

Stanton University



Catalog 2011-2012

SEPTEMBER 2011 – SEPTEMBER 2012

12666 Brookhurst St., . Garden Grove . CA 92840

• Phone 714.539.6561 • Fax 714.539.6542

• www.stantonuniversity.com • su@stantonuniversity.com

NONDISCRIMINATION POLICY

Stanton University does not discriminate on the basis of race, color, creed, sex, national origin, age, physical disability, marital or veteran status, personal appearance, family responsibilities, political affiliation, source of income, sexual or affectional preference, the exercise of statutory or constitutionally protected rights, 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 opportunity and excludes from its employment policies any consideration not directly and 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 CFR 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 Employment Act of 1975; and
- The Americans with Disabilities Act of 1990.

In compliance with section 402 of the Vietnam Era Veterans Readjustment Act of 1974, the University does not discriminate against any employees or applicants for employment because they are special disabled veterans or veterans of the Vietnam era, or because of their medical condition.

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 groups that are under represented in higher education.

STANTON UNIVERSITY'S PROGRAM OFFERINGS

Stanton University is a private, nonprofit, nonsectarian, public benefit institution approved by the California Bureau for Private Postsecondary Education to operate in the state of California as a degree granting institution that offers the following degree and certificate programs. The University is authorized under federal law to enroll nonimmigrant F-1 visa students. Stanton University's Master of Science degree program in Oriental Medicine is approved by the state of California's Acupuncture Board and is a candidate for accreditation by the Accreditation Commission for Acupuncture and Oriental Medicine (ACAOM), the recognized accrediting agency for the approval of programs preparing acupuncture and Oriental medicine practitioners. Graduates of the program are qualified to sit for the California State Acupuncture Licensing Examination given by the California Acupuncture Board. Students in the university's Vocational Nursing program, upon successful completion of program requirements, are eligible to take the National Council Licensure Examination for Vocational Nurses (NCLEX-PN). Classes for all programs offered by Stanton University are held at 12666 Brookhurst Street, Garden Grove, CA 92840, except for the Oriental medicine program's clinic classes, which are held at the university's Oriental medicine clinic located at 9618 Garden Grove Blvd., Suite 221, Garden Grove, CA 92844 and for classes held at the university's satellite class room facility (auxiliary classroom/teaching site) at 3755 Beverly Blvd., suite #201, Los Angeles, CA 90004.

Program Offerings:

- Doctor of Ministry (D.Min.)
- Doctor of Oriental Medicine (DOM)
- Master of Business Administration (M.B.A.)
- Master of Divinity (M. Div.)
- Master of Science in Oriental Medicine (M.S.O.M)
- Bachelor of Arts in Theological Studies (B.A.)
- Associate of Applied Science in Integrated Studies (AAS IS)
 - Certificate of Achievement in Hypnosis and Hypnotherapy (CA HH)
 - Certificate of Completion in Hypnosis (CC H)
- Associate of Applied Science in Medical Administration (AAS MA)
- Associate of Applied Science in Professional Golf and Golf Complexes Management (AAS PGGCM)
 - Certificate of Achievement in Professional Golf (CA PG)
 - Certificate of Completion in Professional Golf (CC PG)
- Certificate of Achievement in Early Childhood Education (CA ECE)
- Certificate of Achievement, English as a Second Language (CA ESL)
 - Certificate of Completion, Intensive English Language (CC IEL)
- Vocational Nursing*

* This program has a separate handbook. Copies may be requested from the university's Nursing Education Department.

**A MESSAGE FROM
THE PRESIDENT**

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, self-actualization, education and ministry.

At Stanton University we seek to integrate faith 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 the Church.

Sincerely,

Franklin R. Turner, *Ph.D.*
President

COMMITMENT TO EXCELLENCE

- * 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 classrooms will be appropriately equipped to meet acceptable standards for teaching.
- * 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 health and safety of the entire university community will be of utmost importance.

Stanton University
Board of Trustees

APPLICATION PROCEDURE

To apply for admission to Stanton University:

1. To request an application by mail, send request to:
Stanton University
Office of Admissions and Records
12666 Brookhurst Street
Garden Grove, CA 92840
2. By telephone or fax
Tel: 714-539-6561 Fax: 714-539-6542
3. By e-mail: info@stantonuniversity.com
4. Return the completed application form with the non-refundable application fee of:
\$100.00 for US residents
\$200.00 for International students
to Stanton University's Office of Admissions and Records.
5. Arrange to have official transcripts of all college and/or university coursework previously undertaken sent directly from the institution attended to Stanton University's Office of Admission and Records.

ACADEMIC CALENDAR 2011 – 2012

Some dates are subject to change. Refer to 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 Fall, Winter, Spring and Summer quarters.

Admissions Applications will be accepted for entry into programs until capacity is reached up to the beginning of the quarter, unless otherwise noted.

FALL QUARTER, 2011

- New student orientation and registration for students who have not yet registered ----- Sep 26
 - Beginning of quarter for faculty ----- Sep 26
 - Instruction begins, first day of classes for all students ----- Oct 3
 - Last day to add classes or register late ----- Oct 14
 - Last day to drop classes without courses being recorded ----- Oct 19
 - Continuing students schedule classes for Winter quarter, 2012 ----- Oct 31 – Nov 10
 - Veterans Day – Academic Holiday ----- Nov 11
 - Withdrawal after this date permitted only by petition and for serious and compelling reasons
or an emergency clearly beyond student's control ----- Nov 10
 - Thanksgiving – Academic Holiday ----- Nov 24 - 25
 - Final examinations ----- Dec 12 - 16
 - All grades due to Office of Admission & Records ----- Dec 23
 - Christmas Break ----- Dec 24 – Jan 1
-

WINTER QUARTER, 2012

- New student orientation and registration for students who have not yet registered ----- Jan 3
 - Beginning of quarter for faculty ----- Jan 3
 - Instruction begins, first day of classes for all students ----- Jan 9
 - Martin Luther King Day – Academic Holiday ----- Jan 16
 - Last day to add classes or register late ----- Jan 17
 - Last day to drop classes without courses being recorded ----- Jan 23
 - Continuing students schedule classes for Spring quarter, 2012 ----- Feb 6 - 17
 - Withdrawal after this date permitted only by petition and for serious and compelling reasons
or an emergency clearly beyond student's control ----- Jan 30
 - Final examinations ----- Mar 19 - 23
 - All grades due to Office of Admission & Records ----- Mar 28
-

SPRING QUARTER, 2012

- New student orientation and registration for students who have not yet registered ----- Mar 29
- Beginning of quarter for faculty ----- Mar 29
- Instruction begins, first day of classes for all students ----- Apr 2
- Last day to add classes or register late ----- Apr 9
- Last day to drop classes without courses being recorded ----- Apr 16
- Continuing students schedule classes for Summer quarter, 2012 ----- Apr 26 – May 7
- Withdrawal after this date permitted only by petition and for serious and compelling reasons
or an emergency clearly beyond student's control ----- Apr 30
- Memorial Day — Academic Holiday ----- May 28
- Final examinations ----- Jun 11 - 14
- All grades due to Office of Admission & Records ----- Jun 19

SUMMER QUARTER, 2012

- New student orientation and registration for students who have not yet registered ----- Jun 21
- Beginning of quarter for faculty ----- Jun 21
- Instruction begins, first day of classes for all students ----- Jun 25
- Last day to add classes or register late ----- Jul 2
- Independence Day — Academic Holiday ----- Jul 4
- Last day to drop classes without courses being recorded ----- Jul 9
- Continuing students schedule classes for Fall quarter, 2012 ----- Aug 6 - 17
- Withdrawal after this date permitted only by petition and for serious and compelling reasons
or an emergency clearly beyond student's control ----- Jul 23
- Labor Day — Academic Holiday ----- Sep 3
- Final examinations ----- Sep 10 - 14
- All grades due to Office of Admission & Records ----- Sep 18

FALL QUARTER, 2012

- New student orientation and registration for students who have not yet registered ----- Sep 20
- Beginning of quarter for faculty ----- Sep 20
- Instruction begins, first day of classes for all students ----- Sep 24
- Last day to add classes or register late ----- Oct 1
- Last day to drop classes without courses being recorded ----- Oct 8
- Continuing students schedule classes for Winter quarter, 2012 ----- Oct 23 – Nov 9
- Veterans Day – Academic Holiday ----- Nov 12
- Withdrawal after this date permitted only by petition and for serious and compelling reasons
or an emergency clearly beyond student's control ----- Oct 29
- Thanksgiving – Academic Holiday ----- Nov 22 - 23
- Final examinations ----- Dec 10 - 14
- All grades due to Office of Admission & Records ----- Dec 19
- Christmas Break ----- Dec 24 – Jan 1

TABLE OF CONTENTS AND TOPICAL INDEX

	Page
OVERVIEW	7
ADMISSION PROCEDURE, STUDENTS' RIGHTS AND RESPONSIBILITIES AND ACADEMIC POLICIES – DEGREE PROGRAMS	11
General Admission Procedure	12
Admission Requirements, International Students (F-1 Visa Students)	12
Classification of Students	13
Registration Procedures	14
Reapplication After Failure To Enroll	14
Deferred Payment Plan	14
Holding of Records	14
Student Eligibility for Tuition Refunds and Schedule of Refunds	15
Student Refunds in Case of University Closure	15
Fees Schedule	16
Tuition Schedule and Estimated Cost of Attending Stanton University	17
STUDENT RIGHTS AND RESPONSIBILITIES	18
Student-University Relationship	18
Student Rights	18
Student Responsibilities and Code of Conduct	18
Student Grievance and Due Process	19
Student Grievance Procedure	20
STUDENT SUPPORT SERVICES	21
Student Records	21
Library/Learning Resources	22
Health Care Services	22
Bookstore	22
Student Housing	22
Parking	22
Placement Services/Other Student Services	22
GENERAL POLICIES	23
Catalog Accuracy Statement	23
Responsibility for Meeting Requirements	23
Statement of University Rights	23
Policy on Sexual Harassment	23
Policy on Sexual Assault	24
Policy on Prosecution for Theft and Bad Checks	24
ACADEMIC POLICIES, RULES AND REGULATIONS	25
Academic Freedom	25
Conflict of Interest	25

Academic Integrity-----	25
Attendance Requirements-----	26
Students' Responsibility for Drop/Withdrawal-----	26
Course Information/Syllabi-----	26
Adding Courses-----	27
Dropping Courses-Withdrawal-----	27
Administrative Drop-----	27
Academic Credit — Unit of Credit-----	27
Grading System-----	28
Academic Records and Symbols-----	28
Credit/No Credit Grading Policy-----	28
Grade Point Average (GPA) -----	29
Transfer of Credits From Other Institutions-----	30
Assessment of Prior Learning-----	30
Concurrent Course Scheduling-----	30
Credit by Examination-----	30
Substandard Work and Course Repetition Policy-----	30
Auditors-----	31
Standards of Academic Progress (Probation — Disqualification) -----	31
Reinstatement-----	32
Final Examinations-----	32
Grade Assignment and Grade Change-----	32
Emergency Leave of Absence-----	32
Extended Leave of Absence-----	32
Change of Major-----	33
Curriculum Deviation-----	33
Election of Regulations-----	33
Full-Time Equivalent and Full-Time Student-----	33
Name Change-----	34
Transcript Request-----	34
Withdrawal From College-----	34
Dismissal From Class and/or the University-----	34
 STANTON UNIVERSITY'S COURSE NUMBERING SYSTEM-----	 35
 CERTIFICATE OF ACHIEVEMENT, EARLY CHILDHOOD EDUCATION PROGRAM -----	 37
Program Description-----	38
Admission Requirements-----	38
Graduation Requirements-----	39
Curriculum Classes/Modules-----	39
Early Childhood Education Course Descriptions-----	39
 ENGLISH AS SECOND LANGUAGE CERTIFICATE OF ACHIEVEMENT PROGRAM -----	 40
International Students' English Language Proficiency Requirement -----	41
Purpose of the Program -----	41

Program Description -----	41
Admission Requirements -----	42
ESL Program Tuition/Fees -----	42
The ESL Certificate of Achievement -----	42
The ESL Program Grading System -----	42
The ESL Program Curriculum -----	42
Graduation Requirements for ESL Program -----	43
ESL Program Course Descriptions -----	44
INTENSIVE ENGLISH LANGUAGE CERTIFICATE OF COMPLETION PROGRAM -----	48
Program Description -----	48
Enrollment Procedure -----	48
IEL Program Modules -----	48
DEPARTMENT OF INTEGRATED STUDIES -----	50
ASSOCIATE OF APPLIED SCIENCE DEGREE PROGRAM IN INTEGRATED STUDIES -----	51
Integrated Studies Program (ISP) Description -----	51
Learning Outcomes -----	52
Admission Requirements -----	52
Enrollment Procedure -----	52
General and Academic Policies -----	53
Transfer of Credits to Other Colleges and/or Universities -----	53
Graduation Requirements for the AAS Degree in Integrated Studies -----	53
Certificate of Achievement in Hypnosis and Hypnotherapy -----	54
Frequently Asked Questions -----	54
Certificate of Achievement in Hypnosis and Hypnotherapy Graduation Requirement -----	55
Certificate of Achievement in Hypnosis and Hypnotherapy Program Curriculum -----	56
Certificate of Completion in Hypnosis -----	56
Associate of Applied Science Degree in Integrated Studies Program Curriculum -----	57
Integrate Studies Program Course Descriptions -----	58
DEPARTMENT OF MEDICAL ADMINISTRATION -----	64
ASSOCIATE OF APPLIED SCIENCE DEGREE PROGRAM IN MEDICAL ADMINISTRATION -----	65
Program Description -----	65
Admission Requirements -----	65
Transfer of Credits to Other Colleges and Universities -----	66
The Practicum -----	67
Associate of Applied Science in Medical Administration Graduation Requirements -----	68
Certificate of Achievement in Medical Transcription, Coding and Insurance Billing -----	69
Certificate of Completion in Medical Office Supervision -----	70
Associate in Applied Science Degree in Medical Supervision Program Curriculum -----	71
Medical Administration Program Course Descriptions -----	72
DEPARTMENT OF NURSING EDUCATION -----	77
Program Description -----	78

Nursing Education Programs' Admission Policies and Procedures-----	78
Directed Clinical Practice Requirement-----	79
Program Options-----	79
Academic Policies-----	80
Transfer Credit Policy-----	80
Financial Information-----	81
Length of the ASD Program and Program Residency Requirement-----	81
Academic Credit-----	81
The ASD Program Graduation Requirements-----	82
The ASD Program Curriculum-----	83
Registered Nurse License Application-----	84
Nursing Education Program Course Description-----	85
VOCATIONAL NURSING PROGRAM-----	90
Program Information-----	90
Program Objectives-----	90
Expected Program Outcomes-----	91
General Qualifications and Requirements-----	91
Attendance Policy-----	91
General Academic and Academic Policies-----	92
DEPARTMENT OF PROFESSIONAL GOLF AND GOLF COMPLEXES MANAGEMENT-----	93
Program Description and Learning Outcomes-----	94
Admission Requirements-----	94
Transfer of Credits to Other Colleges and Universities-----	95
Graduation Requirements, PGGCM AAS Degree-----	96
Intensive English Language Program and PGGCM Program-----	96
Certificate of Achievement in Professional Golf-----	97
Certificate of Completion in Professional Golf-----	97
Professional Golf and Golf Complexes Management Program Curriculum-----	98
Professional Golf and Golf Complexes Management Course Descriptions-----	99
SCHOOL OF ORIENTAL MEDICINE, MASTER OF SCIENCE IN ORIENTAL MEDICINE PROGRAM-----	103
Synopsis-----	104
Mission, Goals and Objectives of the School of Oriental Medicine and the Master of Science	
Degree Program in Oriental Medicine-----	105
Practice of Acupuncture-----	106
Component Areas of the Oriental Medicine Program-----	106
Application Procedure-----	108
Classification of Applicants-----	108
Transfer Credit Criteria-----	108
Residency Requirement-----	109
Reservation of the Right to Grant or Deny Transfer Credit-----	109
English Language Competency-----	109
Master of Science Degree Program in Oriental Medicine, Graduation Requirements-----	110

Required Courses for the Master of Science Degree in Oriental Medicine-----	111
Master of Science Degree in Oriental Medicine Three and Half Year Curriculum -----	113
Master of Science Degree in Oriental Medicine Course Descriptions-----	117
SCHOOL OF THEOLOGICAL AND MINISTERIAL STUDIES-----	125
Doctrinal Statement-----	126
Educational Philosophy of the School of Theological and Ministerial Studies-----	127
MASTER OF DIVINITY PROGRAM-----	128
Program Description-----	128
Admission Procedure and Requirements for the M.Div. Program-----	128
Classification of Students-----	129
M.Div. Degree Academic Advisors-----	129
Student Academic Load-----	129
Academic Standards-----	129
Transfer Credit and Residency Requirement-----	129
Time Limit on Completion of the Master of Divinity Degree-----	130
Master of Divinity program Graduation Requirements-----	131
Master of Divinity Major Requirements -----	131
Master of Divinity Program-----	132
M.Div. Program Three-Year Schedule-----	133
Master of Divinity Course Descriptions-----	134
DOCTOR OF MINISTRY DEGREE PROGRAM -----	139
Program Description and Objectives-----	139
Application Procedure and Admission Requirements-----	139
Classification of Students-----	140
Academic Advisors-----	141
Academic Performance-----	141
D.Min. Residency Requirement-----	141
Transfer Credit Regulation-----	141
Qualifying Examination-----	142
Advancement to Candidacy-----	142
The Doctoral Committee-----	143
Doctoral Research Project-----	143
Organizational Structure of Research Project -----	143
D.Min. Program Requirements-----	144
Awarding the D.Min. Degree-----	144
Doctor of Ministry Course Descriptions-----	145
STANTON UNIVERSITY – BOARD OF TRUSTEES-----	148
STANTON UNIVERSITY – ADMINISTRATION -----	148
STANTON UNIVERSITY – FACULTY -----	149
MAP TO STANTON UNIVERSITY-----	156

DISCLOSURE STATEMENT

- "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 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833; 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.
- "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."
- "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."

- **"NOTICE CONCERNING TRANSFERABILITY OF CREDITS
AND CREDENTIALS EARNED AT OUR INSTITUTION"**

Stanton University has not entered into any articulation or transfer agreement with any other college or university.

"The transferability of credits you earn at Stanton University is at the complete discretion of an 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."

- Stanton University does not currently participate in federal and/or state financial aid programs, however, convenient tuition payment plans are available. In addition, the 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.)

DISCLOSURE STATEMENT

- "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 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833; 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.
- "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."
- "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."

- **"NOTICE CONCERNING TRANSFERABILITY OF CREDITS
AND CREDENTIALS EARNED AT OUR INSTITUTION"**

Stanton University has not entered into any articulation or transfer agreement with any other college or university.

"The transferability of credits you earn at Stanton University is at the complete discretion of an 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."

- Stanton University does not currently participate in federal and/or state financial aid programs, however, convenient tuition payment plans are available. In addition, the 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 provides all prospective students with a free catalog which is available either electronically on-line or in writing in 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.

OVERVIEW

OVERVIEW



The University

Stanton University (SU) was founded in 1996 as an academic institution of higher learning which focuses on the incorporation of Christian tenets into the didactic approaches of higher education. Through this approach students will be prepared to make meaningful contributions to their churches and society as active Christians or lay leaders. As a Christian focused institution that seeks to integrate faith and learning through innovative teaching, creative scholarship and the practical experience of devotion, SU is a place for intellectual and spiritual growth — two processes that often intertwine in unexpected ways and should never be disentangled. Both coursework and devotion contribute to these interconnected processes which involve increasing knowledge of the scriptures and traditions of the church.

Stanton University is committed to serving God and society by equipping historic and emerging faith communities for a changing world. We affirm our mission to educate men and women to be a center and resource for Christian thought in an interfaith and pluralistic context. We affirm our ecumenical and Christian heritage and commitment as an open and affirming community that honors diversity and presses toward racial, gender and economic justice. We seek to embody these values and disciplines in our programs

and our common life.

At Stanton University you'll enter a unique intersection of faith and learning communities. This is a place to ask questions, test new ideas, and practice ways of ministering; to make discoveries about yourself as a person of faith and about your own spirituality in relation to other traditions. When you leave you'll be uniquely equipped to help historic and emerging faith communities claim a vital role in the world.

To meet the needs of its 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

with internet access; and by providing excellent academic advising services to help students successfully complete their programs of study.

The Campus Community

The campus community's faith mission is based on the Sermon On The Mount, "Seek first the Kingdom of God and the way of right living and everything else will be given in abundance." We inspire our students to *choose to bless the world*. The choice to bless the world can take you into solitude to search for the sources of power and grace, native wisdom, healing and liberation. Moreover, the choice will draw you into community, the endeavor shared, the heritage passed on, the companionship of struggle, the importance of keeping faith, the life of ritual and praise, the comfort of human friendship, the company of earth, its chorus of life welcoming you.

Stanton University's main campus is located in the heart of Orange County, California, in the City of Garden Grove, 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 innumerable entertainment, artistic, theatrical, and recreational opportunities. Proximity to the Santa Anna Freeway, Hwy 5; the San Diego Fwy, Hwy 405; the Garden Grove Freeway, Hwy 22; the Costa Mesa Fwy, Hwy 57, and the Orange Fwy, Hwy 55 means ready accessibility to most of Orange and Los Angeles counties.

The university operates an acupuncture medical clinic at 9618 Garden Grove Blvd., Garden Grove, CA 92844 which provides Oriental medicine medical services to the public and clinical training for interns in the university's School of Oriental Medicine's Oriental medicine program.

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.

Institutional Mission, Purpose and Objectives

The university's institutional mission is to serve society and its community by providing quality programs that encourage active participation and lively discussion to facilitate the acquisition of knowledge, the development of critical thought processes and the synthesis of knowledge by students. The University recognizes the worth and dignity of all people and is sensitive to the diversity of its student population. All students are encouraged to reach their potential within the framework of their individual needs, interests and capabilities.

Acquisition of knowledge is accomplished through curricula designed to expose students to the core of knowledge common to the specific programs/disciplines we offer. Critical thinking pervades the curriculum through coursework designed to distinguish wisdom, truth, and relevance from ignorance, falsity, and irrelevance. The synthesis of knowledge is promoted through a variety of educational experiences necessary for the coherent and harmonious

integration of creativity and practicality.

The university's central purpose is that responsible and knowledgeable persons freely exercising reason in the pursuit of individual and community interest play a significant and beneficial role in addressing society's problems, thereby, improving the well being of those whose lives come into contact with the University. This purpose is consistent with the founding purpose of SU — students will be prepared to make meaningful contributions to their churches and society as active Christian or lay leaders.

The methods by which the University transforms its mission into measurable student learning outcomes is by using students', the faculty's, and employers' evaluation of SU's programs and courses to assist in determining which instructional methods are most effective and to what extent the programs' curricula meet employers and students needs and the programs and courses stated objectives. Secondly, post-graduation surveys and analyses of programs will assist in determining graduates employment rates, the positions they hold and their salaries as a measure in preparing students for careers in these disciplines.

Governance

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 Board of Trustees on certain policy issues and responsibilities.



**ADMISSION PROCEDURE,
STUDENTS' RIGHTS AND
RESPONSIBILITIES,
GENERAL AND
ACADEMIC POLICIES –
DEGREE PROGRAMS**

ADMISSION PROCEDURE, STUDENTS' RIGHTS AND RESPONSIBILITIES AND ACADEMIC POLICIES — DEGREE PROGRAMS

GENERAL ADMISSION PROCEDURE

Stanton University is an institution that 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 Christian learning.

APPLICATION ACKNOWLEDGMENT

Student applicants may expect to receive acknowledgment of their applications within three weeks of filing an application.

Stanton University advises prospective students that they must supply complete and accurate information on the application for admission and on all other university forms. Further, applicants must submit authentic and **official transcripts of all previous academic work attempted as well as all records of military and vocational training.** Transcripts will be evaluated and credit will be given, as appropriate, in accordance with the university's transfer credit and assessment of prior training policy. Failure to file complete, accurate and authentic application documents may result in denial of admission, cancellation of academic credit, suspension, or expulsion.

A transcript is official if: (a) it is sent directly from the school of origin to the Office of Admissions and Records at Stanton University, (b) bears the official seal of the school of origin and the Custodian of Record's signature and (c) is approved after being reviewed by Stanton University's Office of Admissions and Records.

The responsibility for assuring that official transcripts reach the Office of Admissions and Records rests with the applicant. All transcripts submitted to Stanton University become the property of the University. The Office of Admissions and Records will not provide copies.

Unofficial transcripts will be accepted for preliminary evaluation; however, official transcripts must be on file before official admission to a degree or certificate program will be granted to qualified applicants.

Each degree and certificate program has specific admission requirements. Consult the catalog section applicable to the program or certificate of interest for information on its admission requirements.

Foreign Education Credential Review and Evaluation

In considering the acceptance of education and training obtained from an educational institution outside the United States, the University requires that all international education transcripts/documents must be submitted to a credential evaluation service that is a member of the National Association of Credential Evaluation Services (NACES), Inc. (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. International students may also submit a Foreign Education Review Application (FERA) directly to the American Association of Collegiate Registrars and Admission Officers (AACRAO), along with all educational documents, in order to receive an evaluation of their foreign credentials. AACRAO applications may be downloaded from their website. AACRAO typically completes its credential review within eight weeks after receipt of the student's application, official transcript(s) and diploma(s), if any.

