requirements within the Maximum Time Frame (MTF) allowed for the A.A.S degree, which is 1.5 times the program length. The program is normally six (6) quarters in length.
3. Filed all the necessary graduation forms in accordance with the timetable provided by the Department of Golf and Golf Complex Management.
4. Settled all financial obligations to the University.

## COURSE REQUIREMENTS

**a. General Education:   24 units**
The following units must be taken from the following disciplines:

| General Education | Units |
|---|---|
| Communications | 8 |
| Humanities and Arts | 8 |
| Social Sciences | 4 |

| | |
|---|---|
| Mathematics and Sciences | 4 |
| **Total** | **24** |

Please see General Education Requirements section of the Catalog for the course list and description.

**b. Degree Required Courses:   68 units**

Complete 68 quarter units of Major-Core courses in the following fields:

(1)   Business (Course Code include ACC or BUS) - 8 units

(2)   Professional Golf (Course Code include PGM) - 60 units

**PGM Major Core Courses (Business) – 8 units required**

Choose 8 units from the BBA Common Core Curriculum

**PGM Major Core Courses (Professional Golf) – 60 units required**

| Course Code | Course Name | Units | Prequisites |
|---|---|---|---|
| PGM100 | Golf Fundamentals I – Learn the Game | 4 | |
| PGM101 | History of Golf | 4 | |
| PGM102 | The Rules/ Etiquette of Golf | 4 | PGM100 |
| PGM103 | Sports Psychology | 4 | |
| PGM105 | Golf Club Facilities Operations and Management I | 4 | |
| PGM106 | Short Game Techniques - Putting | | |
| PGM107 | Short Game Techniques – Chipping, Pitching, Bunkers | 4 | |
| PGM108 | Principles of Fitness Training – General | 4 | |
| PGM109 | Tournament Operations | 4 | |
| PGM200 | Golf Fundamentals II – Play the Game | 4 | PGM100, 106, 107 |
| PGM202 | Golf Facilities Operations and Management II | 4 | PGM105 |
| PGM204 | Turfgrass Management | 4 | PGM100 |
| PGM206 | Golf Club Design, Manufacturing and Fitting | 4 | PGM100 |
| PGM207 | Golf Course Architecture and Design | 4 | PGM100, 106, 107, and 200 |
| PGM208 | Golf Coaching | 4 | PGM 100, 106, 107 and 200 |
| PGM228 | Principles of Fitness Training – Golf Specific | 4 | PGM108 |

**\*Class type: Lecture class types are taught at the campus. Practice class types are classes held at the golf field.**

## APPLICATION FOR GRADUATION

Graduation is not automatic on completion of degree requirements. An application must be filed with the Department of Professional Golf and Golf Complex Management and the Office of Admissions and Records (OAR) during the quarter in which the student expects to graduate. Students who do not graduate in the quarter for which they have applied must reapply and pay any applicable fees in the subsequent quarter in which they expect to graduate.

# P.G.G.C.M. COURSE DESCRIPTIONS

**PGM MAJOR CORE COURSES (PROFESSIONAL GOLF)**

**PGM100 – Golf Fundamentals I (4 units)**
This course provides an introduction to how golf is played and scored, as well as to basic etiquette and safety. Instruction on how the full-swing in golf is made is provided and students learn set-up and swing fundamentals including grip, stance, alignment, backswing, downswing and follow-through. Topics also include stretching and warm-up, the purpose of different golf clubs, their selection and use, the handicapping system, and the golf ball flight laws.

**PGM101 – History of Golf (4 units)**
This course exposes students to an in-depth study of the history of golf from the global beginnings of stick-and-ball games to golf in Scotland, its spread around the world and its explosion in the USA. It involves a continuous, systematic narrative of how golf originated, its phases of evolution, the people, ideas or events that shaped the course of golf development. Golf's inclusivity and its social- and economic-class history will be discussed within a chronological format.

**PGM102 – The Rules/Etiquette of Golf (4 units)**
**Prerequisite: PGM100 or approval of department**
This course exposes students to the Rules and etiquette of golf (Player's version of the 2023 Rules as per USGA). The main discussion focuses on the 25 Rules in the 10 sections of the current Rules. How the rules came to be established, the changes in the game of golf and golf rules over time up to current rules will also be discussed. Students will also learn how the Rules apply in general golf play and in tournament golf. There will be tested on the rules of golf in hypothetical situations.

**PGM103 – Sports Psychology (4 units)**
Students are exposed to sports psychology, specifically from a coach's perspective. Coaching philosophy, the importance of communication and mental skills training will be discussed. Students will also learn the concepts of imagery, relaxation, self-talk, motivation, energy and stress management, improving self-confidence and making mental plans.

**PGM105 – Golf Club Facilities Operations and Management I (4 units)**
This golf-specific course builds upon Golf Facilities Operations Management I. Students are exposed to the concepts of Strategic Vision, Tactical Plan, and Operational Execution using a seven-step process. Students are also exposed to the assessment methodology for operational success through a review of facilities.

**PGM106 – Short Game Techniques – Putting (4 units)**
This course exposes students to the fundamentals of golf putting. It includes the essentials of the putting stroke, speed control and directional judgement. Students are introduced to the art and science of putting
through learning and practicing four different putting stroke styles which are compared to one another through a min research-study. Students are also exposed to the important parts of a research paper and acquire practice in writing up their results in that format.

**PGM107 – Short Game Techniques – Chipping, Pitching, Bunkers (4 units)**
This course exposes students to all aspects of the partial swings - chipping, pitching, and bunker shots. It describes technique for making make each stroke, the situations in which each stroke might be appropriate, and the ideal clubs for each type of shot.

**PGM108 – Principles of Fitness Training – General (4 units)**
This course exposes students to general fitness training which begins with client screening and then details an Optimum Performance Training model. Students are also exposed to the basics of human physiology, as well as important training styles that can help fitness clients progress through the stabilization, strength and power phases of fitness through scientifically-established methods are discussed. Finally, students are introduced to relevant energy needs as well as to nutrition and supplementation basics.

**PGM109 – Tournament Operations (4 units)**
Students are introduced to the fundamentals of golf tournament operations for charity fundraisers and corporate golf outings. Topics include planning the venue, making the committees, planning fundraising goals and budget, acquiring sponsorships, marketing, and planning event format.

**PGM200 - Golf Fundamentals II – Play the Game (4 units)**
**Prerequisite: PGM100, PGM106, PGM107 or approval of department**
In this course students are exposed to the strategy for navigating their way over a golf course. They are introduced to the foundations of 'course management', and the importance of knowing the distances they hit different clubs, their directional shot patterns and how to select appropriate targets based on that information.

**PGM202 – Golf Facilities Operations and Management II (4 units)**
**Prerequisite: PGM105 or approval of department**
This golf-specific course builds upon Golf Facilities Operations Management I. Students are exposed to the concepts of Strategic Vision, Tactical Plan, and Operational Execution using a seven-step process. Students are also exposed to the assessment methodology for operational success through a review of facilities.

**PGM204 – Turfgrass Management (4 units)**
This course teaches students the essentials of turfgrass establishment, maintenance and management. It includes grass-variety selection, soil requirements, site preparation, mowing and irrigation techniques and equipment, and the treatment of weeds, insects and disease. Golf course-specific concepts are also discussed.

**PGM206 – Golf Club Design, Manufacturing, and Fitting (4 units)**
**Prerequisite: PGM100 or approval of department**
This course exposes students to the fundamentals of golf club design, the important clubhead, shaft and grip variables, and how to properly fit clubs to the needs of the customer. It also provides information on club repair, and the manufacturing process of cast and forged clubheads, and steel and graphite shafts. Advances in club materials will also be discussed.

**PGM207 – Golf Course Architecture and Design (4 units)**
**Prerequisite: PGM100 or approval of department**
This course teaches the fundamentals of golf course design. It exposes students to the essentials of how to plan and design a course taking into consideration the given landscape. The first three phases of golf course design are introduced, i.e., the site-analysis, schematic-design and design-development phases. Specific hole designs are covered as will the special requirements of tees, fairways, hazards/penalty areas and greens.

**PGM208 – Golf Coaching (4 units)**
**Prerequisite: PGM100, PGM110, PGM111 and PGM200 or approval of department**
This course exposes students to the coaching of golf at the high school and college level. It also explains basic golf instruction in general group settings. Students will understand the difference between golf coaching and teaching and how to develop their own coaching philosophy. They will also be provided information on the qualities of a great coach including the ability

to communicate and motivate, the mental game, course management, good practice planning, how to build a successful golf program, and the basic fundamentals that beginner golfers should be taught.

**PGM208 - Principles of Fitness Training – Golf Specific (4 units)**
**Prerequisite: PGM100 and PGM103 or approval of department**
Students will be exposed to golf-specific fitness training information. This course expands on the basics learned in Functional Movement I, to screen and then train golfers to enhance their golf performance-specific fitness. Current training trends in the golf fitness industry as well as research findings on the same are discussed. Students are also exposed to fitness training for special populations.

**Not Required for PGM Degree. Only Applicable for CPT Students:**

**CPT-PGM A – PGM Internship A: internship continued (1 unit)**
*Prerequisite: Con-current enrollment required for CPT*

**CPT-PGM B – PGM Internship B: internship continued (1 unit)**
*Prerequisite: Con-current enrollment required for CPT*

**CPT-PGM C – PGM Internship B: internship continued (1 unit)**
*Prerequisite: Con-current enrollment required for CPT*

# ASSOCIATE OF APPLIED SCIENCE IN KOREAN CULINARY ART DEGREE (A.A.S. K.C.A)

## PROGRAM INFORMATION

The Associate of Applied Science Degree program in Culinary Arts with emphasis in Korean Cuisine is a 92-unit program defined by curriculum with courses of rigorous culinary training, food business management, and study of social and scientific aspects of food. This program focuses on providing the hands-on experience of Korean culinary practices along with a profound understanding of the nature of Korean food and ingredients. For successful completion of the program, students fulfill 24 units of General Education requirement in the areas of English, social science, humanity and math and science abided by the institutionally enforced general education requirements for associate degree programs. The program is six (6) quarters in length. Part-time students are granted four (4) years or 12 quarters to complete the program. Students must obtain at least a 2.0 GPA (a "C") in all courses completed upon which the degree is based.

## PROGRAM OBJECTIVES

- Provide hands-on culinary training and theoretical learning of culinary arts from basic to professional levels.
- Instill exemplary personal value and character through socially responsible culinary and business practices.
- Produce graduates who will be capable of assembling quality dining experiences with general business acumen and consistent flavors and visual quality.
- Smooth students' transition to career life by providing both career counseling and networking opportunities.
- Hone the student's knowledge and skills of Korean culinary arts and develop students' sensitivity to flavors and tastes.
- Orient students to the professional Korean culinary environment and teach them to operate within the environment in a safe, efficient, & skillful manner.

## PROGRAM LEARNING OUTCOMES

- Knowledge and proficiency: exhibit fundamental cooking skills and techniques as well as requisite vocabulary as required in a professional kitchen using knowledge gained from the courses of the KCA Program.
- Critical Thinking: utilize analytical judgment to incorporate nutritional concepts that best serve different markets.
- Information Utilization: develop a strong culinary portfolio to demonstrate the ability to operate in a professional kitchen with fundamental cooking skills and techniques.
- Diversity: exhibit an understanding of, and respect for, diversity of individuals, groups and cultures while exploring traditional and modern Korean cuisines.

- Ethics: demonstrate a knowledge and understanding of ethical principles within the Culinary Arts through the use of meal planning that incorporates nutritional balance, artistic quality and fine taste, while maintaining high standards of safety and hygiene.

## STUDENT ACADEMIC LOAD

A full-time academic load in an A.A.S. degree program is twelve (12) units or more per quarter. Students may not enroll for more than twenty (20) units in a regular quarter without the approval of the academic department.

## GRADUATION REQUIREMENTS
1. Successfully complete minimum 92 quarter units of the A.A.S degree in KCA coursework, with a minimum cumulative grade point average (GPA) of 2.0 on a 4.0 scale.
2. Successfully complete the degree requirements within the Maximum Time Frame (MTF) allowed for the A.A.S degree, which is 1.5 times the program length. The program is normally six (6) quarters in length.
3. File all the necessary graduation forms in accordance with the timetable provided by the Department of Korean Culinary Art.
4. Settle all financial obligations to the University.

**KCA Common Core Curriculum – 52 units required**

| Course Code | Course Name | Units | Class Type |
|---|---|---|---|
| NTR101 | Nutrition | 4 | Theory -Lecture |
| CA101 | Culinary Foundation & Food Safety and Hygiene | 4 | Theory - Lecture |
| CA102 | Food and Beverage Cost Control | **4** | Theory - Lecture |
| CA208 | Introduction to Hospitality Management | **4** | Theory - Lecture |
| KC103 | Basic Korean Cooking Skill | 4 | Practice Lab |
| KC104 | Korean Regional Cuisine | 4 | Practice Lab |
| KC111 | Cold Side Dish I | 4 | Practice Lab |
| KC112 | Hot Side Dishes II | 4 | Practice Lab |
| KC201 | Advanced Korean Cuisine | 4 | Practice Lab |
| KC211 | Korean Fermented Food I | 4 | Practice Lab |
| KC212 | Korean Fermented Food II | 4 | Practice Lab |
| KC220 | Korean Court Cuisine | 4 | Practice Lab |
| KC221 | Medicinal Dish | 4 | Practice Lab |

*Class type: Lecture class types are taught in class. Practice class types are classes held in the kitchen lab.

**KCA Major Elective Courses (Korean Culinary Art) – 16 units required**

| Course Code | Course Name | Units | Class Type |
|---|---|---|---|
| RSO101 | Restaurant Service Operation | **4** | Theory – Lecture |
| CA220 | Catering and Menu Planning | **4** | Theory - Lecture |
| CA221 | Plating and Food Presentation | **4** | Practice Lab |
| CA222 | International Cuisine | 4 | Practice Lab |
| KC251 | Buddhist Temple Food | 4 | Practice Lab |
| KC252 | Korean Food Culture | 4 | Practice Lab |
| KC255 | Korean Dessert and Beverages | 4 | Practice Lab |

**General Education:  24 units**

The following units must be taken from the following disciplines:

| General Education | Units |
|---|---|
| Communications | 8 |
| Humanities and Arts | 8 |
| Social Sciences | 4 |
| Mathematics and Sciences | 4 |
| **Total** | **24** |

# COURSE REQUIREMENTS

## Course Descriptions

**NTR101 – Nutrition (4 units)**
Scientific concepts of nutrition relating to the functioning of nutrients in the basic life process. Emphasis is on individual needs, food sources of nutrients, current nutrition issues, and diet analysis.

**CA101 – Culinary Foundation & Food Safety Hygiene (4 units)**
The course focuses on developing student ability identify, prepare, and evaluate of basic culinary ingredients. Students will learn the principles of cooking as well as proper cooking methods for different menu items as applied to specific cuisines. Emphasis will be placed on sourcing, storage, uses, and nutritional aspects of key ingredients.

**CA208 – Introduction to Hospitality Management (4 units)**
Exploration of the operations and day-to-day managerial challenges and responsibilities in hospitality management. Emphasis on the particulars of meeting and event management including venue selection, staffing, sponsorships, financial needs and exhibit coordination. Included is the study of operational and managerial practices and conditions, as well as the fundamentals of food safety.

**KC103 - Basic Korean Cooking Skill I (4 units)**
Focus on fundamental culinary techniques used in Korean cuisine. Students acquire skill of handling knives for cutting, dicing and garnishing. Knowledge of cooking weights and measures and flavor percentages, in making common broths used in Korean dishes.

**KC104 - Basic Korean Culinary Skill II (4 units)**
A review of skills and knowledge acquired in KC103 and application of techniques and practices in making regional and Korean traditional cuisines. Introduction to the principles of common table settings and plating of Korean cuisine along with cultural aspects behind them.

**KC111 – Korean Side Dishes I (4 units)**
Korea has developed a culture of consuming multiple side dishes accompanying a main dish and rice. This course introduces varied common side dishes incorporating common and rare Korean ingredients and recipes. Students develop familiarity and prepare side dish using Korean and local ingredients with the concentration on flavor profiles and techniques.

**KC112 - Korean Side Dishes II (4 units)**
Continuation of KC111

**KC201 - Advanced Korean Cuisine (4 units)**
This class is designed to provide intensive training in the professional level of Korean culinary skills. Students will apply the skills practiced in lower level classes to make challenging dishes with time management skills to simulate the real- world experience.

**KC211 - Fermented Foods of Korea 1 (4 units)**
Considering well-being and slow food is seeping into the modern food industry, Korean food is surely an attention grabber. Korean foods are frequently seasoned or accompanied by slowly processed, fermented foods sauces which are but not limited to Kimchi, fermented seafood, Doenjang (Soy Bean Paste) and Gochujang (Hot Pepper Paste). The course provides the overview of Korean foods that are fermented, processed and preserved.  Students learn the science and procedures behind the fermentation and preservation and gain hands-on experience preparing fermented foods.

**KC212 - Fermented Foods of Korea 2 (4 units)**
Continuation of Fermented Foods of Korea 1.  Prerequisite: KC211
In Fermented Foods of Korea 1, students learned the science and procedures behind Korea's long history of fermentation and preservation. In Fermented foods Korea 2, students will explore modern approaches to fermented, processed and preserved food.

**KC220 - Korean Royal Court Cuisine (4 units)**
Royal Court Cuisine in any country gathers the best of the bests in a nation's food selections. This course introduces how to plan, prepare and coordinate traditional royal cuisines of Joseon Dynasty based on Korean historical records. The course provides the overview of royal banquets, daily meals, and seasonal specialties coordinated in the palace during Joseon Dynasty.

**KC221 - Medicinal Dish (4 units)**
Analysis and study of vegan, herbal medicinal food, and temple food. Based on the study of oriental herbal medicine, Korea has a long history of developing food in which functions equivalent to medicines. The course provides the review of various vegan ingredients' nutritional values and medicinal functions and prepares food with maximized health values. The course also introduces vegan foods developed from Korean temples where vegan diets most flourished over the history. Successful completion of this course enables students to effectively coordinate and cook ingredients based on its medicinal and nutritional characteristics.

**KC230 – Customer Response and Service Management (4 units)**
Excellent food should be accompanied by excellent services to maximize customers' dining experience. This course explores many aspects of service including internal, as well as external guests, social responsibility and building a positive reputation in today's food industry. The course also provides lessons in managerial aspects including negotiation, contractual agreements, risk management and timeline-based production and staffing requirement.

**KC240 – Internship I (4 units)**
Students who have successfully completed 36 units may take this course to be placed in a restaurant or a food production plants to practice and apply their skills and knowledge acquired from the school. Students will continue developing their culinary skills and gain real-world insights through working with industry professionals.

## KCA Major Elective Courses Descriptions:

**CA102 – Culinary Information System (4 units)**
An overview of the information needs of food service establishments, with a focus on software applications for restaurant operations, including point-of-sale (POS) systems. Included is a review of the selection and implementation of systems and an examination of the effective use of technology in the food service industry.

**KC250 - Menu Development (4 units)**
An analysis of menu development for foodservice establishments. Topics to be covered include menu development, descriptions, layout, design, and pricing; sales mix; and station balance. Students will critique and create menus from the perspective of concept, clarity, cost, price, and efficiency.

Topics include layout, marketing, concept development, dietary concerns, product utilization, target consumers, and trends. Upon completion, students should be able to design, create and produce menus for a variety of foodservice settings.

**KC102 – Principles of Food Preparation (4 units)**
The basic essential techniques in cooking. Introduction to the functions and usage of knives, tools, and cooking equipment, managing kitchen spaces and the procedures of stock production, soup preparation, classic sauces, etc. Apply learning culinary theories and practices to recognize the fundamental techniques for general cooking procedures.

**KC251 – Vegetarian Food (Temple Food) (4 units)**
Based on the Buddhist teaching of considering all living lives and breaking away from obsession, in temple food, all animal foods except dairy products and 'Oshinchae' are prohibited. In accordance with the global interest in modern vegetarianism, students learn about traditional temple food along with modern vegetarian health dishes.

**KC252 - Korean Food and Culture (4 units)**
In this course, students study Korean food and cuisine through the cultural lens, learning the dietary life and transition of food culture from old to modern day Korea. The course will equip students with the knowledge of the origin and history of Korean food and dining manners and practices which still influence today's Korean food culture.

**KC253 - Banquet and Catering Foods – Korean Cuisine (4 units)**
A successful banquet starts from the pleasant dining experience. In this course, students will explore principles and methodology in which banquets and catering events may be executed. Through learning and utilizing relevant terms and different types of equipment, students will develop abilities to operate a banquet kitchen and plan and organize menus. While preparing meals for large groups, students will learn how to perform modern batch cookery and maintain quality. The course also emphasizes effective food presentations and services.

**KC254 - Korean Cuisine Food Styling (4 units)**
This course emphasizes the unique characteristics of Korean Cuisine regarding styling and arranging food. Students are introduced to how to maximize the visual attraction of food using artistic and culinary techniques.