ADMISSION REQUIREMENTS INTERNATIONAL STUDENTS (F-1 VISA STUDENTS)

Stanton University welcomes applications from nonimmigrant F-1 visa students. Acceptance into a program is necessary before the U.S. Citizenship and Immigration Service (formerly INS) Form I-20 (Certificate of Eligibility) is issued by the university's International Student Admissions Officer (ISAO). The decision to grant an acceptance will be based on all evidence received prior to the deadline. Students may contact the ISAO at SU to request forms or information:

By Mail:
Stanton University
International Student Admissions Officer
12666 Brookhurst St.
Garden Grove, CA 92840

By Tel: (714) 539-6561
Fax: (714) 539-6542
E-mail: su@stantonuniversity.com

General Information

1. 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

for both undergraduate and graduate international students is 12 quarter units or more per quarter. 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 (formerly INS) and of SU to be admitted as international students.
4. A transfer student from a college/university accredited by an accrediting agency recognized by the U.S. Secretary of Education, must:
 - a. Follow set transfer procedures of the U.S. Citizenship and Immigration Services (formerly INS), 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. Upon admission to the University the fee will be applied toward the first quarter's tuition. The fee is valid for up to one year from the date processed.

Academic Achievement

1. An international student must have graduated from a high school (or its equivalent) with a GPA of 2.0 ("C") or better.
2. International students who have obtained a GED (General Education Development) certificate must have attained a minimum score of 45.
3. International students must provide official transcripts of all previous secondary and college/university education, including an English translation of the transcripts, before an application will be considered.

Financial Resources

1. Each international student must submit verification of sufficient financial resources. The verification must indicate the ability of the student to finance each year's education and living expenses to the satisfaction of the ISAO. The amount of financial resources required varies by the program the student plans to enroll in. The ISAO 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 ISAO.

Health Clearance

1. Students must be in good health and free of communicable diseases. The "Report of Health Examination" form or medical examination report by a physician must be submitted prior to admission. The medical examination must certify immunization against polio, diphtheria, measles, rubella, and tetanus, and must provide tuberculosis clearance.
2. Each student must present and maintain satisfactory evidence of an active medical insurance policy while in attendance.

Housing

The University is located near public transportation and housing. The University does not provide or assist with housing. Housing is the responsibility of the student.

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 ISAO.

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 (formerly INS).

International Students Language Proficiency

Requirement (for additional information see catalog page 41)
Non-native speakers of English applying for entrance to a Stanton University program taught "only" in English must provide proof of a TOEFL (Test of English as a Foreign Language) test score that meets the criteria on p. 41.

Classification of Students

Each student applicant will be placed in one of the following enrollment categories:

Regular Standing — Students who meet all of the admission requirements to the University and for a particular program, i.e., have no deficiencies and there are

no reservations, are admitted to Stanton University and are granted the status of **Regular Standing** in their selected program. Only students who have Regular Standing may officially become a candidate for the associate, bachelor, master's or doctoral degree.

Provisional Standing — If a student meets the entrance requirements of the University and the requirement for admission to a particular program, but has only unofficial transcripts on file because official transcripts are not immediately available, he/she may be admitted to the program as a **Provisional Standing** student to provide time for receipt of official transcripts. If the Office of Admissions and Records does not receive the documentation within one (1) quarter, the student will be prohibited from undertaking further coursework until official documents are received. When the Office of Admissions and Records receives the official records, the student will be eligible to be reclassified as a Regular Standing student. Coursework completed satisfactorily while on Provisional Standing counts towards graduation, if it meets a program's requirements.

Special Standing (Non-Matriculated) — Students who satisfy the entry requirements for a particular program and the course prerequisites for a particular course, who do not plan to earn a degree but want to officially take selected courses, may be granted **Special Standing** status in the program. Such students must successfully petition the course's instructor and have his/her approval prior to registration in a course. All such petitions will be considered on a space available basis.

Auditor — Students who wish to attend classes for personal enrichment and not for academic credit may be granted Auditors' status. Auditors are not obligated to actively participate in coursework or course 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 corequisite requirements. Students who wish to audit a course must first gain the instructor's approval. An abbreviated admission process is available for auditors, who are admitted to courses on a space available basis. There is a fee for auditing lecture and/or laboratory/clinic courses.

REGISTRATION PROCEDURES

Registration is the process whereby students sign up for specific classes and pay all assessed fees.

Registration instructions for students are included in the *Class Schedule* issued prior to the beginning of each quarter. Upon registration, the student's social security number becomes the student's identification number. International students and U.S. students who do not wish to use their social security number as their identification number will be issued special student identification numbers.

Credit for a course is given only when a student is properly registered in the University and successfully completes the course. An individual is not properly registered until all registration forms required by the Office of Admissions and Records have been filed and all fees have been paid. A student who does not register during the official registration period will be assessed a Late Registration Fee.

Reapplication after Failure to Enroll

Applicants who fail to register for the quarter for which they have been accepted will have their admission eligibility put on a hold status; any transcripts on file at that time will be held for two years. These transcripts may be used for admission during that period. However, if the student undertakes additional coursework at another institution during this interval, the student must have official transcripts of this coursework forwarded to Stanton University's Office of Admissions and Records to complete the student's record of all coursework undertaken prior to admission to Stanton University. However, such coursework will only be transferable for credit if it meets Stanton University's and the program's policy on the transferability of units.

Student Loans

Tuition and fees payments are due and payable by the first day of the quarter. Stanton University does not currently participate in federal and/or state financial aid programs, nor does the University 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. However, if a student obtains a loan from a private source, e.g., bank, credit union, loan company, the student has the personal responsibility to repay the full amount of the loan plus any interest that has accrued, less the amount of any refund.

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 nor will transcripts of credits be released. Records will be held until the obligation is cleared to the satisfaction of the office instituting the hold.

Cancellation, Withdrawal, and Refund Policy

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.

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.

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.

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, Office of Admissions and Records.

In calculating the refund the University will: (1) deduct the registration fee (the maximum non-refundable registration fee is \$10.00) 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.

Tuition Recovery Fund

California law requires that upon enrollment a fee be assessed in relation to the cost of tuition. "You must pay the state-imposed assessment for the Student Tuition Recovery Fund (STRF) if all of the following applies to you:

1. You are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all of part of your tuition either by cash, guaranteed student loans, or personal loans, and
2. 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.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment if either of the following applies:

1. You are not a California resident, or are not enrolled in a residency program, or
2. Your total charges are paid by a third party, such as an employer, government program or other payer, and you have no separate agreement to repay the third party."

"The State of California created the Student Tuition recovery Fund (STRF) to relieve or mitigate economic losses suffered by students in educational programs who are California residents, or are enrolled in a residency program attending certain schools regulated by the Bureau for Private Postsecondary Education.

You may be eligible for STRF if you are a California resident or are enrolled in a residency program, prepaid tuition, paid STRF assessment, and suffered an economic loss as a result of any of the following:

1. The school closed before the course of instruction was completed.
2. The school's failure to pay refunds or charges on behalf of a student to a third party for license fees or any other purpose, or to provide equipment or materials for which a charge was collected within 180 days before the closure of the school.
3. The school's failure to pay or reimburse loan proceeds under a federally guaranteed student loan program as required by law or to pay or reimburse proceeds received by the school prior to closure in excess of tuition and other costs.
4. There was a material failure to comply with the Act or the Division within 30-days before the school closed or, if the material failure began earlier than 30-days prior to closure, the period determined by the Bureau.
5. An inability after diligent efforts to prosecute, prove, and collect on a judgment against the institution for a violation of the Act."

However, no claim can be paid to any student without a social security number or a taxpayer identification number.

Fees Schedule

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

Registration Fee.....	\$	20
Late Registration Fee, All Programs.....	\$	50
Course Drop/Add Fee.....	\$	20
Student ID Card Fee (Optional).....	\$	10
Transcript Fee, per Copy (First Copy Free).....	\$	10
Returned Check Fee.....	\$	25
Processing Fee for Clearance of Hold on a Student's Record	\$	25
Duplicate Diploma Fee: Associate, Bachelor, Master's	\$	50
or Doctorate Degree		
Re-entry or Reinstatement Fee.....	\$	30
Make Up Fee for Midterm and Final Exams:	\$	50
Challenge Examination: Written (Per Unit).....	\$	30
M.S.O.M. Degree Comprehensive Examination (First).....	\$	100
M.S.O.M. Degree Comprehensive Examination (Retake).....	\$	75
M.Div. Comprehensive Examination and Retake(s).....	\$	300
D.Min. Qualifying Examination and Retake(s).....	\$	300
D.Min. Dissertation Filing Fee.....	\$	400
Certificate of Achievement Fee.....	\$	70
Certificate of Completion Fee.....	\$	25
Graduation Fee (Associate Degree Programs)	\$	100
Graduation Fee (Bachelor Degree Programs).....	\$	150
Graduation Fee (Master's and Doctoral Programs).....	\$	200
Malpractice Insurance for Clinical Internship (Per Quarter).....	\$	TBD*

* TBD: To be determined — varies

Estimate of Programs 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 in turn on the number of units transferred into the Stanton University program, the number of units credited through assessment of prior learning, and credit received through credit-by-examination. 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. The multiple of the total units in a program multiplied by the tuition per unit for a program or the number of units required to be taken in a particular program after deducting credited units, gives the program cost for that particular student only. This cost does not include fees. Sample calculation is given on page 17.

Tuition Schedule

AAS Degree Tuition Charge — (Medical Adm.) (Per Unit).....	\$ 110
AAS Degree Tuition Charge — (Integrated Studies) (Per Unit).....	\$ 110
AAS Degree Tuition Charge — (PGGCM Prog.) (Per Unit).....	\$ 170
Bachelor Degree Tuition Charge — (Per Unit).....	\$ 115
M. Div. Degree Tuition Charge — (Per Unit)	\$120
M.S.O.M. Degree Tuition Charge — Lecture Courses (Per Unit)...	\$ 120
M.S.O.M. Degree Tuition Charge — Clinical Internship (Per Unit) \$	160
D. Min. Degree Tuition Charge — (Per Unit).....	\$ 200
Early Childhood Education Certificate Charges — (Per Unit).....	\$ 120
Auditing Tuition — Lecture Courses.....	\$ 100
Four (4) Weeks IELP Course.....	\$360
Eight (8) Weeks IELP Course.....	\$720
Twelve (12) Weeks IELP Course.....	\$1,080
Twelve (12) Weeks TOFEL Preparation.....	\$1,080
Twelve (12) Weeks TOEIC Preparation.....	\$1,080
English as a Second Language Program Tuition Charge — (Per Unit) ...	\$170

Estimated Cost of Attending Stanton University For Academic Year 2011-2012

Sample calculation: Estimates are valid for all programs — except for items a and b that will vary — for a students attending full-time.

For a full-time Master of Divinity degree objective student taking 12 units/quarter, three (3) quarters/year. 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. Tuition: Full-time student — per year.....	\$ 4,320
b. Books and supplies — per year.....	\$ 900
c. Personal — per year.....	\$ 1,900
d. Room and Board per year — If student does not live at home.....	\$ 8,500
e. Transportation — per year.....	\$ 1,200
Total.....	\$ 16,820

STUDENTS' RIGHTS AND RESPONSIBILITIES

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 *University 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.

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.

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 cheating or plagiarism — to take and pass off as one's own the ideas or work of another.
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 Garden Grove, 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.

Student Grievance and Due Process

The student is 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 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 SD, DC, PD, or OA 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 SD, DC, PD, or

OA 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 SD, DC, PD, or OA 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 SD's, DC's, PD's or OA's decision. 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 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833. www.bppe.ca.gov

STUDENT SUPPORT SERVICES

The university's student services are designed to assist students attain 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.

Academic Counseling and Guidance

The university's academic counseling services assist 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.

Student Records

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

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.

The university's 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 (a copy of which is available in the Office of Admissions and Records) for a resolution of the problem.

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 is:

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.
GRE Test	Five yrs.
Transcripts from prior colleges/ universities attended	Permanently
Registration forms	Seven yrs.
Add/drop forms	Seven yrs.
SU transcripts	Permanently
Application for graduation	Five yrs.
Change of grade form	Five yrs.
Grade report forms	Five yrs.

Students' permanent records are initially maintained in a paper filing system and later converted to PDF files for storage in an "electronic" format. Scanned documents are maintained on CDs and on the Office of Admissions and Records' computer system.

Library/Learning Resources

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. SU students also have access to the university's on-line library system, Small

Library Solutions (SLS), which can be accessed anywhere and at anytime by students with their laptop computers. The SLS provides SU students with library services similar to large on-campus libraries.

The University library is open between the hours of 9:00 A.M. and 7:00 P.M., Monday — Friday.

Health Care Services

The University does not provide full-service, on-campus health-care services. However, the University provides assistance to students in acquiring health insurance. There are excellent health-care facilities and services in close proximity to the University. All SU students have access to the university's Oriental medicine clinic and receive a special discount for any treatment provided.

Bookstore

Stanton University does not operate a bookstore, however, textbooks, reference materials and some general supplies 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 or has information on housing costs. 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.

Parking

On-site parking is available for students. Handicapped parking for physically challenged students is conveniently located near the facility. Students should contact the Business Office to receive a permit to park on campus.

Placement Services/Other Student Services

Stanton University does not provide job placement services for its students. However, 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.

GENERAL POLICIES

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. The catalog is updated annually and available in July of each year.

Responsibility for Meeting Requirements

Each student must assume responsibility for compliance with the information set forth in this catalog, for satisfying prerequisites and/or corequisites for any course the student plans to take and for selecting the courses which will allow the student to attain his or her educational objectives.

The University does not assume responsibility for misinterpretation by students of policies, procedures rules or regulations presented in this catalog.

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.

There are established procedures for making changes — procedures which protect the university's integrity and the individual student's interest and welfare. A curriculum or graduation requirement, when altered, is not made retroactive unless the alteration is to the advantage of the student and can be accommodated within the span of years normally required for graduation. The student should consult the appropriate office, administrative unit, the published schedule of classes or other appropriate university publications for current information.

The University further reserves the right to refuse admission to any applicant at the discretion of the Director of Admissions and Records and to disqualify, discontinue or exclude any student at the discretion of the President, the Vice President or the Director of Admissions and Records.

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, 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, evaluation, 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.

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.

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.

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.



ACADEMIC POLICIES, RULES AND REGULATIONS

Stanton University has specific policies that address the interdependent issues of academic freedom, conflict of interest and academic integrity.

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.

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.

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.

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.

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.

Student Responsibility for Drop/Withdrawal

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.

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 grade of "C," "CR," or higher prior to registering in the course requiring the prerequisite. A corequisite is a condition of enrollment consisting of a course that a student is required to take simultaneously in order to enroll in another course.

It is the student's responsibility to determine whether or not he/she has met a prerequisite requirement or is able to take a corequisite to be eligible to take a course so that he/she can make class schedule adjustments when necessary to qualify to take a particular course.

Courses which have prerequisites and/or corequisites are clearly identified in the catalog.

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. The instructor's grading policy;
2. Required texts and other materials;
3. A general outline of subject material to be covered in the course;
4. The availability of the instructor outside of class;
5. Prerequisite(s) and/or corequisite(s) for the course;
6. Course goals, objectives and requirements;
7. Attendance policy;
8. Policy on due dates and make-up work, and
9. Schedule of examinations.

Scheduling and Cancellation of Classes

Stanton University operates on the quarter system. The university's academic year is divided into four 11-week quarters, which include 10 weeks of instruction and one week of final examinations. The University publishes a schedule of classes prior to the beginning of each quarter. A schedule is given to students when they register or file an application for admission in 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 such 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 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.

Dropping Courses — Withdrawal

Students desiring to officially withdraw from a class must submit a Change of Program Card to the Office of Admissions and Records. A withdrawal initiated either by a student or an instructor after the official date to drop a course without penalty will be recorded on the student's permanent record as a *W* grade. Students should be aware

that a grade of *W* will be used in the determination of progress alert or disqualification status.

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 limits of the university's class non-attendance policy, and
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 is measured in units of credit. Units of credit are assigned to courses on the basis of the national standard student workload, the Carnegie unit, which is 30 hours/quarter unit of credit.

Specifically, a quarter unit of credit represents:

- One hour per week of lecture or recitation led by the instructor for 10 weeks and two hours of outside preparation by the student per week for 10 weeks, which is 30 hours per unit of credit (10 hours lecture plus 20 hours of preparation).
- For a 4 unit course, this is equivalent to 40 hrs. of instruction/recitation and 80 hrs. of preparation or 120 hrs. per 4 units of quarter credit.
- In laboratory, clinic and internship classes, a one quarter unit of credit usually consists of two hours of work in the lab, clinic or in internship practice per week for 10 weeks for a total of 20 hours. One hour of outside preparation implied.
- For a clinical externship or independent study, a quarter unit of credit consists of 3 hours of work per week for 10 weeks for a total of 30 hours.

To convert quarter units to semester units, multiply by 0.667.

To convert semester units to quarter units, multiply by 1.500.

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).

Academic Records and Symbols

Stanton University's grading system is as follows:

THE STANTON UNIVERSITY GRADING SYSTEM

<i>Symbol</i>	<i>Definition</i>	<i>Grading Points</i>
A	Outstanding	4.00
A-	Superior	3.67
B+	Good	3.33
B	Average	3.00
B-	Satisfactory	2.67
C+	Fair	2.33
C	Minimally Passing	2.00
C-	Not passing	1.67
D+	Poor	1.33
D	Very Poor	1.00
D-	Unacceptable	0.67
F	Failing	0.00
W	Official Withdrawal No effect on GPA	--
UW	Unofficial Withdrawal	0.00
IC	Incomplete	--
IP	In Progress	--
AU	Audit	--
CR	Credit	--
NC	No Credit	--
RD	Report Delayed	--
P	Pass/Complete (MSOM only)	--

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 required grade for graduate level achievement is B and for undergraduate level achievement, a C. The Grade Point is the numerical value assigned to each letter grade.

Credit/No Credit Grading Policy

It is university policy that a student in good standing may elect to be graded on a Credit/No Credit basis in certain courses. The units earned in courses graded Credit are counted in satisfaction of program requirements, but are disregarded in determining a student's GPA. A No Credit grade does not satisfy program requirements; however, it is a no penalty grade.

For certificate, associate and bachelor's degree objective students, a grade of Credit (CR) is awarded for work equivalent to all grades which earn 2.0 or more grade points ("C" or better). No Credit is awarded for all grades that earn less than 2.0 grade points (C- to F). For graduate students, master's and doctoral degree objective students, a grade of Credit (CR) is awarded for work equivalent to all grades which earn 3.0 or more grade points (A to B). No Credit is awarded for work equivalent to all grades which earn less than 3.0 grade points (B- to F).

The units earned in courses graded Credit/No Credit are counted in satisfaction of program requirements, but will be disregarded in determining a student's GPA. No Credit is a no penalty grade.

Limitations on Student Election of Credit/No Credit Evaluations

1. Certain courses, at the discretion of the instructor and/or the program, department or school, may not be taken on a CR/NC basis. These courses are designated in the quarterly schedule of classes.
2. No more than 16 units of a student's coursework for an Associate Degree may be taken on a CR/NC basis. Bachelor's degree objective students may take 30 units of coursework on a CR/NC basis. The limit for the Master's degrees in Divinity and Oriental Medicine is 20 units. Courses in the Doctor of Ministry program may not be taken on a CR/NC basis except for

specifically designated courses, e.g., doctoral research and doctoral dissertation.

3. The maximum number of units that may be taken CR/NC in certificate programs is determined by the department chairperson or the program director.

Conditions under which Credit/No Credit Evaluation May be Elected by Students

1. Students who wish to be graded on a Credit/No Credit basis must submit a petition to the Office of Admissions and Records by the deadline date listed in the appropriate class schedule. No exceptions to the deadline will be made.
2. An evaluation on a Credit/No Credit basis may not be changed later to a letter grade, nor may the reverse occur. No exceptions to this policy will be made.

Incomplete Grade

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.

Withdrawal

An official withdrawal from classes may be requested by the student or initiated on his or her behalf by the instructor. 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, W, symbols will be used in the calculation of lack of progress probation and disqualification status.

Report Delayed (RD) Non-evaluative Symbol

The RD symbol may be assigned when there is a delay in reporting the grade of a student due to circumstances beyond the control of the instructor. It is a temporary notation to be replaced by a permanent symbol as soon as possible. RD shall not be used in calculating grade point averages.

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.

CR, NC, W, I, and RD grades are not used in computation of the grade point average, but W, NC and I are used for purposes of progress alert and disqualification status.

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.

Non-Evaluative Symbols are:	
<u>Symbol</u>	<u>Meaning</u>
I	Incomplete
W	Withdrawal
RD	Report Delayed

Transfer of Credits from Other Institutions and Assessment of Prior Learning for Credit

1. Stanton University has not entered into any articulation or transfer agreements with any other college or university. However, the University may accept for transfer credit coursework earned at previously attended colleges and universities accredited by an accrediting agency recognized by the U.S. Department of Education, if the course and course grade meets the transfer requirements of the program to which it is being transferred. Coursework from international institutions will require thorough documentation evidencing equivalency to the standards set by the U.S. Department of Education for accredited institutions of higher education.

2. The University grants credit for prior learning assessment from challenge examinations and standardized tests based on recommendations established by the American Council on Education and the Guide for the Evaluation of Educational Experiences in the Armed Forces.

Specifically, credit by examination can be earned through successful testing and the recommended college credit equivalencies of the College Scholarship Service's AP (Advanced Placement) examinations, the College Scholarship Service's CLEP (College Level Examination Program) examinations, the American College Testing PEP (Proficiency Examination Program) examinations, PONS

(N.Y. State Department of Education Program on Non-collegiate Sponsored Instruction), the USAFI (U.S. Armed Forces Institute) program, and the DANES (Defense Activity for Non-Traditional Education Support) tests. In the assessment of prior learning credits, the decision of the university is final.

3. In accordance with the California Code of Regulations (5CCR§71770(b) and the university's Transfer Credit and Assessment of Prior Learning for Credit Policy:
- (a) a maximum of 75% of the units of credit that may be applied to the award of a bachelor's degree may be derived from a combination of any or both of the following: Transferred Units and Assessment of Prior Learning Credits.
 - (b) No more than 30% of graduate quarter units awarded by another institution may be transferred for credit toward a Master degree.
 - (c) No more than 45 graduate quarter credits awarded by another institution may be credited toward a doctoral degree.

These criteria do not apply to graduate programs that lead to a profession or occupation requiring state licensure where the licensing agency has a regulation permitting a different standard. In addition, these are statutory limitations, each program at Stanton University has criteria on which courses are acceptable for assessment of prior learning and transfer credit even when they meet the criteria specified in #1 and #2 in this section. Therefore, the number of units accepted for credit may be less than statutory limits.

Students are advised that some state licensing agencies and some institutions may not accept prior learning assessment credits that have been awarded by a non-regionally accredited institution.

SU will maintain a written record of previous education and training of veterans and eligible persons that will clearly indicate that credit has been granted, if appropriate, with the student and Veterans Administration notified accordingly.

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 courses' instructors and the Office of Admissions and Records. Forms are available in the Office of Admissions and Records.

Credit by Examination

In certain cases a student may obtain credit by challenge examination for graded courses at Stanton University. Credit by Examination (CE) is restricted to courses listed in the catalog. Students should contact the Office of Admissions and Records and the appropriate program for specific information on credit by challenge examination. The charge for a CE is given in the catalog section — Tuition Schedule.

Substandard Work and Course Repetition Policy

- a. Undergraduate — associate and baccalaureate students — may repeat any course in which a less than "C" grade is received. No course in which a "C" or better grade has been earned may be repeated.
- b. Graduate, master's and doctoral, students may repeat any course in which a B- or less or NC final grade was received.

A course may be repeated only once under these policies. Upon completion of a repeated course, the original grade will be removed from the cumulative totals on the student's permanent record in such a manner that the integrity of the student's academic history is maintained. Only the last grade will be included in determining the CGPA and academic standing, and only those units will be counted toward graduation.

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.

Auditors

Students who wish to attend a class for personal enrichment, and not for academic credit, may be granted auditors' status.

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 corequisite 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.

Standards of Academic Progress

Probation and disqualification policies are based on the philosophy that the University has an obligation to assist students who, due to unsatisfactory academic performance, may experience difficulty in realizing their potential.

Probation

Academic Probation

Any bachelor or associate degree objective student whose CGPA falls below 2.0 and any graduate student (M.S.O.M., M.Div., D.Min.) whose scholarship falls below a CGPA of 3.0 in courses receiving letter grades for work attempted at Stanton University shall be placed on academic probation.

- a. A student on probation is required to meet with his/her academic advisor to review their academic progress.
- b. A student on probation may be assigned a restricted program of studies.
- c. Any bachelor or associate degree student who is on academic probation whose grade point average for coursework undertaken in the quarter just completed is 2.0 or better, but whose overall or cumulative grade point average for all coursework attempted is still less than 2.0, shall remain on academic probation. Any graduate students whose GPA is 3.0 or better for coursework just completed, but whose cumulative GPA, CGPA, is still less than 3.0 shall remain on probation.

Removal from Probation

Any student placed on academic probation shall be removed from probation when the cumulative grade point average at Stanton University has improved to 2.0 for bachelor and associate degree students and 3.0 for graduate students.

Academic Disqualification and Reinstatement

A student may stay on academic probation no more than two quarters. Any bachelor or associate degree student currently on academic probation whose grade point average for coursework undertaken in the quarter just completed is less than 2.0 and any graduate student whose GPA is less than 3.0 shall be academically disqualified and the VA and other appropriate agencies will be promptly notified.

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.