**KC255 - Korean Dessert and Drinks (non-alcoholic) (4 units)**
This course introduces the fundamental concepts, skills, and techniques of Korean desserts and non-alcoholic beverages. Students measure ingredients with precision and produce rice-based desserts using steaming and frying techniques. The course also discusses practical application of traditional Korean dessert to modern European dessert trends.

**KC256 – Traditional Liquor (4 units)**
This course orients students to various kinds of liquor and wines of East and West including Korean traditional wines and enlightens their production procedures. Through lectures, research and tastings, students are to learn the proper pairing methods for wine/liquor and food and also varied ways of utilizing wine/liquor in cooking.

**KC241 - Internship II (4 units)**
Continuation from internship I. At the end of this course, students will present their work experience and learnings with the guidance provided by the instructor.

# ASSOCIATE OF APPLIED SCIENCE IN GENERAL EDUCATION (A.A.S.G.E.)

## PROGRAM INFORMATION

The AA in General Education program at our institution is designed to provide students with a comprehensive foundation in general knowledge, critical thinking, and academic skills necessary for future academic and professional success. The 90-unit program, structured within the quarter system, ensures students complete a broad curriculum across essential disciplines such as humanities, social sciences, natural sciences, and mathematics. Each course is typically 4 units, allowing students to engage deeply with the subject matter while balancing workload across terms.

A core benefit of our program is its intentional alignment with transfer requirements, enabling students to seamlessly continue their education at four-year universities in California and beyond. The curriculum emphasizes transferable skills, including effective communication, quantitative reasoning, and an understanding of diverse perspectives. Students receive guidance and support to ensure that, upon completion of the AA degree, they are well-prepared and eligible to transfer, maximizing the applicability of earned credits. Our program draws inspiration from leading AA in General Education models across the state, combining best practices to ensure academic excellence and student success.

## PROGRAM OBJECTIVES

The educational objectives of the AA in General Education program are to:

1) Provide students with a comprehensive foundation in core academic disciplines—including humanities, social sciences, natural sciences, and mathematics—essential for informed citizenship and lifelong learning.
2) Develop critical thinking, problem-solving abilities, and analytical skills that empower students to evaluate information and make effective decisions in varied contexts.
3) Cultivate effective written and oral communication skills to ensure students can express ideas clearly and interact successfully in academic and professional environments.
4) Enhance quantitative reasoning and scientific literacy, preparing students to interpret data and apply mathematical concepts to real-world problems.
5) Foster an understanding of diverse cultures, perspectives, and ethical values to prepare students for engagement in a global and multicultural society.
6) Align the program curriculum with transfer requirements, facilitating a seamless transition
for students wishing to continue their education at four-year universities.

7) Support personal growth and academic success through structured advising and resources, enabling students to achieve their educational and career goals upon completion of the AA degree.

## PROGRAM LEARNING OUTCOMES
Upon completing the program, the student will be able to:
1) Demonstrate foundational knowledge in key academic disciplines, including the humanities, social sciences, natural sciences, and mathematics.
2) Apply critical thinking and analytical reasoning to interpret information, solve problems, and make informed decisions across diverse contexts.
3) Communicate effectively using written, oral, and digital formats, expressing ideas clearly and appropriately for

various audiences.
4)  Employ quantitative reasoning and scientific literacy to analyze data, evaluate evidence, and address real-world challenges.
5)  Demonstrate awareness of diverse cultures, values, and perspectives to foster inclusive and ethical engagement in a multicultural society.

Utilize academic resources and self-management strategies to support ongoing personal growth, academic achievement, and professional development.

## STUDENT ACADEMIC LOAD

A full-time academic load in an A.A. degree program is twelve (12) units or more per quarter. Students may not enroll for more than twenty (20) units in a regular quarter without the approval of the academic department.

## GRADUATION REQUIREMENTS

1.  Successfully complete a minimum of 92 quarter units of the A.A. degree in General Education coursework, with a minimum cumulative grade point average (GPA) of 2.0 on a 4.0 scale.

2.  Successfully complete all the degree requirements.

3.  Filed all the necessary graduation forms in accordance with the timetable provided by the Department of General Education.

4.  Settled all financial obligations to the University.

## COURSE REQUIREMENTS
**Degree Required Courses: 90 units**

Complete a minimum of 90 quarter units of General Education Curriculum courses.

**General Education Major Core Curriculum – 58-70 units required**

| Course Code | Course Name | Units | Prerequisites |
|---|---|---|---|
| Area 1: English Communication - 3 courses, 12 units | | | |
| ENG105 | College Composition | 4 | |
| ENG110 | Critical Thinking/Composition | 4 | ENG105 |
| ENG120 | Oral Communication | 4 | |
| Area 2: Mathematical Concepts & Quantitative Reasoning- Choose 2 courses, 8 units | | | |
| MATH118 | Statistics I | 4 | |
| MATH119 | Statistics II | 4 | Statistics I |
| MATH121 | College Algebra | 4 | |

| MATH131 | Calculus I | 4 | |
|---|---|---|---|
| MATH132 | Calculus II | 4 | Calculus I |
| **Area 3: Arts & Humanities - 3 courses, 12 units** | | | |
| ART101 | Art History Survey | 4 | |
| HST 127 | World History | 4 | |
| PHIL105 | Introduction to Philosophy | 4 | |
| **Area 4: Social & Behavioral Sciences - 3 courses, 12 units** | | | |
| POL101 | Introduction to Political Science | 4 | |
| PSY101 | Introduction to Psychology | 4 | |
| SOC101 | Principles of Sociology | 4 | |
| **Area 5: Physical & Biological Science - 3 courses, 10 units** | | | |
| BIO101 | General Biology | 4 | |
| CHEM101 | General Chemistry | 4 | |
| CHEM101L | General Chemistry Lab | 2 | Take with CHEM101 |
| **Area 6: Language Other Than English (for US transfers) ( option, 1 course, 4 units)** | | | |
| SPN101 | Spanish I | 4 | |
| SPN102 | Spanish II | 4 | Spanish I |
| SPN103 | Spanish III | 4 | Spanish II |
| **Area 7: CSU American Institutions Requirement (for CSU transfers) (option, 2 courses, 8 units)** | | | |
| HIST105 | US History | 4 | |
| POL110 | US Government | 4 | |
| **Area 8: Ethnic Studies - 1 course, 4 units** | | | |
| ETHS101 | American Ethnic Studies | 4 | |

**General Education Electives – 20-32 units required**

Additional transferable and degree-applicable courses. These can be chosen to meet prerequisites

for intended majors, provide deeper study in GE areas, or develop skills in communication, STEM, or multicultural studies.

**This curriculum completes:**

**UC/CSU Transfer:** Complete IGETC certification ensures a smooth transfer

**Private Universities:** Comprehensive liberal arts foundation meets most requirements **Major Preparation:** Flexible elective space allows for lower-division major courses **Unit Efficiency:** 90 units provide a transfer advantage while maintaining breadth

**Alternative Fulfillment:**

**Area 1** may be fulfilled by alternative English Composition or Critical Thinking English Composition courses, subject to approval.

**Area 2** may be fulfilled by alternative Mathematical Concepts and Quantitative Reasoning courses, subject to approval.

**Area 3** may be fulfilled by an alternative, at least one from Arts and one from Humanities courses, plus a third from either area, subject to approval.

**Area 4** may be fulfilled by alternative, two courses from at least two different disciplines of Social and Behavioral Sciences or an interdisciplinary sequence of courses, subject to approval.

**Area 5** may be fulfilled by alternative physical science courses and biological science courses, with at least one including a lab, subject to approval.

**Area 6** may be fulfilled by alternative Language Other Than English courses, subject to approval. This is optional for the UC transfers.

**Area 7** may be fulfilled by alternative Ethnic Studies courses, subject to approval.


## COURSE REQUIREMENTS

## General Education Course Descriptions:

## Area 1: English Communication

**ENG105 - College Composition**
Develops fundamental writing skills through analysis of various texts and composition of essays. Emphasizes critical reading, thesis development, organization, and revision processes. Students practice academic writing conventions, research integration, and proper documentation. Focuses on clear expression of ideas through multiple drafts and peer review. Prepares students for advanced college-level writing across disciplines.

**ENG110 - Critical Thinking/Composition**
Integrates critical thinking skills with advanced composition techniques. Students analyze arguments, evaluate evidence, and construct logical reasoning in written form. Emphasizes identification of fallacies, assessment of credibility, and development of persuasive writing. Combines analytical reading with argumentative essay writing, research methodology, and proper citation practices for academic success.

**ENG120 - Oral Communication**
Develops effective public speaking and interpersonal communication skills. Students practice various presentation formats, including informative, persuasive, and impromptu speeches. Emphasizes audience analysis, organization, delivery techniques, and use of visual aids. Includes listening skills, group discussion facilitation, and constructive feedback. Builds confidence in professional and academic communication settings.

## Area 2: Mathematical Concepts & Quantitative Reasoning

**MATH118 - Statistics I**
Introduces descriptive and inferential statistics with practical applications. Covers data collection, organization, graphical representation, measures of central tendency and variation. Students learn probability concepts, sampling distributions, and hypothesis testing. Emphasizes statistical reasoning, interpretation of results, and real-world problem solving using technology tools for data analysis and visualization.

**MATH119 - Statistics II**
Advanced statistical methods building on Statistics I foundations. Covers regression analysis, correlation, analysis of variance, and non-parametric tests. Students explore experimental design, confidence intervals, and advanced hypothesis testing. Emphasizes practical applications in various fields, statistical software usage, and interpretation of complex data sets for informed decision-making.

**MATH121 - College Algebra**
Comprehensive study of algebraic concepts essential for advanced mathematics. Covers linear and quadratic functions, polynomial and rational expressions, exponential and logarithmic functions. Students solve equations and inequalities, work with systems of equations, and analyze function behavior. Prepares students for calculus and applied mathematics courses through problem-solving and graphical analysis.

**MATH131 - Calculus I**
Introduction to differential calculus with applications. Covers limits, continuity, derivatives of algebraic and transcendental functions, and applications including optimization and related rates. Students develop analytical thinking through rigorous mathematical proofs and real-world problem solving. Emphasizes graphical interpretation, computational skills, and theoretical understanding essential for advanced mathematics and science courses.

**MATH132 - Calculus II**
Continuation of Calculus I, focusing on integral calculus. Covers indefinite and definite integrals, the fundamental theorem of calculus, and applications to area and volume calculations. Students learn integration techniques, improper integrals, and infinite series. Develops advanced problem-solving skills and mathematical reasoning required for engineering, physics, and advanced mathematics courses.

## Area 3: Arts & Humanities

**ART101 - Art History Survey**
Comprehensive overview of visual arts from ancient civilizations to contemporary periods. Students examine major artistic movements, cultural contexts, and stylistic developments across diverse global traditions. Emphasizes critical analysis of artworks, understanding of historical influences, and development of visual literacy. Includes study of painting, sculpture, architecture, and decorative arts through chronological and thematic approaches.

**HST127 - World History**
Surveys major civilizations and historical developments from ancient times to the present. Examines political, social, economic, and cultural transformations across global regions. Students analyze primary sources, compare historical perspectives, and understand interconnections between societies. Emphasizes critical thinking about historical causation, continuity, and change, and the development of human societies through cross-cultural examination.

**PHIL105 - Introduction to Philosophy**
Explores fundamental philosophical questions about reality, knowledge, ethics, and human existence. Students examine major philosophical traditions, arguments, and thinkers from ancient to contemporary periods. Emphasizes critical reasoning, logical analysis, and clear argumentation. Develops skills in philosophical writing, ethical reflection, and systematic thinking about life's most important questions through readings and discussions.

# Area 4: Social & Behavioral Sciences

### POL101 - Introduction to Political Science
Introduction to political systems, institutions, and processes. Examines concepts of power, authority, governance, and citizenship across different political contexts. Students analyze democratic and non-democratic systems, political behavior, and policy-making processes. Emphasizes critical evaluation of political arguments, understanding of civic engagement, and analysis of contemporary political issues and institutions.

### PSY101 - Introduction to Psychology
Scientific study of human behavior and mental processes. Covers major psychological perspectives, research methods, biological bases of behavior, sensation, perception, learning, and memory. Students explore personality, abnormal psychology, social psychology, and developmental processes. Emphasizes critical thinking about psychological research, application of psychological principles, and understanding of human behavior.

### SOC101 - Principles of Sociology
Systematic study of human society, social institutions, and social behavior. Examines social structure, culture, socialization, inequality, and social change. Students analyze family, education, religion, and economic systems from sociological perspectives. Emphasizes understanding of social forces, development of sociological imagination, and critical analysis of contemporary social issues and problems.

### Area 5: Physical & Biological Science

### BIO101 - General Biology
Comprehensive introduction to biological principles and processes. Covers cell structure and function, genetics, evolution, ecology, and diversity of life. Students examine molecular biology, organism structure, and ecosystem interactions. Emphasizes scientific method, critical thinking, and laboratory skills. Includes study of human biology, environmental issues, and biotechnology applications with hands-on experimental experience.

### CHEM101 - General Chemistry
Fundamental principles of chemistry, including atomic structure, chemical bonding, stoichiometry, and thermodynamics. Students learn periodic trends, molecular geometry, solution chemistry, and chemical equilibrium. Emphasizes problem-solving skills, quantitative analysis, and understanding of chemical reactions. Prepares students for advanced chemistry courses and science-related careers through theoretical concepts and practical applications.

### CHEM101L - General Chemistry Lab
Laboratory component accompanying General Chemistry lecture. Students perform experiments demonstrating chemical principles, practice laboratory techniques, and analyze experimental data. Emphasizes safety procedures, accurate measurement, data collection, and scientific report writing. Develops hands-on skills in chemical analysis, synthesis, and instrumentation while reinforcing theoretical concepts through practical application and observation.

# Area 6: Language Other Than English

### SPN101 - Spanish I
Beginning Spanish language course emphasizing basic communication skills. Students learn fundamental vocabulary, grammar structures, and pronunciation. Covers present tense verbs, articles, adjectives, and essential conversational phrases. Emphasizes listening, speaking, reading, and writing skills through interactive activities. Introduces Hispanic cultural concepts and customs while building a foundation for continued language study.

### SPN102 - Spanish II
Continuation of Spanish I with expanded vocabulary and grammar concepts. Students learn past tenses, future constructions, and more complex sentence structures. Emphasizes conversational fluency, reading comprehension, and written expression. Includes cultural exploration of Spanish-speaking countries and customs. Develops intermediate communication skills through multimedia resources, group activities, and practical applications.

**SPN103 - Spanish III**
Advanced beginning Spanish focusing on complex grammatical structures and expanded communication abilities. Students master the subjunctive mood, conditional constructions, and sophisticated vocabulary. Emphasizes literary and cultural readings, formal writing, and advanced conversation skills. Includes study of Hispanic literature, history, and contemporary issues while preparing students for advanced language courses.

## Area 7: CSU American Institutions Requirement

**HIST105 - US History**
Comprehensive survey of American history from the colonial period to the present. Examines political, social, economic, and cultural developments, including constitutional foundations, westward expansion, Civil War, industrialization, and modern America. Students analyze primary sources, historical interpretations, and continuing themes in American experience. Emphasizes critical thinking about historical causation and American democratic institutions.

**POL110 - US Government**
Study of the American political system, including constitutional principles, federalism, and separation of powers. Examines executive, legislative, and judicial branches, civil liberties, and political processes.
Students analyze electoral systems, political parties, interest groups, and policy-making. Emphasizes understanding of democratic participation, civic responsibility, and contemporary political issues affecting American governance and citizenship.

## Area 8: Ethnic Studies

**ETHS101 - American Ethnic Studies**
Interdisciplinary examination of diverse ethnic groups' experiences in American society. Explores African American, Latino/Hispanic, Asian American, and Native American histories, cultures, and contribution. Students analyze racism, discrimination, social movements, and cultural preservation. Emphasizes critical thinking about diversity, social justice, and multicultural perspectives while understanding ethnic communities' roles in shaping American identity.

# BACHELOR OF ARTS IN BUSINESS ADMINISTRATION (B.B.A)
## PROGRAM INFORMATION

The Bachelor of Arts (B.A.) in Business Administration (BBA) program is designed to meet the educational needs of the students in an ever-expanding global economy. The BBA program emphasizes the study of accounting, management, marketing and economics which lay a foundation for the study at undergraduate level. Completion of the BBA program requirements ensures that students will comprehend the relationships among marketing, quantitative theory, accountancy, economic principles, financial and human organizational management. Furthermore, In keeping with the university's Statement of Purpose, this program seeks to enable students to integrate academic disciplines and an enriched cultural experience by offering the coursework that produces comprehensively prepared business leaders.

## PROGRAM OBJECTIVES

The educational objectives of the BBA program are to:
a) Equip business majors with the necessary tools to be successful in management positions.
b) Enable students to develop a basic understanding of the key functions of business such as accounting, economics, international business, management, operations, or marketing.
c) Enable students to integrate and analyze theoretical and literary information concerning strategic planning.
d) Provide students with the analytical, technical, communication, and interpersonal skills needed to succeed in today's competitive global markets.
e) Encourage the development of high ethical standards in connection with the current legal and business environments.

## PROGRAM LEARNING OUTCOMES

Upon completing the program, the student will be able to:
- Understand and apply knowledge of business concepts and functions.
- Analyze and interpret information to reach conclusions and make effective business decisions.
- Define, evaluate, and develop solutions for business problems and issues using logical reasoning, information, materials, and data.
- Able to use an effective balance of qualitative and quantitative models and apply them to real world business situations.
- Identify and apply ethical principles in business decision making.
- Integrate communication skills to develop and present effective and professional presentations to a variety of audiences using oral language and written communication.
- Demonstrate an understanding of the social roles and relationships involved in an organization.
- Become aware of the impact of globalization on people, businesses, and the economy.
- Understand the social and cultural roots of business, governments and other organizations.
- Work effectively with a diverse team to achieve a common objective.

## STUDENT ACADEMIC LOAD

A full-time academic load in a B.A. degree program is twelve (12) units or more per quarter. Students may not enroll for more than twenty (20) units in a regular quarter without the approval of the academic department.

## GRADUATION REQUIREMENTS

1. Successfully complete a minimum of 180 quarter units of the B.A. degree in Business Administration coursework with a minimum cumulative grade point average (CGPA) of 2.0 on a 4.0 scale.
2. Successfully complete the degree requirements within the Maximum Time Frame (MTF) allowed for the B.A. degree, which is 1.5 times the program length. The program is normally twelve (12) quarters in length.
3. Filed all the necessary graduation forms in accordance with the timetable provided by the School of Business and Management, and
4. Settled all financial obligations to the University.

## COURSE REQUIREMENTS

### a. General Education: 64 units
The following units must be taken from the following disciplines:

| General Education Category | Units |
|---|---|
| Communications | 12 |
| Humanities and Arts | 20 |
| Social Sciences | 16 |
| Mathematics and Sciences | 16 |
| **Total** | **64** |

Please see the General Education Requirements section of the Catalog for the course list and description.

### b. Degree Required Courses: 100 units
Complete a minimum of 100 quarter units of Major Core Curriculum courses.

**BBA Major Core Curriculum – 100 units required**

| Course Code | Course Name | Units |
|---|---|---|
| BUS101 | Introduction to Business | 4 |
| BUS103 | Business Law | 4 |
| BUS110 | Business Ethics | 4 |
| BUS112 | Business Plans | 4 |
| BUS225 | Business Systems and Procedures | 4 |
| BUS375 | New Venture Creation | 4 |
| ECO250 | Principles of Business Economics | 4 |
| ECO320 | Business Analytics | 4 |
| ECO440 | Business Forecasting and Simulation | 4 |
| FIN101 | Accounting Principles | 4 |
| FIN300 | Financial Accounting: Reporting and Analysis | 4 |
| FIN340 | Financial Management | 4 |
| HRM210 | Human Resource Management | 4 |
| HRM415 | Organizational Theory and Development | 4 |
| HRM460 | Employment Law | 4 |
| INT240 | International Business | 4 |
| INT305 | International Business Strategies | 4 |
| INT417 | Operations Management | 4 |
| INT475 | Current Issues in International Business | 4 |
| MGT102 | Principles of Business Management | 4 |

| MGT325 | Entrepreneurial Leadership | 4 |
|--------|----------------------------|---|
| MGT430 | Competitive Strategies | 4 |
| MKG120 | Introduction to Sales and Marketing | 4 |
| MKG310 | Marketing Research | 4 |
| MKG335 | Internet Sales and Marketing | 4 |

**c. Elective Courses: 16 units**
Complete a total of 16 quarter units of elective courses from BBA electives Courses or PGGCM Major Core Courses.