Reinstatement

Any student who believes he/she has been unjustifiably disqualified may file a petition with the Office of Admissions and Records requesting that such disqualification be reconsidered.

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 that 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.

Grade Assignment

Final grades will be available at the end of each quarter. 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.

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 (LA). Petitions for leaves of absences are obtained from the Office of Admissions and Records. Absences incurred while on a LA 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 LA.

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

Extended Leave of Absence (Planned Educational Leave)

When a student finds it necessary to interrupt progress toward a degree for a reason that is related to his or her

educational objective and that is acceptable to the appropriate university authorities, the student may be granted an Extended Leave of Absence (ELA).

Only students in good standing are eligible for an ELA. An ELA 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 reasons for the leave and the duration of the leave.

A student granted an ELA has a commitment from the University to be reinstated in good standing. The reason(s) for requesting a leave must be stated clearly and completely. Reasons students may petition for an ELA are, but are not limited to, the following:

- a. professional or academic opportunities — such as travel or study abroad, employment related to educational goals in the student's major field of study, or participation in field study or research projects;
- b. medical reasons — including pregnancy, major surgery, or other health-related circumstances, and
- c. financial reasons — such as the necessity to work for a specified period in order to resume study with adequate resources.

Approval will depend upon the significance of the leave in furthering the student's educational objective. It is the student's responsibility to demonstrate that there is a significant relationship between the ELA and progress toward their educational objective.

Leaves may be granted for a maximum of two years or eight consecutive quarters. A request for an ELA must be filed prior to the period of absence. Retroactive leave requests will not be approved.

Failure to return from an ELA, 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.

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 at 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.

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 Equivalent and Full-Time Student

Enrollment in Stanton University is measured in full-time equivalent (FTE) students. One FTE is the equivalent of 15 units of student course credit. One FTE could represent one student carrying 15 course-units, three students each carrying five course-units, or any other student/course combination the sum of which equals 15 course-units. The university's FTE enrollment is the total course-units taken by all students divided by 15. FTE is not related to full-time student status. A full-time student is not necessarily a full-time equivalent student.

Name Change

Any change of the student's name should be immediately reported to the Office of Admissions and Records. Students reporting name changes during a quarter are advised also to notify their instructors in order to maintain proper recognition and identification.

Transcript Requests

Each student who has an academic record on file at Stanton University is entitled to one transcript of record without charge. Additional copies may be obtained at ten dollars (\$10.00) per copy, 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. A transcript will be issued after the student has settled all financial obligations to the University.

Debts Owed to the College

Grades, transcripts, 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 Business Office. The Business Office, or other campus office to which the student may be referred by the Business Office, 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 College

A student has the right to cancel the Enrollment Agreement at anytime 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 Business Office 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.

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 for a period to be determined by the instructor, the program administrator, director of admissions and records and the vice president.

STANTON UNIVERSITY'S COURSE NUMBERING SYSTEM

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

00-99 LEVEL COURSES

PREPARATORY/REMEDIATION 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 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 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 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 AND MASTER 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 or doctoral 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.

800-899 LEVEL COURSES: APPLICABLE TO DOCTORAL DEGREES

Open only to graduate students pursuing study at the doctoral level. Graduate study at the doctoral level demands, on the part of the student, a capacity for creative thinking, critical analysis and a degree of research interest and ability beyond that required at the Master's Degree level. Doctoral study/research is designed to prepare scholars who will advance knowledge of the discipline through specialized expertise and independent research that extends the theoretical foundation, provides the basis for further research that may lead to new theories and/or may provide the basis for a more through understanding of the subject, problem or phenomena under study.

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 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.*

**EARLY CHILDHOOD EDUCATION
CERTIFICATE OF ACHIEVEMENT
PROGRAM**

EARLY CHILDHOOD EDUCATION CERTIFICATE OF ACHIEVEMENT PROGRAM

Purpose of the Program

A Certificate of Achievement (CA) is a coherent set of academic courses that are focused on an area of study that is practically oriented to meet special needs, competencies or proficiencies within a limited time period. The award of a CA means the holder has completed the required courses and related work at a specific level of academic achievement.

Program Description

The Early Childhood Education (ECE) program provides an educational and practical foundation for students interested in working with children from infancy through six years of age. In addition to theoretical principles, the curriculum offers practical skills and on-site training that will prepare students to work with families in such settings as child care centers, family child care homes, and home visitor programs. Graduates are qualified to work as a teacher or director in a private child care facility.

Program Objectives

On completion of the program, the student should be able to demonstrate the following competencies:

1. Understand the growth and development of the young child and use this knowledge in developmentally appropriate practice.
2. Develop and implement developmentally appropriate curricula that include play, small group projects centered on children's interests, open-ended questioning, group discussion, problem solving, cooperative learning, reflective practice and inquiry experiences.
3. Use appropriate assessment strategies to plan and individualize curricula and teaching practices
4. Establish and maintain positive collaborative relationships with families including supporting

parents in making decisions related to their child's development; demonstrating sensitivity to differences in family structure, culture, and background

5. Demonstrate an understanding of basic principles of administration, organization, and operation of early childhood programs

Admission Requirements

Any person 18 years old or older, or has a high school diploma, or has passed the GED or high school proficiency test is eligible to enter the ECE program.

Applicants for admission to the ECE program must provide the following information:

1. A completed admission application.
2. Documentation of the highest level of educational attainment.
3. International students must meet the university's International Student Entrance Requirements. (See catalog section International Students — F-1 Visa Students.)
4. Pay the non-refundable application fee: \$100.00 (US residents), or the \$200.00 (International Students).
5. Pay the registration fee: \$20.00.

Test of Ability and Capacity to Benefit from Instruction

In compliance with the California Education Code and the California Code of Regulations, all applicants to the ECE program are required to take and pass a pre-enrollment test, the Wonderlic or CPAT exam, to measure their ability to be successfully trained to perform the tasks or occupations or job titles to which the program of instruction is represented to be and whether they are qualified to practice the profession. Both tests are national standardized exams recognized by the U.S. Department of Education.

Graduation Requirements

To qualify for the CA in Early Childhood Education, students must satisfy the following requirements:

1. Complete the coursework requirements for the program.
2. Maintain a minimum grade point average of 2.0 in all required courses for the CA.
3. Meet the residency requirement: complete a minimum of 18 units of required courses at Stanton University.
4. File a petition for the CA in ECE in the university's Office of Admissions and Records.
5. Pay any outstanding debts owed to the University.

Curriculum Classes/Modules

- ECE 101 Development in Early Childhood (3 units)
 - ECE 102 Child and Relations with Home, School and Community (3 units)
 - ECE 103 Child Creative Experiences (3 units)
 - ECE 104 Curriculum in Early Childhood Learning (3 units)
 - ECE 201 Administration and Supervision (3 units)
 - ECE 105 Working with Infants and Toddlers (3 units)
- Total: 18 units**

Elective:

- ECE 202 Practicum in Student Teaching (3 units)

Total Program Cost: \$2,160

**Early Childhood Education
Course Descriptions**

ECE 101 Development in Early Childhood (3)
This course introduces students to the developmental areas of young children including cognitive, physical, lingual, social, emotional, and motor skills of developing children. This course will develop students' skills and competencies so that they will integrate theories into best practices in early childhood programs.

ECE 102 Child and Relations with Home, School, and Community (3)
Study of the dynamics of the social interactions of family, school, and multi-cultural community in present

learning environments. Emphasis is given to the importance of parents and teachers working together in the educational setting.

ECE 103 Child Creative Experience (3)
Study of the guidelines for designing and presenting creative learning experiences for very young children. This course also studies the many different kinds of creative expressive activities through plays, music, and arts and their effectiveness.

ECE 104 Curriculum in Early Childhood Learning (3)

This course focuses on planning developmentally appropriate activities and environments designed to enhance children's cognitive, social, emotional, physical, and creative development. It includes fostering respect and appreciation for cultural diversity.

ECE 105 Working with Infants and Toddlers (3)
Basic skills in planning and implementing a daily routine and curriculum activities for infants and toddlers are presented. A holistic emphasis includes the following: focusing on health and safety, planning stimulating learning experiences, and designing an indoor and outdoor environment specifically for this age group.

ECE 201 Administration and Supervision (3)
Review and an analysis of the state of California's laws, rules, regulation, policies and procedures relating to the operation of day care centers, headstart programs, family day care homes, and home visitor programs.

ECE 202 Practicum in Student Teaching (3)
This course provides students teaching experience in early childhood classrooms. Students plan and lead activities for children, set up classroom projects and meet regularly with their supervising teacher. Included in this course is a seminar that provides students with opportunities to learn about skills for working effectively with young children in a classroom setting.

**DEPARTMENT
OF
ENGLISH AS A SECOND LANGUAGE**

International Students' English Language Proficiency (ELP) Requirement

An international student whose native language is not English, who plans to enroll in a program taught in English, must meet the university's English Language Proficiency Requirement to be considered for admission. The English Language Proficiency Requirement can be fulfilled by one of the following:

1. Test of English as a Foreign Language

Students can establish ELP by taking an international Test of English as a Foreign Language (TOEFL) taken within 24 months before beginning coursework. Acceptable TOEFL scores are 525 on the Paper-based Test (PBT), or 70 on the Internet-based Test (iBT) for undergraduates and 550/80 for graduate students. Institutional reports or photocopies will not be accepted.

Students may petition to waive the TOEFL requirement under one of the following conditions.

- a. Completion of a transfer level college English composition course at an accredited United States institution with a grade of "C" or higher;
 - b. Completion of ESL assessment and placement at an assessment skill level 40 or higher; in addition, the student must take the prescribed coursework at the level of assessment; or
 - c. A minimum ACT verbal score of 19 or SAT score of 450, for undergraduates.
2. International English Language Testing System (IELTS)
- The IELTS may be used in lieu of TOEFL. Undergraduates must score 5.5 and graduates must score 6.
3. A Certificate of Advanced English (C.A.E.) or Certificate of Proficiency in English (C.P.E.) grade of "C" or better will also be accepted.
4. Completing Stanton University's ESL Certificate of Achievement (CA) Program and receiving the ESL CA. TOEFL is not required for students who have completed Stanton University's ESL CA program.

Purpose of the Program

The English as a Second Language (ESL) program, or English for speakers of other languages, is designed to prepare non-native speakers of English to read, write, speak and listen to spoken English at a level that enables them to succeed in college level courses that are taught in English. The program will also prepare individuals to function with facility in business, commerce, professionally, or in any capacity where English is their second language, with linguistic capability and independence.

Program Description

The "core" coursework of the ESL program consists of four levels of proficiency. Stanton University (SU) offers an English as a Second Language placement testing service to provide students with information with which to make informed decisions when enrolling in ESL courses. All entering ESL students are required to take the ESL placement test before enrolling in ESL courses. A student is assigned an English level proficiency based on his/her placement test results. Students registering for ESL courses, who need help in interpreting their individual placement test scores and/or in deciding whether to register for or remain in an ESL course, can seek assistance from the program director or their instructor. Students who need information about the placement test should contact the university's Office of Admissions and Records Testing Office at (714) 539-6561.

The first level, ESL 10, is a combined skills class in a lecture/lab format. Students who successfully complete this course are at the intermediate level. Some students at the beginning level find ESL 10 difficult. For these students, the ESL staff is available to discuss options and resources including classes in the university's Intensive English Language Program to develop a foundation for ESL 10.

The second and third levels are each made up of three courses each: ESL 20, ESL 21, and ESL 22 and ESL 30, ESL 31 and ESL 32. These courses each consist of grammar, writing components, reading and listening/speaking components.

The fourth level, ESL 40, is a single course in reading and writing. Students who successfully

complete ESL 40 can read and write at an advanced level. They are prepared to commence their studies in English in their selected disciplines, are prepared to pursue activities in the public or private sectors or are prepared to continue their English Language studies at an advanced level.

The integrated skills method used in the ESL program allows students to learn English structures, syntax and diction. Repetition in the program strengthens student's memory of vocabulary, idioms, grammar, writing and speaking conventions. The text and activities provide students with a sound foundation in the English language. Courses are repeatable to strengthen ESL competency in a specific area if a student feels the necessity before proceeding to the next level.

The ESL program also offers specialized courses in speaking and conversation, grammar and writing, accent reduction (for non-native speakers of English), courses for students who are seeking ESL proficiency in special career areas such as child care, the health professions, landscape maintenance, etc., whose English language proficiency is already at level two or three.

Admission Requirements

Applicants for admission to the ESL program must complete the admission process outlined below:

- 1) Complete an admission application.
- 2) Provide documentation of the level of educational attainment reached: high school and postsecondary education.
- 3) Meet the university's international student entrance requirements
- 4) Pay the non-refundable international student application fee — \$200.00
- 5) Pay the registration fee: \$20.00.
- 6) Take the English as a Second Language Placement Test

ESL Program Tuition/Fees

English as a Second Language Program tuition/fees, see pp. 16 and 17.

THE ESL CERTIFICATE OF ACHIEVEMENT

Students who want formal academic certification of their preparation in English as a Second Language may enroll in the program's Certificate of Achievement (CA) program. The CA program, as a matter of record, represents the high level of English proficiency attained by the individual. The CA program consists of eight (8) required courses and three (3) elective courses for a total of 11 courses or 48 quarter units of coursework.

THE ESL PROGRAM GRADING SYSTEM

Students undertaking coursework in the ESL program are graded with letter grades or are graded on a Credit (CR), No-Credit (NC) grading system. Students are given the option of selecting which grading system they wish to exercise in some courses. A grade of Credit is awarded for coursework equivalent to a C or better grade; a No-Credit grade is awarded for coursework which earns less than a C. A No-Credit grade does not satisfy program requirements; however, it is a no penalty grade.

CERTIFICATE OF ACHIEVEMENT IN ENGLISH AS A SECOND LANGUAGE

Program Curriculum: 48 quarter units

Course	Course Description	Units
ESL 10	Transitional English for ESL Students	5
ESL 20	Writing for Non-Native Speakers of English I	6
ESL 21	Reading for Non-Native Speakers of English I	4
ESL 22	Listening and Speaking for Non-Native Speakers of English I	4
ESL 30	Writing for Non-Native Speakers of English II	6
ESL 31	Reading for Non-Native Speakers of English II	4
ESL 32	Listening and Speaking for Non-Native Speakers of English II	4
ESL 40	Reading and Writing for Non-Native Speakers of English III	6
ESL XX	Elective	3
ESL XX	Elective	3
ESL XX	Elective	<u>3</u>
		48

GRADUATION REQUIREMENTS FOR THE CERTIFICATE OF ACHIEVEMENT IN ENGLISH AS A SECOND LANGUAGE

A candidate for the Certificate of Achievement in English as a Second Language shall have:

1. Completed all the required coursework in the CA program, 48 quarter units, with a "C" or better grade in all required courses with an overall cumulative GPA of 2.0 or higher.
2. Completed a minimum of eight (8) courses in the CA program curriculum while in residence at SU.
3. Had a graduation check. This record check may be requested during the student's third quarter of coursework.
4. Completed all coursework for the CA within three (3) years of initial enrollment.
5. Filed an application for graduation in the Office of Admissions and Records prior to the deadline listed in the academic calendar.
6. Paid, at the time of submission of the application for graduation, the \$200 graduation fee.
7. Cleared all outstanding accounts and fulfilled all financial obligations to Stanton University.



ESL PROGRAM COURSE DESCRIPTIONS

(CA: Certificate of Achievement)

Advisory: An advisory is a condition that a student is advised, but not required, to meet in conjunction with enrollment in a course or educational program.

ESL 10 Transitional English for ESL Students (5)

4 hour lecture, 4 hour lab

Letter Grade or Credit/No-Credit Option (May be repeated once for credit)

Advisory: Students are advised to take the ESL Placement Test prior to enrollment and perform at Level 10.

This course prepares students to read, write, listen and speak at the intermediate-low ESL level to facilitate successful participation in a college setting. This course will emphasize development of reading and writing skills in academic contexts, focusing heavily on the production of complete sentences with minimal errors and basic paragraph and composition development. Satisfactory completion of this course will enable students to enroll in ESL Level II courses – ESL 20, 21 and 22.

ESL 20 Writing for Non-native Speakers of English I (6)

6 hours lecture

Letter Grade or Credit/No-Credit Option (may be repeated once for credit.)

Prerequisite: ESL 10 with a grade of “C” or better or equivalent, or Assessment Skill Level 20

This course in writing and grammar prepares students to write at the intermediate-mid ESL level. In this course, students learn to write paragraphs, basic compositions and other types of texts and practice critical reasoning in their writing. Students read and understand a variety of texts and develop academic study skills and work habits. Students also practice grammatical structures in the production and editing of compositions so that meaning is generally clear and not obscured by error.

ESL 21 Reading for Non-native Speakers of English I (4)

4 hours lecture

Letter Grade or Credit/No-Credit Option (may be

repeated once for credit.)

Prerequisite: ESL 10 with a grade of “C” or better, or equivalent or Assessment Skill Level 20

This course prepares students to read at the intermediate-mid ESL level. In this course, students learn reading strategies and apply them as they react to a variety of texts. Students practice identifying text organization, vocabulary and grammar to facilitate comprehension. Students also begin to use information from class readings in discussion, critical thinking and writing.

ESL 22 Listening and Speaking for Non-native Speakers of English I (4)

4 hours lecture

Letter Grade or Credit/No-Credit Option (may be repeated once for credit)

Prerequisite: ESL 10 with a grade of “C” or better, or equivalent, or Assessment Skill Level 20

This course prepares students to understand spoken English and to speak at the intermediate-mid ESL level. In this course, students begin to develop communicative competence through listening to and participating in a variety of communicative activities. Students also begin to study grammatical structures specifically related to oral/aural coursework to make connections between structure and communicative need. In addition, students discuss, write about and think critically about information from oral and written sources.

ESL 30 Writing for Non-native speakers of English II (6)

6 hours lecture

Letter Grade only CA students; Letter Grade or Credit/No-Credit Option for non-CA students

Prerequisite: ESL 20, 21, and 22, or Assessment Skill Level 30

This course in writing and grammar prepares students to write at the intermediate-high ESL level. In this course, students learn to write compositions and other types of texts that communicate a basic awareness of critical reasoning and the components of the academic essay and other types of writing. To achieve these goals, students learn and apply knowledge of syntax and grammatical structures in the production and editing of compositions so that errors, which may be frequent, will not obscure meaning. Students also read and understand a variety of texts as well as communicate a familiarity with academic study skills and work habits.

ESL 31 Reading for Non-native Speakers of English II (4)

4 hours lecture

Letter Grade only CA students; Letter Grade or Credit/No-Credit Option for non-CA students.

Prerequisite: ESL 20, 21, and 22, each with a grade of "C" or better or equivalent, or Assessment Skill Level 30 for non-CA students.

This course prepares students to read at the intermediate-high ESL level. In this course, students continue to develop reading skills needed for academic and workplace success. To achieve these goals, students read a variety of texts and apply appropriate reading strategies to facilitate comprehension. In addition, students engage in activities to build background knowledge as well as knowledge of text structure, grammar and vocabulary. Students also use information from class readings, class discussions, critical thinking and writing exercises.

ESL 32 Listening and Speaking for Non-native Speakers of English II (4)

4 hours lecture, open lab.

Letter Grade only CA students; Letter Grade or Credit/No-Credit Option for non-CA students.

Prerequisite: ESL 21, 21, and 22, or Assessment Skill Level 30

This course prepares students to understand spoken English and to speak at the intermediate-high ESL level. In this course, students continue to develop

communicative competence through listening to and participating in a variety of communicative activities. Students also continue to develop knowledge of grammatical structures specifically related to oral/aural coursework. In addition, students discuss, write about, and think critically about information from oral and written sources.

ESL 40 Reading and Writing for Non-native Speakers of English III (6)

6 hours lecture

Letter Grade only CA students; Letter Grade or Credit/No-Credit Option non-CA students.

Prerequisite: ESL 30, 31, 32, each with a grade of "C" or better, or equivalent, or Assessment Skill Level 40

This course prepares students to read and write at the advanced ESL level. In this course, students write essays and other types of texts that have some complexity of expression, contain relatively few mechanical and grammatical errors and illustrate evidence of critical reasoning. Students also read academic and workplace texts and apply study skills and work habits necessary for success in further academic and vocational studies. Students who complete this course will be prepared to commence taking courses in the English language or to take more advanced ESL courses to further their English language proficiency.

ESL 50 English as a Second Language for Childcare Workers (3)

3 hours lecture

Letter Grade or Credit/No-Credit Option

Advisory: Assessment Skill Level 20 or better

This class is for high-beginning to low-intermediate ESL students who need to improve their English skills to care for infants and young children and communicate with co-workers and parents in daycare centers and pre-schools. Students will learn vocabulary and grammar related to child development and caregiving activities; improve pronunciation; read books, play games and sing songs; learn effective language to help children set limits and solve problems; practice clarifying instructions and communicating information;

discuss health and safety; complete job-related forms; learn to describe job experiences and fill out a job application; and become aware of resources for future learning. Students may observe childcare centers and share their findings in class.

ESL 55 English as a Second Language for Landscape Maintenance Workers (3)

3 hours lecture

Letter Grade or Credit/No-Credit Option

Advisory: Assessment Skill Level 20 or better

This class is for high-beginning to low-intermediate ESL students working or planning to work in landscaping. The course goal is twofold: it will cover basic landscaping content, and students will learn language and cultural expectations necessary for success on the job. Topics will include practicing the English needed to discuss plant and pest management, common plant identification and employment issues. The class will offer hands-on experience, role plays for language use, new vocabulary and pronunciation instruction.

ESL 60 English as a Second Language for Healthcare (3)

3 hours lecture

Letter Grade or Credit/No-Credit Option

Advisory: Assessment Skill Level 20 or better

Introduction to allied health concepts and incorporating content-based language practice for non-native English speaking students interested careers in the field of allied health. Emphasis will be placed on the practice of student's oral/aural skills as well as the social and cultural skills necessary for successful interaction in health care surroundings.

ESL 65 Advanced Listening and Speaking for Social, Academic and Workplace Situations (3)

3 hours lecture, open lab.

Letter Grade or Credit/No-Credit Option

Prerequisite: ESL 32, or Assessment Skill Level 30

This course in listening and speaking skills is recommended for low-advanced to advanced ESL students. It will help students improve the listening and

speaking skills necessary to participate in college, workplace and everyday life situations. Students will practice listening and note taking skills and will conduct interviews, give presentations and lead discussion sessions.

ESL 70 Practical Writing and Reading Skills for Intermediate to Advanced ESL Students (3)

3 hours lecture

Letter Grade or Credit/No-Credit Option

Prerequisite: ESL 30, or Assessment Skill Level 30

This course is designed to help ESL students improve their reading and writing skills in their daily and working lives. Coursework will include information gathering, exposure to business language and idioms, and consumer information.

ESL 75 Advanced ESL: Writing and Grammar (3)

3 hours lecture

Letter Grade or Credit/No-Credit Option

Prerequisite: ESL 40 or Assessment Skill Level 40

This ESL course is suitable for the advanced student with a strong foundation in English grammar and writing. The course is designed to review and build on grammar and writing skills, enabling the student to function in academic courses.

ESL 80 Introduction to Editing for ESL (2)

2 hours lecture

Letter Grade or Credit/No-Credit Option

Prerequisite: ESL 40 or assessment Skill Level 40

This course is designed for ESL students enrolled in advanced writing courses. Students will learn to identify and correct errors in syntax, logic and structure in their own writings at the final draft stage. Areas of concentration include common errors in tenses, sentence structure and punctuation.

ESL 85 Advanced Editing for ESL Students (2)

2 hours lecture

Letter Grade or Credit/No-Credit Option

Prerequisite: ESL 40 or Assessment Level 40

This course is designed for ESL students enrolled in advanced writing courses. Students will learn to identify and correct errors in syntax, logic and structure in their own writings at the final draft stage. Areas of concentration include common errors in shifting tenses, punctuation, complex sentences, and use of the passive voice.

ESL 90 Accent reduction (for Non-native Speakers) (3)

2 hours lecture, 3 hours lab

Letter Grade or Credit/No-Credit Option

Prerequisite: ESL 32 or Assessment Level 30

An advanced course for non-native speakers of English who wish to speak English with proficiency, but who have retained a foreign accent. Emphasis is on production of speech that is intelligible and accurate, through study and practice of the English language sound system, stress, linking, reduction, rhythm, and intonation patterns.



INTENSIVE ENGLISH LANGUAGE CERTIFICATE OF COMPLETION PROGRAM

A Registered Program

Program Description

The IEL program is an educational service approved by the Department of Homeland Security, United States Immigration and Customs Enforcement, solely to provide English instruction to international students for a designated period of study in the United States, and that offers instruction that is nondegree granting, nonvocational, and is not represented to lead to, or offered for the purpose of preparing a student for employment in any occupation or job title.

International students who enroll in Stanton University's IEL program, who were issued an I-20 "initially" to enroll in the university's IEL program, must complete the full program at Stanton University. Students who drop out of the program or do not complete the program do not qualify for a refund of any portion of the tuition paid, except in case of a medical, or personal emergency or for other serious and compelling reasons.

Program Objectives

- 1) To help students understand and use grammatical structure through practicing new structures in a variety of contexts.
- 2) To help students build vocabulary and enrich understanding of the content while building language skills.
- 3) To help students have critical thinking skills through reading and writing.
- 4) To help students have writing skills through the process of prewriting, organization, revising, and editing.
- 5) To help students develop accuracy in speaking and writing by offering them the opportunity to speak and write about various topics.