**BBA Electives Courses – 16 units required**

| Course Code | Course Name | Units |
|-------------|-------------|-------|
| ECO101 | Principles of Taxation | 4 |
| FIN400 | Advanced Financial Management | 4 |
| HRM345 | Labor Relations | 4 |
| MGT465 | Small Business Management | 4 |
| MKG412 | Social Media Marketing Strategies | 4 |
| NPM101 | Non-Profit Management | 4 |
| INB200 | Internship Sports | 4 |

PGGCM Major Electives Courses for BBA students are listed in the PGGCM Program Degree

# APPLICATION FOR GRADUATION

Graduation is not automatic on completion of degree requirements. An application must be filed with the School of Business Management and the Office of Admissions and Records during the quarter in which the student expects to graduate. Students who do not graduate in the quarter for which they have applied must reapply and pay any applicable fees in the subsequent quarter in which they expect to graduate.

# B.B.A. COURSE DESCRIPTIONS

**BBA MAJOR CORE CURRICULUM COURSES**

**BUS101 – Introduction to Business (4 units)**
Introduction to the environment of business, with emphasis on the different forms of business.

**BUS103 – Business Law (4 units)**
This course teaches the student the different rules and laws that govern the different forms of business

**BUS110 – Business Ethics (4 units)**
A study of the ethical principles governing business activity with special emphasis on current business issues and ethical business practices.

**BUS112 – Business Plan (4 units)**
Principles and techniques for developing a business plan.

**BUS225 – Business Systems and Procedures (4 units)**
The importance of planning and organizing duties and responsibilities, the importance of office policies and procedures, and time management.

**BUS375 – New Venture Creation (4 units)**

Insight and knowledge about the entrepreneurial process, including the driving forces of entrepreneurship: opportunity recognition, team resource requirements, and effective business planning. Emphasis on equity creation, recognizing opportunities, effect of the internet, consumer attitudes and behaviors, rewards and incentives, ethics, finance, and business plan.

**ECO250 – Principles of Business Economics (4 units)**
An introduction to business economics concepts, including the major approaches to business forecasting, short term forecasting, domestic capital spending, and forecasting short-term business inventory movements.

**ECO320 – Business Analytics (4 units)**
An introduction to quantitative methods used to analyze data and make better management decisions. Emphasis is on developing understanding of key analytical concepts and managerial judgment with application to contemporary business issues and problems.

**ECO440 – Business Forecasting and Simulation (4 units)**
An examination of the application of economics theory and methodology needed by business managers to forecast both technical and non-technical needs. Topics include tools and techniques for analysis, consumer and firm behavior, product demand, evaluation of decisions, technology benefits and challenges and interactions between firms and the marketplace.

**FIN101 – Accounting Principles (4 units)**
Introduction to the fundamentals of accounting and the accounting cycle, including journalizing, posting the preparation of work sheets, financial statements, and closing procedures.

**FIN300 – Financial Accounting: Reporting and Analysis (4 units)**
*Prerequisite: ACC101 or approval of department*
Emphasis on use of the financial statement as a means of diagnosing a company's strengths and weaknesses to enable the company to make decisions on loans, investments, acquisitions, and employment. Specifically the economic and political forces impacting accountants. Included are financial statement, analysis and data mining, balance sheets, cash flows, revenue cycle, expenditure cycle, and decision making.

**FIN340 – Financial Management (4 units)**
*Prerequisite: ACC101 or approval of department*
An introduction to finance, its importance and relevance. Financial environment and financial objectives, financial statement, cash flow, taxes, risk, rates of return, time value of money, bonds, stocks, and capital are included.

**HRM210 – Human Resource Management (4 units)**
An introduction to personnel law, benefit administration and selection, productivity reviews, incentives, and more. Resolutions of challenges to human resource with cultural diversity and language barriers.

**HRM415 – Organizational Theory and Development (4 units)**
An examination of the field of organizational development, providing both theoretical background and application. Includes the history of organizational development theory, models for organizational structure and change, and advances in organizational development theory.

**HRM460 – Employment Law (4 units)**
Survey of current employment laws in the United States, covering issues such as hiring, job security, compensation, benefits, safety and health, employer rights, employee rights, privacy rights, collective bargaining and employment discrimination.

**INT240 – International Business (4 units)**
An examination of how global economic, political, and cultural environments affect domestic and international businesses, international operations and dependency, and public policy decisions.

**INT305 – International Business Strategies (4 units)**
Emphasis on the strategies and structures of international businesses. Topics included are cultural differences, economics and politics of international trade and investment, functions and form of the global monetary system business's various functions.

**INT417 – Operations Management (4 units)**
An introductory focus on a wide range of business subjects including: business in a global environment; forms of business ownership including small businesses, partnerships, multinational and domestic corporations, joint ventures, and franchises; management decision making. Emphasis on how these are applied in running a successful international business.

**INT475 – Current Issues in International Business (4 units)**
Focus on a range of business subjects in the current global environment; small business ownership, partnerships, multinational and domestic corporations, joint ventures, and franchises. Uses of the internet in business and how it is integrated into running a successful business.

**MGT102 – Principles of Business Management (4 units)**
A study of the objectives of business, environmental forces affecting business, social responsibility and ethics of business, with additional emphasis on business organizations (forms of ownership) and enterprise management.

**MGT325 – Entrepreneurial Leadership (4 units)**
The study of successful leaders, their leadership styles and their companies will be used to identify techniques for moving a company from mediocre to great. Included are topics of goal setting, culture development, vision, profits, technology, effects of change, discipline, and necessary leadership qualities.

**MGT430 – Competitive Strategies (4 units)**
An examination of the complex future faced by existing businesses, including strategic and organizational issues, restructuring, mergers and acquisitions, technological change, strategic alliances, and the challenges of creating and serving markets around the world. Emphasis on strategic goals, competitive environment, value chains, focus strategies, ethics, diversification, globalization, cooperation and competition, organization design practices, and implementing change.

**MKG120 – Introduction to Sales and Marketing (4 units)**
A study of effective methods for marketing products and services, advertising techniques, and direct mail. Consumer profile, organizational personalities, and demographics are presented as components of market research and analysis.

**MKG310 – Marketing Research (4 units)**
Use of market research as an aid in making marketing decisions; specifically, how information is gathered, analyzed, and used in marketing decisions.

**MKG335 – Internet Sales and Marketing (4 units)**
Emphasis on the importance of e-commerce, business to business, technology, social issues, and legal issues as applied to sales and marketing. Topics include security, encryption, payment systems, marketing concepts including branding,

marketing communications, web retailing, online service industries, supply chain management and collaborative commerce.

**Not Required for BBA Degree. Only Applicable for CPT Students:**
**CPT-BBA A – Internship A: internship continued (1 unit)**
*Prerequisite: Con-current enrollment required for CPT*

**CPT-BBA B – Internship B: internship continued (1 unit)**
*Prerequisite: Con-current enrollment required for CPT*

**CPT-BBA C – Internship C: internship continued (1 unit)**
*Prerequisite: Con-current enrollment required for CPT*

**BBA ELECTIVES COURSES**
**ECO101 – Principles of Taxation (4 units)**
This course guides the student through the preparation of tax returns for personal and business needs.

**FIN400 – Advanced Financial Management (4 units)**
*Prerequisite: BUS340 or approval of department*
A continuation course on finance management that includes capital budgeting, capital structure and leverage, distributions, dividends, current asset management and financing, hybrid financing, mergers, LBOs, and holding companies.

**HRM345 – Labor Relations (4 units)**
Introduction to the basic concepts of employee relations and satisfaction based upon company policy and legal regulations. Topics include compensation, benefits, OSHA requirements, unionization and collective bargaining, and ethical issues.

**MGT465 – Small Business Management (4 units)**
Introduction to the fundamentals of business management, including planning, raising capital, using business information, managing employees, and marketing products and services. Emphasis on principles needed to operate a small business for those who may eventually have their own businesses or for those who desire to upgrade their current skills.

**MKG412 – Social Media Marketing Strategies (4 units)**
Focus on the use of social media in business. Emphasis on creation of social media campaigns, and analysis and presentations of data to address organizational issues and make appropriate business decisions.

**NPM101 - Non–Profit Management (4 units)**
Examines trends of the non-profit sector. Covers the trends shaping non-profit management in this century and the connection to finance, policy and management.

**INB200 - Internship Sports (4 units)**
This course provides an introduction to sports management and equips students with the skills necessary to provide support services for sports teams and organizations. Students will learn key terminology related to sports teams and organizations and gain an understanding of the principles and practices of sport management. Topics covered include management concepts, leadership, event planning, marketing, and financial management. Upon completion of this course, students will be able to reflect on and apply management concepts in the field of sports management, in addition to being able to perform support services for sports teams and/or other sports-related organizations.

# BACHELOR OF ARTS IN BUSINESS ADMINISTRATION DISTANCE LEARNING (B.B.A) ONLINE

## PROGRAM INFORMATION

The Bachelor of Arts (B.A.) in Business Administration (BBA) distrance learning program is designed to meet the educational needs of the students in an ever-expanding global economy. The BBA program emphasizes the study of accounting, management, marketing and economics which lay a foundation for the study at undergraduate level. Completion of the BBA program requirements ensures that students will comprehend the relationships among marketing, quantitative theory, accountancy, economic principles, financial and human organizational management. Furthermore, In keeping with the university's Statement of Purpose, this program seeks to enable students to integrate academic disciplines and an enriched cultural experience by offering the coursework that produces comprehensively prepared business leaders.

## PROGRAM OBJECTIVES

The educational objectives of the BBA distance learning program are to:
1. Equip business majors with the necessary tools to be successful in management positions.
2. Enable students to develop a basic understanding of the key functions of business such as accounting, economics, international business, management, operations, or marketing.
3. Enable students to integrate and analyze theoretical and literary information concerning strategic planning.
4. Provide students with the analytical, technical, communication, and interpersonal skills needed to succeed in today's competitive global markets.
5. Encourage the development of high ethical standards in connection with the current legal and business environments.

## PROGRAM LEARNING OUTCOMES

Upon completing the program, the student will be able to:
- Understand and apply knowledge of business concepts and functions.
- Analyze and interpret information to reach conclusions and make effective business decisions.
- Define, evaluate, and develop solutions for business problems and issues using logical reasoning, information, materials, and data.
- Able to use an effective balance of qualitative and quantitative models and apply them to real world business situations.
- Identify and apply ethical principles in business decision making.
- Integrate communication skills to develop and present effective and professional presentations to a variety of audiences using oral language and written communication.
- Demonstrate an understanding of the social roles and relationships involved in an organization.
- Become aware of the impact of globalization on people, businesses, and the economy.
- Understand the social and cultural roots of business, governments and other organizations.
- Work effectively with a diverse team to achieve a common objective.

## STUDENT ACADEMIC LOAD

A full-time academic load in a B.A. degree program is twelve (12) units or more per quarter. Students may not enroll for more than twenty (20) units in a regular quarter without the approval of the academic department.

## GRADUATION REQUIREMENTS

1. Successfully complete a minimum of 180 quarter units of the B.A. degree in Business Administration coursework with a minimum cumulative grade point average (CGPA) of 2.0 on a 4.0 scale.
2. Successfully complete the degree requirements within the Maximum Time Frame (MTF) allowed for the B.A. degree, which is 1.5 times the program length. The program is normally twelve (12) quarters in length.
3. Filed all the necessary graduation forms in accordance with the timetable provided by the School of Business and Management, and
4. Settled all financial obligations to the University.

## COURSE REQUIREMENTS

**a. General Education: 64 units**

The following units must be taken from the following disciplines:

| General Education Category | Units |
|---|---|
| Communications | 12 |
| Humanities and Arts | 20 |
| Social Sciences | 16 |
| Mathematics and Sciences | 16 |
| **Total** | **64** |

Please see the General Education Requirements section of the Catalog for the course list and description.

**b. Degree Required Courses: 100 units**

Complete a minimum of 100 quarter units of Major Core Curriculum courses.

**BBA Major Core Curriculum – 100 units required**

| Course Code | Course Name | Units |
|---|---|---|
| BUS101 | Introduction to Business | 4 |
| BUS103 | Business Law | 4 |
| BUS110 | Business Ethics | 4 |
| BUS112 | Business Plans | 4 |
| BUS225 | Business Systems and Procedures | 4 |
| BUS375 | New Venture Creation | 4 |
| ECO250 | Principles of Business Economics | 4 |
| ECO320 | Business Analytics | 4 |
| ECO440 | Business Forecasting and Simulation | 4 |
| FIN101 | Accounting Principles | 4 |
| FIN300 | Financial Accounting: Reporting and Analysis | 4 |
| FIN340 | Financial Management | 4 |
| HRM210 | Human Resource Management | 4 |
| HRM415 | Organizational Theory and Development | 4 |
| HRM460 | Employment Law | 4 |
| INT240 | International Business | 4 |
| INT305 | International Business Strategies | 4 |
| INT417 | Operations Management | 4 |
| INT475 | Current Issues in International Business | 4 |
| MGT102 | Principles of Business Management | 4 |
| MGT325 | Entrepreneurial Leadership | 4 |
| MGT430 | Competitive Strategies | 4 |
| MKG120 | Introduction to Sales and Marketing | 4 |
| MKG310 | Marketing Research | 4 |
| MKG335 | Internet Sales and Marketing | 4 |

**c. Elective Courses: 16 units**

Complete a total of 16 quarter units of elective courses from BBA electives Courses or PGGCM Major Core Courses.

**BBA Electives Courses – 16 units required**

| Course Code | Course Name | Units |
|---|---|---|
| ECO101 | Principles of Taxation | 4 |
| FIN400 | Advanced Financial Management | 4 |
| HRM345 | Labor Relations | 4 |
| MGT465 | Small Business Management | 4 |
| MKG412 | Social Media Marketing Strategies | 4 |
| INB200 | Internship Sports | 4 |

Please see the BBA section of the Catalog for the course list and description.

# BACHELOR OF BUSINESS ADMINISTRATION WITH SPORTS MANAGEMENT CONCENTRATION (BBA WITH EMPHASIS IN SPORTS MANAGEMENT)

## PROGRAM CONCENTRATION INFORMATION

Turn your passion for sports into a career. If you are interested in the business of sport and the benefits of sport to individuals and society, this is the concentration is for you.  Students just need to take an additional 16 units in the following concentration to add to their Bachelor of Business Administration Degree.

**Requirements for completion of the Sports Management or the Kinesiology Concentrations**

This concentration requires a minimum of 4 courses and a minimum of 16 upper-division quarter credits. Requiring additional courses and course mix to complete a concentration is at the discretion of a specific campus but must be in keeping with the University policy. A minimum grade of "C" is required for all courses. The concentration cannot contain courses also used for the major.

Potential career options:

- Educator
- Sports coach
- Collegiate athletic administration
- Front office positions with professional teams
- Contract administrator
- Facilities and events coordinator

You will acquire marketable skills that are valued by employers, as you will be able to:

- Identify the needs of a sporting organization or athletic program, then apply evidence-based management principles to direct their programs
- Develop strategic decision-making and leadership skills
- Communicate with diverse stakeholders in the sports environment
- Plan, promote, and manage sporting events.

**d. Sports Management or Kinesiology Concentration: 16 units additional**

Complete an additional total of 16 quarter units of Sports Management or Kinesiology for Concentration in either area.

**Sports Management Concentration Courses – 16 units additional required**

| Course Code | Course Name | Units |
| --- | --- | --- |
| BSM201 | Administration and Organization in Sports and Recreation | 4 |
| BSM202 | Sports Events and Entertainment | 4 |
| BSM203 | Sports Communication, and Public Relations | 4 |
| BSM204 | New Media and Marketing in Sport | 4 |
| BSM205 | Sports Fundraising and Sponsorship | 4 |
| BSM206 | Sports Facilities Management | 4 |
| BSM207 | Finance and Economics in Sport | 4 |
| BSM 208 | Merchandising and Retail | 4 |

**Sports Management Concentration Courses**

**BSM201 Administration and Organization in Sports and Recreation (4 units)**
Students study the concepts and principles of management and organization; managerial functions of planning, organizing, directing, controlling; decision making; human relations; motivation; communications; and leadership. They also explore the management and operations of the sports and fitness industries. They are exposed to fundamental management principles and concepts including personnel management, marketing and communication principles, financial management, legal issues, facility and event operations, socio-cultural issues, industry trends, and career opportunities.

**BSM202 Sports Events and Entertainment (4 units)**
Students explore event planning, promotion, and production for a variety of events and conferences with a targeted emphasis on the roles of technology and design for greater success.

**BSM203 Sports Communication, and Public Relations (4 units)**
Students study communication in sports and the application of communication theory to the industry. They examine how organizations communicate with the media, and explore important applications for revenue generation and brand awareness.

**BSM204 New Media and Marketing in Sport (4 units)**
Students are exposed to the use of new, especially digital, media, as a vehicle to carry marketing messages to diverse target audiences, for a variety of purposes. They explore issues, trends, and strategies to address various media in the sport industry.

**BSM205 Sports Fundraising and Sponsorship (4 units)**
In this course, students develop the skills, strategies and techniques needed for successful revenue generation in the sport industry. In addition, they examine corporate sponsorship and its impact on the sports industry from a sales and marketing perspective

**BSM206 Sports Facilities Management (4 units)**
Students are exposed to the design, management and operations of sport facilities. They gain practical knowledge and the skills needed to manage sports facilities and venues, and for event management. They are exposed to: concepts for planning, designing and budgeting sports facilities; legal issues related to sports facility and event management; and risk evaluation and assessment.

**BSM207 Finance and Economics in Sport (4 units)**
Students study the financial and economic aspects of the sports industry, the basic concepts of financial management, and the application of the financial concepts to the analysis of financial and economic issues within the sports industry. They are also exposed to specific analytical techniques used by financial managers, and to the current financial and economic status of the various sectors of the sport industry.

**BSM 208 Merchandising and Retail (4 units)**
This course exposes students to sales principles, methods for creating sales displays, consumer behavior, product marketing and store operations and management. It thus prepares students for potential careers in fashion forecasting, fashion photography, retail and store management and fashion show production.

# BACHELOR OF BUSINESS ADMINISTRATION WITH KINESIOLOGY CONCENTRATION (BBA WITH EMPHASIS IN KINESIOLOGY)

## PROGRAM CONCENTRATION INFORMATION

Are you interested in a healthcare or sports-training related career? If so, this is the concentration for you. Students just need to take an additional 16 units in the following concentration to add to their Bachelor of Business Administration Degree.

Potential career options (some may require further licensure):

- Sports coach,
- High school athletic director
- Sports teacher/instructor
- Sports fitness trainer
- Sports referee
- Sports psychologist
- Sports nutritionist
- Pre-physical therapy, -occupational therapy, -nursing

**Kinesiology Concentration Courses – 16 units additional required**

| Course Code | Course Name | Units |
|---|---|---|
| KINS201 | Introduction to Kinesiology | 4 |
| KINS202 | Human Anatomy and Physiology | 4 |
| KINS203 | Team and Individual Sports | 4 |
| KINS204 | Exercise and Sport Psychology | 4 |
| KINS205 | Sports Nutrition | 4 |
| KINS206 | Sports Coaching Theory | 4 |
| KINS207 | Sports Injury Prevention and First Aid | 4 |
| KINS208 | Research Methods in Kinesiology | 4 |

## Kinesiology Concentration Courses

**KINS201 Introduction to Kinesiology (4 units)**
Students are exposed to basic concepts in Exercise Science and Kinesiology through a description of areas of study in the major subdisciplines (i.e., Biomechanics, Anatomy, Motor Learning and Control, and Exercise Physiology). Students also explore career options within Kinesiology.

**KINS202 Human Anatomy and Physiology (4 units)**
Students explore principles of the structure and functions of the human body.

**KINS203 Team and Individual Sports (4 units)**
Students are exposed to selected team sports that provide opportunities to learn rules, skills, progressions, strategies, and analytical techniques. Students also explore selected individual/dual sports that provide similar opportunities.

**KINS204 Exercise and Sport Psychology (4 units)**
Students explore the psychological perspective of exercise, physical activity, and sport. They are exposed to behavior change strategies to promote initiation and adherence to lifetime physical activity. They also study intervention strategies to aid in performance and effectiveness for sport-specific applications.

**KINS205 Sports Nutrition (4 units)**
This course will expose students to issues pertinent to the study of health and nutrition for the active individual. Students will explore popular concepts and controversies in nutrition, based on clinical studies and the current nutritional literature. Students will also examine the role of nutrition in overall health and well-being, and the physiological effects of exercise and nutrition upon the human body. They will also study desirable macro- and micro-nutrient recommendations for sports and exercise.

**KINS206 Sports Coaching Theory (4 units)**
Students explore the theoretical base for sports coaching as well as the practical applications for teaching and coaching sport and sport skills. They study coaching responsibilities and communication strategies. They are exposed to sports' skill analysis and suitable cues for feedback and training. Finally, students learn tactical skills and games approach strategies.

**KINS207 Sports Injury Prevention and First Aid (4 units)**
Students learn to recognize emergency treatment of sports injurie. They are exposed to roles, responsibilities, and limitations of coaches concerning sport injuries; as well as to the prevention of, and response to, sports injury. They develop a medical emergency plan and also acquire a CPR certification through this course.

**KINS208 Research Methods in Kinesiology (4 units)**
This course prepares students to read, critique, and conduct scientific research. Through practical experience and understanding of research methods, students develop the skills and knowledge needed to conduct research using a variety of assessments and data collection methods in the discipline of human movement.

# BACHELOR OF SCIENCE IN INFORMATION SYSTEMS MANAGEMENT (B.S.I.S.M.)

## PROGRAM INFORMATION

The undergraduate degree in Information Systems Management is designed to provide students with a comprehensive understanding of the management and use of information systems in organizations. The program focuses on the development and implementation of information systems to support business operations, and decision-making. Students will learn how to analyze, design, and implement information systems that support organizational goals and objectives. The curriculum includes courses in programming, database management, systems analysis and design, project management, and business systems. Graduates will be prepared for careers in information systems management, systems analysis, and other related fields.

## PROGRAM OBJECTIVES

The educational objectives of the BSISM program are to:
   a) Develop the ability to analyze, design, and implement information systems to support business processes and decision making.
   b) Understand the role of information systems in organizations and society, and the ethical and legal issues surrounding their use.
   c) Gain knowledge of the various technologies and platforms used to build and manage information systems, including databases, networks, and programming languages.
   d) Learn how to manage and lead IT projects, including project planning, execution, and evaluation.
   e) Develop the ability to effectively communicate and collaborate with IT professionals and non-IT stakeholders.
   f) Understand the impact of digital technologies on business models and strategies, and learn how to leverage them to create competitive advantages.

## PROGRAM LEARNING OUTCOMES

Upon completing the program, the student will be able to:
   1. Knowledge and Proficiency – demonstrate understanding of the role of information systems in organizations and the impact of technology on business operations.
   2. Critical Thinking – exhibit analytical and critical thinking skills to support business operations and strategic decision making, and to solve organizational problems.
   3. Information Utilization – design and implement information systems that support organizational goals and objectives and describe the potential global impacts of specific information systems solutions.
   4. Communication Skills – communicate effectively with stakeholders and team members towards the development and implementation of information systems.
   5. Diversity awareness – exhibit an understanding of, and respect for, diversity of individuals, groups, and cultures related to information systems management.
   6. Ethics – exhibit a knowledge and understanding of ethical, social and legal implications of information systems.

## STUDENT ACADEMIC LOAD

A full-time academic load in a B.S. degree program is twelve (12) units or more per quarter. Students may not enroll for more than twenty (20) units in a regular quarter without the approval of the academic department.

# GRADUATION REQUIREMENTS

7.  Successfully complete a minimum of 180 quarter units of the B.S. degree in Information System Management coursework with a minimum cumulative grade point average (CGPA) of 2.0 on a 4.0 scale.
8.  Successfully complete the degree requirements within the Maximum Time Frame (MTF) allowed for the B.S. degree, which is 1.5 times the program length. The program is normally twelve (12) quarters in length.
9.  Filed all the necessary graduation forms in accordance with the timetable provided by the School of Information System and Management.
10. Settled all financial obligations to the University.

## COURSE REQUIREMENTS

### a. General Education: 64 units
The following units must be taken from the following disciplines:

| General Education Category | Units |
|---|---|
| Communications | 12 |
| Humanities and Arts | 20 |
| Social Sciences | 16 |
| Mathematics and Sciences | 16 |
| **Total** | **64** |

Please see the General Education Requirements section of the Catalog for the course list and description.

### b. Degree Required Courses: 100 units
Complete a minimum of 100 quarter units of Major Core Curriculum courses.

**BSISM Major Core Curriculum – 100 units required**

| Course Code | Course Name | Units |
|---|---|---|
| GENERAL ISM - 7 courses, 28 units | | |
| BISM101 | Foundations of Information Systems Management | 4 |
| BISM102 | Ethics in Information Technology | 4 |
| BISM103 | Information Systems Theory and Practice | 4 |
| BISM335 | Enterprise Architecture | 4 |
| BISM405 | Business Intelligence and Data Analytics | 4 |
| BISM106 | Managing Innovations in Information Systems | 4 |
| BISM107 | Knowledge management | 4 |
| Communication – 3 courses, 12 units | | |
| CISM201 | Telecommunications in Information Systems | 4 |
| CISM400 | Network administration | 4 |
| CISM410 | Business Network Design | 4 |
| Information system – 3 courses, 12 units | | |
| SISM325 | Information Systems Project Management | 4 |
| SISM330 | Systems Analysis and Design | 4 |
| SISM225 | Information Systems in Organizations | 4 |
| Security – 3 courses, 12 units | | |
| DISM230 | Principles and Practice of Information Security | 4 |
| DISM425 | Cybersecurity for Leaders and Managers | 4 |
| DISM 420 | Decision support systems | 4 |

| Data – 3 courses, 12 units | | |
|---|---|---|
| DISM310 | Big Data Analytics | 4 |
| DISM315 | Data Modeling and Warehousing | 4 |
| DISM320 | Data Management | 4 |
| IT Infrastructure – 3 courses, 12 units | | |
| SISM110 | Computer Essentials | 4 |
| SISM115 | Software and Hardware Infrastructure Concepts | 4 |
| SISM320 | Cloud computing | 4 |
| Web Development – 3 courses, 12 units | | |
| EISM210 | Internet of things | 4 |
| EISM215 | Introduction to Web Design | 4 |
| EISM220 | Electronic Commerce | 4 |

**c. Elective Courses: 16 units**
Complete a total of 16 quarter units of elective courses from BSISM electives Courses.

**BSISM Electives Courses – 16 units required**

| Course Code | Course Name | Units |
|---|---|---|
| BISM108 | Programming Fundamentals | 4 |
| SISM220 | Business Process Management | 4 |
| SISM120 | Human-Computer Interaction | 4 |
| SISM230 | Global Information Systems | 4 |
| BISM330 | Enterprise Resource Planning Systems | 4 |
| DISM330 | Digital Security | 4 |

# APPLICATION FOR GRADUATION

Graduation is not automatic on completion of degree requirements. An application must be filed with the School of Information System Management and the Office of Admissions and Records during the quarter in which the student expects to graduate. Students who do not graduate in the quarter for which they have applied must reapply and pay any applicable fees in the subsequent quarter in which they expect to graduate.

# B.S.I.S.M. COURSE DESCRIPTIONS

**BSISM MAJOR CORE CURRICULUM COURSES:**

**BISM101 - Foundations of Information Systems Management (4 units)**
Introduction to contemporary issues related to Information Technology and Information Systems with changing organizational goals and objectives.  Topics include software, hardware, data management, systems, networks, security, communication, ethics, business intelligence, and operational organization. Special emphasis on integration and meeting strategic and competitive organizational needs.

**BISM102 - Ethics in Information Technology (4 units)**
This course will introduce students to the ethical issues that arise in the field of Information Technology. Topics will include privacy, security, intellectual property, and the impact of technology on society. Students will learn about various ethical theories and frameworks, and will apply them to real-world cases and scenarios. The course will also cover current legal and regulatory frameworks related to IT ethics. Through discussions, readings, and research, students will develop their critical thinking skills and ability to navigate ethical dilemmas in the IT industry.

**BISM103 - Information Systems Theory and Practice (4 units)**
It provides an understanding of organizational systems, planning, and decision process, and how information is used for decision support in organizations. It covers quality and decision theory, information theory, and practice essential for providing viable information to the organization. It outlines the concepts of IS for competitive advantage, data as a resource, IS and IT planning and implementation, change, and project management.

**BISM335 - Enterprise Architecture (4 units)**
This course explores the analysis, design, implementation, evaluation and management of enterprise IT solutions. Emphasis will be placed on planning and modeling the enterprise. Topics include functional modeling, physical architecture design, security planning and recovery issues, project management, emerging technologies, and ethical, financial and global considerations.

**BISM405 - Business Intelligence and Data Analytics (4 units)**
Application of data analytics in business intelligence (BI). Focus is placed on the components of business intelligence project lifecycle such as project planning, BI tool selection, data modeling, ETL design, BI application design, deployment, and reporting. Course emphasizes BI practices and analysis without detailed focus on statistical analysis and computer programming.

**BISM106 - Managing Innovations in Information Systems (4 units)**
Techniques for improving flexibility and originality in assessing exploring multiple approaches managers and organizations use to create and sustain high levels of innovation. Topics include: personal thinking preferences, everyday creativity and eliminating mental blocks, creative thinking techniques, idea selection approaches, teaming techniques for creativity, conditions that promote creativity, design for interaction, disruptive technologies, and intellectual property.

**BISM107 - Knowledge management (4 units)**
An introduction to the critical issues and debates in knowledge management with emphasis on the human and business aspects of knowledge management. Concepts presented from a technical tools and methods perspective.


**COMMUNICATIONS:**

**CISM201 - Telecommunications in Information Systems (4 units)**
The goal of this class is to introduce you to basic networking concepts, network applications, and network management tools .After this course, student will be able to easily use common network communication primitives as part of programming tasks in various languages, undertake more complex protocol engineering and network management tasks.

**CISM400 - Network administration (4 units)**
Focus on the planning, design, configuration, operation, and management of computer networks containing data communication devices, servers, workstations, and networked applications and support systems. An introduction to administrative techniques inherent to basic operating systems, and to enterprise management systems required by larger organizations. Examination of issues of scalability, performance management, and integration of internal resources with external resources such as cloud-based systems.

**CISM410 - Business Network Design (4 units)**
Development of network industry knowledge required for IT employment. Use networking theory to explain practical business applications.  Emphasis on skills for configuring Cisco routers and switches at a basic level.

**INFORMATION SYSTEM:**

**SISM325 - Information Systems Project Management (4 units)**
Discussion of the processes, methods, techniques and tools that organizations use to manage information systems projects. The course covers a systematic methodology for initiating, planning, executing, controlling, and closing projects. Analysis of how project management involves integration of resources within the firm with those contracted from outside the organization.

**SISM330 - Systems Analysis and Design (4 units)**
This course introduces the students to the concepts and skills of system analysis and design. It includes expanded coverage of data flow diagrams, data dictionary, and process specifications.

**SISM225 - Information Systems in Organizations (4 units)**
The course involves a discussion and analysis of major business functions, organizational structures, activities and processes and explores how information technology can be used to improve processes and innovation and business performance. Student will analyze business operations, learn about new and recent technologies and analyze how businesses apply information technology to remain competitive by improving processes.

**SECURITY:**

**DISM230 - Principles and Practice of Information Security (4 units)**
This course designed to provide students with an understanding of various types of computer networks and their security. Students will examine devices, equipment, topologies, and communication protocols.

**DISM425 - Cybersecurity for Leaders and Managers (4 units)**
This course considers the contemporary cybersecurity threat landscape facing organizations. Students apply various risk frameworks to provide structure to the decision-making needed to invest in resources for security controls and countermeasures.

**DISM 420 - Decision support systems (4 units)**
Focus on how Decision Support Systems (DSS) tools are used by decision makers to improve understanding of their business and customers. Included is information on DSS tools connect with data warehouses, and modeling warehouses to help decision makers leverage data and models to gain competitive advantage. Emphasis on how DSS models, data, and other analytical tools expand organizational options for business improvement.

**DATA:**

**DISM310 - Big Data Analytics (4 units)**
Focus on data mining and machine learning algorithms for analyzing very large sets of data or Big data. Map Reduce and No SQL system will be used as tools/standards for creating parallel algorithms that can process very large amounts of data.

**DISM320 - Data Management (4 units)**
Develop solid theoretical and practical background in the fundamentals of database design and use.  Focus is on data management from a software developer's point of view.  Included are traditional data modeling topics, relational theory, and SQL.  Modern database concepts, such as soft-state NoSQL databases, Big Data, and Map/Reduce are also covered.  Application of database technology design and implementation skills of in software projects.

**DISM315 - Data Modeling and Warehousing (4 units)**
This course provides the student with in depth knowledge of Data Warehousing principles, Data Warehouse techniques, and Business Intelligence systems. The course introduces the topics of Data Warehouse design, Extract-Transform-Load (ETL), Data Cubes, and Data Marts. Students will create Business Intelligence using Data Warehouses with several OLAP and analytical tools.


**IT Infrastructure :**

**SISM110 - Computer Essentials (4 units)**
Fundamentals of computer hardware and software as well as advanced concepts.  Focus on the internal components of a computer, assembly of computer systems, installation of an operating system, and troubleshooting with system tools and diagnostic software.  Topics include Internet connectivity and shared resources in network environments with laptops and portable devices, wireless connectivity, security, safety and environmental issues, and communication skills.

**SISM115 - Software and Hardware Infrastructure Concepts (4 units)**
A study of the hardware, software, and network components of computer systems and their interrelationships. The objective is to select appropriate components for organizational infrastructures. Discussion covers the application of system development life-cycle methodology to build secure integrated systems that meet business requirements.

**SISM320 - Cloud computing (4 units)**
The course presents a top-down view of cloud computing, from applications and administration to programming and infrastructure. Its main focus is on parallel programming techniques for cloud computing and largescale distributed systems which form the cloud infrastructure

**Web Development:**

**EISM210 - Internet of things (4 units)**
This course gives a foundation in the Internet of Things, including the components, tools, and analysis by teaching the concepts behind the IoT and a look at real-world solutions. The Internet of Things (IoT) is everywhere. It provides advanced data collection, connectivity, and analysis of information collected by computers everywhere—taking the concepts of Machine-to-Machine communication farther than ever before.

**EISM215 - Introduction to Web Design (4 units)**
Focus on modular methods and processes for building a website.  Various exercises emphasize the concepts of HTML and CSS needed for site construction.  Included are discussions of how resources such as recorded tutorial videos, code examples, and discussion boards can provide helpful guidance.

**EISM220 - Electronic Commerce (4 units)**
An overview of electronic commerce.   Business models underlying electronic commerce applications are studied from both an operational and strategic perspective.  A review of WWW technology trends including electronic payment and related issues of authentication, security, privacy, intellectual property rights and tax implications.

## BSISM ELECTIVES COURSES

**BISM108 - Programming Fundamentals (4 units)**
This course is designed for undergraduate students with little or no programming experience. The course will cover the basic concepts and principles of computer programming, including data types, variables, control structures, functions, and arrays. Students will learn how to write programs using a popular programming language such as Python or Java. The course will also introduce students to the fundamental concepts of algorithms and problem-solving.

**SISM220 - Business Process Management (4 units)**
Business Process Management (BPM) is a course designed to introduce undergraduate students to the concepts and techniques of managing business processes. The course covers topics such as process modeling, process improvement methodologies, process automation, and process governance. Students will learn how to identify, analyze, and redesign business processes to improve efficiency, effectiveness, and overall performance. The course also covers the use of technology, such as process management software, to support and optimize business processes.

**SISM120 - Human-Computer Interaction (4 units)**
Human-Computer Interaction (HCI) is a course designed to introduce undergraduate students to the principles, methods, and techniques of designing and evaluating interactive computer systems. The course covers topics such as user-centered design, usability evaluation, interface design, and emerging trends in HCI. Students will learn how to design and evaluate interactive systems that are user-friendly, efficient, and effective. The course will also cover the psychological and social aspects of human-computer interaction, including how people perceive, learn, and interact with technology.

**SISM230 - Global Information Systems (4 units)**
Global Information Systems (GIS) is a course designed to introduce undergraduate students to the concepts and applications of information systems in a global context. The course covers topics such as the global information infrastructure, international e-commerce, cross-cultural and cross-border issues in IS, and the impact of information systems on global business and society. Students will learn how information systems support and enable global business operations, and how they can be used to gain a competitive advantage in the global marketplace.

**BISM330 - Enterprise Resource Planning Systems (4 units)**
Enterprise Resource Planning Systems (ERP) is a course designed to introduce undergraduate students to the concepts and applications of ERP systems. The course covers topics such as the history and evolution of ERP, the different components of an ERP system, and the implementation and management of ERP systems. Students will learn how to analyze and design ERP systems, and how to use these systems to support and optimize business processes. The course will also cover the use of technology, such as data warehousing and business intelligence, to support decision-making and performance management.

**DISM330 - Digital Security (4 units)**
This course covers the fundamental principles and techniques used to protect digital information and systems. The course will introduce students to topics such as cryptography, network security, and computer forensics, as well as the legal and ethical issues surrounding digital security. Students will learn about various security measures and technologies, including encryption, firewalls, and intrusion detection systems.

# BACHELOR OF ARTS IN LIBERAL STUDIES (B.A.L.S.)

## PROGRAM INFORMATION

The undergraduate degree in Liberal Studies is designed to provide students with a comprehensive and multidisciplinary approach to education, preparing students for various career paths, including elementary teaching and roles in social services or human services. With the passing of California AB-130, successfully completing a Liberal Studies degree at our university equates to meeting the subject matter competence required for obtaining a Multiple Subject or Educational Specialist Teaching Credential in the State of California, thereby granting equivalency to the Multiple Subjects CSET Exam. The program focuses on offering a wide range of subjects such as literature, mathematics, science, history, communications, and art. We enrich our students' personal and professional lives and equip them for future careers in education or graduate school. Recognizing the importance of a well-rounded education, our B.A. in Liberal Studies program positions students competitively for careers as elementary school educators or in social services and human services sectors.

## PROGRAM OBJECTIVES

The Liberal Studies program aims to cultivate versatile and culturally aware individuals equipped with a holistic understanding of various disciplines. By the program's conclusion, students will:

Cultivate a Commitment to Lifelong Learning: Develop a lifelong learning mindset and demonstrate the ability to integrate educational experiences into practical real-world contexts effectively.

Acquire Foundational Interdisciplinary Knowledge: Gain comprehensive foundational knowledge spanning natural sciences, social sciences, humanities, language studies, mathematics, and the arts, fostering a well-rounded educational background.

Conduct Multifaceted Interdisciplinary Research: Engage in interdisciplinary research methodologies to analyze complex and pertinent issues within diverse multicultural communities, promoting a nuanced understanding of societal challenges.

Utilize Interdisciplinary Approaches for Interpretation: Employ interdisciplinary methods adeptly to elucidate and interpret cultural sites, social dynamics, and textual content across various media forms, enhancing critical analysis skills.

Develop Proficient Interdisciplinary Writing Skills: Enhance communication capabilities by synthesizing information from diverse disciplines into well-organized written work, fostering clarity and coherence in interdisciplinary discourse.

Recognize and Analyze Social Intersections: Demonstrate an understanding of the intersections between race, ethnicity, gender, sexuality, ability, class, and nation, fostering awareness of the complex dynamics that shape societal structures.

Apply Culturally Responsive Educational Practices: Apply academic theories, pedagogical strategies, and inclusive policies effectively to evolve into culturally responsive educators who champion diversity, equity, and inclusivity in educational settings, fostering environments that value and celebrate individual differences.

## PROGRAM LEARNING OUTCOMES

Upon completing the program, the student will be able to:

1.  Acquire foundational knowledge across disciplines in natural sciences, social sciences, humanities, language studies, mathematics, and the arts.
2.  Conduct interdisciplinary research to analyze pressing questions in multicultural communities.
3.  Utilize interdisciplinary methods to explain and interpret cultural sites, social situations, and texts from various media.
4.  Develop well-organized interdisciplinary writing skills, synthesizing information from multiple disciplines.
5.  Recognize and understand the intersections between race, ethnicity, gender, sexuality, ability, class, and nation.
6.  Apply academic theories, instructional practices, and policies to become effective, culturally responsive educators who value diversity and promote equity.
7.  Demonstrate commitment to lifelong learning and the ability to connect educational experiences to real-world contexts.

## STUDENT ACADEMIC LOAD

A full-time academic load in a B.S. degree program is twelve (12) units or more per quarter. Students may not enroll for more than twenty (20) units in a regular quarter without the approval of the academic department.

## GRADUATION REQUIREMENTS

1.  Successfully complete a minimum of 180 quarter units of the B.S. degree in Liberal Studies coursework with a minimum cumulative grade point average (CGPA) of 2.0 on a 4.0 scale.

2.  Successfully complete the degree requirements within the Maximum Time Frame (MTF) allowed for the B.S. degree, which is 1.5 times the program length. The program is normally twelve (12) quarters in length.

3.  Filed all the necessary graduation forms in accordance with the timetable provided by the School of Information System and Management.