Enrollment Procedure

- 1) Complete an admission application.
- 2) Provide documentation of the level of educational attainment reached: high school and postsecondary education.
- 3) Meet the university's International Student Entrance Requirements (See catalog section International Students — F-1 Visa Students).
- 4) Pay the non-refundable international student application fee of \$200.00.
- 5) Pay the registration fee: \$20.00.

The IEL Program Certificate of Completion Grading System

Students undertaking coursework in the IEL program are graded on a Credit (CR), No-Credit (NC) grading system. A grade of Credit is awarded for coursework equivalent to a C or better grade; a No-Credit grade is awarded for coursework which earns a less than a C grade.

Certificate of Completion

On completion of the IEL program, participants receive a Certificate of Completion that represents the level of English proficiency they reached in the program.

Tuition and Fees

Tuition per hour: \$6.00
 Tuition (4) Week IEL Course: \$360.00
 Tuition (8) Week IEL Course: \$720.00
 Tuition (12) Week TOFEL Preparation: \$1,080.00
 Tuition (12) Week TOEIC Preparation: \$1,080.00
 Certificate of Completion Fee: \$25.00

IEL Program Modules

All modules have three levels: Beginning, Intermediate and Advanced Levels (Levels 1, 2, 3). Module levels may be repeated until a student reaches their desired proficiency level in that respective area.

Time intervals cover: 4 weeks, 8 weeks, 12 weeks.

Tuition per hour: \$6

All programs have morning and afternoon classes.

1. 9:00 am — 12:20 pm (20 minutes for break)
2. 1:30 pm — 5:50 pm (20 minutes for break)

1. 4-Weeks IEL Program Module

Focus on: Grammar, Listening & Speaking, Reading & Writing

Time: Mon. — Fri.

Total Hours: 60

Tuition: \$360

2. 8-Weeks IEL Program Module

Focus on: Grammar, Listening & Speaking, Reading & Writing

Time: Mon. — Fri.

Total Hours: 120

Tuition: \$720

3. 12-Weeks TOEFL Program Module

Time: Mon. — Fri.

Total Hours: 180

Tuition: \$1,080

4. 12-Weeks TOEIC Program Module

Focus on: Grammar, Listening & Speaking, Reading & Writing

Time: Mon. — Fri.

Total Hours: 180

Tuition: \$1,080

Modules Course Outlines

(MW=Module Week)

MW 1:

Grammar: Tense (Present, Past) (*Focus on Grammar 2-36*)

Listening and Speaking: Offbeat Jobs (*North Star 1-16*)

Reading and Writing: Finding the Ideal Job (*North Star 1-18*)

MW 2:

Grammar: Tense (Future) (*Focus on Grammar 46-83*)

Listening and Speaking: A Piece of the Country in the City (*North Star 17-35*)

Reading and Writing: Country Life vs. City Life (*North Star 19-36*)

MW 3:

Grammar: Pronouns, Phrasal Verb (*Focus on Grammar 86-111*)

Listening and Speaking: A Penny Saved Is a Penny Earned (*North Star 37-52*)

Reading and Writing: Making Money (*North Star 37-56*)

MW 4:

Grammar: Modals (*Focus on Grammar 113-163*)

Listening and Speaking: At Your Service: Service Animals (*North Star 53-68*)

Reading and Writing: Save the Elephants (*North Star 57-75*)

MW 5:

Grammar: Present Perfect (Unit 16-19) (*Focus on Grammar 166-207*)

Listening and Speaking: "Celletiquette" (*North Star 69-84*)

Reading and Writing: "Netiquette" (*North Star 77-99*)

MW 6:

Midterm Exam

MW 7:

Grammar: Present Perfect (Unit 20-21), Adjectives (Unit 22-23) (*Focus on Grammar 201-246*)

Listening and Speaking: Is It Women's Work (*North Star 85-98*)

Reading and Writing: Women's Work (*North Star 101-120*)

MW 8:

Grammar: Adverbs (*Focus on Grammar 254-267*)

Listening and Speaking: Good-Mood Foods (*North Star 99-114*)

Reading and Writing: Organic Produce: Is It Worth the Price? (*North Star 121-141*)

MW 9:

Grammar: Gerunds, Infinitives (*Focus on Grammar 271-325*)

Listening and Speaking: An Ice Place to Stay (*North Star 115-130*)

Reading and Writing: "I'll take the train, thanks." (*North Star 143-162*)

MW 10:

Grammar: More Modals (*Focus on Grammar 327-385*)

Listening and Speaking: Staying Healthy (*North Star 131-146*)

Reading and Writing: The Winter Blues (*North Star 163-181*)

MW 11:

Grammar: Nouns, Articles (*Focus on Grammar 387-415*)

Listening and Speaking: Endangered Languages (*North Star 147-162*)

Reading and Writing: Endangered Cultures (*North Star 183-202*)

MW 12:

Final Exam

**DEPARTMENT OF
INTEGRATED STUDIES**

ASSOCIATE OF APPLIED SCIENCE DEGREE PROGRAM IN INTEGRATED STUDIES

INTEGRATED STUDIES

Integrated Studies (IS) is an academic program that is designed to provide a structured format for creative and highly motivated students who want an opportunity to engage in purposeful study in an interdisciplinary program designed to provide an innovative option for students with capabilities in more than one disciplinary area.

IS integrates facets of the social and behavioral sciences with liberal arts courses to create a transformative disciplinary focus. The program allows the University to design an academic discipline in an emerging area that trades disciplinary or technical depth for interdisciplinary and cross-disciplinary breath.

IS graduates are not specialist in any one discipline, but are practitioners of skills in a focus area that crosses disciplines. However, they will have developed skills from several different academic areas that enables them to think critically, to be problem solvers, to communicate well through their writing and speaking skills and to work collaboratively with others — as well as be able to do so on the foundation of solid (but not exhaustive) disciplinary emphases. The AAS IS degree is not a double or triple major or a major/minor combination, but rather a way of integrating aspects of different disciplines' courses into a single interdisciplinary, cross-disciplinary academic degree focus. We invite students to begin their journey of critical inquiry and self actualization by exploring the opportunity provided by the IS program for a unique educational experience.

INTEGRATED STUDIES PROGRAM (ISP) DESCRIPTION

The ISP is a set of coherent interdisciplinary courses designed to provide the educational and practical foundation for students interested in purposeful study in the application of faith, spirituality, meditation, hypnosis, hypnotherapy, humanistic psychology, and other healing arts techniques to promote wellbeing, health, healing and

to more effectively offset, ameliorate or change the adverse effect of stress and personal addictions such as smoking, drug addiction and alcoholism.

Among the techniques used in the ISP are: mind-body effects on health; the power of spiritual optimism, personal beliefs and responsibility; guided imagery; mindfulness based stress reduction meditation; spiritual counseling; rituals; sacraments; the use of imagination to promote emotional and physical healing, reduce stress, relieve pain and restore wellbeing.

Although spirituality is ineffable and indefinable, intuitively it is a profoundly vital force capable of affecting one's life and behavior. One's spirituality includes one's experience of life's purpose, meaning and mystery, as well as one's harmonious interconnectedness with self, others and a higher power or God. Consciousness recognizes health and illness as conceptualizations that are deeply embedded in spiritual and cultural values.

In the ISP students are taught to meet a person, not a problem. Students learn that while we can demand scientific scrutiny of all therapies, there are still no good scientific models to explain some therapies that are not measurable and explainable in a standard scientific model because they come from older cultures that don't use the Western cultures' kind of linear quantitative thinking.

By being interdisciplinary, the AAS in IS degree provides students with a unique opportunity to pursue career opportunities in areas that require a non-traditional education. In addition to the AAS degree in Integrated Studies, the program also offers a Certificate of Achievement (CA) in Hypnosis and Hypnotherapy and a Certificate of Completion (CC) in Hypnosis. The CA in Hypnosis and Hypnotherapy qualifies a student to become a Certified Hypnotist, a Certified Hypnotherapist, and/or a Certified Clinical Hypnotherapist. However, the program is open to individuals not seeking the AAS degree or a certificate who wish to take courses for professional, career or personal reasons.

For those completing the AAS degree in IS many opportunities exist for more advanced studies, such as the bachelor degree in IS, as well as bachelor degrees in other disciplines. However, many employers seek students with the skills gained from a program like the AAS in IS, particularly for the ability to comprehend diverse materials, to write clearly, to think critically, to work cooperatively and to be adept at problem solving.

LEARNING OUTCOMES

The Learning Outcomes of the IS program are based on the following criteria:

- a. Critical thinking — the ability to analyze problems, conceptualize hypotheses, develop arguments, weigh evidence and derive conclusions.
- b. Communication — the ability to articulate critical thinking outcomes in writing and/or speaking or by other modes of communication.
- c. Self-awareness — the ability to analyze one's actions, to see the perspective of other persons and to work with others in groups.
- d. Personal actions — the ability to take responsibility for one's actions and make ethical decisions in complex situations.

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. Our faculty are selected for their outstanding teaching ability, professional experience in the IS focus areas and for their ability to create an educational environment completely focused on student learning. The aim of the program's faculty, staff and administrator 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 educational environment that supports the intellectual, personal and professional development of the student.

ADMISSION REQUIREMENTS

To apply for admission to the IS program, request an application by mail, telephone, fax or e-mail; complete the

application and return the completed application form with a non-refundable application fee of \$100.00 for U.S. residents or \$200.00 for international students to Stanton University's office of Admissions and Records.

Admission is open to applicants who meet the following criteria:

- a. Persons who possess a high school diploma, or California High School Proficiency Exam Certification, or General Education Development (GED) certificate with an average score of 45 or higher.
- b. Possess a Home Study Certificate, or transcript from a Home Study Program that is equivalent to high school level that is recognized by the state of California.
- c. If the person is beyond the age of compulsory high school attendance (18), but does not possess a high school diploma or equivalent, he/she may be admitted by the University under the provisional admission status.
- d. Applicants who have completed high school but are under 18 years old may be admitted provided they will be 18 years old by the commencement of the fourth quarter of the program. A parent, legal guardian or spouse of legal age is required to cosign the Enrollment Agreement.
- e. International students must meet the university's international students' entrance requirements. See catalog section International Students — F-1 Visa Students.

ENROLLMENT PROCEDURE

The following admission requirements must be completed at the time a student applies for enrollment.

- a. A completed admission application.
- b. Official high school transcript(s), GED Certificate, or other document indicating level of proficiency must have been received by SU's Office of Admissions and Records. US citizens or residents who attended school in a foreign country who are unable to timely produce the required documentation may include certification from other official sources.
- c. International students must have on file all the requirements for attending SU required by the U.S. Citizenship and Immigration Service and SU.

- d. Taken a tour of the campus.
- e. Completed the necessary financial arrangements.
- f. Signed the Enrollment Agreement.
- g. Had a personal interview with the IS program director or with his/her designee.

GENERAL AND ACADEMIC POLICIES

General and academic policies, procedures, rules, regulations and standards applicable to all SU students are given earlier in this catalog.

TRANSFER OF CREDITS TO OTHER COLLEGES AND/OR UNIVERSITIES

Graduating or students who are considering transferring from SU to another institution are advised that the IS program is a specially designed program. Courses that make up the program may not be transferable to other Bureau approved or accredited institutions.

It should be noted that in any transfer situation, regardless of the institution involved, the acceptance of credits is the sole discretion of the accepting institution; SU makes no representation whatsoever concerning the transferability of any credits for courses in the IS program to any other institution.

The IS department may accept up to 20 units of coursework for transfer credit that was earned at previously attended institutions approved by the BPPE or accredited by an accrediting agency recognized by the U.S. Department of Education, if the student received a "C" or better grade in the course(s), and if the course(s) is/are evaluated to be equal to a course offered in the IS program. Coursework from other institutions, national or international, will require through documentation evidencing equivalency to the standard set by the BPPE for courses in Bureau approved programs or the U.S. Department of Education for accredited institutions. Each request for transfer credit must be received by the Office of Admission and Records no later than the commencement of classes for new students, and by the last quarter of the program for continuing students who have taken one (1) or more courses at another institution while working toward their AAS in IS degree at SU.

THE ASSOCIATE OF APPLIED SCIENCE DEGREE IN INTEGRATED STUDIES

The IS program awards the Associate of Applied Science degree in Integrated Studies, a Certificate of Achievement in Hypnosis and Hypnotherapy and a Certificate of Completion in Hypnosis. The number of units of coursework that must be completed, respectively, is given below.

INTEGRATED STUDIES	
Associate of Applied Science (AAS) Degree in Integrated Studies	90units
Certificate of Achievement (CA) in Hypnosis and Hypnotherapy	33units
Certificate of Completion (CC) in Hypnosis	15units

The AAS degree in IS is six (6) quarters of full-time study in length. Part-time students are granted four (4) years or 12 quarters to complete the program. Students must obtain at least an overall 2.0 GPA (a "C") in all courses completed upon which the degree is based to graduate.

GRADUATION REQUIREMENTS FOR THE AAS DEGREE IN INTEGRATED STUDIES

Petition for Graduation

Graduation is not automatic upon completion of requirements. A student who plans to receive the Associate of Applied Science degree must file a petition for graduation in the Office of Admissions and Records (OAR). Official transcripts from all institutions attended must be on file before submitting the petition for the AAS degree.

A petition for an evaluation for the AAS degree should be submitted one (1) quarter before the student plans to graduate. An evaluation is a summary analysis of all university coursework and requirements to be completed for the AAS degree. Only evaluations completed by an

evaluator in the OAR are official. Students who have petitioned for graduation should notify the OAR immediately of any name or address change.

GRADUATION REQUIREMENTS FOR THE ASSOCIATE OF APPLIED SCIENCE DEGREE IN INTEGRATED STUDIES

A candidate for the Associate of Applied Science degree in Integrated Studies shall have:

1. Successfully completed the IS program's 90 quarter units of coursework requirement with a minimum cumulative grade point average (CGPA) of 2.0 or better in all coursework undertaken at SU for the AAS degree.
2. Successfully completed all degree requirements within the maximum time limit allowed for the AAS degree, four (4) years, or within an officially approved time extension.
3. Filed all the necessary graduation forms in accordance with timelines provided by the Department of IS and the university's OAR.
4. Settled all outstanding financial obligations to Stanton University.

CERTIFICATE OF ACHIEVEMENT IN HYPNOSIS AND HYPNOTHERAPY

The Certificate of Achievement (CA) Program in Hypnosis and Hypnotherapy (HH) encompasses the fundamental skills required of individuals who wish to become proficient in the field of Hypnosis and Hypnotherapy. The CA provides training specifically for the attainment of skills as a hypnotist, hypnotherapist, a clinical hypnotherapist and a medical hypnotherapist.

Frequently Asked Questions

“What is Hypnosis?”

Hypnosis is a natural state of consciousness in which an individual is open to suggestions. It is similar to a state of mind where one is completely separated from his/her surroundings. Practically, hypnosis is an artificially induced trance state resembling sleep, characterized by heightened susceptibility to suggestion(s).

“What is Hypnotherapy?”

Hypnotherapy is the utilization of hypnosis for therapeutic purpose, i.e., the treatment of symptoms, diseases or addiction by means of hypnotism.

“Is Hypnotherapy Legally Recognized?”

Hypnotherapy (Hypnosis) is recognized as a legal stand-alone profession by the US Department of Labor. It is listed in the Dictionary of Occupational Titles (079.157.010). The US Department of Education lists “Hypnotherapy-Hypnotherapist” (9CIP 2000, 51.3603) under Instructional programs. The office of Administrative Law Judges Law Library lists “Hypnotherapist as a Legal Profession”.

“What are the Legal Requirements of Practicing Hypnotherapy in my State?”

According to the International Hypnosis Federation (IHF) there are no known formal licensure or educational requirements for hypnotherapist. Licensure and other requirements vary from state to state (if there are specific requirements) in the US. Students are encouraged to check with their state occupational licensing authority. California (2003 CA Business and Professional Code) requires clients of non-licensed practitioners to sign a Complementary & Alternative Health Care Form. Some cities require a business license if the individual wishes to operate a business as a hypnotist/hypnotherapist.

“How is Hypnotherapy different from Meditation?”

There are many forms of meditation; however, the primary difference is in the intent. Meditation is used to develop or enhance concentration, to focus, to be centered, to relax and to purge our minds. The purpose of traditional hypnotherapy is to deprogram the subconscious mind to allow the mind to be reprogrammed with a new focus to deal with issues in a different mental environment.

“How is Hypnotherapy different from (applied) psychology?”

Psychologist and psychiatrist are concerned with the science of the mind or mental states of processes. They deal primarily with mental disorder. A hypnotherapist induces a hypnotic state in a client to increase motivation or to alter behavior patterns through hypnosis. A hypnotherapist consults with a client to determine the nature of his/her problem(s), prepares a client to enter hypnotic states by explaining how hypnosis works and what the client will experience; tests subjects to determine degree of physical and emotional suggestibility; induces hypnotic states using techniques of hypnosis based on interpretation of test results and an analysis of a client's problem(s) and may train a client in self-hypnosis conditioning.

“What client issues will I learn to work with?”

Some of the areas covered involve such issues as relationship enhancement, emotional health, phobias, educational improvement, weight management, grief and health, smoking cessation, physical health, stress, grief and loss, sexual health, sports performance, personal growth and spiritual unfoldment.

Certification:

“What body will certify me?”

Your Certificate of Achievement in Hypnosis and Hypnotherapy, Certificate of Completion in Hypnosis and your professional certification of Certified Hypnotist, Certified Hypnotherapist and Certified Clinical Hypnotherapist are issued by Stanton University's Department of Integrated Studies.

The CA program is represented to lead to job opportunities in the general areas referred to in this section of the catalog. The program is not meant to lead to any particular outcome, including to those specified in the program title. Although the University may assist the student with job placement, finding a job is the ultimate responsibility of the student. Stanton University does not guarantee that any student will be placed in any of the jobs described, or at all.

TRANSFER OF COURSES TO THE CA PROGRAM

On approval of the Department Chairperson, a maximum of 12 units of coursework may be transferred to the CA program.

CERTIFICATE OF ACHIEVEMENT IN HYPNOSIS AND HYPNOTHERAPY GRADUATION REQUIREMENT

A candidate for the Certificate of Achievement in Hypnosis and Hypnotherapy shall have:

1. Completed all the required coursework in the CA program, 33 quarter units, with a “C” or better grade in all required courses with an overall cumulative GPA of 2.0 or higher.
2. Completed a minimum of 7 courses in the CA program curriculum while in residence at SU.
3. Had a graduation check. This records check may be requested during the student's fourth quarter of coursework.
4. Completed all coursework for the CA within three years of initial enrollment.
5. Filed an application for graduation in the Office of Admissions and Records prior to the deadline listed in the academic calendar.
6. Paid, at the time of submission of the application for graduation, the \$200 graduation and commencement fee.
7. Cleared all outstanding accounts and fulfilled all financial obligations to Stanton University.

Hypnosis



CERTIFICATE OF ACHIEVEMENT IN HYPNOSIS AND HYPNOTHERAPY

Program Curriculum: 33 Quarter Units

Course	Course Description	Units
HH 240	The Art of Hypnosis, Theory and Practice	3
HH 243	Clinical Hypnotherapy	3
HH 245	Self-Hypnosis	3
HH 250	The Art of Hypnosis	3
HH 253	Practical Hypnosis: How to Master Hypnotic Selling Skills	3
HH 255	Clinical Hypnosis as a Therapeutic Technique	3
HH 260	Forensic Hypnosis: The Practical Application of Hypnosis in Criminal Investigation	3
HH 263	Professional Stage Hypnosis	3
HH 265	Legal and Ethical Issues in the Practice of Hypnosis and Hypnotherapy	3
HH 267	Pediatric Clinical Hypnotherapy	3
HH 270	Medical Hypnotherapy	3
Total Units		33

2. Complete all the required coursework at Stanton University. No courses may be transferred to Stanton University or substituted to satisfy Certificate of Completion requirements.

The Certificate of Completion is a department award in recognition of information on the transcript and does not imply that a graduation requirement has been met.

CERTIFICATE OF COMPLETION IN HYPNOSIS

Course	Course Description	Units
HH 240	The Art of Hypnosis, Theory and Practice	3
HH 243	Clinical Hypnotherapy	3
HH 245	Self-Hypnosis	3
HH 263	Professional Stage Hypnosis	3
HH 265	Legal and Ethical Issues in the Practice of Hypnosis and Hypnotherapy	3
Total Units		15

CERTIFICATE OF COMPLETION IN HYPNOSIS

The Certificate of Completion recognizes the attainment of knowledge and/or skill through the completion of two or more courses as specified by the department issuing the CC. Certificates of Completion are designed to prepare students for personal enrichment, unique skill attainment, employment, job enhancement and/or job advancement. To qualify for the CC in Hypnosis the student must satisfy the following requirements.

1. Achieve a grade of "C" or better in each of the required courses.



ASSOCIATE OF APPLIED SCIENCE DEGREE IN INTEGRATED STUDIES

Program Curriculum: 90 Quarter Units

COURSE	COURSE DESCRIPTION	UNITS
PHIL 100	Logic and Critical Thinking	3
PSY 101	Introduction to Psychology	3
SOC 101	Principles of Sociology	3
ENG 107	Written and Oral Communication	3
HIST 117	Survey of Western Civilization	3
IS 140	Introduction to Interdisciplinary Studies	3
PSY 150	Interpersonal Communication	3
PHIL 160	Reflections on Human Nature	3
PSY 165	Introduction to Social Psychology	3
PSY 177	Effective Counseling Techniques	3
IS 201	Mythology	3
PSY 210	Applied Behavioral Analysis	3
SOC 226	Sociology of Health and Illness	3
PSY 233	Health Psychology	3
HH 240	The Art of Hypnosis, Theory and Practice	3
HH 243	Clinical Hypnotherapy	3
HH 245	Self-Hypnosis	3
HH 250	Theories of Hypnosis	3
HH 253	Practical Hypnosis: How to Master Hypnotic Selling Skills	3
HH 255	Clinical Hypnosis as a Therapeutic Technique	3
HH 260	Forensic Hypnosis: The Practical Application of Hypnosis in Criminal Investigation	3
HH 263	Professional Stage Hypnosis	3
HH 265	Legal and Ethical Issues in the Practice of Hypnosis and Hypnotherapy	3
HH 267	Pediatric Clinical Hypnotherapy	3
HH 270	Medical Hypnotherapy	3
HH 275	Clinical Applications of Imagery in Hypnotherapy – The Power of Human Imagination	3
IS 277	The Inner Art of Meditation	3
IS 280	Better Health Through Imagery	3
IS 286	The Foundations of Spiritual Practice	3
IS 290	Using The Wisdom of Your Body and Mind to Face Stress, Pain, and Illness	3
TOTAL		90

ELECTIVE COURSES

ANTH 105	Introduction to Cultural Anthropology	3
SPEE 172	Small Group Communication	3
SOC 220	Sociological Perspectives on Substance Abuse	3
HH 247	Experimental Approaches to Hypnosis	3
HH 262	Clinical and Experimental Hypnosis	3
IND. STU 295	Independent Study	3

On approval of the department chairperson or his/her designee, three (3) elective courses may be substituted for other course requirements in the IS program.

INTEGRATIVE STUDIES PROGRAM COURSE DESCRIPTIONS

PHIL 100 Logic and Critical Thinking (3)

Letter Grade or Credit/No Credit Option

This course explores the relationship of communications and critical thinking with a focus on good reasoning and the impediments to its mastery. This course emphasizes the development of skills in logical processes including familiarity with the more common fallacies. The course is designed for students learning to apply principles of critical thinking to the practical problems of life, work or problem solving.

PSY 101 Introduction to Psychology (3)

In this course, students are introduced to the scientific analysis of factors that influence and control human behavior. Concepts covered include theories of development, learning theories, memory, abnormal behavior, personality theories, motivation, emotions, psychological disorders, therapy and interpersonal relations.

SOC 101 Principles of Sociology (3)

In this course, students will explore the major groups and cultures that comprise contemporary American society — including the relationships within and between these groups. The values and beliefs that influence group behavior will also be discussed. Emphasis will be placed on applying this knowledge on how to work more effectively with others. Reviewed also are the interpersonal skills, knowledge and understanding needed in today's changing workplace. Traditional topics such as testing and assessment in the workplace, team approaches to work, employee empowerment and participatory management are covered. The course content also includes the scientific study of social interactions and organization with special reference to cross-cultural and multicultural analysis.

ENG 107 Written and Oral Communication (3)

To improve their writing skills, students will practice writing different kinds of correspondences. Students review grammatical and mechanical writing structures that support the successful expression of meaning to gain written communication proficiency. To enhance their oral communication skills, this course offers a wide variety of speaking assignments designed to expose students to all the major skills of speech: analyzing audiences; visual aids;

choosing topics and specific purpose; delivery; small group communication; informative and persuasive speaking; speaker credibility; effective use of language and communication and/or speech to entertain. Students give several speeches with and without visual aids.

HIST 117 Survey of Western Civilization (3)

This course is a historical survey of Western Civilization from early human communities to modernism to the present. The course is designed to further student's general education by introducing the ideas, attitudes and institutions basic to Western Civilization.

IS 140 Introduction to Interdisciplinary Studies (3)

This course is designed to develop the mindset of a holistic thinker or inter-disciplinarian and that of a knowledge explorer, a participant observer and citizen leader in a culturally-diverse and interdependent world. The course is organized around instructional units and a number of related modules. It is based on the principle of "information-giving, information-receiving, and information-exchanging." Emphasis is placed on reading, reflection, web resources and enrichment lectures, action research, writing, dialogue, and debate.

PSY 150 Interpersonal Communication (3)

Letter Grade or Credit/No Credit Option

Prerequisite: ENG 107 with a grade of "C" or better, or equivalent.

This course is designed to offer students an opportunity to investigate those areas of speech communication that are oriented toward interpersonal contexts. The course emphasizes understanding the idea of "self-concept" as well as understanding others. The class addresses the skills and strategies needed to communicate effectively both verbally and nonverbally. The class also addresses interpersonal issues such as relational development and maintenance principles, effective listening behavior, reducing defensiveness, and conflict resolution.

PHIL 160 Reflections on Human Nature (3)

Letter Grade or Credit/No Credit Option

This course explores the issues and problems exemplified in the process of meaningful philosophical activity relating to the topic of human nature. Studies in this course survey representative theories and philosophical reflections relating to the notions of human nature, the individual person, and human characteristics in general. Material for this survey may be drawn from classical and contemporary thinkers, scientific and religious orientations. Students are encouraged to engage in independent research, analysis and formulation.

PSY 165 Introduction to Social Psychology (3)

Letter Grade or Credit/No Credit Option

Prerequisite: PSY 101 with a grade of "C" or better, or equivalent.

Social psychology examines how individuals are influenced by their social environment. Special attention is given to social cognition and perception, self-justification, conformity, group dynamics, prejudice, aggression, prosocial behavior and applied social psychology. Emphasis will be placed on developing critical and integrative ways of thinking about social psychology issues.

PSY 177 Effective Counseling Techniques (3)

Prerequisite: PSY 101 with a grade of "C" or better, or equivalent.

Basic counseling techniques such as nonjudgmental listening, reflection, feedback, goal setting and basic solution skills. Examination of concepts of transference and counter transference and the emphasis therapist attribute to empathy, congruence, acceptance, genuineness and respect. Includes theory and practice within the scope of the course.

IS 201 Mythology (3)

Letter Grade or Credit/No Credit Option

Myth — a traditional or legendary story, esp. one that involves gods and heroes and explains a cultural practice or natural object or phenomenon; a belief or set of beliefs, often unproven or false, that have accrued around a person, phenomenon, or institution. This course introduces students to the major images and themes of the myths of widely separated peoples of the world throughout history. By analyzing various archetypal patterns found in the great civilizations and tribal cultures of the world, students understand both the uniqueness of each culture's world view and the commonality of human mythological conceptions.

Literature and the arts are used to demonstrate these cultures' mythic ideas.

PSY 210 Applied Behavioral Analysis (3)

Prerequisite: PSY 101 with a grade of "C" or better, or equivalent.

An introduction to the philosophy of behaviorism and the basic tenants of applied behavior analysis. Focuses on behavioral assessment and observation and their use in the scientific evaluation of behavior-environment relations.

SOC 226 Sociology of Health and Illness (3)

Prerequisite: SOC 101 with a grade of "C" or better, or equivalent.

This course employs "sociological imagination" to explore issues of health, illness and medical practice. It examines the social contexts of physical and mental health, illness, and medical care and gives prominence to the debates and contrasting perspectives which characterize the field of medical sociology. By exploring the social, environmental, and occupational factors in health and disease, the development of health professions and the health-care workforce, doctor patient relationships, the structure and processes of health-care organizations, health care and social change, this course provides students with an understanding of the organization and analysis of health care in the U.S.

PSY 233 Health Psychology (3)

Letter Grade or Credit/No Credit Option

Prerequisite: PSY 101 with a grade of "C" or better, or equivalent.

This course surveys concepts and applications of psychology that are effective in the areas of optimizing health and the delivery of treatment, including behavior analysis, cognitive interventions of health psychology research and how it leads to better medical care are discussed.

HH 240 The Art of Hypnosis, Theory and Practice (3)

(Two hours lecture, one hour practicum)

Hypnosis is a natural state of consciousness in which an individual is open to suggestions. It is similar to a state of mind where one is completely absorbed in thought and is separated from his/her surroundings, i.e., hypnosis is an artificially induced trance state resembling sleep, characterized by heightened susceptibility to suggestion(s).

This course presents an overview of modern hypnosis in a pragmatic introductory context. Students are presented with a practical introduction on the nature and properties of hypnosis, how to deepen hypnosis and an overview of uses of hypnosis for therapeutic change. The student will also learn how to induce deep trance, determine the indications of deep and waking hypnosis and how to give a pre-introduction interview that results in their client's verbal agreement to be hypnotized.

HH 243 Clinical Hypnotherapy (3)

(Two hours lecture, one hour practicum)

Prerequisite: HH 240 with a grade of "C" or better, or equivalent.

Hypnotherapy is the utilization of hypnosis for therapeutic purposes. This course covers the fundamental knowledge about clinical hypnotherapy that serves as the foundation for all other courses. It covers the historical development of hypnotherapy, suggestion, formulation of suggestions, induction techniques, deepening procedures and hypnotic phenomenon. An overview will be presented on the many uses of clinical hypnotherapy for the release of body tension, reduction of weight, stopping smoking, healing sickness, anesthesia by hypnosis, reduction of stress and the healing of psychological pain, realization of wishes and dreams and regression.

HH 245 Self-Hypnosis (3)

Two hours lecture, one hour practicum.

Prerequisite: HH 240 with a grade of "C" or better, or equivalent.

This course introduces students to the techniques of how to induce self-hypnosis and provides a descriptive interpretation of the benefits of its practice. The students will learn to understand that hypnosis is not only effective as a key to the unconscious mind, but also as a way to use that key to alter long-ago learned concepts and beliefs. Usage of post suggestion, the subconscious mind and the six steps of self hypnosis, and its training will be emphasized. Specific common complaints such as obesity, pain alleviation, anxiety, stress syndromes and allergies are individually addressed as to how they can be treated by self-hypnosis.

HH 250 Theories of Hypnosis (3)

This course provides the student with a comprehensive overview of the integral theories of hypnotherapy and the dynamics of hypnosis and hypnotherapy as used in a wide

range of practice therapies. The course reviews the history of hypnotherapy and provides an overview of research and clinical perspectives.

HH 253 Practical Hypnosis: How to Master Hypnosis Selling Skills (3)

Two hours lecture, one hour practicum.

Prerequisite: HH 240 with a grade of "C" or better, or equivalent or approval of instructor. *Corequisite:* HH 263

As hypnosis has become more acceptable to the general public, new and exciting applications are being discovered. One of the most interesting and effective ways to use hypnosis is in the business world, particularly in sales. Scientists who study language patterns have documented that top salespeople use forms of conversational hypnosis and that less successful salespersons don't. Additionally, these same conversation forms are used by top negotiators, attorneys and even ministers. These techniques can now be learned and used. In this course, the student will learn how to systematically implement methods that are subtle, natural, friendly and highly effective.

HH 255 Clinical Hypnosis as a Therapeutic Technique (3)

(Two hour lecture, one hour practicum)

Prerequisite: HH 240 with a grade of "C" or better, or equivalent, or approval of instructor.

This course is designed to demonstrate why hypnotic treatment can often relieve human suffering as well as, or in some cases better than, other more traditional methods. And in so doing justifies itself as a viable alternative, particularly in the relief of pain. This explains the attainment by hypnosis of a significant place in medical and psychological science. Hypnosis acceptance is based on the involvement of well-trained hypnotherapist who scientifically study the field and who are qualified in its application as an adjunct to certain areas of psychology and medicine.

HH 260 Forensic Hypnosis: The Practical Application of Hypnosis in Criminal Investigation (3)

Two hours lecture, one hour practicum.

Prerequisite: HH 240 and HH 243 with a grade of "C" or better, or equivalent.

In this course the student will study a comprehensive technical manual on the principles, techniques, application, procedures, management and legal aspects of forensic hypnosis. It clearly defines the parameters of this new

science and encourages the use of better techniques in its application and management.

HH 263 Professional Stage Hypnosis (3)

One hour lecture, two hours practicum

Prerequisite: HH 240 with a grade of "C" or better, or equivalent, or approval of instructor. *Corequisite:* HH 253

This course is an extensive study of the various types of stage hypnosis including how to design, develop and perform a hypnotic show before an audience. There are times when a tasteful demonstration of "stage hypnosis" is a very effective tool in convincing skeptics of the power of hypnosis.

HH 265 Legal and Ethical Issues in the Practice of Hypnosis and Hypnotherapy (3)

(Two hours lecture, one hour practicum)

This course examines the multiple ways that law and ethics intertwine in the practice of hypnosis and hypnotherapy and provides guidance in areas in which ethical dilemmas and honoring the ethical responsibilities inherent in the practice of hypnosis and hypnotherapy occur. In addition, the course provides guidance on issues involving the interplay of the needs of clients, values of therapists, formal standards, legal obligations, confidentiality, issues of informed consent, cultural differences, ethical counseling, and discusses the pros and cons of solo or joining a group (in practice) and such issues as marketing, physical arrangement of the office, billing and collection of fees and the appropriate strategies for dealing with these issues. Students will become informed on why it is important to stay up-to-date with current state law and how to protect themselves through purchasing practice insurance, professional knowledge, the proper disclosure of their actual qualifications, disclosure statements and the importance of posting a Code of Practice in their office; plus, many other ways to protect themselves and operate within the letter-of-the law.

During recitation sessions, the class will discuss such legal issues as professional competence, confidentiality, informed consent, state laws and various legal issues that are important for a practicing hypnotherapist.

HH 267 Pediatric Clinical Hypnotherapy (3)

Prerequisite: HH 240, HH 243 with a grade of "C" or better, or equivalent, or consent of instructor.

This course focuses on the use of hypnosis in a clinical setting with children and will cover the techniques of hypnotherapy as applied to a wide range of issues facing clients aged 3-12 years of age. Children have long been regarded as good responders to hypnosis and hypnotic interventions with trance-like states common to their experience. This course is devoted exclusively to hypnosis with regard to the specialized needs of children. It presents material on treating children who have been traumatized or abused; there is additional emphasis on the applications commonly observed in medical practice. The theoretical foundations are examined, psychopathological states are explained and various specialized techniques of induction and therapeutic applications are presented.

HH 270 Medical Hypnotherapy and Medical Hypnotherapy Techniques (4)

Prerequisite: HH 240 and HH 243 with a grade of "C" or better, or equivalent, or approval of instructor.

This course covers a detailed study of medical hypnotherapy practices such as healing by using the light method, release of body tension, complete and practical age regression, time distortion, Cours' law, diminution, rapport, rule of the mind, post hypnosis suggestion, TV technique, confrontation induction, authorization and permissive techniques, placebo effect, suggestion methods, catalepsy and the pairing method.

This course also involves lectures, recitation and demonstrations with practice sessions of the techniques of medical hypnotherapy including – direct and indirect-relaxation induction, treatment to stop smoking and alcohol abuse, weight loss, anger management, sexual dysfunction, anxiety memory, freeway phobia, shyness, learning procrastination, public speaking, audition problems, study ability improvement, test anxiety relationship, teeth grinding, jaw clinching, migraine eating disorders, school phobia, depression, forgiveness, stress reduction, insomnia, drug addiction, pain control, etc.

HH 275 Clinical Applications of Imagery in Hypnotherapy – The power of Human Imagination (3)

This course emphasizes the application of imagery in the clinical setting. The student explores the application of free-imagery as an uncovering technique. The basic principles and therapeutic efficacy of guided affective imagery, active imaging and eidetic imagery are presented. The hypno-

behavioral therapy models of covert conditioning and covert modeling are presented.

IS 277 The Inner Art of Meditation (3)

Meditation – to engage in continued or extended thought; contemplation; spiritual introspection. The Inner Art of Meditation introduces you to this ancient art, and shows you, step-by-step, how it can help you to become aware of who you are, achieve inner peace and enrich the quality of your everybody life. This course introduces you to the practice of “insight” meditation and how you can use its principles to cultivate a profound inner calm and awaken to the truth of your own reality. Four meditations that you can practice on your own are presented: (1) awareness of the health; (2) working with body sensations; (3) awareness of thoughts and feelings; and (4) the practice of forgiveness and loving-kindness.

IS 280 Better Health through Imagery (3)

How does your mind affect your health? This course explores the mind/body connection to show how to unleash your body's natural healing powers. A practical step-by-step guide to the technique of guided imagery is provided, including how to use your imagination to encourage emotional and physical healing; relieve stress; relax and use guided imagery to get in touch with your inner awareness and change dangerous habits including – smoking, alcohol and food addictions.

IS 286 The Foundations of Spiritual Practice (3)

Although spirituality is ineffable and indefinable, intuitively we know that it is a profoundly vital force capable of affecting one's life and behavior. One's spirituality includes one's experience of life's purpose, meaning and mystery, as well as one's harmonious interconnectedness with self, others and a higher power, or God. This course explores the foundations of spiritual practice and distinguishes between spirituality and religion. For many, religion is a bridge to a deeper sense of spirituality – a spirituality that is profoundly inclusive and nonjudgmental, and that speaks to the deeper meaning of life; however, some people get stuck on the bridge. For many others, institutionalized religion is a major barrier to spirituality and is not required.

IS 290 Using the Wisdom of Your Body and Mind to Face Stress, Pain, and Illness (3)

This course presents a practical guide to mindfulness meditation and healing. The course draws from ancient

traditions of self-inquiry and healing through teaching meditation and hatha yoga as part of a comprehensive whole that is too often lost by focusing only on the physiological or psychological benefits of these practices. The offering of practical suggestions for mindfulness meditation is directly linked to the goal of integrating spiritual practice into daily life. Mindfulness is more than a meditation practice that can have profound medical and psychological benefits; it is also a way of life that reveals the gentle and loving wholeness that lies at the heart of our being, even in times of great pain and suffering.

ELECTIVES

ANTH 105 Introduction to Cultural Anthropology (3)

Letter Grade or Credit/No Credit Option

This course presents an overview of cultural anthropology by using a comparative, cross-cultural approach. Emphasis is placed on the study of how various peoples around the world have adapted to their environments and developed behaviors to meet their biological, economic, psychological, social and political needs.

SPEE 172 Small Group Communication (3)

Letter Grade or Credit/No Credit Option.

Prerequisite: ENG 107, or approval of instructor.

This course offers practical experience in the techniques of leading and participating in small group discussions. Small group techniques such as panels, symposiums, problem solving, conflict resolution, leadership skills and parliamentary procedures are covered. Consensus building through service learning is presented as a tool to creating collective consciousness and altruistic philosophy. This course is designed for those planning to work, are working, or are planning to establish a small professional business where group and team building skills are required.

SOC 220 Sociological Perspectives on Substance Abuse (3)

Prerequisite: SOC101 with a grade of “C” or better, or equivalent.

This course examines the history of alcoholism and other mood changing drugs in the United States; the myths and stereotypes of alcohol use; the socio-cultural factors that contribute to the use of drugs; and the patterns and progressions of alcoholism. A variety of different aspects and

perspectives for understanding alcohol and drug use behavior will be covered.

HH 247 Experiential Approaches to Hypnosis (3)

(Two hours lecture, one hour practicum)

Prerequisite: HH 240 with a grade of "C" or better, or equivalent or approval of instructor.

An experiential approach to hypnosis presents to the participants techniques of clinical hypnosis that can enhance their therapeutic skills. Application of catalepsy and ideomotor signaling is discussed. The participant learns various types of suggestions that can be used with resistant clients. Students also learn how to use the hypnotic induction process. Non-verbal cues are outlined that indicate the willingness of the client to be hypnotized, as well as the depth of trance.

HH 262 Clinical and Experimental Hypnosis (3)

Two hours lecture, one hour practicum.

Prerequisite: HH 240 with a grade of "C" or better, or equivalent, or approval of instructor.

In this course, students will learn useful techniques for induction and the management of problems encountered in pastoral counseling, marriage, family and child counseling, health care, mental health practices and various addiction counseling.

They will also learn how to understand the indications, limitations and precautions in the use of hypnotherapy. They will be able to explain how hypnosis can be taken from the realm of the esoteric and placed in the realm of the cognitive. The student will comprehend how greater relaxation concentration, receptivity and self-objectivity provide a better awareness of what the emotionally and physically ill person experiences.

IS 295 Independent Study (1-3)

Hours by arrangement, grade only.

Students must obtain an add card approved by an instructor to register in this course. This course may be taken three times with different content for a maximum of four (4) units. This course is for students who wish to conduct selected research, a special project or engage in special learning activities in an area in the IS program. Students while conducting their independent study hold individualized conferences with the independent study instructor at prearranged intervals and write a final report on the work completed.

**DEPARTMENT OF MEDICAL
ADMINISTRATION**

ASSOCIATE OF APPLIED SCIENCE DEGREE PROGRAM IN MEDICAL ADMINISTRATION

PROGRAM DESCRIPTION

The Associate of Applied Science degree program in Medical Administration (MA) is a program of study that covers an area of health care and medicine that requires personnel with a wide range of skills. The program's curriculum offers the advantage of diversified studies in such areas as management, administration, personnel, medical records, medical transcription, coding and insurance billing, computer applications, medical and health biostatistics, written and oral communication, medical terminology and anatomy, physiology and pathophysiology. 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.

LEARNING OUTCOMES

The learning outcomes of the MA program are based on the following criteria:

- a. Critical thinking — the ability to analyze problems, conceptualize hypotheses, develop arguments, weigh evidence and derive conclusions.
- b. Communication — the ability to articulate the critical thinking outcomes in writing and/or speaking or by other modes of communication.
- c. Self-awareness — the ability to analyze one's actions, to see the perspective of other persons and to work with others in groups.
- d. Personal actions — the ability to take responsibility for one's actions and make ethical decisions in complex situations.

PROGRAM OBJECTIVE

The objective of the MA program is to prepare students with the necessary theoretical foundation and practical experience, as graduates of the program, to be qualified to work as medical administrators in major medical facilities such as hospitals —

inpatient and outpatient — facilities, medical clinics, insurance companies, state and federal government medical facilities such as veterans' hospitals, in Medicare, Medi-cal and Medicaid programs, in private doctors' cooperatives, clinics, private practice physicians' offices and in hospices.

Upon completion of the MA program, the student will possess the knowledge and skills required to function successfully in an entry level position as a medical administrator. Duties may include serving as a healthcare financial administrator where the student will apply administrative, financial and accounting techniques in healthcare decision making involving accounts receivable and payable, special journals, banking procedures and the preparation of worksheets and financial statements. Other duties may involve medical records management or quality assessment, utilization review and risk management. Insurance duties may include insurance coding, determining benefits and coverage, handling claims and settlements. The training in medical transcription prepares the student for either self-employment or a staff position in a hospital, clinic, physician's office, or other facility requiring transcription of medical information. The training that MA students receive prepares them for a broad spectrum of positions in the healthcare field with opportunities to assume greater responsibilities and career advancement.

ADMISSION REQUIREMENTS

To apply for admission to the MA program, request an application by mail, telephone, fax or e-mail; complete the application and return the completed application form with a non-refundable application fee of \$100.00 for U.S. residents or \$200.00 for international students to Stanton University's office of Admissions and Records.

Students may contact the Office of Admissions and Records at SU to request forms or information:

By Mail:

Stanton University
Office of Admissions and Records
12666 Brookhurst St.
Garden Grove, CA 92840

By Tel: (714) 539-6561

Fax: (714) 539-6542

E-mail: su@stantonuniversity.com

Admission is open to applicants who meet the following criteria:

- a. Persons who possess a high school diploma, or California high school proficiency exam certification, or General Education Development (GED) certificate with an average score of 45 or higher.
- b. Possess a Home Study Certificate, or transcript from a home study program that is equivalent to high school level that is recognized by the state of California.
- c. If the person is beyond the age of compulsory high school attendance (18), but does not possess a high school diploma or equivalent, he/she may be admitted by the University under provisional admission status.
- d. Applicants who have completed high school, but are under 18 years old, may be admitted provided they will be 18 years old by the commencement of the fourth quarter of the program. A parent, legal guardian or spouse of legal age is required to cosign the Enrollment Agreement.
- e. Applicants must type 40 wpm to enter the program and 65 wpm to exit or graduate from the program. Applicants who meet all the entrance requirements except the typing requirement may meet the requirement by taking CA 105, Basic Computer Keyboarding and receiving a "C" or better grade.
- f. All applicants must complete and sign an Enrollment Agreement, which must be signed by a parent or guardian if the applicant is under 18 years of age.
- g. All applicants must complete an informal interview with the chairperson of the Department of Medical Administration, or his/her designee, before being admitted to the MA program. If distance is a problem, a telephone interview may be arranged.
- h. All applicants are required to take a tour of the campus prior to attending classes.
- i. All applicants are required to complete financial arrangements prior to registration and attending classes.
- j. The state, employers, and various other agencies may require criminal background checks before a student can be placed in a practicum or take professional licensing, certification, or registration exams. Students who have prior felony convictions or serious misdemeanors may be denied the opportunity to take professional licensing, certification, or registration exams, or may be denied a license or certification to practice in some states, even if the exam is taken and successfully completed. Students are responsible for inquiring with the appropriate agencies about current requirements prior to enrolling in the MA program.
- k. International students must meet the university's international students' entrance requirements. (See catalog section International Students – F-1 Visa Students)

ENROLLMENT PROCEDURE

Before enrollment in MA program classes, each applicant must complete the requirements given under Admission Requirements that are applicable to the applicant. On completion of the Admission Requirements, the student may register and take MA courses.

GENERAL AND ACADEMIC POLICIES

General and academic policies, procedures, rules, regulations and standards applicable to all SU students are given earlier in this catalog.

TRANSFER OF CREDITS TO OTHER COLLEGES AND/OR UNIVERSITIES

Graduating or students who are considering transferring from SU to another institution are advised that the MA program is a speciality tailored program. Courses that make up the program are not generally transferable to other institutions, particularly in programs that emphasize general or liberal arts education.

However, courses may be transferable to other Bureau approved institutions that offer similar programs.

It should be noted that in any transfer situation, regardless of the institution involved, the acceptance of credits is the sole discretion of the accepting institution; SU makes no representation whatsoever concerning the transferability of any credits for courses in the MA program to any other institution.

The MA department may accept up to five (5) courses or a maximum of 20 quarter units for transfer credit earned at previously attended institutions approved by the Bureau for Private Postsecondary Education (BPPE) and institutions accredited by an accrediting agency recognized by the U.S. Department of Education, if the student received a "C" or better grade in the course(s), and if the course(s) are evaluated to be equal to a course(s) offered in the MA program. Coursework from other institutions, national and/or international, will require through documentation evidencing equivalency to the standard set by the BPPE for courses in Bureau approved programs or by the U.S. Department of Education for accredited institutions. Each request for transfer credit must be received by the Office of Admission and Records no later than the commencement of classes for new students, and by the last quarter of the program for continuing students who have taken one (1) or more courses at another institution while working toward their MA AAS degree at SU.

THE PRACTICUM

At the conclusion of classroom training, each student will be placed in a medical administrative setting for 160 hours. This is a cooperative arrangement between SU and the practicum facility.

Practicums may be without or with compensation. If compensation is prohibited at the practicum site by accreditation requirements, the practicum will be non-compensated. Although students are supervised by professionals at their practicum site, they must continue to maintain contact with SU's MA program office on a regular basis. When SU is unable to schedule students into the required practicum there may be a delay between the end of the MA program's classes and the beginning of the practicum. In this case the MA department chairperson may grant a limited

leave of absence during the interim. At the discretion of the University, the practicum may be secured outside the general residential area at a site that is mutually acceptable to SU and the student.

Protocols for participation in a MA practicum are:

1. Students must have any required health examinations, pathology tests and immunizations completed prior to beginning their practicum.
2. During practicum training, students are expected to perform in an ethical, safe, professional manner and to assist in all matters appropriate to the scope of practice. Failure to do so may result in course failure and dismissal from the program.
3. All practicum sites are carefully selected based on an evaluation of site personnel, facilities, geographic location, availability and type of learning experience provided.

The University maintains affiliation agreements with a variety of facilities. Students should be aware that some facilities may have special requirements that must be met. Students are encouraged to seek out practicum sites under the guidance of the Program Director. If a student has a particular interest in a facility with which the University is not affiliated, the student may bring this to the attention of the Program Director so the site may be evaluated.

4. Students may arrange the days or times of practicum training only with written permission from the University. If a student is absent from practicum training, both the site and the University must be informed by the student.
5. The practicum facility will submit evaluations of the student's performance based on the standards set by the University. Students must satisfactorily complete the practicum assignment and submit an approved verification of time completed in order to graduate. To complete the practicum in the time allowed, students may have to increase the number of hours spent on the practicum beyond those normally required during classroom training. Night students are expected to make arrangements to

complete their practicum during daytime work hours.

A request for a reassignment of the practicum training will be evaluated on a case-by-case basis, and may result in additional charges.

6. Stanton University recommends that prospective students who have any criminal charge(s) pending or a prior criminal conviction(s) seriously investigate employment possibilities/barriers applicable to the nature of the pending charge(s) or conviction(s) prior to enrollment.

Stanton University may be required to perform a criminal background check prior to a student being assigned for training to certain practicum facilities. Refusal to submit to a background check, or failure to meet clearance criteria established by the healthcare facility, may prevent placement in an practicum facility and, thus, it may not be possible to successfully complete the program. If a student cannot be assigned for practicum training due to a prior criminal charge(s) or conviction(s), the student will be unable to successfully complete the program of study and will be disenrolled from SU. The refund policy in the catalog and Enrollment Agreement will be applicable to any monies due to disenrollment.

THE ASSOCIATE OF APPLIED SCIENCE DEGREE PROGRAM IN MEDICAL ADMINISTRATION

The Medical Administration program awards the Associate of Applied Science (AAS) degree in Medical Administration, a Certificate of Achievement (CA) in Medical Transcription, Coding and Insurance Billing and a Certificate of Completion (CC) in Medical Office Supervision. The number of units of coursework that must be completed, respectively, is given below.