4.  Settled all financial obligations to the University.

## COURSE REQUIREMENTS
### a. Program Required General Education Courses: 108 units
The following units must be taken from the following disciplines:

**Communications - 16 units required.  4 Courses**

| Course Code | Course Name | Units | Prerequisites |
|---|---|---|---|
| Eng101 | Fundamentals of English Composition | 4 | |
| ENG107 | Written & Oral Communication | 4 | |
| ENG108 | College English | 4 | |
| SPEE120 | Interpersonal Communications | 4 | |

**Humanities and Arts – 32 units required. 8 Courses**

| Course Code | Course Name | Units | Prerequisite |
|---|---|---|---|
| HST105 | US History | 4 | |
| HST117 | History of Western Civilization | 4 | |
| HST127 | World History | 4 | |
| ICS101 | Intercultural Studies | 4 | |
| PHL100 | Logic and Critical Thinking | 4 | |
| PHL105 | Introduction to Philosophy | 4 | |
| PHL115 | Beginning Ethics | 4 | |
| LIT110 | American Literature | 4 | |

**Social Sciences – 32 units required. 8 Courses**

| Course Code | Course Name | Units | Prerequisites |
|---|---|---|---|
| POL110 | US Government | 4 | |
| PSY101 | Introduction to Psychology | 4 | |
| SOC101 | Principle of Sociology | 4 | |
| FMI101 | Introduction to Family Issues | 4 | |
| MNR101 | Minority Studies | 4 | |
| ITL101 | Introduction to International Relations | 4 | |
| ADM101 | Public Administration | 4 | |
| ANP101 | Cultural Anthropology | 4 | |

**Mathematics and Sciences – 28 units required. 7 Courses**

| Course Code | Course Name | Units | Prerequisites |
|---|---|---|---|
| MATH105 | Survey of Mathematics | 4 | |
| MATH121 | College Algebra | 4 | |
| PHY101 | General Physics | 4 | |
| BIO101 | General Biology | 4 | |
| CHEM101 | General Chemistry | 4 | |
| SCN101 | Introduction to Health Science | 4 | |
| NTR101 | Nutrition | 4 | |

### b. Degree Required Major Courses: 56 units.
Complete a minimum of 56 quarter units of Major Core Curriculum courses.

**BALS Major Core Curriculum – 56 units required.**

| Course Code | Course Name | Units | Prerequisites |
|---|---|---|---|
| HIS201 | History of California | 4 | |
| GEO201 | World Geography | 4 | |
| LBS301 | Introduction to Teaching | 4 | |
| LBS302 | Physical Education for Teachers | 4 | LSB301 |
| LBS303 | Children's Literature | 4 | LSB301, ENG101 |
| LBS304 | Music for Children | 4 | LSB301 |
| LBS305 | Mathematics for Teachers | 4 | LSB301 |
| LBS306 | Art for Elementary Teachers | 4 | LSB301 |
| LBS307 | Performing Arts for Teachers | 4 | LSB301 |
| LBS401 | Human Growth and Development | 4 | PSY101, SOC101 |
| LBS402 | Technology in Education | 4 | LSB301 |
| LBS403 | Classroom Management | 4 | LSB301 |
| LBS404 | Writing in the Disciplines for Educators | 4 | ENG101, ENG107 |
| LBS405 | Collaborative Education: Partnership for Teaching | 4 | LSB301 |

**c. Concentration Courses: 16 units**

Complete a total of 16 quarter units of concentration courses from one of the following concentrations:

**English** – Take any four classes from ENG 300-400 courses.
or
**Human Development/Early Childhood** - Take any four classes from EDU courses.
or
**Kinesiology** – Take any four classes from KIN courses.
or
**Social Science** – Take any four classes from the Social Science category.
or
**Spanish** -- Take four consecutive Spanish courses.

## APPLICATION FOR GRADUATION

Graduation is not automatic on completion of degree requirements. An application must be filed with the School of Liberal Studies and the Office of Admissions and Records during the quarter in which the student expects to graduate. Students who do not graduate in the quarter for which they have applied must reapply and pay any applicable fees in the subsequent quarter in which they expect to graduate.

# B.A.L.S. COURSE DESCRIPTIONS

**BALS MAJOR CORE CURRICULUM COURSES:**

**HIS201:   History of California (4 units)**
The history of California from earliest times to the present.  The social, economic, and political development of California from its discovery to the present is discussed in this course.

**GEO201:   World Geography (4 units)**
This course studies the world's geographic areas and the outstanding human, social, and physical features of realms and regions. In doing so, special attention is given to the more important features of histories, societies, cultures, and religions of the people living in the region. It also examines the relationship between human life and the natural environment. The purpose is to help students better understand the world, our relationship with the environment, and human connections around the globe.

**LBS301:  Introduction to Teaching (4 units)**
Students examine the structure and function of the school, foundations of education, qualities required for teacher effectiveness, and contemporary issues in education. Students will explore educational careers, teaching preparation and professional expectations as well as requirements for teacher certification.  This course considers three areas of becoming a teacher: professional knowledge and understanding, professional practice, professional values, relationships and engagement.

**LBS 302:  Physical Education for Teachers (4units)**
This is an instructional strategies course that will introduce students to movement and fitness education for children, including topics on the development and use of games and music to aid in children's motor development, and the integration of the principles of motor learning, motor development, and physiology of movement**.  Prerequisite: LBS301**

**LBS303:  Children's Literature (4units)**
This course is designed to provide an understanding of the historical perspectives on children's literature through picture books and young adult novels reflecting different genres. Literature representative of a variety of cultures and ethnic groups will be analyzed and discussed in order to strengthen cross-cultural understanding. Emphasis will be upon developing responses to literature through art, drama, and writing in order to strengthen children's literacy development in the elementary classroom.  **Prerequisite: LBS301, ENG101**

**LBS304:   Music for Children (4 units)**
Instruction in materials for teaching music in the elementary classroom.  This course will enable students to identify, understand, and work with the music capabilities of children. The course is required for liberal studies majors and others interested in developing school music curricula and/or other special skills and projects. **Prerequisite: LBS301**

**LBS305:  Mathematics for Teachers (4units)**
This course addresses the realities of being a teacher, students gain a deeper understanding to apply in their own classrooms. Through in-class collaboration, activities, and an inquiry-based approach, future teachers actively engage and explore mathematical principles. Emphasizing specific examples, visual aids, hands-on activities, problem-solving strategies, and active classroom participation, this course equips prospective teachers with the knowledge and connections to become accomplished mathematics teachers. It also provides helpful ideas for presenting math in an engaging way, fostering interest and enthusiasm among their students while bridging their college math courses with their future teaching experiences. **Prerequisite:  LBS301**

**LBS306:   Art for Elementary Teachers (4 units)**
This course is designed to introduce studio art, art history, art criticism and aesthetics to future elementary school teachers. This class will provide a foundation for lifelong learning within the art discipline. Competencies pertaining to art instruction will be developed through various art experiences based upon art education theory and practice. **Prerequisite:  LBS301**

**LBS307:  Performing Arts in Education (4 units)**
Multiple subject teacher candidates identify, apply, appreciate the value of, and practice components and strands of culturally and developmentally appropriate dance and theater education for youth as found in the Visual and Performing Arts Framework and Student Academic Content Standards. **Prerequisite: LBS301.**

**LBS401:  Human Growth & Development (4units)**
n this course, students will embark on a journey towards comprehensive understanding and application of key concepts. By connecting their personal life experiences and observations to the theories and research findings explored, students will develop a profound grasp of the subject matter. With guidance from the syllabus and supplementary materials, students will recognize the significance of specific learning objectives that steer their learning trajectory. Through engaging with instructor-developed study and review questions, students will hone their knowledge and focus, enabling them to approach tests with confidence. Assessments will cover both conceptual knowledge and practical application, driving students to apply their understanding to a wide array of examples. By actively engaging with the textbook and instructor's notes, students will acquire the depth of knowledge required for success in assessments. Moreover, the provided learning objectives and study/review questions will serve as tools for self-assessment and continual growth, fostering a learning environment conducive to progress.. Prerequisites**: PSY101, SOC101.**

**LBS402:  Technology in Education (4 units)**
This course is to assist teachers or students who will become teachers in examining various issues related to teaching with Internet technology and resources, as well as learning to evaluate and integrate this technology into "teaching" and "learning" online and on-ground. It will also assist instructors in locating curriculum resources that support and enhance instruction. Addresses for Teaching Strategies, Communication, and Technology. **Prerequisite:  LBS301**

**LBS403:  Classroom Management (4 units)**
In this course, participants examine strategies for managing their classrooms more effectively. Student behavior and misbehavior, techniques for classroom preparation, setup and management, and discipline models are explored. Participants learn how to establish and communicate expectations in their classroom and create a positive learning environment. **Prerequisite:  LBS301**

**LBS404:   Writing in the Disciplines for Educators (4 units)**
A culmination of writing experiences and practices throughout the Core, this course uses discipline-specific texts and contexts for reading and discussion of ideas and methods in writing. Students will compare and critically analyze academic writing created by themselves and by experts; research and discover customs, values, and hallmarks of writing in their disciplines; use effective invention, drafting, revising, and proofreading methods for written work; learn to find, synthesize, and cite discipline-specific sources; and prepare essays and multi-genre artifacts useful in both academic and professional settings. **Prerequisites:  ENG101, ENG107**

**LBS405: Collaborative Education: Partnership for Teaching (4 units)**
Overview of collaborative educational models; family, school, community partnership models; access, equity, historical, legal, social, political perspectives for diverse students with special needs; roles and responsibilities of the general educator as a team member at the elementary level; Individualized Education Program process. **Prerequisite:  LBS301**

# BACHELOR OF ARTS IN MEDIA COMMUNICATION (B.A.M.C.)

## PROGRAM INFORMATION

Media communication with today's intricate media channels has become vital to individuals' lives and commerce in the realms of entertainment, marketing, and day-to-day human connection. The Bachelor of Arts in Media Communication is designed to equip students with the knowledge, skills, and adaptability necessary to succeed in an evolving media landscape where human creativity, critical thinking, and ethical decision-making remain essential. This program emphasizes human-centric communication, exploring how effective communicators understand and incorporate media, technology, and organizational structure in a global context to develop compelling communication strategies and media content. Students will develop a comprehensive understanding of how media shapes society while gaining practical experience in creating compelling content across various platforms.

The Media Communication program distinguishes itself by focusing on the human's role and capabilities as communicators that artificial intelligence cannot replicate. In this program, students learn to utilize technological tools, including AI-assisted content generation, while developing distinctly human capabilities that will remain in demand across the media landscape.  The program introduces historical and cultural perspectives and develops critical awareness essential for success in a connected and rapidly changing world. As graduates, they will be adept at applying effective communication strategies that leverage uniquely human qualities while analyzing and interpreting data to develop media strategies that effectively combine human insights with technological tools.

## PROGRAM OBJECTIVES
The educational objectives of the BAMC program are to:

1.	Cultivate Critical Media Analysis Skills: Develop students' abilities to evaluate media content, platforms, and systems through multiple lenses (societal, cultural, historical, political, economic, technological, and ethical), enabling them to assess the credibility of information sources and understand media's impact on society.

2.	Foster Ethical Communication Competence: Enable students to examine ethical considerations in media production and communication strategies, preparing them to make responsible decisions in creating and disseminating media content while respecting diverse cultural perspectives.

3.	Develop Strategic Communication Expertise: Equip students with the knowledge and skills to interpret data meaningfully, design strategic media campaigns, and create solutions that effectively address real-world challenges through integrated communication approaches.

4.	Enhance Multimodal Storytelling Abilities: Build proficiency in narrative storytelling across oral, written, audio, and visual forms, enabling students to create compelling content that engages diverse stakeholders across various media platforms.

5.	Promote Cultural Intelligence and Global Perspective: Prepare students to apply communication strategies that are responsive to culturally diverse global audiences, fostering understanding of media globalization and intercultural communication dynamics.

6.	Advance Human-Centered Media Innovation: Develop students' capacity to navigate the evolving relationship between culture, media, and technology, emphasizing human-centric skills such as emotional intelligence, creative

expression, and strategic thinking that complement and exceed AI capabilities in the digital communication landscape.

## PROGRAM LEARNING OUTCOMES

Upon completion of the Bachelor of Arts in Media Communication, students will be able to:

1.	Human-Centered Communication: Apply effective communication strategies that leverage uniquely human qualities such as empathy and cultural sensitivity to connect with diverse audiences.

2.	Critical Media Analysis: Evaluate the changing nature of media from societal, cultural, historical, political, economic, technological, and ethical dimensions.

3.	Ethical Media Practice: Examine and apply ethical principles in media environments, demonstrating values-based decision-making that AI cannot replicate.

4.	Creative Storytelling: Create compelling narratives that engage stakeholders emotionally and intellectually across various media platforms.

5.	Strategic Media Integration: Analyze and interpret data to develop media strategies that effectively combine human insight with technological tools.

6.	Adaptive Problem-Solving: Design innovative communication and media solutions to address community and global issues that require human judgment and creativity.

## STUDENT ACADEMIC LOAD

A full-time academic load in a B.A. degree program is twelve (12) units or more per quarter. Students may not enroll for more than twenty (20) units in a regular quarter without the approval of the academic department.

## GRADUATION REQUIREMENTS

1.	Successfully complete a minimum of 180 quarter units of the B.A. degree in Media Communication coursework with a minimum cumulative grade point average (CGPA) of 2.0 on a 4.0 scale.

2.	Successfully complete the degree requirements within the Maximum Time Frame (MTF) allowed for the B.A. degree, which is 1.5 times the program length. The program is normally twelve (12) quarters in length.

3.	Filed all the necessary graduation forms in accordance with the timetable provided by the department of Media Communication.

4.	Settled all financial obligations to the University.

## COURSE REQUIREMENTS

**a. General Education: 64 units**

The following units must be taken from the following disciplines:

| General Education Category | Units |
|---|---|
| Communications | 12 |
| Humanities and Arts | 20 |
| Social Sciences | 16 |
| Mathematics and Sciences | 16 |
| **Total** | **64** |

Please see the General Education Requirements section of the Catalog for the course list and description.

**b. Degree Required Courses: 100 units**

Complete a minimum of 100 quarter units of Major Core Curriculum courses.

**BAMC Major Core Curriculum – 100 units required**

| Course Code | Course Name | Units | Prerequisties |
|---|---|---|---|
| MCS201 | Introduction to Media and Communication | 4 | ENG101 |
| MCS202 | Introduction to Communication Theories and Applications | 4 | ENG101 |
| MCS203 | Introduction to Media and Digital Culture | 4 | ENG101 |
| MCS204 | Introduction to Multilingual Media | 4 | ENG101 |
| MCS301 | History of Communication and Technological Revolutions | 4 | ENG101 |
| MCS302 | Media Industries | 4 | MCS201 or MCS203 |
| MCS303 | Introduction to Film and Television | 4 | MCS201 or MCS203 |
| MCS304 | Broadcast Communication Skills | 4 | MCS201 or MCS203 |
| MCS305 | Public Relations and Marketing | 4 | MCS201 or MCS202 or MCS203 |
| MCS306 | Persuasion and Rhetorical Communication | 4 | MCS201 or MCS202 or MCS203 |
| MCS307 | Public Speaking and Oral Communication | 4 | ENG101 and ENG107 |
| MCS308 | Storytelling Across Media Platforms | 4 | MCS302 |
| MCS309 | Digital Media Literacy | 4 | MCS302 |
| MCS310 | Emerging Media Technologies | 4 | MCS302 |
| MCS311 | Digital Media Design and Development | 4 | MCS302 |
| MCS312 | Media Ethics and Law | 4 | MCS201 or MCS202 or MCS203 |
| MCS313 | Strategic Media Communication Campaigns | 4 | MCS201 or MCS202 or MCS203 |
| MCS314 | Crisis Communication Management | 4 | MCS201 or MCS202 or MCS203 |
| MCS315 | Organizational Communication | 4 | MCS201 or MCS202 or MCS203 |
| MCS316 | Communication for Advocacy and Social Change | 4 | MCS201 or MCS202 or MCS203 |
| MCS317 | Intercultural Communication | 4 | MCS201 or MCS202 or MCS203 |

| MCS318 | Issues in Media Representation: Global, Social and Political, and Interpersonal Communication | 4 | MCS201 or MCS202 or MCS203 |
| --- | --- | --- | --- |
| MCS401 | Media Data-Driven Research Methods | 4 | Over Five 300 level courses |
| MCS402 | Advanced Media Production | 4 | MCS310 and MCS311 |
| MCS451 | Capstone Project in Media Communication | 4 | Must be taken in final quarter |

    **c.**   **Elective Courses– 16 units required (Choose 4 courses x 4 units)**

Bachelor of Arts in Media Communication (BAMC) students are required to complete 16 units (equivalent to 4 courses) of elective coursework. These elective courses may be selected from either the Business Management or Information System Management programs. Students have the flexibility to choose all electives from a single program or select a combination of courses from both programs based on their academic interests and professional goals.

# B.A.M.C. COURSE DESCRIPTIONS

**BAMC MAJOR CORE CURRICULUM COURSES:**

**MCS201 – Introduction to Media and Communication (4 units)**
This foundational course introduces students to the exciting field of media and communication, providing an overview of key concepts, platforms, and industries. Students will explore the evolution of communication practices, from traditional to digital media, and their impact on society. The course examines the value of communication skills across various professional contexts while familiarizing students with department programs and potential career paths. Through engaging discussions and introductory projects, students will develop a fundamental understanding of media's role in shaping individual perceptions and social discourse.

**MCS 202 – Introduction to Communication Theories and Applications (4 units)**
This course introduces students to major theories in the academic field of communication studies and their practical applications. Students will learn to recognize human communication theories in everyday life and develop critical thinking skills to analyze communication situations across multiple cultural contexts. The course emphasizes the interconnections between communication theories and prominent theories from related fields, providing students with frameworks to understand and interpret communication phenomena. Through case studies and practical exercises, students will apply theoretical concepts to contemporary communication challenges.

**MCS203 – Introduction to Media and Digital Culture (4 units)**
This course provides a comprehensive foundation in media concepts and digital environments. Students will explore the evolving relationship between traditional media forms and emerging digital platforms, analyzing how digital culture shapes modern communication practices. The course examines the social, economic, and technological factors influencing digital media production and consumption while introducing students to key terminology, tools, and analytical frameworks. Through critical engagement with various digital media texts and formats, students will develop essential literacy skills for navigating today's complex media landscape.

**MCS204 – Introduction to Multilingual Media (4 units)**
This course explores the basic principles of multilingual media communication and technologies for global audience engagement. Students will examine how linguistic diversity shapes media content and distribution strategies across different cultural contexts. The course addresses challenges and opportunities in creating media for multilingual audiences, including translation, localization, and cultural adaptation considerations. Students will analyze how media organizations navigate language barriers through technological solutions and strategic communication approaches. The course emphasizes the importance of multilingual communication in an increasingly interconnected global media environment.

**MCS301 – History of Communication and Technological Revolutions (4 units)**
This course examines the evolution of communication technologies and their impact on society across different historical periods. Students will explore how innovations—from the printing press to digital media—have transformed information dissemination, social interaction, and power structures. Through case studies, primary source analysis, and research projects, students will trace the development of communication technologies, understand how they shaped their respective eras, and analyze patterns of technological disruption. The course emphasizes critical thinking about technology's relationship to culture, economics, and politics while providing a historical foundation for understanding contemporary media environments and predicting future trends in communication technology.

**MCS302 – Media Industries (4 units)**
This course provides a comprehensive analysis of the organizational structures, economic models, and business practices that drive contemporary media industries. Students will examine ownership patterns, market dynamics, and revenue strategies across broadcasting, publishing, film, music, and digital platforms. The course addresses how convergence has blurred traditional industry boundaries while exploring regulatory frameworks, globalization impacts, and emerging business models. Special attention is given to how industry economics influence content creation, distribution strategies, and audience relationships. Through case studies, industry reports, and analytical exercises, students will develop skills to critically evaluate media business decisions and anticipate industry trends in a rapidly evolving landscape.

**MCS303 – Introduction to Film and Television (4 units)**
This course introduces the fundamentals of visual media analysis and production in film and television. Students will learn essential terminology, concepts, and techniques for understanding and creating visual content. The course explores narrative structures, genre conventions, and aesthetic elements while examining the historical evolution of these mediums. Through screenings, discussions, and hands-on projects, students will develop critical viewing skills and basic production knowledge. The course prepares students for more advanced study in cinema aesthetics, documentary filmmaking, and visual storytelling across various platforms.

**MCS304 – Broadcast Communication Skills (4 units)**
This course provides comprehensive training in radio, television, and streaming content creation and hosting. Students will develop practical skills in electronic and traditional broadcasting principles while analyzing industry standards and practices. The course covers voice techniques, scripting, interviewing, and on-camera presence through hands-on production exercises. Students will learn to analyze, synthesize, and evaluate broadcasting principles through podcast creation and other audio-visual projects. Emphasis is placed on developing versatile communication abilities that transfer across traditional and emerging broadcast platforms in today's dynamic media environment.

**MCS305 – Public Relations and Marketing (4 units)**
This foundational course introduces basic concepts in PR and marketing communications. Students will explore the strategic functions of public relations and marketing in organizational communications, examining how these disciplines shape organizational identity and stakeholder relationships. The course covers essential frameworks for message development, audience analysis, and campaign planning while introducing students to industry tools and terminology. Through case studies and practical exercises, students will learn to identify effective PR and marketing strategies and understand their role in integrated communication efforts. The course provides critical groundwork for advanced study in corporate communications and strategic campaign development.

**MCS306 – Persuasion and Rhetorical Communication (4 units)**
This course examines techniques of persuasion in media and public communication contexts. Students will explore theoretical foundations of persuasion, rhetorical strategies, and their applications across various media platforms. The course analyzes how persuasive messages influence attitudes, beliefs, and behaviors through examination of advertising, political discourse, advocacy campaigns, and other persuasive content. Students will learn to identify persuasive appeals, evaluate argument effectiveness, and construct persuasive messages for different audiences and purposes. Emphasis is placed on ethical considerations in persuasive communication and the responsible use of rhetorical techniques in both traditional and digital communication environments.

**MCS307 – Public Speaking and Oral Communication (4 units)**
This course is designed to develop student's oral communication skills for various audiences and contexts. Students will learn to prepare and deliver effective speeches, presentations, and impromptu remarks with confidence and clarity. The

course addresses key elements of public speaking including audience analysis, speech organization, delivery techniques, and managing communication anxiety. Through practical exercises and constructive feedback, students will refine their verbal and nonverbal communication abilities while adapting their speaking style to different situations. The course emphasizes critical thinking and ethical responsibility in oral communication as essential professional and personal skills

### MCS308 – Storytelling Across Media Platforms (4 units)
This course focuses on crafting compelling narratives for various media environments. Students will learn fundamental storytelling principles and how to adapt them across print, audio, visual, and digital platforms. The course explores narrative structure, character development, audience engagement, and platform-specific storytelling techniques. Through practical assignments, students will create and refine stories for different formats while developing their unique voices as storytellers. Special attention is given to transmedia storytelling approaches that extend narratives across multiple platforms. Students will analyze successful cross-platform storytelling examples and apply these insights to their own creative projects.

### MCS309 – Digital Media Literacy (4 units)
This course develops students' abilities to critically analyze media messages across platforms. Students will examine how digital media shapes information consumption, belief formation, and social discourse. The course covers techniques for evaluating source credibility, identifying bias, recognizing manipulation, and understanding context in digital environments. Students will explore how algorithmic curation, platform design, and content creation practices influence media consumption patterns. Through practical exercises, students will strengthen their capacity to navigate misinformation, understand diverse perspectives, and engage thoughtfully with digital content. The course emphasizes how media literacy skills empower individuals as informed citizens and ethical media producers.

### MCS310 – Emerging Media Technologies (4 units)
This course explores the study and application of cutting-edge media tools and platforms. Students will examine recent technological innovations and their implications for media production, distribution, and consumption. The course investigates technologies such as virtual/augmented reality, artificial intelligence in content creation, blockchain applications in media, and other emerging tools reshaping the communication landscape. Through hands-on workshops and case studies, students will gain practical experience with these technologies while critically assessing their potential benefits, limitations, and social impacts. The course emphasizes adaptability and forward-thinking approaches to technology adoption in communication practices

### MCS311 – Digital Media Design and Development (4 units)
This course focuses on the creation and implementation of digital media projects across various platforms. Students will learn essential design principles, user experience concepts, and technical skills needed to develop effective digital media content. The course covers web design fundamentals, interactive media development, content management systems, and basic coding knowledge relevant to digital media production. Through project-based learning, students will conceptualize, design, and execute digital media solutions that address specific communication objectives. Emphasis is placed on iterative design processes, user-centered approaches, and technical problem-solving in digital environments

### MCS312 – Media Ethics and Law (4 units)
This course examines ethical frameworks and legal considerations in media production and distribution. Students will explore foundational principles of media law, including copyright, intellectual property, privacy, defamation, and First Amendment issues. The course addresses ethical dilemmas in journalism, entertainment, advertising, and digital media through case studies and critical analysis. Students will develop frameworks for ethical decision-making while navigating complex legal requirements governing media content. Special attention is given to emerging ethical challenges in digital environments, including questions of privacy, representation, algorithmic transparency, and platform accountability. The course emphasizes professional responsibility and ethical leadership in media careers.

### MCS313 – Strategic Media Communication Campaigns (4 units)
This course examines comprehensive approaches to planning, implementing, and evaluating media communication campaigns across diverse platforms. Students will learn to identify target audiences, develop strategic messaging, select appropriate channels, and measure campaign effectiveness. Through case studies, group projects, and hands-on exercises, students will create integrated communication plans that align with organizational goals. The course emphasizes data-driven decision-making, creative storytelling techniques, and ethical considerations when developing

campaigns for various sectors including corporate, nonprofit, and public affairs. Students will develop transferable skills in project management, content creation, and analytics evaluation that are essential for success in today's digital media ecosystem.

**MCS314 – Crisis Communication Management (4 units)**
This course examines case studies and best practices in issues and crisis management within the field of public relations and broader communications. Students will learn effective reputation management strategies and tactical approaches for handling organizational crises across various media platforms. The curriculum focuses on the practical application of proven strategies based on APR (Accreditation In Public Relations) standards for issues and crisis management. Students will develop crisis communication plans, practice real-time response simulations, and learn to navigate digital media during high-pressure situations. The course emphasizes ethical decision-making, stakeholder analysis, and message development techniques essential for maintaining organizational credibility during challenging circumstances.

**MCS315 – Organizational Communication (4 units)**
This course examines the nature and process of communication within modern organizations. Students will explore theories of organizational communication, change management strategies, internal personnel relations, and conflict resolution approaches as they relate to organizational cultures. The course analyzes how communication flows through formal and informal channels and impacts workplace dynamics, leadership effectiveness, and employee engagement. Students will learn to assess communication challenges within diverse organizational settings and develop strategies to improve information-sharing, collaboration, and decision-making processes. Particular emphasis is placed on digital communication tools, cultural considerations in global organizations, and ethical dimensions of workplace communication practices.

**MCS316 – Communication for Advocacy and Social Change (4 units)**
This course explores how media and communication strategies can be leveraged to influence public discourse and drive positive social change. Students will examine the intersection of digital media, activism, and ethical citizenship in contemporary society. The curriculum analyzes case studies of successful advocacy campaigns and investigates how different communication approaches can address social justice issues. Students will learn to develop persuasive messaging strategies, build coalitions, and utilize emerging digital platforms to amplify marginalized voices. The course balances theoretical frameworks with practical skills development, enabling students to create media content that challenges inequities and promotes meaningful societal transformation. Projects will focus on applying communication theories to real-world advocacy initiatives.

**MCS317 – Intercultural Communication (4 units)**
This course examines communication between people from different cultural backgrounds in an increasingly globalized world. Students will explore how cultural values, beliefs, norms, and practices influence communication styles and expectations across diverse cultural contexts. The course addresses barriers to effective cross-cultural communication, including ethnocentrism, stereotyping, and cultural biases. Students will develop cultural sensitivity and adaptability essential for engaging with diverse global audiences. Through case studies, simulations, and research projects, students will analyze intercultural communication challenges and develop strategies for effective engagement in multicultural environments. This course aligns with program outcomes by preparing students to apply communication strategies responsive to culturally diverse global audiences and evaluate media's impact on society from cultural and societal dimensions.

**MCS318 – Issues in Media Representation: Global, Social and Political, and Interpersonal Communication (4 units)**
This course critically examines how various groups, issues, and relationships are portrayed across media platforms and the resulting societal implications. Students will analyze representation patterns through multiple theoretical lenses including global, social, political, and interpersonal perspectives. The curriculum investigates how media framing influences public perception, reinforces or challenges stereotypes, and shapes cultural narratives. Through case studies of diverse media content, students will develop advanced media literacy skills to evaluate representation issues including diversity, equity, identity construction, and power dynamics. The course emphasizes how media representation connects to broader socio-political contexts and encourages students to explore ethical approaches to creating more inclusive and equitable media content across global contexts.

**MCS401 – Media Data-Driven Research Methods (4 units)**
This course teaches both qualitative and quantitative research techniques essential for understanding and interpreting communication data. Students will learn to design research projects and collect data through methods including surveys, focus groups, experiments, field observations, content analysis, and critical analyses. The curriculum emphasizes how to analyze findings and apply insights to strategic decision-making in media and communication contexts. Students will develop competencies in digital analytics tools, audience measurement techniques, and ethical approaches to data collection. Through hands-on projects and case studies, students will transform raw data into actionable recommendations for media organizations. The course prepares students to conduct independent research projects with problem definition, literature review, data gathering, analysis, and professional reporting components.

**MCS402 – Advanced Media Production (4 units)**
This intensive production course develops students' technical and creative skills in multi-platform content creation. Working with professional-grade equipment and software, students will plan, produce, and post-produce sophisticated media projects across video, audio, and interactive formats. The course emphasizes advanced production techniques, project management, collaborative teamwork, and audience engagement strategies. Students will develop their creative voice while mastering technical aspects of production including advanced cinematography, sound design, editing, and digital effects. The course culminates in portfolio-quality productions that demonstrate students' ability to execute complex media projects meeting professional industry standards while effectively communicating to target audiences.

**MCS451 – Capstone Project in Media Communication (4 units)**
This culminating course challenges students to integrate and apply the knowledge, skills, and critical perspectives developed throughout the program. Working individually or in small teams, students will conceptualize, plan, and execute a substantial media project or research study addressing a significant communication problem or opportunity. Projects may include documentary production, communication campaigns, original research, media business proposals, or interactive experiences. The course emphasizes professional project management, independent problem-solving, and ethical decision-making while providing structured guidance through development stages. Students will document their conceptual and production processes, reflect on learning outcomes, and present completed projects to faculty, peers, and potentially industry professionals. The capstone serves as a bridge to professional practice and a demonstration of students' readiness for careers in media communication.

# GRADUATE PROGRAMS

The University strives to bring to its campus students who are committed to personal and intellectual growth. The University welcomes applications from students who will contribute to, as well as benefit from, the university experience; who are creative, motivated, self-disciplined and committed to life-long learning.

## GRADUATE ADMISSION REQUIREMENTS

All applicants are expected to satisfy procedures and criteria for admission to Stanton University and to submit all required documents. Applicants who meet all requirements listed below will be considered for acceptance to the University. Stanton University processes admissions applications every quarter.

1. Completed Application for Admission Form and all supporting documents. An Application packet may be obtained by writing, calling, or e-mailing Stanton University's Office of Admissions and Records (OAR).
2. An official bachelor's degree transcript.
3. Personal Identification – All applicants are required to submit a copy of personal identification such as a state driver's license, government issued identification card, passport, visas, or any government issued photo identification.
4. Submit the non-refundable application fee to Stanton University's Office of Admissions and Records.
5. Proof of English Language Proficiency.

## ENGLISH LANGUAGE PROFICIENCY REQUIREMENTS

All prospective graduate students applying for admission to Stanton University must meet the university's English Language Proficiency Requirement. This requirement can be fulfilled by one of the following (The student must provide documentation):
1. Minimum TOEFL iBT score of 61 iBT or its equivalents for Graduate Programs (Master's Degree Level).
2. U.S. high school diploma or equivalent.
3. Completion of at least one (1) year of higher education taught in English from an institution in the United States.
4. Completion of high school education or higher at an educational institution where English is the primary language of instruction (for foreign countries).
5. Completion of an advanced level of ESL course at an institution in the United States.

Applicants who do not meet these requirements must take the Stanton University's English Language Proficiency Exam and obtain a passing rating. The exam is called the ACTFL Listening and Reading Test and it is conducted through an online testing service called Language Testing International (LTI), which follows the guidelines of American Council on the Teaching of Foreign Languages (ACTFL).

## ADMISSION EVALUATION

Applicants who meet all requirements will be considered for admission to the University but are not guaranteed admission. Stanton University advises prospective students that they must supply complete and accurate information on the application for admission and on all other university forms. Students with missing documents will be admitted

on a conditional status, and missing documents must be submitted as soon as possible. Failure to file complete, accurate and required application documents may result in denial of admission. There is no appeal process for admission decisions. All Stanton University admissions decisions are final.

# GRADUATE INTERNATIONAL STUDENTS ADMISSION REQUIREMENTS

International F-1 visa students to the graduate program must fulfill additional admission requirements. Acceptance into a program is necessary before the U.S. Citizenship and Immigration Services (formerly INS) Form I-20 (Certificate of Eligibility) is issued by the university's International Student Advisor (ISA).

## GENERAL INFORMATION

1. Graduate international students must register for and maintain a full-time program of study in the academic program in which they are enrolled. A full-time program of study is 8 quarter units or more for masters and/or doctoral students. Please check with your department for full-time course load unit requirements. Part-time F-1 status is not permitted by the U.S. Citizenship and Immigration Service. The registration status and academic performance of all international students will be monitored by the University.
2. A recent photograph must be submitted with an application (passport size is acceptable).
3. Prospective international students are advised that they must comply with all requirements of the U.S. Citizenship and Immigration Services and of SU to be admitted as international students.
4. A transfer student must:
    c. Follow set transfer procedures of the U.S. Citizenship and Immigration Services and
    d. Have pursued a full-time course of study with a minimum GPA of 2.0 ("C") at the college/university the student was last authorized to attend (an official transcript must be filed).

## APPLICATION FEE

All international students are required to pay a $200.00 non-refundable application fee. The fee is valid for up to one year from the date processed.

## MASTER OF BUSINESS ADMINISTRATION FINAL PROJECT FEE

All students completing the Master of Business Administration degree is required to pay the final project fee of $150. This fee go towards the thesis review fee for professors or faculty member to finalize the degree to be granted to the MBA candidate.

## TRANSCRIPTS/DOCUMENTS OF INTERNATIONAL EDUCATION

All international transcripts/documents of previous secondary and/or college/university education submitted to Stanton University must be in English or have certified translation into English.

The acceptance and evaluation of international transcripts/documents will be determined by the University. If the University deems that the submitted transcripts/documents are not acceptable proof, the student is required to have the international education transcripts/documents submitted to a credential evaluation service (at the applicant's expense) to verify authenticity and to assist in the approximation of credit received to comparable levels of educational achievement in the U.S.

## FINANCIAL RESOURCES

1. Each international student must submit verification of sufficient financial resources. The verification must demonstrate the ability of the student to finance each year's education and living expenses to the satisfaction of the ISA. The amount of financial resources required varies by the program the student plans to enroll in. The ISA will provide each student with the specific amount required.
2. An international student attending the University must pay all mandatory fees, enrollment fees and other fees paid by resident students.
3. Financial aid is not available to F-1 visa international students.
4. An international student may not accept off-campus employment while attending the University unless approval is granted by the U.S. Citizenship and Immigration Services (formerly INS) and the ISA.

## HEALTH CLEARANCE

1. Although the University does not require proof of immunizations, it is strongly recommended that all students planning on coming to the US to study receive all the necessary vaccinations for immunization against polio, diphtheria, measles, rubella, tetanus, and are free of tuberculosis.

## VISA STUDENTS (OTHER THAN F-1)

All other visa categories or immigrant classifications must see the university's Office of Admissions and Records and the ISA.

Students who are residing in the United States on other than an F-1 student visas must comply with all restrictions on total units enrolled as specified by the U.S. Citizenship and Immigration Services.

# MASTER OF BUSINESS ADMINISTRATION PROGRAM (M.B.A)

## PROGRAM INFORMATION

The Master of Business Administration (M.B.A.) program is designed to prepare students with the necessary skills and knowledge to understand, manage, or create financial, business and leadership careers at the mid to upper level of management. The program emphasizes the identification, analysis, and solution of complex management problems within a context requiring both technical understanding and balanced decision-making.

Management consists of the rational assessment of a situation and the systematic selection of goals and purposes; the systematic development of strategies to achieve these goals; the marshalling of the required resources; the rational design, organization, direction, and control of the activities required to attain the selected purposes, and finally, motivation and rewarding of people to do the work.

To be an effective manager an individual needs a broad knowledge of the practice of management, the workings of business and the economy, and the behavior of people. Effective management requires persistence, tough-mindedness, hard work, intelligence, analytic ability, and perhaps most importantly, tolerance and good will.

The M.B.A program provides adult learners with a comprehensive foundation for business decision-making and prepares them to lead effectively in a rapidly changing business environment.

## PROGRAM OBJECTIVES

The educational objectives of the MBA program are to:
  a) Develop an understanding of economic systems and on the relationship between business and society.
  b) Develop a global perspective on business operations.
  c) Provide a foundation in concepts and applications of quantitative methods and information technology in the business setting.
  d) Stimulate the students' intellectual curiosity, develop their creativity and logic, and encourage an appreciation of demographic diversity and ethical principles

## PROGRAM LEARNING OUTCOMES

Upon completing the program, the student will be able to:
  * Understand and apply core business knowledge to make strategic and tactical decisions.
  * Critically assess information, data, and technology.
  * Make effective managerial decisions and solve organizational problems.
  * Communicate to an audience professionally and effectively in written and oral forms.
  * Become aware of globalization and its impacts on people, culture, businesses, and the economy.
  * Identify, analyze, and respond to ethical issues related to business practice and standards.
  * Understand and apply quantitative techniques and methods in the analysis of real-world business situations.

## STUDENT ACADEMIC LOAD

A full-time academic load in the M.B.A. program is eight (8) units or more per quarter. Students may not enroll for more than twelve (12) units in a regular quarter without the approval of the academic dean or assistant dean.

## GRADUATION REQUIREMENTS

A candidate for the master's degree in Business Administration shall have:
1.  Successfully completed a minimum of 60 quarter units of the M.B.A. degree coursework, with a minimum cumulative grade point average (CGPA) of 3.0 on a 4.0 scale.
2.  Successfully completed all degree requirements within the Maximum Time Frame (MTF) of three (3) years. The program is normally six (6) quarters in length.
3.  Successfully completed the Master of Business Administration Project, BA750.
4.  Filed all the necessary graduation forms in accordance with the timetable provided by the School of Business and Management.
5.  Settled all financial obligations to the University.

## COURSE REQUIREMENTS FOR MASTER OF BUSINESS ADMINISTRATION DEGREE

**a. Degree Required Courses:   56 units**
Complete 56 quarter units of MBA courses in the following fields:
(1)  Common Core Curriculum - 32 units
(2)  General Concentration - 24 units

**b. MBA Project:  4 units**
Complete the MBA Project, BA750

**MBA Common Core Curriculum – 32 units required (Choose 8 courses at 4 units per course)**

| Course Code | Course Name | Units |
|---|---|---|
| BUS630 | Accounting for Managerial Decision Making | 4 |
| BUS638 | Business Law | 4 |
| BUS640 | Economics for Managerial Decision Making | 4 |
| BUS642 | Organizational Behavior | 4 |
| BUS646 | Human Resource Management and Employment Law | 4 |
| BUS647 | Marketing Management and Strategies | 4 |
| BUS665 | Executive Leadership | 4 |
| BUS680 | Operations Management | 4 |
| BUS695 | International Strategic Management | 4 |
| FIN670 | International Business and Decision Making in a World of Economy | 4 |
| FIN685 | Financing Capital Requirements | 4 |
| MKT670 | Advanced Marketing Strategies | 4 |
| MKT680 | Advertising Management and Marketing Communications | 4 |

**MBA Concentration – 16 units, 4 courses**

You have to take a minimum four courses in concentration to receive a degree with a concentration (Management, Marketing, Finance) Table Below.

**MBA General Concentration – 8 units, 2 courses**

| Management Concentration | | |
|---|---|---|
| Course Code | Course Name | Units |
| MGT643 | Business Entrepreneurship and New Venture Formation | 4 |
| MGT655 | Organizational Conflict Management | 4 |
| MGT665 | Management Information Systems | 4 |
| MGT675 | Management of Innovation | 4 |
| MGT685 | Organizational Leadership, Leadership Development and Change Management | 4 |
| MGT697 | Cost-Benefit Analysis for Executive Decision-making | 4 |

| Marketing Concentration | | |
|---|---|---|
| Course Code | Course Name | Units |
| MKT610 | Integrated Marketing and Communications | 4 |
| MKT630 | Consumer Behavior | 4 |
| MKT640 | International Marketing | 4 |
| MKT650 | Sales Management | 4 |
| MKT660 | Market Research | 4 |
| MKT675 | E- commerce | 4 |

| Finance Concentration | | |
|---|---|---|
| Course Code | Course Name | Units |
| FIN625 | Financial accounting | 4 |
| FIN650 | Financing the Emerging Enterprise | 4 |
| FIN655 | Financial Risk Management | 4 |
| FIN660 | Real Estate Finance and Valuation | 4 |
| FIN665 | International Business Finance | 4 |
| FIN690 | Financial Institutions | 4 |

**MBA Project – 4 units, 1 course**

| Course Code | Course Name | Units |
|---|---|---|
| BA750 | Master of Business Administration Project | 4 |

## APPLICATION FOR GRADUATION

Graduation is not automatic on completion of degree requirements. An application must be filed with the School of Business Management and the Office of Admissions and Records during the quarter in which the student expects to graduate. Students who do not graduate in the quarter for which they have applied must reapply and pay any applicable fees in the subsequent quarter in which they expect to graduate.

# M.B.A. COURSE DESCRIPTIONS

**MBA COMMON CORE CURRICULUM**

### BUS630 – Accounting for Managerial Decision-making (4 units)
Accounting for management planning, control, and decision-making. Cost-profit-volume relationships; cost and revenue information for routine and non-routine decisions; budgeting and profit planning. Emphasis on standard costing, responsibility accounting, decentralization and transfer pricing in the context of management control of operations.