MEDICAL ADMINISTRATION

Associate of Applied Science Degree in Medical Administration	98 units
Certificate of Achievement in Medical Transcription, Coding and Insurance Billing	52 units
Certificate of Completion in Medical Office Supervision	26 units

The MA program awards the Associate of Applied Science degree, upon approval of the faculty, in recognition of the completion of a minimum of 98 quarter units of coursework and specified program requirements.

The MA is six (6) quarters in length for full-time students. Students are granted four (4) years or 12 quarters to complete the program, and must obtain at least a 2.0 cumulative grade point average (a "C") in all courses completed upon which the degree is based.

ASSOCIATE OF APPLIED SCIENCE DEGREE IN MEDICAL ADMINISTRATION GRADUATION REQUIREMENTS

A candidate for the Associate of Applied Science degree shall have:

1. Successfully completed the MA program's 98 quarter units of coursework requirement with a minimum cumulative grade point average (CGPA) of 2.0 or better in all coursework undertaken at SU for the AAS degree.
2. Successfully completed all degree requirements within the maximum time limit allowed for the AAS degree, four (4) years, or within an officially approved time extension.
3. Filed all the necessary graduation forms in accordance with timelines provided by the Department of MA and the university's Office of Admissions and Records.
4. Settled all outstanding financial obligations to Stanton University.

CERTIFICATE OF ACHIEVEMENT IN MEDICAL TRANSCRIPTION, CODING AND INSURANCE BILLING

PROGRAM DESCRIPTION

Medical transcription, coding and insurance billing specialists are essential to the functional viability and financial success of medical clinics, hospitals — inpatient and outpatient — facilities, medical and dental supply firms, physicians and insurance companies.

The CA program encompasses the fundamental skills in medical transcription, coding and the billing and collection of healthcare fees. It includes the coding of medical procedures and the assessment of patients' records to classify levels of claims reimbursement using detailed healthcare coding systems. Other specific skills include computer applications, fundamentals of anatomy/physiology/pathophysiology, medical terminology and transcription, oral and written communication, the protocols of interacting with medical personnel and patients, and medical and health biostatistics.

With the advent of managed care, there is an increased need for non-clinical medical office personnel who have the knowledge and skills required to work with insurance billings. The professional duties may include analyzing medical records, assigning codes to classify diagnoses and procedures and providing support for the medical reimbursement system. The program is four (4) quarters in length.

The CA program is represented to lead to job opportunities in the general areas referred to in this section of the catalog. The program is not meant to lead to any particular outcome, including to those specified in the program title. Although the university may assist the student with job placement, finding a job is the ultimate responsibility of the student. Stanton university does not guarantee that any student will be placed in any of the jobs described, or at all.

CERTIFICATE OF ACHIEVEMENT IN MEDICAL TRANSCRIPTION, CODING AND INSURANCE BILLING

Program Curriculum: 52 quarter Units

Course	Course Description	Units
CA 105	Basic Computer Keyboarding	2
CA 120	Introduction to Microsoft Word	3

MED 130	Human Anatomy and Physiology	4
MED 135	Pathophysiology	4
MED 140	Medical Terminology	4
MED 150	Biostatistics	4
COD 160	ICD-9- CM Coding I	4
COD 162	ICD-9-CM Coding II	4
COD 164	Current Procedural Terminology (CPT) Coding	4
INS 167	Medical Insurance Claims Processing and Billing	3
INS 169	Insurance Coding Applications and Legal Issues	3
TRAN 215	Medical Transcription	4
TRAN 217	Advanced Medical Transcription	4
MA 290	Practicum	5
Total Units		52

TRANSFER OF COURSES TO THE CA PROGRAM

On approval of the Department Chairperson, a maximum of 16 units of coursework may be transferred to the CA program.

CERTIFICATE OF ACHIEVEMENT IN MEDICAL TRANSCRIPTION, CODING AND INSURANCE BILLING GRADUATION REQUIREMENTS

A candidate for the Certificate of Achievement in Medical Transcription, Coding and Insurance Billing shall have:

1. Completed all the required coursework and the practicum in the CA program, 52 quarter units, with a "C" or better grade in all required courses with a cumulative GPA of 2.0 or higher and passed the typing test, 65wpm, with 95% accuracy or better.
2. Completed a minimum of 10 courses in the CA program curriculum while in residence at SU.
3. Had a graduation check. This records check may be requested in the student's fourth quarter of coursework, during their practicum.

4. Completed all coursework for the CA, within three years of initial enrollment.
5. Filed an application for graduation in the Office of Admissions and Records prior to the deadline listed in the academic calendar.
6. Paid, at the time of submission of the application for graduation, the \$200 graduation and commencement fee.
7. Cleared all outstanding accounts and fulfilled all financial obligations to Stanton University.

CERTIFICATE OF COMPLETION IN MEDICAL OFFICE SUPERVISION

The Certificate of Completion recognizes the attainment of knowledge an/or skill through the completion of two or more courses as specified by the department issuing the CC. Certificates of Completion are designed to prepare students for employment, job enhancement and/or job advancement. To qualify for the CC in Medical Office Supervision, the student must satisfy the following requirements.

1. Achieve a grade of "C" or better in each of the required courses.

2. Complete all the required coursework at Stanton University. No courses may be transferred to Stanton University or substituted to satisfy Certificate of Completion requirements.

The Certificate of Completion is a department award in recognition of information on the transcript and does not imply that a graduation requirement has been met.

CERTIFICATE OF COMPLETION IN MEDICAL OFFICE SUPERVISION

Course	Course Description	Units
ENG 104	Written and Oral Communication	4
ACCT110	Accounting Fundamentals	4
MED 140	Medical Terminology	4
BUS 145	Human Resources Management	4
MA 175	Medical Office Computer Applications	4
MA 190	Medical Records Management	3
MA 225	Principles of Supervision and Administration	3
Total Units		26

**ASSOCIATE OF APPLIED SCIENCE DEGREE
IN MEDICAL ADMINISTRATION**

Program Curriculum: 98 Quarter Units

Course	Course Description	Units
PSY 101	Psychology	4
SOC 101	Principles of Sociology	4
CA 105	Basic Computer Keyboarding	2
ENG 107	Written and Oral Communication	4
CA 110	Introduction to Microsoft Word	3
ACCT115	Accounting Fundamentals	4
MED 130	Human Anatomy and Physiology	4
MED 135	Pathophysiology	4
MED 140	Medical Terminology	4
MA 145	Principles of Supervision and Administration	3
MED 150	Biostatistics	4
COD 160	ICD-9-CM Coding I	4
COD 162	ICD-9-CM Coding II	4
COD 164	Current Procedural Terminology (CPT) Coding	4
INS 167	Medical Insurance Claims Processing and Billing	3
INS 169	Insurance Coding Applications and Legal Issues	3
MA 175	Medical Office Computer Applications	4
MA 190	Medical Records Management	3
MA 205	Health Laws, Accreditation and Licensing Standards	3
TRAN 215	Medical Transcription	4
TRAN 217	Advanced Medical Transcription	4
BUS 225	Human Resources Management	4
MA 235	Medical Office Administration and Management	4
MA 245	Quality Assessment, Utilization Review & Risk Management	3
PSY 262	Health Psychology	3
MA 280	Healthcare Financial Administration	3
MA 290	Practicum	5
Total Units		98

Elective Courses

SPEE 172	Small Group Communication	3
FM 215	Fundamentals of Facilitation and Meditation	4
PHI 270	Public Health	3
MA 276	Survey of Healthcare Systems	3
MGMT 285	Communication for Management/Administration	4
MA 286	Health-Care Quality Management and Outcomes Analysis	3

On approval of the department chairperson or his/her designee, elective courses may be substituted for MA program course requirements.

MEDICAL ADMINISTRATION PROGRAM COURSE DESCRIPTIONS

PSY 101 Psychology (4)

In this course, students are introduced to the scientific analysis of factors that influence and control human behavior. Concepts covered include theories of development, learning theories, memory, abnormal behavior, personality theories, motivation, emotions, psychological disorders and therapy and interpersonal relations.

SOC 101 Principles of Sociology (4)

In this course, students will explore the major groups and cultures that comprise contemporary American society — including the relationships within and between these groups. The values and beliefs that influence group behavior will also be discussed. Emphasis will be placed on applying this knowledge on how to work more effectively with others. Reviewed also are the interpersonal skills, knowledge and understanding needed in today's changing workplace. Traditional topics such as testing and assessment in the workplace, team approaches to work, employee empowerment and participatory management are covered. The course content also includes the scientific study of social interactions and organization with special reference to cross-cultural and multicultural analysis.

CA 105 Basic Computer Keyboarding (2)

1 hour lecture, 2 hours lab.

(Students who already possess basic keyboarding skills may petition to bypass this course and choose an elective course in its place.)

This course is designed to improve MA students' computer keyboarding skills. Computer keyboarding teaches touch control of the keyboard and proper typing techniques. Students build speed and accuracy through specialized drills and practice on straight copy and numbers. Students apply keyboarding skills for formatting of tables, reports, letters and memos using a computer and word processing software. To graduate, students must pass a typing test of 65 wpm, with 95% accuracy or better.

ENG 107 Written and Oral Communication (4)

To improve their writing skills, students will practice writing

administrative and business correspondences. Students review grammatical and mechanical writing structures that support the successful expression of meaning to gain written communication proficiency. To enhance their oral communication skills, this course offers a wide variety of speaking assignments designed to expose students to all the major skills of speech making and oral communication. Students focus on the following basic elements: outlining, listing, organizing a speech; analyzing audiences; visual aids; choosing a topic and specific purpose; delivery; small group communication; informative and persuasive speaking; speaker credibility; effective use of language, communication and/or speech to entertain. Students give several speeches with and without visual aids.

CA 110 Introduction to Microsoft Word (3)

2 hours lecture, 2 hours lab.

Prerequisite: CA105 with a grade of "C" or better, or equivalent, or approval of instructor.

Text editing features in Microsoft Word are covered — including insert, delete, find and replace, move and copy, headers and footers, pagination, character, paragraph and document formatting, spell check and tables and mail merge. Students will also learn text editing features including creation of envelopes and labels, plus sorting styles, templates, wizards, macros, document notations and online forms.

ACCT 115 Accounting Fundamentals (4)

Prerequisite: CA 110 with a grade of "C" or better, or equivalent, or approval of instructor.

Introduction to the fundamental principles and practices of accounting including the theory of debit and credit and the accounting cycle. Includes beginning steps in the analysis of accounting transactions and their relationships to the basic accounting equation in preparation for more complex problem analyses in financial administration. Covers ledgers, assets, liabilities, equity, accounts receivable, accounts payable, special journals, cash receipts, payments and banking procedures, as well as the accrual basis of accounting and the preparation of worksheets and financial statements. Students will be introduced to inventories and classified income statements and to a cross section of accounting systems software.

MED 130 Human Anatomy and Physiology (4)

An examination of the structure of the human body and the functions of six major systems of the body: the integumentary system, the nervous system, the senses, the muscle and skeletal systems and the endocrine system. Students are also instructed on cell structure and physiology, tissue classification and function and general body organization.

MED 135 Pathophysiology (4)

Prerequisite: MED 130 or approval of instructor.

An examination of disease processes in the human body from a systems approach, commencing with a study of disease and an overview of microbiology, immunology, psychopathology, epidemiology and a system by system survey of specific diseases pertaining to individual organs or systems. The signs and symptoms, etiology, diagnosis and treatment of the most common and significant diseases are examined along with the appropriate medical terminology.

MED 140 Medical Terminology (4)

This course covers basic medical terminology and the vocabulary of medical specialties. Special emphasis is on the use of prefixes, suffixes, roots and non-technical explanations of medical terms and descriptions of anatomy, physiology and pathophysiology. Students learn to utilize medical terminology as it applies to the structure of the human body, common laboratory tests, radiological and operative procedures, as well as basic pharmacology.

MA 145 Principles of Supervision and Administration (3)

This course introduces the student to the basic concepts of personnel supervision including role transition, recruitment, training, performance standards, discipline and performance evaluation. Other topics include writing job descriptions and policy and procedure manuals; budget management, department layout/design, meetings management, stress and time management.

MED 150 Biostatistics (4)

Descriptive and inferential statistics. Descriptive analysis of data through graphs, measures of central tendency and spread. Basic probability, estimation of population parameters, hypothesis testing, linear regression and correlation. Basic principles of hospital and non-acute facility health statistics. Calculation of health management statistics and specific vital

statistics, as well as discharge analysis reporting. Preparation of monthly and annual medical, administrative and outside agency reports utilizing tables and graphs.

COD 160 ICD-9-CM Coding I (4)

3 hours lecture, 3 hours lab.

Prerequisite: MED 135 and MED 140, each with a grade of "C" or better, or equivalent.

Introduction to the international classification of diseases (ICD) coding system. Includes the basic coding guidelines applicable to coding signs and systems, diseases, disorders and procedures, as well as coding ethics. Students code using both code books and a special computer software program.

COD 162 ICD-9-CM Coding II (4)

3 hours lecture, 3 hours lab.

Prerequisite: COD 160 with a grade of "C" or better, or equivalent.

Continuation of COD 160 with an emphasis on advanced principles of ICD-9-CM coding of conditions, diseases, and procedures. Students code using both code books and computer software. This course includes coding, indexing, retrieval and abstracting of patient data, along with instruction on how codes generate DRG's and how case mix is derived.

COD 164 Current Procedural Terminology (CPT) Coding (4)

3 hours lecture, 3 hours lab.

Introduction to the purpose and use of current procedural terminology (CPT) coding. The course covers the CPT manual format, code format and coding steps used to code from six divisions of CPT: (1) evaluation and management, (2) anesthesia, (3) surgery, (4) radiology, (5) pathology and laboratory, (6) medicine. In addition, the course includes an overview of reimbursement issues involving physician and hospital payment for outpatient services.

INS 167 Medical Insurance Claims Processing and Billing (3)

Prerequisite: COD 164 with a grade of "C" or better, or equivalent.

This course is designed to prepare students to work with insurance forms in healthcare/medical offices, clinics, hospitals and in other medical areas. The course covers health insurance plans of major carriers (including HMO's, PPO's, IPA's and Managed Care), inpatient and outpatient insurance forms, with emphasis on completion of benefits and claims forms, proper procedural coding and diagnostic coding using current editions of physicians current procedural terminology and international classification of diseases.

INS 169 Insurance Coding — Applications and Legal Issues (ICALI) (3)

Prerequisite: INS 167 with a grade of "C" or better, or equivalent.

ICALI provides students with hands-on application of insurance concepts. Emphasis is on superbill use and design; correspondence with administrators, insurance companies and third-party payers — including format, sample letters and medical necessity denials; procedures for avoiding, conducting, and appealing audits; billing fraud, waiving co-payments, alternative care, contracts, negotiations, legal issues, multiple carriers, prior authorizations, concurrent reviews and post-payment audits.

MA 175 Medical Office Computer Applications (4)

Prerequisite: CA 110 with a grade of "C" or better, or equivalent, or approval of instructor.

In this course, students will learn and gain an understanding of how to operate practice management software in any health-care setting by using computer software programs for efficient practice operations that include: creation and maintenance of patient provider and insurance carrier databases, accounts receivable and payable systems, billing and collection procedures, insurance claims processing and the production of various practice management reports. Students will also learn advanced word processing, spreadsheets, charts and practice and learn advanced concepts using practice management software to create, process, and present information using a variety of modalities.

MA 190 Medical Records Management (3)

Prerequisite: CA 110 with a grade of "C" or better, or equivalent, or approval of instructor.

This course covers the fundamentals of medical records management including the principles of indexing and filing; the major filing systems — alphabetical, numerical, subject, and geographic; the role of records management and the records manager in various medical facilities; selection of systems, equipment and supplies; design, control and maintenance of a records center. The course also provides experience in using the computer to manage records. POMR and SOAP are also covered.

MA 205 Health Laws, Ethics, Accreditation and Licensing Standards (3)

This course covers the legal aspect of health information management including the American legal system and causes of medical malpractice; state, federal and other agency rules

regarding record access, retention, release of information, processing subpoenas and confidentiality. Accreditation, licensing and certification requirements for acute as well as non-acute health-care facilities are covered.

TRAN 215 Medical Transcription (4)

2 hours lecture, 4 hours lab.

Prerequisite: CA 105 and MED 140 with a grade of "C" or better, or equivalent, and ability to type 40 wpm.

An introductory course for students who are interested in learning beginning-level medical transcription. Students in this course transcribe medical office and hospital dictation using transcribing machines. To improve their speed and accuracy of transcription, students are required to perform numerous transcription exercises at increasing speeds.

TRAN 217 Advanced Medical Transcription (4)

2 hours lecture, 4 hours lab.

Prerequisite: TRAN 215 with a grade of "C" or better, or equivalent.

Advanced medical transcription is a course designed for students who have a beginning level of skill in medical transcription, who are interested in professional transcription and are interested in learning advanced level medical transcription. Students in this course transcribe medical office and hospital transcription using transcribing machines. To determine their proficiency, students are continuously tested for transcription speed and accuracy.

BUS 225 Human Resource Management (4)

Prerequisite: MA 145 with a grade of "C" or better, or equivalent.

This course takes a systems perspective of managing human resources as the most valuable asset of any organization, recognizing that effective management of this vital asset is essential to organizational success. Topics covered include: the impact of recruitment, training, compensation, performance appraisal, benefits, promotion, severance, employment safety and the effect of labor-management relations on human resources management.

MA 235 Medical Office Administration and Management (4)

This course covers the major administrative/management and office functions of a medical administrator including patient reception, charting, appointment scheduling, filing, telephone techniques, health information and records management, mail

processing, written communications, financial records maintenance and management, banking practices, professional activities, personal conduct, medical ethics and law.

MA 245 Quality Assessment, Utilization Review & Risk Management (3)

This course introduces the concept of quality assessment (QA), utilization review (UR) and risk management (RM) in healthcare. Topics included are purpose, philosophy, historical development, analysis techniques and program development analysis strategies. Quality assessment activities in medical staff appointment/reappointment are also covered. Additional topics include physician confidentiality issues and key concepts in continuous quality improvement (CQI).

PSY 262 Health Psychology (3)

Prerequisite: PSY 101 with a grade of "C" or better, or equivalent, or approval of instructor.

This course surveys concepts and applications of psychology that are effective in the areas of optimizing health and the delivery of treatment, including behavior analysis and cognitive interventions and prevention techniques. Perspectives of health psychology research and how it leads to better medical care are discussed.

MA 280 Healthcare Financial Administration (3)

Prerequisite: ACCT 115 with a grade of "C" or better, or equivalent, or approval of instructor.

This course is designed to build upon the concepts introduced in accounting fundamentals and develops proficiency in applying administrative financial techniques in health-care decisionmaking. The purpose of life and health insurance, an overview of the insurance industry, contracts, policy provisions, options and riders, beneficiaries, premiums and proceeds are covered. Other topics include social security, retirement plans, group health, disability, accidental death and dismemberment. The 1996 Health Insurance Portability and Accountability Act and the Taxpayer Relief and Balance Budget Accts of 1997 are covered.

MA 290 Practicum (5)

Prerequisite: Completion of all courses in the MA program with a grade of "C" or better.

At the completion of classroom training, each student will be placed in a supervised clinical practicum for 160 hours at an approved location and facility. Supervision of the student is

shared by the staff of the affiliating facility, hospital or health-care provider and Stanton University. The directed practicum is coordinated by a member of the MA program selected by the program director. The purpose of the practicum is to give the student an opportunity to gain confidence, competency and to sharpen and refine skills learned in the classroom. All hours are volunteered and no remuneration is allowed in most cases due to accreditation requirements. All requirements specified in the practicum agreement must be met, including the submittal of records validating attendance and satisfactory completion of the practicum objective.

ELECTIVE COURSES

SPEE 172 Small Group Communication (3)

Letter Grade or Credit/No Credit Option.

Prerequisite: ENG 107, or approval of instructor.

This course offers practical experience in the techniques of leading and participating in small group discussions. Small group techniques such as panels, symposiums, problem solving, conflict resolution, leadership skills and parliamentary procedures are covered. Consensus building through service learning is presented as a tool to creating collective consciousness and altruistic philosophy. This course is designed for those planning to work, are working, or are planning to establish a small professional business where group and team building skills are required.

FM 215 Fundamentals of Facilitation and Mediation (4)

An intensive introductory course on facilitation fundamentals designed to provide students with an understanding of group dynamics and decision making as a basis for learning the roles, processes and techniques of group facilitation. Role plays, simulations and case studies. This course is also an introductory interactive and entertaining course designed for students and business persons to develop the skills required to perform effectively as mediators. Students will be introduced to different mediation styles such as facilitative, transformative, and evaluative methods. Negotiating principles, role playing, videos and case studies are utilized.

PH 270 Public Health (3)

This course covers the principles of public health — including public and community health and disease prevention, public health education, treatment of chemical dependency, (as well

as public alerts), communicable diseases and epidemiology.

MA 276 Survey of Healthcare System (3)

This course presents an overview of U.S. health-care systems to enable medical practitioners to more effectively communicate with other health-care practitioners when they want to make or when they receive referrals. The course surveys the major health insurance plans including HMO's, PPO's, IPA's, Managed Care, group health, and disability.

MGMT 285 Communication for Management/Administration (4)

Prerequisite: ENG 107 and CA 110 with a grade of "C" or better, or equivalent, or approval of instructor.

Basic communications objectives of organizations. Various types of communication used for decision making — their nature, capabilities and limitations. Using computers for communication purposes. Practices to improve written communications using the approved style manual and how to write situational letters/reports and interpersonal communication techniques — listening,

interviewing and evaluating techniques. Employee and media interviews, presentation, and case studies. The function of public relations in management and organizational settings.

MA 287 Health-care Quality Management and Outcomes Analysis (3)

Prerequisite: MED 150, MA 245 and MA 280 with a grade of "C" or better, or equivalent, or approval of instructor.

This course examines the relationships between health-care quality and organizational performance management. The student is introduced to the rationale of performance management and the role of the governing body of the health-care organization in ensuring compliance with the standards of regulatory and accreditation organizations. Methods for assuring quality in process and outcome management are described, as well as the significance and statistical application of measuring outcomes. Various health-care customers are identified. Changing trends in the provision and reimbursement of health-care services are reviewed.



**DEPARTMENT OF NURSING
EDUCATION**

NURSING EDUCATION

Program Description

Nursing is defined as a science, discipline and health-care practice that focuses on the assessment, diagnosis and treatment of clients having health problems within the domain of nursing. As a profession, nursing provides health care to individuals of all ages with an emphasis on health promotion, health maintenance, health care during illness and injury, and rehabilitation. The practice of nursing focuses on adaptation of the client in four major modes: physiological, self-concept, role function, and interdependence and is an evolving profession which requires a continuing commitment to learning.

The purpose of the Stanton University (SU) Nursing Education program is to provide an educational opportunity for qualified individuals interested in a career in nursing to prepare for a nursing career through mastery of a specific body of knowledge and skills. Nurses apply knowledge from the biological, physical, behavioral and nursing sciences to care for clients in varied settings. Within this context, the SU Nursing Education Department is committed to providing society with Vocational Nurses (VNs) and Registered Nurses (RNs) who are capable of functioning in diverse health-care settings. Upon successful completion of program requirements, graduates are eligible to take the National Council Licensure Examination for Registered Nurses (NCLEX-RN) or the National Council Licensure Examination for Vocational Nurses (NCLEX-PN).

The Associate in Science Degree (ASD) nurse graduate is prepared to function as a provider of care, manager of care and member of the discipline of nursing. As a provider of care, the RN utilizes the nursing process as a basis for decisions regarding the delivery of care. As a manager of care, the RN collaborates with other health-care providers in the organization and delegation of care. As a member of the discipline of nursing, the graduate is committed to professional growth, continuous learning and self-

development. In fulfilling these roles, the ASD nurse graduate utilizes critical thinking, demonstrates clinical competence and is accountable for and committed to the value of caring.

Career Opportunities

Licensed Registered Nurses (LRNs) and Licensed Vocational Nurses (LVNs) may find entry-level employment in the following areas: public health, occupational health, medical offices, psychiatric facilities, operating rooms, maternity units, pediatric units, hospices, clinical labs, blood-collection agencies, rehabilitation centers, departments of corrections, child-care centers, long-term-care facilities, weight-control clinics, community programs, nursing registries, summer camps, pharmaceutical companies, medical equipment companies, private duty, and in numerous other health-care facilities, organizations and agencies.

The health-care delivery system is rapidly changing as a result of scientific and technological advances, an increase in population, peoples' longer life span, a decline in the death rate and an increase in chronic diseases and disabilities. These changes have made the delivery of health services more complex and challenging to meet the demand for equal, affordable and quality care for all members of our multicultural society. The future of nursing promises changes and challenges relating to not only technological and scientific advances that affect the health-care delivery system, but also ethical and political issues.

Nursing Education Programs' Admission Policies and Procedures

Admission to a Nursing Education program is by special application. Information packets and applications for a nursing program are available from Stanton University's Nursing Admissions Advisor, who can be reached by contacting SU's Nursing Education Department at 12666 Brookhurst Street, Garden Grove, CA 92840, Tel. 714-539-6561, Fax. 714-539-6542.

Prospective students are responsible for obtaining these materials in order to acquaint themselves with the requirements and procedure for admission to a Nursing Education program. The information given here is an overview. Specific information on a program option is provided in the handbook for that nursing program option.