### BUS638 – Business Law (4 units)
Analysis of the legal requirements of the formation, operation and financing of partnerships, corporations, and other business organizations. Legal consequences of selecting one form of business organization over another; analysis of the laws of corporation: formation, management, shareholder's rights and liabilities, securities regulations. Law of partnerships and agencies: creation, operation and dissolution. Sales of goods, property and negotiable instruments. Consideration of agency relationships and responsibilities of involved parties.

### BUS640 – Economics for Managerial Decision-making (4 units)
Applications of microeconomic and macroeconomic theory to managerial decisions and planning.  Analysis of the firm's resource and product markets. Production functions; cost and output decisions. Pricing strategies under various market constraints. Investment in fixed assets. Risk and demand analysis; business forecasting. Emphasis on the calculation of solutions to operational problems of the business firm.

### BUS646 – Human Resource Management and Employment Law (4 units)
Theory and practice of personnel function in organizations. Design of organizational systems for accomplishing work through individuals and groups. Strategic, legal, and ethical considerations in staffing, appraising, developing, and rewarding people. Study of California and federal employment laws as they affect the management of human resources. Emphasis on the legal rights and responsibilities of employers and employees in the private-sector environment.

### BUS647 – Marketing Management and Strategies (4 units)
Management of marketing to: private, commercial, institutional, and governmental customers in both domestic and global markets. Development, implementation and evaluation of marketing strategies. Role of marketing planning in the overall corporate strategic planning process. Use of contemporary techniques and models in the strategic planning process. Exploration and analysis of modern marketing problems and solutions from conceptual, legal, and ethical perspectives. Marketing information systems and the use of advanced technologies in marketing decision-making.

### BUS665 – Executive Leadership (4 units)
Review of contemporary leadership styles of high-level governmental officials and executives in business, industry and commerce. Assessment of students' leadership strengths and developmental needs in preparation for responsible leadership positions. Focus on power and authority in leadership and goal setting for leadership development.

### BUS680 – Operations Management (4 units)
Decision-making techniques for operations management—management of the production of goods and services. Focus on resource allocation, facility location and design, operations scheduling, capacity planning, inventory management, and quality control. Quantitative techniques for establishing management decision criteria, constraints and alternatives.

**BUS695 – International Strategic Management (4 units)**
Strategic decision-making in managing business practices in international enterprises. General management problems in directing and controlling transnational companies, including entry, acquisitions and joint ventures.

**FIN685 – Financing Capital Requirements (4 units)**
A discussion of how to establish capitol structure policies and determine the best methods for raising required capitol; the course covers formulation of debt, dividend and equity policies, selection of an appropriate financing vehicle, and selection of capitol markets.

## MBA CONCENTRATION CURRICULUM

Students will have to take a minimum of four courses in concentration to receive a degree with a concentration in either (Management, Marketing, or Finance).

## MBA GENERAL CONCENTRATION CURRICULUM

### Management Concentration:

**MGT643 – Business Entrepreneurship and New Venture Formation (4 units)**
Analysis of entrepreneurship philosophy, attitudes, and characteristics. Entrepreneurship and new venture success and failure factors, identification and evaluation of entrepreneurial opportunities, development of new venture business plans, managing new ventures, creation and management of stand-alone ventures and of those developed within corporations, and recognition of business opportunities. Skills include team building, goal setting, leadership, and negotiation.

**MGT655 – Organizational Conflict Management (4 units)**
Review of theoretical and practical frameworks for systematically identifying and managing internal and external organizational conflicts. Emphasis on assessing and managing workplace conflict; legal and ethical considerations in conflict management system design, negotiation and communication strategies, design of effective conflict management systems, conflict management training and development strategies, and implementation and evaluation of effective conflict management systems.

**MGT665 – Management Information Systems (4 units)**
Information as an organizational resource, decision-making frameworks, transaction-processing systems, decision-support systems, external-information systems, office automation, competitive-information systems, accounting and financial applications, marketing applications, production applications, needs assessment, system design and implementation, organizational impacts, and social issues. Introduction to hardware and software basics, database-management systems, and telecommunications.

**MGT675 – Management of Innovation (4 units)**
Examination of the innovation process in organizations, with focus on analysis of the issues and options which must be faced in developing new technological or service ventures. Particular attention is directed to the identification of venture opportunities, evaluation of technical feasibility and commercial potential, and planning for successful commercialization.

**MGT685 – Organizational Leadership, Leadership Development and Change Management (4 units)**
Organizational leadership in managing continuous change. Topics include models and theories of leadership including leadership development; leading organizational culture; effective leadership models; theories and applications of change management; and leading and sustaining change(s).

**MGT697 – Cost-Benefit Analysis for Executive Decision-making (4 units)**
Executive decision-making with particular emphasis on advantages, disadvantages, and appropriate uses of cost-benefit analysis in real-world situations. In depth analysis of opportunity costs, ad hoc decisions, constraints in decision-making, costs of executive decisions; decision analysis, determinants, costs, benefits, losses and forecasting; indifference analysis; intuitive judgment in decision-making; optimum resource allocation; risks measurements; decision vulnerability; decision-making under conditions of uncertainty and rival-related decisions.

**Marketing Concentration:**

**MKT610 – Integrated Marketing Communication (4 units)**
Theory and application of integrated marketing communication to advertising, promotions, public relations/publicity, personal selling and direct marketing. Theory and application of marketing utilizing the Internet and associated issues in other forms of electronic commerce.

**MKT630 – Consumer Behavior (4 units)**
Study of psychological, sociological and cultural variables that influence buying behavior and marketing strategy development. Focus on identifying the relevant behavioral variables in purchase decisions and how marketing strategies can be adopted to meet ways in which consumers perceive, select and buy products and/or services.

**MKT640 – International Marketing (4 units)**
A study of strategic planning and organizing for international marketing, researching global market; marketing consumer products, industrial products, and services in the world market. Exploration of effective international advertising and promotions, personal selling, personnel management, pricing and distribution systems; export trade mechanics and logistics, financial requirements for international marketing and coordinating and controlling global operations, and the effect of trade agreements on international business.

**MKT650 – Sales Management (4 units)**
Survey of sales management including estimating sales potential and forecasting sales, manning territories; selecting, training, motivating, supervising and compensating the sales force, and interfacing with other company functions. Included are identification of sales management problems and development of potential solutions.

**MKT660 – Market Research (4 units)**
An examination of principles and techniques of market research, with emphasis on quantitative applications. Focus on defining organizational information needs and designing appropriate research methods to obtain information; qualitative and quantitative research methodologies, secondary research, internal market intelligence systems, and data analysis.

**MKT675 – E- commerce (4 units)**
Introduction of models for conducting business-to-business and business-to-consumer electronic transactions. Topics include application of e-business strategic management, leveraging technology to enhance business processes, the unique characteristics of e-marketing, and analysis of how legal, ethical, and regulatory environments act as filters for conducting' e-business.

## Finance Concentration:

**FIN625 – Financial Accounting (4 units)**
Understanding of accounting procedures and judgments underlying corporate financial statements; ability to read and analyze these statements; make inferences from them about financial health, likelihood of success, and other important attributes of various business entitles.

**FIN650 – Financing the Emerging Enterprise (4 units)**
Financial considerations in emerging and growing enterprises: internal financial management, external funding sources, and dealing with venture capitalists. Emphasis on integration of theory, computer analysis, and human judgment in financial decision-making.

**FIN655 – Financial Risk Management (4 units)**
*Prerequisite: BA625 or approval of department*
Measurement and management of foreign exchange, interest rate, equity and commodity risks. Study of risk assessment models, implementation strategies, risk management, and capital allocation. The theoretical basis of insurance and self-insurance mechanisms using derivatives for risk management.

**FIN660 – Real Estate Finance and Valuation (4 units)**
Application of valuation theory to real property and related mortgage instruments in a market context. Market definition, data collection and analysis. Value determinants and new valuation technologies. Special valuation and financing issues and cases.

**FIN665 – International Business Finance (4 units)**
International financial instruments, markets, and institutions; international trade and capital flows; foreign exchange risks and their management; direct and portfolio investments; implications for conducting global business.

**FIN690 – Financial Institutions (4 units)**
Examination of the financial policies and practices of commercial banks, savings and loan associations, pension funds, insurance companies, and other major financial management institutions. Focus on sources and uses of funds, their cost and return, and government regulation of the financial sector.

## MBA Project

**BA750 – Master of Business Administration Project: (4 units)**
*Prerequisite: Must be taken in final quarter; Approval of M.B.A. Advisor; MBA PROJECT FEE of $150 is applied to tuition*
An individual or team research project where students work in teams or as individuals under the guidance of an assigned faculty advisor. Students select a research topic and identify data sources in preparation for the project. Students then gather data, conduct analysis, summarize conclusions, and make recommendations.

**CPT-MBA A – MBA Internship A: Internship continued (1 unit)**
*Prerequisite: Con-current enrollment required for CPT; Taking this does not complete the MBA PROJECT*

**CPT-MBA B – MBA Internship B: Internship continued (1 unit)**
*Prerequisite: Con-current enrollment required for CPT; Taking this does not complete the MBA PROJECT*

**CPT-MBA C – MBA Internship C: Internship continued (1 unit)**
*Prerequisite: Con-current enrollment required for CPT; Taking this does not complete the MBA PROJECT*

# MASTER OF BUSINESS ADMINISTRATION PROGRAM DISTANCE LEARNING (M.B.A) ONLINE

## PROGRAM INFORMATION

The Master of Business Administration (M.B.A.) Distance Learning program is designed to prepare students with the necessary skills and knowledge to understand, manage, or create financial, business and leadership careers at the mid to upper level of management. The program emphasizes the identification, analysis, and solution of complex management problems within a context requiring both technical understanding and balanced decision-making.

Management consists of the rational assessment of a situation and the systematic selection of goals and purposes; the systematic development of strategies to achieve these goals; the marshalling of the required resources; the rational design, organization, direction, and control of the activities required to attain the selected purposes, and finally, motivation and rewarding of people to do the work.

To be an effective manager an individual needs a broad knowledge of the practice of management, the workings of business and the economy, and the behavior of people. Effective management requires persistence, tough-mindedness, hard work, intelligence, analytic ability, and perhaps most importantly, tolerance and good will.

The M.B.A distance learning program provides adult learners with a comprehensive foundation for business decision-making and prepares them to lead effectively in a rapidly changing business environment.

## PROGRAM OBJECTIVES

The educational objectives of the MBA distance program are to:
1. Develop an understanding of economic systems and on the relationship between business and society.
2. Develop a global perspective on business operations.
3. Provide a foundation in concepts and applications of quantitative methods and information technology in the business setting.
4. Stimulate the students' intellectual curiosity, develop their creativity and logic, and encourage an appreciation of demographic diversity and ethical principles.

## PROGRAM LEARNING OUTCOMES

Upon completing the program, the student will be able to:
- Understand and apply core business knowledge to make strategic and tactical decisions.
- Critically assess information, data, and technology.
- Make effective managerial decisions and solve organizational problems.
- Communicate to an audience professionally and effectively in written and oral forms.
- Become aware of globalization and its impacts on people, culture, businesses, and the economy.
- Identify, analyze, and respond to ethical issues related to business practice and standards.
- Understand and apply quantitative techniques and methods in the analysis of real-world business situations.

## STUDENT ACADEMIC LOAD

A full-time academic load in the M.B.A. distance learning program is eight (8) units or more per quarter. Students may not enroll for more than twelve (12) units in a regular quarter without the approval of the academic dean or assistant dean.

## GRADUATION REQUIREMENTS

A candidate for the master's degree distance learning in Business Administration shall have:
6. Successfully completed a minimum of 60 quarter units of the M.B.A. degree coursework, with a minimum cumulative grade point average (CGPA) of 3.0 on a 4.0 scale.
7. Successfully completed all degree requirements within the Maximum Time Frame (MTF) of three (3) years. The program is normally six (6) quarters in length.
8. Successfully completed the Master of Business Administration Project, BA750.
9. Filed all the necessary graduation forms in accordance with the timetable provided by the School of Business and Management.
10. Settled all financial obligations to the University.

## COURSE REQUIREMENTS FOR MASTER OF BUSINESS ADMINISTRATION DEGREE

**a. Degree Required Courses:   56 units**
Complete 56 quarter units of MBA courses in the following fields:
(3) Common Core Curriculum - 32 units
(4) General Concentration - 24 units

**b. MBA Project:  4 units**
Complete the MBA Project, BA750

**MBA Common Core Curriculum – 32 units required (Choose 8 courses at 4 units per course)**

| Course Code | Course Name | Units |
| --- | --- | --- |
| BUS630 | Accounting for Managerial Decision Making | 4 |
| BUS638 | Business Law | 4 |
| BUS640 | Economics for Managerial Decision Making | 4 |
| BUS642 | Organizational Behavior | 4 |
| BUS646 | Human Resource Management and Employment Law | 4 |
| BUS647 | Marketing Management and Strategies | 4 |
| BUS665 | Executive Leadership | 4 |
| BUS680 | Operations Management | 4 |
| BUS695 | International Strategic Management | 4 |
| FIN670 | International Business and Decision Making in a World of Economy | 4 |
| FIN685 | Financing Capital Requirements | 4 |
| MKT670 | Advanced Marketing Strategies | 4 |
| MKT680 | Advertising Management and Marketing Communications | 4 |

**MBA Concentration – 16 units, 4 courses**

You have to take a minimum four courses in concentration to receive a degree with a concentration (Management, Marketing, Finance) Table Below.

**MBA General Concentration – 8 units, 2 courses**

| Management Concentration | | |
|---|---|---|
| Course Code | Course Name | Units |
| MGT643 | Business Entrepreneurship and New Venture Formation | 4 |
| MGT655 | Organizational Conflict Management | 4 |
| MGT665 | Management Information Systems | 4 |
| MGT675 | Management of Innovation | 4 |
| MGT685 | Organizational Leadership, Leadership Development and Change Management | 4 |
| MGT697 | Cost-Benefit Analysis for Executive Decision-making | 4 |

| Marketing Concentration | | |
|---|---|---|
| Course Code | Course Name | Units |
| MKT610 | Integrated Marketing and Communications | 4 |
| MKT630 | Consumer Behavior | 4 |
| MKT640 | International Marketing | 4 |
| MKT650 | Sales Management | 4 |
| MKT660 | Market Research | 4 |
| MKT675 | E- commerce | 4 |

| Finance Concentration | | |
|---|---|---|
| Course Code | Course Name | Units |
| FIN625 | Financial accounting | 4 |
| FIN650 | Financing the Emerging Enterprise | 4 |
| FIN655 | Financial Risk Management | 4 |
| FIN660 | Real Estate Finance and Valuation | 4 |
| FIN665 | International Business Finance | 4 |
| FIN690 | Financial Institutions | 4 |

**MBA Project – 4 units, 1 course**

| Course Code | Course Name | Units |
|---|---|---|
| BA750 | Master of Business Administration Project | 4 |

Please see the MBA section of the Catalog for the course list and description.

# APPLICATION FOR GRADUATION

Graduation is not automatic on completion of degree requirements. An application must be filed with the School of Business Management and the Office of Admissions and Records during the quarter in which the student expects to graduate. Students who do not graduate in the quarter for which they have applied must reapply and pay any applicable fees in the subsequent quarter in which they expect to graduate.

# MASTER OF SCIENCE IN INFORMATION SYSTEM MANAGEMENT

## PROGRAM INFORMATION

The Master of Science in Information System Management (MSISM) focuses on management issues of information systems, covering the knowledge necessary for success in the management of information technology. This program views information from the perspective of managers at various levels, from first-line managers to CEOs. It provides a framework for management principles that current or aspiring managers can employ to cope with the challenges inherent in a rapidly advancing technological environment and make strategic decisions that align with an organization's goals and objectives.

## PROGRAM OBJECTIVES

The educational objectives of the MSISM program are to:
1.  Develop a strong understanding of the strategic use and management of information systems in organizations.
2.  Gain expertise in the design, implementation, and management of information systems to support business operations and decision making.
3.  Learn how to analyze and solve complex problems related to information systems management, including issues of security, data management, and network infrastructure.
4.  Understand the role of information systems in digital transformation and the impact of emerging technologies such as artificial intelligence and the Internet of Things.
5.  Develop the skills to manage and lead teams involved in the development and deployment of information systems.

Learn how to evaluate the effectiveness of information systems and make recommendations for improvements and future investments.

## PROGRAM LEARNING OUTCOMES

Upon completing the program, the student will be able to:

1.  Demonstrate an understanding of modeling organizational processes, business rules and data, as well as defining and implementing technical and process solutions.

2.  Assess business needs and appropriate technological solutions using analytical and critical thinking, while evaluating the interrelationships between user needs, business goals and technology solutions.

3.  Apply information systems management principles to support institutional decision-making to achieve a competitive advantage. Apply strategic planning and effective project management and budgeting models for long-term technological solutions.

4.  Communicate effectively in both written and oral forms, while working effectively in teams to solve information systems and business-related problems

5.  Exhibit an understanding of, and respect for, diversity of individuals, groups, and cultures related to information systems management.

6.  Apply professional ethics and globalization skills in information technology leadership and information systems management.

## STUDENT ACADEMIC LOAD

A full-time academic load in the M.S.I.S.M. program is eight (8) units or more per quarter. Students may not enroll for more than twelve (12) units in a regular quarter without the approval of the academic dean or assistant dean.

## GRADUATION REQUIREMENTS

A candidate for the Master's degree of Science in Information System Management shall have:
7. Successfully completed a minimum of 60 quarter units of the M.S.I.S.M. degree coursework, with a minimum cumulative grade point average (CGPA) of 3.0 on a 4.0 scale.
8. Successfully completed all degree requirements within the Maximum Time Frame (MTF) of three (3) years. The program is normally six (6) quarters in length.
9. Successfully completed the Master of Science in Information System Management Project, MISM690.
10. Filed all the necessary graduation forms in accordance with the timetable provided by the School of Business and Management.
11. Settled all financial obligations to the University.

## COURSE REQUIREMENTS FOR MASTER OF SCIENCE IN INFORMATION SYSTEMS MANAGEMENT DEGREE
### DEGREE REQUIRED UNITES   60 UNITS IN TOTAL

Complete 60-quarter units of ISM courses in the following fields:
   (1)  Common Core Curriculum - 32 units
   (2)  General concentration- 24 units
   (3)  MIS Project - 4 units
   ❖ **MSISM Common Core Curriculum – 32 units required**
You have to take all the eight core courses.

| Common Core Curriculum 32 unites, 8 Courses | | |
|---|---|---|
| Course Code | Course Name | Units |
| MISM600 | Information Technology Management | 4 |
| MISM601 | Project Management | 4 |
| MISM602 | IT Strategy | 4 |
| MISM603 | Systems Analysis and design | 4 |
| MISM604 | Programming Logic | 4 |
| MISM605 | Database Management | 4 |
| MISM606 | Decision Making Under Uncertainty | 4 |
| MISM607 | Management of Information Security | 4 |

   ❖ **MISM General Concentration 24 Unites, 6 Courses**
You can choose any 6 courses

| Management Concentration | | |
|---|---|---|
| Course Code | Course Name | Units |
| MISM620 | Managing Disruptive Technologies | 4 |
| MISM625 | Digital Marketing & Commerce | 4 |
| MISM630 | Business Intelligence | 4 |
| MISM635 | Software Development | 4 |

| MISM640 | Applied Machine Learning | 4 |
|---------|--------------------------|---|
| MISM650 | Corporate Information Planning | 4 |
| MISM655 | Privacy in the Digital Age | 4 |
| MISM660 | Telecommunications & Networking | 4 |
| MISM665 | Object Oriented Programming in Python | 4 |
| MISM670 | Statistics for IT Managers | 4 |
| MISM680 | Cloud Computing | 4 |
| MISM690 | Web Analytics & Web Intelligence | 4 |

❖ **MISM Project 4 unites, 1 course**

| Course Code | Course Name | Units | Pre-requisites |
|-------------|-------------|-------|----------------|
| MISM700 | Applied Information Technology Capstone Project | 4 | Approval of MIS advisor |

## APPLICATION FOR GRADUATION

Graduation is not automatic on completion of degree requirements. An application must be filed with the School of Information System Management and the Office of Admissions and Records during the quarter in which the student expects to graduate. Students who do not graduate in the quarter for which they have applied must reapply and pay any applicable fees in the subsequent quarter in which they expect to graduate.

# M.S.I.S.M. Course Descriptions

**MSISM COMMON CORE CURRICULUM**

**MISM600 - Information Technology Management (4 units)**
This course addresses management issues surrounding information and telecommunications systems. It presents the elements of management knowledge necessary for success in the management of information technology. The course views information from the perspective of managers at several levels--from first line manager to CEO, providing a framework of management principles that current or aspiring managers can employ to deal with challenges inherent in the rapidly advancing technology. This course explores ways in which e-commerce and e-business continue to evolve.

**MISM601 - Project Management (4 units)**
This course guides students through fundamental project management concepts and behavioral skills needed to successfully launch, lead, and realize benefits from projects in profit and non-profit organizations. Successful project managers must skillfully manage their resources, schedules, risks, and scope to produce desired outcomes. This course enables students to explore project management with a practical, hands-on approach through case studies and practical class exercises.

**MISM602 – IT Strategy (4 units)**
This course explores the basis of competition in high-technology industries. It introduces conceptual frameworks based on cutting-edge research in economics and strategy. The focus of this course is on the strategic issues around how firms manage technology. Strategic issues include understanding the technological and competitive landscape, incentives to innovate, alternative commercialization paths for a new technology, ways to compete in the high-tech marketplace, resource allocation and R&D investment decisions, and managing factors that hinder or promote the diffusion of new technology.

**MISM603** - **Systems Analysis and design (4 units)**
This course covers principals of information systems including analysis and design. Students will learn techniques for identifying data requirements, data collection, and data analysis, along with methods of modeling data needs. Data modeling will be explored at the conceptual, logical, and physical levels, with an emphasis on the ability to compare the merits and limitations of different approaches. Students will gain understanding of the importance and constraints imposed by the domain of the information system along with business rules that guide its design. Functional dependencies and domain normalization will also be discussed as part of the requirements analysis.

**MISM604** - **Programming Logic (4 units)**
This course offers an introduction to the program development and design process, including computer-based concepts of problem-solving, structured programming logic and techniques, algorithm development and program design. Topics include program flowcharting, algorithms, input/output techniques, looping, modules, selection structures, file handling, control breaks, pseudo coding, and user documentation.

**MISM605 - Database Management (4 units)**
This course addresses the theory, application, and management of relational database technology along with benefits supported by database systems, particularly relational databases. Focus is on RDBMS database structure, since it is predominantly used in business applications. The course will include an overview of the relational data model, understanding of entities and relationships, designing logical data models, and database design using the process of normalization. Students will gain experience applying relational algebra as the theory behind data queries, and implement actual data queries using SQL to manage and retrieve data from Oracle databases.

**MISM606** - **Decision Making Under Uncertainty (4 units)**
This course introduces the basic concepts, principles, and techniques of decision making under uncertainty. Students will learn how to model complex business problems that involve risk and uncertainty with the help of spreadsheet models. The course covers analytical models such as Decision Trees, Stochastic Optimization, Simulation & Optimization, and Dynamic Optimization. Hands-on exercises emphasize model formulation and interpretation of results.

**MISM607** - **Organizational Design and Implementation (4 units)**
This course is designed to increase student understanding of the nature and purpose of organizations, and how and why approaches to organization design change. The course is useful for students interested in management as well as those interested in management and organization consulting. Organization structure, processes, effectiveness, and the impact on individual member development and stakeholder expectations are major focal points.

**MISM GENERAL CONCENTRATION**

**MISM620 - Managing Disruptive Technologies (4 units)**
This course will prepare students for success in an ever-changing business environment that is characterized by technological disruption brought about by technologies such as Blockchain, Virtual Reality and 3D printing. Not only do these technologies revolutionize entire industries, they have shortened innovation cycles requiring different approaches to manage innovation projects inside the organization. This course will provide a solid foundation of technological knowledge and the tools to successfully manage disruptive technologies – and technological disruption.

**MISM625 - Digital Marketing & Commerce (4 units)**
This course will prepare students to evaluate digital marketing, social media methods and approaches, as well as key e-commerce business models from varying perspectives—as analysts, consumers, entrepreneurs, managers, and investors. Students will develop a framework for understanding the digital and social media marketing and e-commerce, and gain skills in integrating and evaluating new situations and opportunities encountered in professional settings.

### MISM630 - Business Intelligence (4 units)

This course provides an introduction to the concepts of business intelligence (BI), as components and elements of information systems. It explores how business problems can be solved effectively by using operational data to create data warehouses, and then apply data mining tools and analytics to gain new insights into organizational operations. The course offers exposure to the basic ideas, challenges, techniques, and problems in artificial intelligence. Topics include strong (knowledge-based) and weak (search-based) methods for problem solving and inference, and alternative models of knowledge and learning, including symbolic, statistical and neural networks.

### MISM635 – Soft Development (4 units)

This software development course is designed to introduce students to the fundamental concepts and practices of software development. Students will learn about the software development lifecycle, including requirements gathering, design, implementation, testing, and maintenance. They will also learn about various programming languages and software development tools, as well as best practices for writing and debugging code.

### MISM640 - Applied Machine Learning (4 units)

The course introduces machine learning techniques and theory, with a focus on practical applications. A selection of topics will be covered, including linear models for regression and classification, nonlinear models such as neural networks, and unsupervised learning such as clustering. The use cases and limitations of these algorithms will be discussed, and implementation will be investigated in programming assignments. Methodological questions pertaining to the evaluation of machine learning systems will also be discussed, as will some of the ethical questions that can arise when applying machine learning technologies.

### MISM650 – Corporate Information Planning (4 units)

This Corporate Information Planning course is designed to provide students with the skills and knowledge needed to effectively plan, develop and manage the information systems within a corporate environment. Students will learn about the various types of information systems and their role in supporting business operations, including enterprise resource planning (ERP), customer relationship management (CRM) and business intelligence (BI) systems. They will also learn about the importance of data governance, security, and compliance in the context of corporate information systems.

### MISM655 - Privacy in the Digital Age (4 units)

This course surveys the current state of digital privacy from multiple perspectives, including technology, philosophy, ethics, law, and policy. Since privacy poses equally difficult challenges to technologists, policy makers, and ethicists, the course will cover the latest technologies, including web and mobile tracking, location tracking, privacy engineering, data analytics and differential privacy, and facial recognition. It will also introduce students to current privacy debates surrounding technical, empirical, legal, and ethical issues.

### MISM660 – Telecommunications & Networking (4 units)

This Telecommunications & Networking course is designed to provide students with a comprehensive understanding of the technologies, protocols, and systems that make up modern telecommunications and networking systems. Students will learn about the various types of networks, such as LANs, WANs, and the Internet, as well as the protocols that are used to transmit data across these networks.

### MISM665 - Object Oriented Programming in Python (4 units)

This course introduces advanced programming skills and focuses on the core concepts of object-oriented programming and design using high-level language such as Python or Java. Object -oriented programming represents the integration of software components into a large-scale software architecture as logical steps after learning coding fundamentals, enabling the creation of sprawling programs. The course focuses on the understanding and practical mastery of object-oriented concepts such as classes, objects, data abstraction, methods, method overloading,

inheritance and polymorphism. Practical applications in the domain of data science and as seen in stacks, queues, lists, and trees will be examined.

### MISM670 - Statistics for IT Managers (4 units)

This course provides individuals who aspire to enter management or policy analysis positions with the basic statistical tools for analyzing and interpreting data. The course consists of three distinct modules: descriptive statistics, statistical inference, and regression analysis. The emphasis of descriptive statistics is the calculation and interpretation of summary statistical measures for describing raw data. The statistical inference section is designed to provide students with the background for executing and interpreting hypothesis tests and confidence intervals. The final component of the course focuses on regression analysis, a widely used statistical methodology. Throughout the course students will analyze data relevant to management and policy analysis using Excel.

### MISM680 - Cloud Computing (4 units)

The course presents a top-down view of cloud computing, from applications and administration to programming and infrastructure. Its main focus is on parallel programming techniques for cloud computing and large-scale distributed systems which form the cloud infrastructure. Topics include: overview of cloud computing, cloud systems, parallel processing in the cloud, distributed storage systems, virtualization, security in the cloud, and multicore operating systems. Included are state-of - the-art solutions for cloud computing developed by Google, Amazon, Microsoft, Yahoo, VMWare, and Amazon Web Services.

### MISM690 - Web Analytics & Web Intelligence (4 units)

This course explores the impending revolution in digital analytics, one that has the potential to change both the Web analytics and business intelligence fields. Course will cover Web Analytics (Adobe Analytics and Google Analytics) and Audience Intelligence (ComScore MyMetrix, PlanMetrix). Additional platforms and subject areas are included that explore customer intelligence. The course will examine newer Ad-Tech such as Programmatic Trading, The Internet of Things, Various Social Medias, Viral Marketing, Geolocation tracking, iBeacons and Convergence Analytics.

### MISM700 - Applied Information Technology Capstone Project (4 units)

*Prerequisite: Must be taken in final quarter; Approval of M.S.I.S.M. Advisor; MISM PROJECT FEE of $150 is applied to tuition.*

The capstone course allows students to create one usable project that will demonstrate the skills gained in the program and showcase the project to potential employers. The Capstone project covers all elements learned throughout the program and allows students to showcase mastery in the application of concepts and skills learned in business intelligence, information system analysis and design, data visualization, and oral presentation.

# MASTER OF ARTS IN TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL)

## PROGRAM INFORMATION

The Master of Arts in Teaching English to Speakers of Other Languages (MA in TESOL) is designed for individuals who aspire to teach English to non-native speakers in a variety of settings. This program offers a comprehensive curriculum that blends theoretical knowledge with practical application, equipping students with the skills necessary to succeed in diverse teaching environments, both domestically and internationally.  Students will engage in courses covering linguistics, second language acquisition, curriculum development, and assessment, alongside hands-on teaching experience through internships and practical teaching opportunities. Our program emphasizes cultural competence and social justice in language education, preparing graduates to meet the needs of diverse learners.

## Program Objectives

The educational objectives of the MA in TESOL program are to:

1. **Develop Pedagogical Skills:** Equip students with effective teaching strategies and methodologies for instructing non-native English speakers across various levels and contexts.

2. **Enhance Language Proficiency**: Improve students' own English language skills and understanding of linguistic structures to better facilitate language learning in others.

3. **Promote Cultural Awareness:** Foster understanding of cultural diversity and its impact on language learning, encouraging students to become culturally responsive educators.

4. **Conduct Research:** Encourage students to engage in research related to TESOL practices, contributing to the field and informing their own teaching approaches.

5. **Prepare for Global Opportunities:** Prepare graduates for teaching roles in various settings, including public and private schools, language institutes, and adult education programs, both locally and abroad.

## Program Learning Outcomes

Upon completion of the MA in TESOL program, graduates will be able to:

1. **Linguistic Knowledge:**  Demonstrate a thorough understanding of English grammar, language variation, and cross-linguistic differences.

2. **Apply Theoretical Foundations:** Demonstrate a thorough understanding of second language acquisition theories and apply this knowledge in practical teaching situations.

3. **Design and Implement Effective Curriculum:** Create, adapt, and evaluate instructional materials and lesson plans that meet the diverse needs of English language learners.

4. **Assess Language Proficiency:** Utilize appropriate assessment tools and techniques to measure the progress and proficiency of language learners, providing constructive feedback for improvement.

5. **Exhibit Cultural Competence:** Recognize and address the cultural and linguistic diversity of students, employing strategies that promote an inclusive and supportive learning environment.

6. **Engage in Lifelong Learning:** Commit to ongoing professional development by staying current with TESOL methodologies, educational technologies, and research trends in the field.

## Student Academic Load

A full-time academic load in the MA in TESOL. program is eight (8) units or more per quarter. Students may not enroll for more than twelve (12) units in a regular quarter without the approval of the academic dean or assistant dean.

## Graduation Requirements

A candidate for the Master's degree of Science in Information System Management shall have:

7. Successfully completed a minimum of 60 quarter units of the MA in TESOL. degree coursework, with a minimum cumulative grade point average (CGPA) of 3.0 on a 4.0 scale.

8. Successfully completed all degree requirements within the Maximum Time Frame (MTF) of three (3) years. The program is normally six (6) quarters in length.

9. Successfully completed the Master of Arts in TESOL Project TESOL590.

10. Filed all the necessary graduation forms in accordance with the timetable provided by the School of Business and Management.

11. Settled all financial obligations to the University.

## COURSE REQUIREMENTS FOR MASTER OF ARTS IN TESOL DEGREE PROGRAM

**DEGREE REQUIRED UNITES   60 UNITS IN TOTAL**

Complete 60-quarter units of MA in TESOL courses in the following fields:

(1)  Common Core Curriculum - 32 units

(2)  General concentration- 24 units

(3)  MA in TESOL Project - 4 units

❖ **MA in TESOL Common Core Curriculum 32 Units, 8 Courses**

The Common Core Curriculum covers foundational theories and practices in TESOL

| Common Core Curriculum 32 unites, 8 Courses | | | |
|---|---|---|---|
| Course Code | Course Name | Units | Pre-Requisite |
| TESOL601 | TESOL Theories and Practices | 4 | |
| TESOL602 | Language Acquisition and Development | 4 | |
| TESOL603 | TESOL Curriculum Development | 4 | |
| TESOL604 | Assessment and Evaluation Tools | 4 | |
| TESOL605 | Culture and Language Education | 4 | |
| TESOL606 | Reflective Teaching Practices | 4 | |
| TESOL607 | Technology and TESOL | 4 | |
| TESOL608 | Research Methodologies in TESOL | 4 | TESOL601 |

❖ **MA in TESOL General Concentration 24 Unites, 6 Courses**

Courses tailored to enhance specific interests or expertise

| Management Concentration | | | |
|---|---|---|---|
| Course Code | Course Name | Units | |
| TESOL651 | Vocabulary and Grammar Instruction | 4 | TESOL601 |
| TESOL652 | Reading and Writing Instruction | 4 | TESOL601 |
| TESOL653 | TESOL for Children and Adolescents | 4 | TESOL601;TESOL602 |
| TESOL654 | Business English Instruction | 4 | TESOL601;TESOL604 |
| TESOL655 | TESOL for Adult Learners | 4 | TESOL601;TESOL605 |
| TESOL656 | TESOL Program Management | 4 | TESOL601; TESOL608 |

❖ **MISM Project 4 unites, 1 course**

A practical project that allows students to integrate course learnings and research outcomes for their final thesis.

| Course Code | Course Name | Units | Pre-requisites |
|---|---|---|---|
| TESOL690 | Integrated TESOL Project | 4 | Approval of MA in TESOL advisor |

**Application for Graduation**

Graduation is not automatic on completion of degree requirements. An application must be filed with the School of TESOL and the Office of Admissions and Records during the quarter in which the student expects to graduate. Students who do not graduate in the quarter for which they have applied must reapply and pay any applicable fees in the subsequent quarter in which they expect to graduate.

# MA in TESOL Course Descriptions

## MA in TESOL COMMON CORE CURRICULUM

### TESOL601 - TESOL Theories and Practices (4 units)
This course provides an in-depth exploration of the foundational theories and practices in Teaching English to Speakers of Other Languages (TESOL). It examines linguistic, cognitive, sociocultural, and pedagogical approaches to language teaching, equipping students with the knowledge to implement effective instructional strategies..

### TESOL602 - Language Acquisition and Development (4 units)
This course explores the complex processes underlying first and second language acquisition and development. It integrates linguistic, cognitive, psychological, and sociocultural perspectives to understand how learners acquire and develop language. Students will critically examine key research findings, explore their practical implications for teaching, and reflect on their experiences with language learning.

### TESOL603 – TESOL Curriculum Development (4 units)

This course explores the principles and practices of curriculum development in Teaching English to Speakers of Other Languages (TESOL). Students will gain knowledge about designing, implementing, and evaluating effective language curricula that meet the diverse needs of learners in various contexts.

### TESOL604 - Assessment and Evaluation Tools (4 units)
This course focuses on the principles and practices of assessment and evaluation in the context of Teaching English to Speakers of Other Languages (TESOL). Students will explore various assessment tools, techniques, and methodologies to effectively evaluate language learners' progress and proficiency. The course emphasizes the alignment of assessment with curriculum goals and instructional practices.

### TESOL605 - Culture and Language Education (4 units)
This course examines the integral role of culture in language education, focusing on how cultural contexts influence language learning and teaching. It explores theories of culture, intercultural communication, and practical strategies for incorporating cultural knowledge into language curricula. Students will develop an understanding of how to navigate cultural differences in the language classroom and promote cultural awareness among learners

### TESOL606 - Reflective Teaching Practices (4 units)
This course focuses on reflective teaching practices, emphasizing the importance of self-evaluation and critical reflection in improving teaching effectiveness in TESOL contexts. Students will explore various models of reflection, engage in reflective exercises, and develop strategies for integrating reflection into their teaching practices.

### TESOL607 - Technology and TESOL (4 units)
This course explores the integration of technology in Teaching English to Speakers of Other Languages (TESOL). It examines various digital tools, platforms, and methodologies that enhance language teaching and learning. Students

will gain hands-on experience with educational technology and develop strategies for effectively implementing technology in their classrooms.

**TESOL 608** - **Research Methodologies in TESOL (4 units)**
This course provides a comprehensive overview of quantitative and qualitative research methodologies used in the TESOL (Teaching English to Speakers of Other Languages) field. Students will learn to design, conduct, analyze, and evaluate research studies, emphasizing the development of critical thinking skills and the application of appropriate research methods for various TESOL contexts.

## MA in TESOL GENERAL CONCENTRATION

**TESOL651 - Vocabulary and Grammar Instruction (4 units)**
This course will prepare students for success in an ever-changing business environment that is characterized by technological disruption brought about by technologies such as Blockchain, Virtual Reality and 3D printing. Not only do these technologies revolutionize entire industries, they have shortened innovation cycles requiring different approaches to manage innovation projects inside the organization. This course will provide a solid foundation of technological knowledge and the tools to successfully manage disruptive technologies – and technological disruption.

**TESOL652 - Reading and Writing Instruction (4 units)**

This course focuses on effective strategies for teaching reading and writing to diverse learners. Emphasizing both theoretical frameworks and practical applications, students will explore instructional methods, assessment techniques, and curriculum design to enhance literacy skills.

**TESOL653 - TESOL for Children and Adolescents (4 units)**
This course provides an introduction to the concepts of business intelligence (BI), as components and elements of information systems. It explores how business problems can be solved effectively by using operational data to create data warehouses, and then apply data mining tools and analytics to gain new insights into organizational operations. The course offers exposure to the basic ideas, challenges, techniques, and problems in artificial intelligence. Topics include strong (knowledge-based) and weak (search-based) methods for problem solving and inference, and alternative models of knowledge and learning, including symbolic, statistical and neural networks.

**TESOL654 – Business English Instruction (4 units)**
This course is designed to enhance students' proficiency in Business English, focusing on the language and skills needed for effective communication in professional settings. Emphasizing practical application, students will engage in activities that cover business writing, presentations, negotiations, and cross-cultural communication.

**TESOL655 - TESOL for Adult Learners (4 units)**
The course introduces machine learning techniques and theory, with a focus on practical applications. A selection of topics will be covered, including linear models for regression and classification, nonlinear models such as neural networks, and unsupervised learning such as clustering. The use cases and limitations of these algorithms will be discussed, and implementation will be investigated in programming assignments. Methodological questions pertaining to the evaluation of machine learning systems will also be discussed, as will some of the ethical questions that can arise when applying machine learning technologies.

**TESOL656 – TESOL Program Management (4 units)**
This Corporate Information Planning course is designed to provide students with the skills and knowledge needed to effectively plan, develop and manage the information systems within a corporate environment. Students will learn about the various types of information systems and their role in supporting business operations, including enterprise resource planning (ERP), customer relationship management (CRM) and business intelligence (BI) systems. They will also learn about the importance of data governance, security, and compliance in the context of corporate information systems.

**TESOL 690 - Integrated TESOL Project (4 units)**
*Prerequisite: Must be taken in final quarter; Approval of MA in TESOL Advisor; TESOL PROJECT FEE of $150 is applied to tuition.*
The Integrated TESOL Project course enables students to design, implement, and evaluate an original project that integrates TESOL theory and practice. Students will apply their understanding of teaching methodologies, curriculum development, assessment, and program management to create a meaningful project that addresses real-world issues in TESOL.

# STANTON UNIVERSITY ADMINISTRATION

President .................................................................................................Dr. David K. Kim
Vice President.........................................................................................Dr. Ellen Lee
Dean, School of Business and Management .........................................Dr. Louna Hallak
Department Chairperson, Department of Business Administration ...Dr. Roxanne Maldonado
Department Chairperson, Department of Professional Golf
  and Golf Complex Management ..........................................................Dr. Kiran Kanwar
Department Chairperson, Department of Information System...........Dr. Anh-Thu Phan
Department Chairperson, Department of Korean Culinary Arts .........Chef Maria Seva
Department Chairperson, Department of General Education.............
Faculty Senate Chairperson ..................................................................
Director, Academic Affair/Registrar......................................................Anhtu Nguyen
Director, Library and Learning Resource Center...................................Daniel Kim
Director of Assessment .........................................................................Gizelle Piran
Human Resources Representative .........................................................Jennifer Duong
Director, Student Affairs.........................................................................Daniel Kim
International Student Advisor ................................................................Rylan Ben
Admissions Representative.....................................................................Hayley Tran
Student Advisor/ Administrative of Finance  ........................................Larry Le

# MAP TO STANTON UNIVERSITY

★ **Stanton University, 888 S. Disneyland Dr., Anaheim, CA 92802**