In order to guarantee admission to a particular program in a timely manner, students are advised to apply early since the admission review process has specific timelines and is thorough. Stanton University reserves the right to reject any applicant from consideration if the Nursing Education program's admission requirements are not completely met and the admission procedure is not followed.

Stanton University's Nursing Education program has instituted a policy to assist students in preparation for a rigorous academic nursing program. All applications that meet the prerequisite criteria outlined in the application packet are placed in an applicant pool. Students in the applicant pool are required to take a pre-nursing test called the TEAS Test. The TEAS Test consists of reading comprehension, mathematics, science and English and language usage. Students must pass the TEAS with a score of 67% or higher to be considered as a candidate.

Directed Clinical Practice Requirement

Students accepted into a nursing program will be required to successfully complete Directed Clinical Practice/clinically-based courses held in health-care facilities. These facilities require background checks and urine drug screening as a condition of placement.

Refusal to submit to a background check, or failure to meet clearance criteria established by the health-care facility, may prevent placement in Directed Clinical Practice/clinically-based courses and, thus, it may not be possible to successfully progress or complete the program.

Health-care facilities also require adherence to strict standards of conduct. Facilities may refuse educational

access to any person who does not adhere to the facility's standards of safety, health and ethical behavior. This may be cause for removal from the program.

Program Options

In addition to the general admission requirements that must be completed by students applying to a nursing program, certain "options" include variations in these requirements. Specific information on these options is outlined in the nursing program's information and application packet. The Nursing Education Program options are:

1. Option A: Vocational Nurse (VN) – New Student, Licensed VN Objective.
2. Option B: Registered Nurse (RN) – Entering a nursing program for the first time, Associate in Science Degree, ASD, Licensed RN Objective.
3. Option C: Licensed Psychiatric Technician (LPT) to Registered Nurse (RN), (Advanced Placement), Associate in Science Degree, ASD, Licensed RN Objective.
4. Option D: Licensed Vocational Nurse (LVN) to Registered Nurse (RN), (Advanced Placement), Associate in Science Degree, ASD, Licensed RN Objective.
5. Option E: LVN: 30 Unit Option – LVN + 30 Units qualifying for NCLEX – RN examination, non-degree. The 30-Unit Option is mandated by the Board of Registered Nursing as an option for applicants who are licensed in California as a LVN. Completion of this option makes the student eligible to apply for licensure by examination, by qualifying to take the NCLEX-RN Exam. The graduate of this option is not to be considered a graduate of the ASD Nursing Program.
6. Option F: International or foreign student applicant who completed their nursing education in another

country, who wishes to complete one or more content areas to qualify to take the National Council Licensure Examination for Registered Nurses (NCLEX-RN).

Note: Licensure requires taking and passing the NCLEX-RN examination or the NCLFX-PN examination.

Academic Policies

The academic policies, rules, regulations and standards applicable to students in a Nursing Education program are the same as those for all students matriculating at SU in an academic program and are outlined earlier in this catalog. However, there are specific requirements that apply only to applicants to a Nursing Education program that require special emphasis.

Transfer Credit Policy

1. Credit for Prior Education

Any student petitioning for transfer credit must request an official transcript from the originating institution and have it sent directly to Stanton University's Office of Admissions and Records no later than the commencement of classes for new students, and no later than the beginning of the last quarter of the program for continuing students who have taken one or more courses at another institution while working on a nursing degree at SU. Credit may not be awarded for prior coursework if official transcripts are not received within these time frames. In addition, copies of course descriptions, school catalogs and course syllabi may also be required for evaluation purposes.

Transfer credit must meet all of the following criteria.

- a. Credits must have been earned at previously attended institutions accredited by an accrediting agency recognized by the US. Secretary of Education.
- b. Only courses in which a letter grade of C (2.0 on a 4.0 grade scale) or better was received, or in which

a pass or credit grade was received in courses that are graded Pass/Fail or Credit/No Credit will be considered for transfer credit.

- c. Determination of the transferability of a course and the amount of credit to be given are determined by the Director of Admissions and Records and the Chairperson of the Nursing Education Department, or designees. The decision of the Director and Chairperson is final.
- d. For ASD programs, all general education/science courses must have been taken within the last five (5) years. Any nursing course(s) being considered for transfer credit must have been taken within the last one year, and the student must be listed in good standing within the prior institution.

2. Transfer of Credit to Other Colleges and/or Universities

Stanton University makes no representation whatsoever concerning the transferability of any credits for courses in SU's nursing programs to any other institution. The acceptance of credits for transfer is the sole discretion of the accepting institution. Students planning to transfer to another institution should plan ahead by contacting that institution to become familiar with the institution's transfer credit policy.

Reentering Students

Reentering students, if accepted, must reenter under the admissions, academic, programmatic and administrative policies in effect in the current catalog and will be subject to the current tuition rates. In addition, students wishing to reenter may be required to appeal for readmission. However, students who took an official leave of absence and were in good standing in a Nursing Education Department program may re-enter the program without appealing during a two-year period.

Students in the ASD in Nursing program may not reenter SU if they have been terminated for academic or conduct reasons without first making a formal appeal through the

university's Office of Admissions and Records. Any transfer or reentry is on a space available basis.

Financial Information

Tuition Payment

Tuition for the program selected is due on the date a student is officially entered into a nursing program unless alternative arrangements are made with the Business Office. Payment may be made with cash, credit card, check, or money order made payable to the University. Payments should be made in person during regular office hours or mailed and postmarked prior to the due date. Checks that are returned for non-sufficient funds will be assessed a \$25 processing fee. If tuition payments by check are returned more than once for non-sufficient funds during the session of the enrollment agreement, all future payments must be in cash, by cashier check, by money order, or by electronic deposit, e.g., debit card.

Collection Expenses

All expenses incurred by the University to collect delinquent tuition or fees from students will be added to the student's account.

Financial Suspension

It is the policy of Stanton University that students' financial accounts must always be current or that appropriate arrangements have been made with the Business Office. Students who fail to make satisfactory arrangements or who default on their financial arrangement are subject to possible suspension or dismissal.

Length of the ASD Program and Program Residency Requirement

The core ASD program consists of sequenced courses over a six-quarter period. It is strongly recommended that part or all of the **General Education Requirements** be completed prior to admission to an ASD Nursing

Education program or during summer sessions. All students are expected to observe the attendance requirements of the nursing program as stated in the SU catalog and other nursing program publications.

To meet the ASD RN residency requirement, students must complete a minimum 30 quarter units of the 91 quarter units required for the ASD in residence at SU. In order to remain enrolled in and complete an ASD program, the student must maintain a "C" (2.0 GPA) or higher in all nursing courses and program prerequisite courses. In combined nursing lecture/lab courses, the student must receive a minimum "C" in the lecture and a satisfactory or "C" grade in the lab portion in order to successfully complete the course.

Academic Credit — Credit Units Measurement

Stanton University operates on the quarter system and measures its program credits and requirements in quarter hours/unit. Units of credit are assigned to courses on the basis of the national standard student workload, **the Carnegie Unit**, which for lectures is 30 hours/unit of quarter credit.

Specifically, a quarter unit of credit represents:

1. One hour/week of lecture or recitation led by an instructor for 10 weeks and two(2) hours of outside preparation by the student per week for 10 weeks, which is 30 hours per unit of credit (10 hours of lecture plus 20 hours of outside study/preparation by the student). Thus one-quarter credit hour/unit is equal to 10 clock hours in lecture classes.
2. For some laboratory and clinical courses, a quarter unit is equal to at least two (2) contact hours for each credit hour, one hour of outside preparation implied, or 20 clock hours per quarter unit of credit.
3. For clinical nursing classes and labs; science labs; clinical externships and independent study; at least

three (3) hours of work per week is required for each credit hour/quarter unit, which is equal to 30 clock hours per quarter unit of credit.

To convert quarter units to semester units, multiply by 0.667. To convert semester units to quarter units, multiply by 1.500.

Clock hours are defined as follows:

A clock hour is a minimum of 50 minutes in which lectures, demonstrations and similar activities are conducted.

Associate in Science Degree Requirements

Stanton University awards the Associate in Science Degree in Nursing Education to students who complete the requirements specified – completion of a minimum of 91 quarter units of credits which include:

1. The ASD in Nursing Education nursing courses requirement;
2. General Education courses requirement, and
3. Elective courses to bring total units to 91 quarter units.

Associate in Science Nursing Education Program Requirements

The specific Nursing Education Department program requirements for the ASD depends on which program option the entering student selects. **A sample curriculum for Option B, Registered Nurse (RN) – entering a nursing program for the first time, ASD Nursing Education objective, is given for reference purpose.** Elective courses shown in the sample curriculum plan are picked to complete the ASD quarter units requirement. The student is free to select the elective courses that best serve his/her educational goal.

GRADUATION REQUIREMENTS FOR THE ASSOCIATE IN SCIENCE DEGREE IN NURSING EDUCATION

A candidate for the Associate in Science Degree, ASD, in Nursing Education shall have:

1. Successfully completed the ASD Nursing Education program's 91 quarter units of coursework requirement with a minimum cumulative grade point average of 2.0 or better in all coursework undertaken at SU for the ASD.
2. Successfully completed the degree requirements within the maximum time limit allowed for the ASD, four (4) years, or within an officially approved time extension.
3. Scored a minimum of 85% on the Nursing Proficiency Exit Examination.
4. Filed all the necessary graduation forms in accordance with timelines provided by the Nursing Education Department and the university's office of Admission and Registration.
5. Settled all outstanding financial obligations with Stanton University's Business Office.

ASD IN NURSING EDUCATION

Sample Program Curriculum Plan: 91 Quarter Units

COURSE NO	COURSE TITLE	QUARTER UNITS
*CHEM 100	Fundamentals of Chemistry	4
*PSY 101	General Psychology	4
*SOC 101	Principles of Sociology	4
*MATH 105	Survey of Mathematics	4
*ENG 107	Written and Oral Composition	4
*SPEE 120	Interpersonal Communication	3
*HST 125	World History	4
*ANAT 135	Human Anatomy	4
*PHYS 137	Human Physiology	4
*MICRO 140	General Microbiology	4
MED 150	Medical Terminology	3
NURS 160	Orientation to Nursing	2
NURS 163	Pharmacology for Nursing Practice	3
NURS 170	Fundamentals of Nursing I	4
NURS 171	Fundamentals of Nursing II	4
NURS 196	Medical-Surgical Nursing Adult Health Nursing I	4
NURS 198	Medical-Surgical Nursing Adult Health Nursing II	4
NURS 200	Medical-Surgical Nursing Adult Health Nursing III	4
NURS 210	Psychosocial & Gerontological Nursing	4
NURS 220	Maternal and Child Health Nursing I (Pediatrics)	3
NURS 221	Maternal and Child Health Nursing II (Obstetrics)	3
NURS 240	Family Health Nursing	3
NURS 250	Transition to the Registered Nurse Role	3
NURS 255	Communication in Nursing (Elective)	2
PSY 262	Health Psychology (Elective)	3
PH 270	Public Health (Elective)	3
TOTAL QUARTER UNITS		91

***General Education and Prerequisite Courses.**

It is strongly recommended that part or all General Education Requirements be completed prior to applying to the Nursing Education program or during summer sessions. All prerequisites must be taken prior to enrolling in a course with a prerequisite.

Registered Nurse License Application

At the completion of the sixth quarter of option B of the ASD in Nursing Education program, the nursing student may file an application for licensure (NCLEX-RN) with the Board of Registered Nursing. The application and examination registration fee is \$275. In addition, the student may apply for an interim permit for \$30. **These fees are subject to change by the Board of Registered Nursing.**

As stated in the Board of Registered Nursing's application for licensure:

Applicants are required under law to report **all** misdemeanor and felony convictions. "Driving under the influence" convictions **must** be reported. Convictions **must** be reported

even if they have been expunged under Penal Code section 1203.4 or even if a court ordered diversion program has been completed under the Penal Code or under Article 5 of the Vehicle Code. Also, all disciplinary action against an applicant who has worked as a registered nurse, practical nurse, vocational nurse, or other professional must be reported. Failure to report prior convictions or disciplinary action is considered falsification of application and is grounds for denial of licensure or revocation of license....To make a determination [regarding eligibility for licensure] the Board considers the nature and severity of the offense, additional subsequent acts, recency of acts or crimes, compliance with court sanctions, and evidence of rehabilitation.



NURSING EDUCATION PROGRAM COURSE DESCRIPTION "REGISTERED NURSE"

CHEM 100 Fundamentals of Chemistry (4)

3 hours lecture, 3 hours lab, Letter Grade or Credit/No Credit Option

Prerequisite: MATH 105 with a grade of "C" or better or equivalent or a more advanced Math course with a "C" or better grade.

This quarter course is designed to provide students with an overview of general chemistry for health professionals. Topics will acquaint the student with the language and tools of chemistry and include elementary principles of inorganic and physical chemistry – stoichiometry, nuclear, and electronic structure, chemical bonding, thermochemistry, kinetic theory, chemical equilibria, acid and base reactions and a periodic survey of the physical and chemical properties of the elements. In the laboratory accompanying the lecture portion of this course, students will become familiar with laboratory techniques used in identifying and analyzing the strength and reactions involving acids and bases, the handling and manipulation of various aqueous and non-aqueous materials, both in solid and liquid form, and will be introduced to organic and biochemical principles as they relate to chemical reagents reactions.

PSY 101 General Psychology (4)

Letter Grade or Credit/No Credit Option

In this course, students are introduced to the scientific analysis of factors that influence and control human behavior. Concepts covered include theories of development, learning theories, memory, abnormal behavior, personality theories, motivation, emotions, psychological disorders and therapy and interpersonal relations.

SOC 101 Principles of Sociology (4)

Letter Grade or Credit/No Credit Option

In this course, students will explore the major groups and cultures that comprise contemporary American society – including the relationships within and between these groups; the values and beliefs that influence group behavior will also be discussed. Emphasis will be placed on applying this knowledge on how to work more effectively with others. Reviewed also are the interpersonal skills, knowledge and understanding needed in today's changing workplace.

Traditional topics such as testing and assessment in the workplace, team approaches to work, employee empowerment and participatory management are covered. The course content also includes the scientific study of social interactions and organization with special reference to cross-cultural and multicultural analysis.

MATH 105 Survey of Mathematics (4)

This course first covers a quick, but comprehensive, review of the fundamentals of mathematics and covers arithmetic operations, algebraic expressions, solving equations, graphing, ratios and proportions, systems of measurements, set theory, number abstractions, inequalities and proceeds to topics in probability, statistics, quantitative literacy and finally how to apply mathematics to solve hypothetical and real world problems using mathematical logic. Analytical reading and problems solving required for success in this course.

ENG 107 Written and Oral Communication (4)

To improve their writing skills, students will practice writing administrative and business correspondences. Students review grammatical and mechanical writing structures that support the successful expression of meaning to gain written communication proficiency. To enhance their oral communication skills, this course offers a wide variety of speaking assignments designed to expose students to all the major skills of speech making and oral communication. Students focus on the following basic elements: outlining, listing, organizing a speech; analyzing audiences; visual aids; choosing a topic and specific purpose; delivery; small group communication; informative and persuasive speaking; speaker credibility; effective use of language, communication and/or speech to entertain. Students give several speeches with and without visual aids.

SPEE 120 Interpersonal Communication (3)

Letter Grade or Credit/No Credit Option

Prerequisite: ENG 107 with a grade of "C" or better, or equivalent.

This course 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. The course is intended for students who communicate in a one-on-one situation including majors in public health, allied health, nursing, public service and business. This course is also intended for students who are interested in further development of effective interpersonal skills in work, volunteer, and personal environments.

HST 125 World History (4)

Letter Grade or Credit/No Credit Option

This course examines the growth of civilizations and the inter relationships of peoples of Europe, Asia, Africa and America from the birth of civilization to the present. Topics in social, intellectual, economic, and political history are covered.

ANAT 135 Human Anatomy (4)

3 hours lecture, 3 hours lab.

This course focuses on the gross anatomy of the human body. Students will be expected to locate, recognize, master, and even sometimes draw the organs and structures that materialize into the various body systems. Laboratory experiences including animal dissection and cadaver software learning tools help to enhance the learning process. Following a general introduction covering the organization of the body and description of cellular and tissue structures, students examine the digestive, respiratory, muscular, skeletal, reproductive, lymphatic, immune, endocrine, urinary, nervous, special senses, and the integumentary systems. This course will utilize prepared slides and anatomically correct models and internet and projection media in order to provide the student with a detailed examination of human anatomy. In addition, the human body using both visual and descriptive methods and structural features, based on mechanisms of various organs and physiologically-functional systems of the human body.

PHYS 137 Human Physiology (4)

3 hours lecture, 3 hours lab/discussion

Letter grade or Credit/No Credit Option

Prerequisite: Anatomy 135 with a grade of "C" or better, or equivalent.

Advisory: Chem100 with a grade of "C" or better, or equivalent.

This course is designed to give students an in depth introduction to the physiology of the human body. It provides students an opportunity to study the functions and physiological mechanisms of several important organ systems from the molecular level to the body's gross entirety. The student will learn how the body functions, how the body maintains its normal functions and the consequences of injury and disease. In this course, students will study the interrelationships among the various organ systems which maintain a healthy functioning individual. Important life style and health-related issues will also be stressed providing students with important information they can use when making professional physiological decisions. This course will be a combination of classroom lecture, discussion, laboratory, independent projects, and outside readings.

MICRO 140 General Microbiology (4)

3 hours lecture, 3 hours lab.

Letter Grade or Credit/No Credit Option

Prerequisite: CHEM 100; ANAT 135; and PHYS 137, each with a grade of "C" or better, or equivalent.

This introductory course covers fundamental aspects of microbiology including taxonomy, growth and reproduction, metabolism, genetics and applications, host-parasite relations, immunology and control of microorganisms. Emphasis in the laboratory is upon basic methods for culturing, staining, enumerating, differentiating and identifying microorganisms. Students will use various live and preserved samples for examining various categories of the microbial environment. Finally, students will develop a better understanding of the nature of the interactions, both harmful and beneficial, between various microbial species, humans and the environment.

MED 150 Medical Terminology (4)

This course covers basic medical terminology and the vocabulary of medical specialties. Special emphasis is on the use of prefixes, suffixes, roots and non-technical explanations of medical terms and descriptions of anatomy, physiology and pathophysiology. Students learn to utilize medical terminology as it applies to the structure of the human body, common laboratory tests, radiological and operative procedures, as well as basic pharmacology.

NURS 160 Orientation to Nursing (2)

Recommended: Eligibility/Admission to the Nursing Education Program.

This course is intended for first year students pursuing the ASD in Nursing Education. Emphasis is placed on assisting the learner to develop and implement interpersonal communication skills within personal, professional and therapeutic relationships in the nursing progress. The nursing programs' conceptual framework is introduced and the nursing process that organizes the framework in planning and implementing the practice of patient care is covered. The Nursing Process and conceptual framework are combined in case studies and client simulations.

NURS 163 Pharmacology for Nursing Practice (3)

This course is intended for first year students pursuing the ASD in Nursing Education. Emphasis is placed on introduction to basic concepts of pharmacology. Legal, ethical, psychological, cultural and age-specific aspects of drug therapy will be presented. A nursing process approach to the principles of medication administration and dosage calculation will be included.

NURS 170 Fundamentals of Nursing I (4)

Prerequisite: CHEM 100, ANAT 135, PHYS 137 and MICRO 150 each with a grade of "C" or better, or equivalent.

Corequisite: Completion of or concurrent enrollment in NURS 160 with a grade of "C" or better, or equivalent.

In this course, students will learn basic skills in nursing. This course is an introduction to nursing for first year students pursuing the ASD in Nursing Education and prepares the student to give care to adult clients, including geriatric clients. The Nursing Process is utilized to present concepts relating to medical asepsis, physical assessment, promotion of comfort, sleep, hygiene, oxygenation, safety, nutrition, death and dying, stress and loss. Selected topics in nursing roles and scope of practice, nursing history, issues and trends in nursing, nursing theories and pharmacology.

NURS 171 Fundamentals of Nursing II (4)

Prerequisites: NURS 160 and NURS 170, each with a grade of "C" or better, or equivalent.

This course is intended for first year students pursuing the ASD in Nursing Education and introduces concepts and skills needed to provide nursing care to adult clients. The Nursing Process and Orem's Self-Care Deficit theory and Maslow's

theory is utilized as the framework in discussing selected topics of fluid and electrolytes, diabetes, musculoskeletal trauma, surgeries, common therapies, infection control, preoperative, intraoperative and postoperative care and skills in administering medications. The concepts of aging, loss, patient teaching, culture, human sexuality, nutrition and principles of communication will be integrated into the course.

NURS 196 Medical-Surgical Nursing, Adult Health Nursing I (4)

Prerequisite: NURS 163 and 171, each with grade of "C" or better, or equivalent.

This course is intended for first year students pursuing the ASD in Nursing Education. Emphasis is placed on the need for nutrition, elimination, activity/rest/sleep, and neurological integrity in the adult client, utilizing the Nursing Process to achieve and maintain maximum functioning. Advanced nursing care skills are practiced in the laboratory with supervised clinical experiences in acute care, long-term care or community settings.

NURS 198 Medical-Surgical Nursing - Adult Health Nursing II (4)

Prerequisite: NURS 163 and 171 each with a grade of "C" or better, or equivalent.

This course is intended for first year students pursuing an Associate of Science Degree in Nursing. Emphasis is placed on the need for oxygenation, circulation and regulation in the adult client, utilizing the nursing process to achieve and maintain maximum functioning. Advanced nursing care skills are practiced in the laboratory with supervised clinical experiences in acute care, long-term care or community settings.

NURS 200 Medical-Surgical Nursing, Adult Health Nursing III (4)

Prerequisite: NURS 196 and 198 each with a grade of "C" or better, or equivalent.

This course is intended for second year students pursuing an ASD in Nursing Education. This advanced medical-surgical nursing course utilizes the Nursing Process and Orem's Self-Care requisites in providing care to adult clients with multi-system failure in the areas of cardiovascular, respiratory, renal and neurosensory dysfunctions. While functioning in the clinical area, students will gain leadership and management skills and will employ them in managing a

nursing team. Emphasis is placed on utilizing the Nursing Process to achieve and maintain maximum functioning.

NURS 210 Psychological & Gerontological Nursing (4)

Prerequisite: NURS 196 and 198 each with a grade of "C" or better, or equivalent.

This course is intended for second year students pursuing an ASD in Nursing Education. It has two distinct components. The emphasis of the psychosocial component is on the effect of psychophysiological problems on the client's ability to meet the need for love, belonging and self-esteem. The emphasis of the gerontological component is on the physiological and psychosocial changes of the older adult. The nursing process is utilized to achieve and maintain maximum functioning of the client throughout the life cycle. Clinical experiences may include acute care, chronic care, long-term care or community settings.

NURS 220 Maternal and Child Health Nursing (Pediatrics) (3.0)

Prerequisite: NURS 196 and 198 with a grade of "C" or better, or equivalent.

This course utilizes the Nursing Process in the care of children in health and illness. Emphasis is placed on caring for children with selected problems in fluid and electrolytes, oxygenation, nutrition, sensory and regulatory mechanisms. Pediatric clients, from infancy to adolescence, in the context of family, culture, the community and the nurse's role in education and the promotion of child safety, as well as legal issues will be addressed.

NURS 221 Maternal and Child Health Nursing (Obstetrics) (3)

Prerequisite: NURS 196 and 198 with a grade of "C" or better, or equivalent.

Emphasis is placed on utilizing Orem's Self-Care Theory and the Nursing Process to develop an understanding of the physiological and emotional needs of mothers and newborns during the maternity cycle. The concept of family-centered maternity care is explored. Assessment of the newborn and management of women's health problems will be discussed. Guided clinical experiences are provided concurrently with theory.

NURS 240 Family Health Nursing (3)

Prerequisite: NURS 200 and 210 with a grade of "C" or better, or equivalent.

This course is intended for second year students pursuing an ASD in Nursing Education. Emphasis is on the needs of the childbearing family and the well/ill child, utilizing the Nursing Process to assist the family to achieve and maintain maximum functioning. Clinical experiences may include acute care, long-term care or community settings.

NURS 250 Transition to the Registered Nurse Role (3)

Prerequisite: NURS 200 and 210 with a grade of "C" or better, or equivalent.

This course is intended for second year students pursuing an ASD in Nursing Education. The course focuses on the transition from student to staff nurse, emphasizing, directing and coordinating client care. The course includes the principles of leadership, delegation, time management, decision-making, collegial communication, group dynamics, conflict resolution and change. The clinical preceptorship experience requires the application of all previously learned concepts and skills. Acute care, long-term care or community settings will be utilized.

NURS 255 Communication in Nursing (2) (Elective)

Prerequisite: NURS 160 and 170

This course provides theoretical knowledge, practical applications, and experiences with the interpersonal communication skills needed to interact therapeutically, institute a teaching-learning plan and communicate effectively with individuals and groups.

PSY 262 Health Psychology (3) (Elective)

Prerequisite: PSY 101 with a grade of "C" or better, or equivalent, or approval of instructor.

This course surveys concepts and applications of psychology that are effective in the areas of optimizing health and the delivery of treatment, including behavior analysis and cognitive interventions and preventions techniques. Perspectives of health psychology research and how it leads to better medical care are discussed.

PH 270 Public Health (3) (Elective)

Letter Grade of Credit/No Credit Option

This course covers the principles of public health – including public and community health and disease prevention, public health education, treatment of chemical dependency (as well as public alerts), communicable diseases and epidemiology.

NURS 275 Nursing Seminar (2) (Elective)

Prerequisite: NURS 196, 198, 200 with a grade of "C" or better, or equivalent.

This capstone ASD in nursing course acquaints the student with the influence and role of important social and economic events on the development of nursing, and the present and future trends in nursing education. Emphasis is placed on the origins and functions of nursing organizations, opportunities for nurses, community responsibilities, legal and ethical issues confronting the nurse and the leadership and management styles of effective and successful nurse practitioners.



VOCATIONAL NURSING PROGRAM

PROGRAM INFORMATION

- 1590 Clock Hours / 112 Quarter Hours
- Full Time approx. 12 months
- Full time weekends/Evenings approx 13 months
- Part-time approx 18 months

Admission to the Vocational Nursing (VN) program includes the use of multi-criteria screening. Information packets and applications for the VN program are available from the Nursing Education Department, Nursing Admissions Advisor. Prospective students are responsible for obtaining these materials to acquaint themselves with the VN program admission procedure, its academic policies, program cost, graduation requirements, etc.

Program Objectives

The objective of the VN program is to prepare students with the knowledge, skills and practical experience, as graduates of the program, to be qualified for an entry level position in the health-care field working under the supervision of a registered nurse or licensed physician in major medical facilities such as hospitals, medical clinics, state and federal medical facilities such as veteran's hospitals, in private doctors cooperatives, private physician's offices, rehabilitation centers, long-term care facilities and numerous other health-care facilities. The training the VN student receives prepares them not only for entry-level positions in the health-care field, but provides the basis for more advanced studies such as the Associate in Science Degree in Nursing Education, the Bachelor degree in Nursing Education and in various areas in the field of allied health.

Although the Board of Vocational Nursing and Psychiatric Technicians (BVNPT) has set a minimum requirement of 1,530 clock hours for VN programs, the Nursing Education Department's VN program requires 1,590 clock hours. The combined academic and clinical training in the VN program prepares students to take the National Council Licensure Examination (NCLEX-PN®) for Licensure as a VN meeting the standards set forth by the BVNT.

The program is divided into three (3) terms consisting of 622 theory hours and 968 clinical hours (total 1590 hours). Each term is comprised of prescribed subject matter that builds upon each other. Students begin their training in Term 1 and progress sequentially through each term. The Nursing Education Department (NED) reserves the right to modify the sequences should the need arise. The 15:1 student to instructor ratio in the clinical setting, set by the BVNPT, is followed.

Competencies

Graduates of the VN program are eligible to apply for licensure as a VN and will have acquired the following competencies that prepare them for professional employment responsibilities in the field of nursing as a VN.

The graduate should:

- Function efficiently in a beginning staff position in a hospital or other health agency.
- Use mature judgment and analytical thought in performing nursing activities.
- Be conscientious in applying nursing skills to the health needs of mankind, regardless of one's race, color, gender, creed, or economic status.
- Be capable of self-direction and strive for professional and personal improvement.
- Have reached the educational level requisite for beginning advanced study in any field of nursing.
- Provide safe, competent nursing care to clients of all ages, in a variety of health-care settings.
- Utilize the nursing process to meet the holistic needs of client and family.
- Recognize each client as a unique individual with specific psychosocial, biophysical and spiritual needs.
- Demonstrate leadership/supervisory skills in the health-care setting.
- Communicate effectively with other members of the health-care team.
- Apply principles of therapeutic communications when interacting with clients and family.
- Provide holistic nursing care in a respectful, dignified manner.
- Identify environmental, cultural and social factors that contribute to health and disease.

- Apply knowledge of the legal and ethical responsibilities of the nurse when providing nursing care to clients.
- Participate in client and family education.

Expected Program Outcomes

- Provide the basis for professional, safe, and quality care by our students in their career.
- Provide learning experiences that respond to learner's interests.
- Promote clarity and understanding of the larger and real world.
- Foster development of citizenship and economic survival skills.
- Develop learner's feeling of self-understanding and enhance personal worth and growth.
- Graduate students capable of certification and employment.

General Qualifications and Requirements

To qualify for the VN program, an applicant must:

- Complete an admission application and pay the application fee.
- Be at least 18 years old.
- Have a valid government issued I.D. card.
- Be able to perform the physical duties required of the program.
- Pass a screening test for certain communicable diseases (see specific VN requirements in the VN Handbook) and pass a general physical exam. Speak, read, write, comprehend, and communicate effectively in the English language.
- Pass the written entrance qualifying examination for the VN program, the NET Examination, which is administered by the Nursing Education Department.
- Be able to utilize intellectual abilities, exercise appropriate judgment and complete tasks within required time limits
- Show: integrity; concern and respect for others; interpersonal skills; and interest and motivation in their field of study
- Submit to a mandatory background check.

- Meet with the department's Financial Officer and complete all financial arrangements, which must be completed prior to registration.
- Meet with the Program Director or designee for a personal interview.
- Complete and sign an Enrollment Agreement.

Attendance Policy

The Vocational Nursing program encompasses 1590 clock hours. Content areas are determined by the California Board of Vocational Nursing and Psychiatric Technicians. Attendance is required for the full duration of theory and clinical courses. All missed competencies, theory and clinical hours must be made-up. Missed theory hours outside of class and missed clinical hours are made up on assigned make-up days.

Students are encouraged to schedule medical, dental or other personal appointments after school hours. If a student will be unavoidably absent, he/she should notify the NED. It is expected that missed hours occur for exceptional reasons such as for illness, death in the immediate family, court appearances, and/or *emergency* medical, dental or legal appointments. Time missed due to tardiness and leaving early will be counted as missed time and will be required to be made up. Excessive tardiness, leaving early and excess absences may cause a student to fail to complete course objectives and not allow adequate time for evaluation of the student's clinical abilities. All course objectives must be completed before moving on to the next term.

Evaluation of Student Progress

Evaluation of student progress is ongoing and based upon meeting both theory and clinical objectives. Progress in theory is defined as maintaining a grade of "C" or better (75% or higher). Progress in clinical is defined as maintaining a designation of Pass. A failure in either area will cause the student to be dismissed from the program.

General Academic and Academic Policies

General and academic policies, procedures, rules, regulations and standards applicable to Vocational Nursing students may be found in the Licensed Vocational Nursing handbook.

Credit Granting Policy

The credit granting policy applicable to Vocational Nursing students may be found in the Licensed Vocational Nursing handbook.

VN PROGRAM OVERVIEW

Stanton University's Nursing Education Department offers three (3) full time Vocational Nursing classes each year that are 50 weeks (12 months) in length; classes meet five days per week for approximately 34-36 hours. The Nursing Education Department also offers a full-time evening/weekend program which meets three days a week for theory and has two twelve-hour weekend clinicals.

Finally, there is a part-time program which meets 2 evenings per week and has eight-hour clinicals on weekends and is eighteen months in length. Total program hours are 622 hours of theory and 968 clinic hours for a total of 1590 hours. All schedules exclude holidays, vacation and make up time.

The maximum class size does not exceed 30 students. Regulations from the Board of Vocational Nursing and Psychiatric Technicians (BVNPT) concerning student/teacher ratio in the clinical setting is 15:1. The NED on average, maintains a 10:1 ratio. The program is divided into three (3) terms, each approximately 15 weeks in length. Each term is comprised of prescribed subject matter that builds upon each other. Students begin their training in the first term and progress sequentially through each term until all three terms have been successfully completed. The NED reserves the right to modify the sequences should the need arise.



**DEPARTMENT OF
PROFESSIONAL GOLF AND
GOLF COMPLEXES
MANAGEMENT**

ASSOCIATE OF APPLIED SCIENCE DEGREE PROGRAM IN PROFESSIONAL GOLF AND GOLF COMPLEXES MANAGEMENT

PROGRAM DESCRIPTION AND LEARNING OUTCOMES

The Associate of Applied Science degree program in Professional Golf and Golf Complexes Management (PGGCM) is a set of coherent academic courses that provide the educational and practical foundation for individuals interested in the golf profession — who want to become competent golfers, professional golfers and/or managers of golf complexes and country clubs.

The learning outcomes of the PGGCM program are based on the following criteria:

- a. Critical thinking — the ability to analyze problems, conceptualize hypotheses, develop arguments, weigh evidence and derive conclusions;
- b. Communication — the ability to articulate the critical thinking outcomes in writing and/or speaking or by other modes of communication;
- c. Self-awareness — the ability to analyze one's actions, to see the perspective of other persons and to work with others in groups, and
- d. Personal actions — the ability to take responsibility for one's actions and make ethical decisions in complex situations.

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. Our 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 club design and repair room, a golf studio and a golf library. Lessons include playing time, short game skill development, video analysis, club fitting and repair, regripping and reshafting. An integral part of student training is labs in which students give instruction to the general public and/or each other. A tournament is held each week for competitive experience. These tournaments are organized by the program's students to provide practical tournament planning experience. Tournaments and open play are conducted at area golf courses. The instruction provided by the program's golf professionals during classes gives students the opportunity to improve their game and to examine how golfers may view the game differently. This experience provides students with an understanding of how to teach golf to a wide range of golf students — a skill that is important to their future success as golf professionals.

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. Positions for graduates deal with teaching, managing, sales, marketing, the PGA tour and other tours; or are related to facility, product, or service. Business opportunities and venture capital is available for entrepreneurs.

ADMISSION REQUIREMENTS

To apply for admission to the PGGCM program, request an application by mail, telephone, fax or e-mail; complete the

application and return the completed application form with a non-refundable application fee of \$100.00 for U.S. residents or \$200.00 for international students to Stanton University's office of Admissions and Records.

Admission is open to applicants who meet the following criteria:

- a. Persons who possess a high school diploma, or California high school proficiency exam certification, or General Education Development (GED) certificate with an average score of 45 or higher.
- b. Possess a Home Study Certificate, or transcript from a Home Study program that is equivalent to high school level that is recognized by the state of California.
- c. If the person is beyond the age of compulsory high school attendance (18), but does not possess a high school diploma or equivalent, he/she may be admitted by the University under the provisional admission status.
- d. Applicants who have completed high school but are under 18 years old may be admitted provided they will be 18 years old by the commencement of the fourth quarter of the program. A parent, legal guardian or spouse of legal age is required to cosign the Enrollment Agreement.
- e. International students must meet the university's international students' entrance requirements. See catalog section International Students – F-1 Visa Students.

ENROLLMENT PROCEDURE

The following admission requirements must be completed at the time a student applies for enrollment:

- a. A completed admission application.
- b. Official high school transcript(s), GED Certificate, or other document indicating level of proficiency must have been received by SU's Office of Admissions and Records. US citizens or residents who attended school in a foreign country who are unable to timely produce the required documentation may include certification from other official sources.
- c. International students must have on file all the requirements for attending SU required by the U.S. Citizenship and Immigration Service and SU.

- d. Taken a tour of the campus.
- e. Completed the necessary financial arrangements.
- f. Signed the Enrollment Agreement.
- g. Had a personal interview with the PGGCM program director or with his/her designee.

GENERAL AND ACADEMIC POLICIES

General and academic policies, procedures, rules, regulations and standards applicable to all SU students are given earlier in this catalog.

TRANSFER OF CREDITS TO OTHER COLLEGES AND/OR UNIVERSITIES

Graduating or students who are considering transferring from SU to another institution are advised that the PGGCM program is a speciality tailored program. Courses that make up the program are not generally transferable to other institutions, particularly in programs that emphasize general or liberal arts education. However, courses may be transferable to other Bureau approved institutions that offer golf programs.

It should be noted that in any transfer situation, regardless of the institution involved, the acceptance of credits is the sole discretion of the accepting institution; SU makes no representation whatsoever concerning the transferability of any credits for courses in the PGGCM program to any other institution.

The PGGCM department may accept up to five (5) courses or 20 units for transfer credit earned at previously attended institutions approved by the Bureau for Private Postsecondary Education (BPPE) and institutions accredited by an accrediting agency recognized by the U.S. Department of Education, if the student received a "C" or better grade in the course(s), and if the course is evaluated to be equal to a course offered in the PGGCM program. Coursework from other institutions, national and/or international, will require through documentation evidencing equivalency to the standard set by the BPPE for courses in Bureau approved programs or by the U.S. Department of Education for accredited institutions. Each request for transfer credit must be received by the Office of Admission and Records no later than the commencement of classes for new students, and by the last quarter of the

program for continuing students who have taken one (1) or more courses at another institution while working toward their AAS in PGGCM degree at SU.

THE ASSOCIATE OF APPLIED SCIENCE DEGREE PROGRAM IN PROFESSIONAL GOLF AND GOLF COMPLEXES MANAGEMENT

The PGGCM program awards the Associate of Applied Science (AAS) degree in Professional Golf and Golf Complexes Management, a Certificate of Achievement (CA) in Professional Golf and a Certificate of Completion (CC) in Professional Golf. The number of units of coursework that must be completed, respectively, is given below.

PROFESSIONAL GOLF AND GOLF COMPLEXES MANAGEMENT

Associate of Applied Science (AAS) Degree In Professional Golf and Golf Complexes Management	90 units
Certificate of Achievement (CA) in Professional Golf	50 units
Certificate of Completion (CC) in Professional Golf	24 units

The AAS in PGGCM 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.

GRADUATION REQUIREMENTS AAS IN PGGCM DEGREE

Petition for Graduation

Graduation is not automatic upon completion of requirements. A student who plans to receive the Associate of Applied Science degree must file a petition for graduation in the Office of Admissions and Records (OAR). Official transcripts from all institutions attended must be on file before submitting the

petition for the AAS degree.

A petition for an evaluation for the AAS degree should be submitted two (2) quarters before the student plans to graduate. An evaluation is a summary analysis of all university coursework and requirements to be completed for the AAS degree. Only evaluations completed by an evaluator in the OAR are official. Students who have petitioned for graduation should notify the OAR immediately of any name or address change.

GRADUATION REQUIREMENTS FOR THE ASSOCIATE OF APPLIED SCIENCE DEGREE IN PROFESSIONAL GOLF AND GOLF COMPLEXES MANAGEMENT

A candidate for the Associate of Applied Science degree shall have:

1. Successfully completed the PGGCM program's 90 quarter units of coursework requirement with a minimum cumulative grade point average (CGPA) of 2.0 or better in all coursework undertaken at SU for the AAS degree.
2. Successfully completed all degree requirements within the maximum time limit allowed for the AAS degree, four (4) years, or within an officially approved time extension.
3. Filed all the necessary graduation forms in accordance with timelines provided by the Department of PGGCM and the university's OAR.
4. Settled all outstanding financial obligations to Stanton University.

INTENSIVE ENGLISH LANGUAGE PROGRAM AND PGGCM PROGRAM

International students who enroll in the PGGCM program, who wish to improve their English proficiency, may simultaneously enroll in SU's Intensive English Language program. For more information see catalog section: Intensive English Language program.

CERTIFICATE OF ACHIEVEMENT IN PROFESSIONAL GOLF

The Certificate of Achievement Program in Professional Golf encompasses the fundamental skills in the areas required of an individual who wishes to become a golf professional, namely – golf fundamentals, golf rules, sports psychology, golf clinics, the history of golf, tournament golf and advanced golf techniques, as well as other areas of golf essential to the professional golfer. The CA program is four (4) quarters in length.

The CA program is represented to lead to job opportunities in the general areas referred to in this section of the catalog. The program is not meant to lead to any particular outcome, including to those specified in the program title. Although the university may assist the student with job placement, finding a job is the ultimate responsibility of the student. Stanton University does not guarantee that any student will be placed in any of the jobs described, or at all.

CERTIFICATE OF ACHIEVEMENT IN PROFESSIONAL GOLF

Program Curriculum: 50 quarter units

Course	Course Description	Units
PGM 105	Golf Fundamentals	4
ENG 107	Written and Oral Communication	4
PGM 115	Rules of Golf	3
PGM 122	Instructional Golf Techniques Practicum I	3
PGM 124	Instructional Golf Techniques Practicum II	3
PGM 128	Advanced Golf Techniques	3
PGM 130	Sports Psychology	4
PGM 144	Golf Clinics	3
PGM 150	Golf Facilities Operation and Management I	4
PGM 152	Golf Facilities Operation and Management II	4
PGM 160	History of Golf	3
PGM 163	Anatomy and Biometrics	4
PGM 167	Golf Course Development and Design	4
PGM 200	Tournament Golf	4
Total Units		50

TRANSFER OF COURSES TO THE CA PROGRAM

On approval of the Department Chairperson, a maximum of 16 units of coursework may be transferred to the CA program.

CERTIFICATE OF ACHIEVEMENT IN PROFESSIONAL GOLF GRADUATION REQUIREMENTS

A candidate for the Certificate of Achievement in Professional Golf shall have:

1. Completed all the required coursework in the CA program, 50 quarter units, with a "C" or better grade in all required courses with an overall cumulative GPA of 2.0 or higher.
2. Completed a minimum of 10 courses in the CA program curriculum while in residence at SU.
3. Had a graduation check. This records check may be requested during the student's fourth quarter of coursework.
4. Completed all coursework for the CA, within three years of initial enrollment.
5. Filed an application for graduation in the office of Admissions and Records prior to the deadline listed in the academic calendar.
6. Paid, at the time of submission of the application for graduation, the \$200 graduation and commencement fee.
7. Cleared all outstanding accounts and fulfilled all financial obligations to Stanton University.

CERTIFICATE OF COMPLETION IN PROFESSIONAL GOLF

The Certificate of Completion recognizes the attainment of knowledge an/or skill through the completion of two or more courses as specified by the department issuing the CC. Certificates of Completion are designed to prepare students for employment, job enhancement and/or job advancement. To qualify for the CC in Professional Golf, the student must satisfy the following requirements.

1. Achieve a grade of "C" or better in each of the required courses.
2. Complete all the required coursework at Stanton University. No courses may be transferred to Stanton University or substituted to satisfy Certificate of Completion requirements.

The Certificate of Completion is a department award in recognition of information on the transcript and does not imply that a graduation requirement has been met.

CERTIFICATE OF COMPLETION IN PROFESSIONAL GOLF

Course	Course Description	Units
PGM 105	Golf Fundamentals	4
PGM 115	Rules of Golf	3
PGM 128	Advanced Golf Techniques	3
PGM 130	Sports Psychology	4
PGM 144	Golf Clinics	3
PGM 160	History of Golf	3
PGM 200	Tournament Golf	4
Total Units		24

ASSOCIATE OF APPLIED SCIENCE DEGREE IN PROFESSIONAL GOLF AND GOLF COMPLEXES MANAGEMENT

Program Curriculum: 90 Quarter Units

Course	Course Description	Units
PGM 105	Golf Fundamentals	4
ENG 107	Written and Oral Communication	4
BUS 113	Introduction to Business Practices	4
ACCT 115	Accounting Fundamentals	4
PGM 115	The Rules of Golf	3
MKT 117	Principles of Marketing and Sales	4
PGM 122	Instructional Golf Techniques Practicum I	3
PGM 124	Instructional Golf Techniques Practicum II	3
PGM 128	Advanced Golf Techniques	3
PGM 130	Sports Psychology	4
BUS 140	The Legal Environment and Business Law	4
PGM 144	Golf Clinics	3
BUS 145	Human Resources Management	4
BUS 148	Business and Managerial Statistics	4
PGM 150	Golf Facilities Operations and Management I	4
PGM 152	Golf Facilities Operations and Management II	4
PGM 160	History of Golf	3
PGM 163	Anatomy and Biometrics	4
PGM 167	Golf Course Development and Design	4
PGM 170	Essentials of Turf Development, Maintenance and Management	4
PGM 177	Golf Club Design, Manufacture, Fitting, Repair and Maintenance	4
PGM 200	Tournament Golf	4
PGM 205	Organizing and Planning Golf Tournaments	4
PGM 210	Country Club Management	4
Total		90

Elective Courses

BUS 155	Managing the Small Business	3
SPEE 172	Small Group Communication	4
FM 215	Fundamentals of Facilitation and Mediation	4
FIN 225	Working Capitol Management	3

On approval of the Department Chairperson or his/her designee, these electives may be substituted for course requirements in the PGGCM program.

COURSE DESCRIPTIONS

(Laboratory instruction/practicums occur in a laboratory, at a driving range or golf course)

PGM 105 Golf Fundamentals (4)

2 hours lecture, 4 hours lab.

Golf instruction and practice in the fundamentals of grip, stance, alignment, backswing and downswing. Topics also include stretching and warm-up, golf club selection and use, player guidelines, scoring, game etiquette and safety procedures. The course emphasizes the "one basic golf swing" theory and includes extensive practice and play at local courses..

ENG 107 Written and Oral Communication (4)

To improve their writing skills, students practice the writing process in the creation of administrative and business correspondences. Students review grammatical and mechanical structures as needed to support the successful expression of meaning to gain written communication proficiency. To enhance their oral communication skills, this course offers a wide variety of speaking assignments designed to expose students to all the major skills of speech making and oral communication. Students focus on the following basic elements: outlining, listing, organizing a speech, analyzing the audience, visual aids, choosing a topic and specific purpose, delivery, small group communication, informative and persuasive speaking, speaker credibility, effective use of language and communication and/or speech to entertain. Students give several speeches with and without visual aids.

BUS 113 Introduction to Business Practices (4)

An introduction and overview of how businesses operate. On completion of this course, students should have knowledge and understanding of business procedures, vocabulary, organization, operations and the interrelationships of economics, business and management to the successful operation of a business enterprise.

ACCT 115 Accounting Fundamentals (4)

Introduction to the fundamental principles and practices of accounting, including the theory of debit and credit and the accounting cycle. Includes beginning steps in analysis of accounting transactions and their relationships to the basic accounting equation in preparation for more complex problem analysis in financial administration. Covers ledgers, assets, liabilities, equity, accounts receivable, accounts payable, special journals, cash receipts and payments and banking procedures, as well as the accrual basis of accounting and the preparation of

worksheets and financial statements. Students will be introduced to inventories and classified income statements and to a cross-section of accounting systems software.

PGM 115 The Rules of Golf (3)

The rules of golf are covered in detail starting with how the rules came to be established, the changes in the game of golf and golf rules over time up to current rules and how they apply in general golf play and in tournament golf. Students will be tested on the rules of golf by being asked to rule on real golf tournament play and hypothetical situations.

MKT 117 Principles of Marketing and Sales (4)

This course provides a comprehensive overview of the foundation, principles, processes and goals of marketing; an analysis of how marketing functions in current business practice; the principles of selling as related to human relations, and the selling of products, intangibles and ideas. Also covered are the techniques of opening the sale, discovering customer needs and wants, meeting objections, closing the sale, etc. Written and oral presentations.

PGM 122 Instructional Golf Techniques Practicum I (3)

2 hours lecture, 2 hours lab.

Part one of a two parts course on instructional golf techniques. Part one covers an introduction to the fundamentals of how to teach golf, including: recognized swing techniques, ball flight dynamics, the physics and biomechanical concepts important to understanding the golf swing and a scientific study of the golf swing. The lever golf swing system (technique) is analyzed and the different methods of teaching golf are studied.

PMG 124 Instructional Golf Techniques Practicum II (3)

2 hours lecture, 2 hours lab.

Prerequisite: PGM 122, or approval of instructor

Part II of Instructional Golf Techniques Practicum introduces the techniques used in teaching the short game including putting, pitching, chipping and sand play. This is a methods teaching course in which students will give golf lessons to the general public, thereby, obtaining real-time practical experience in the methods of teaching golf. Students must keep a notebook on all lessons given. The instructor will evaluate lessons given by students.

PGM 128 Advanced Golf Techniques (3)

2 hours lecture, 2 hours lab.

Prerequisite: PGM 105, or approval of instructor

This course covers advanced competitive golf techniques in the form of practical applications and the approach to shot selection in a playing environment. Also covered are how to organize and conduct playing lessons. Special attention is given to what club to use in special or difficult situations.

PGM 130 Sports Psychology (4)

Effect of various psychological factors on athletic performance. Psychological interactions among players and between players and coaches. Topics include motivation, stress control, personality variables in performance and performance enhancing techniques. The role of personality and cognate factors in human movement settings. Selected topics may include: arousal, attribution theory, achievement, anxiety, interventions, attention styles, aggression, social facilitation, social reinforcement and imagery. The student will attempt to apply theory to improving his/her own performance.

BUS 140 The Legal Environment and Business Law (4)

Introduction to the legal system and the laws that govern business in America. This course is designed to increase students' understanding of legal concepts. Topics covered include: judicial and administrative systems, ethics, contracts, torts, bankruptcy, agency, business organizations, security regulations, regulation of property, business organizations, ownership of property, negotiable instruments and protection of intellectual property interests. The course gives special attention to laws effecting golf courses, golf complexes, country clubs and their legal responsibilities.

PGM 144 Golf Clinics (3)

2 hours lecture, 2 hours practicum

Prerequisite: PGM 124 and PGM 128 or approval of instructor

Planning, design and organization of golf clinics. Students learn how to give group golf lessons and how to teach beginners through advanced players in a clinic setting.

BUS 145 Human Resource Management (4)

This course takes a systems perspective to managing human resources as the most valuable asset of any organization, recognizing that effective management of this vital asset is essential to organizational success. Topics covered include: the impact of recruitment, training, compensation, performance appraisal, benefits, promotion, severance, employment safety

and the effect of labor-management relations on human resources management.

BUS 148 Business and Managerial Statistics (4)

A working knowledge of managerial and business statistics is essential for any person involved in professional golf and golf complexes management. This course covers descriptive and inferential statistics. The descriptive portion analyzes data through graphs, measures of central tendency and spread. Other statistical practices utilize basic probability, binomial and normal distributions, estimation of population parameters, hypothesis testing, linear regression and correlation. Analytical reading and problem solving are required.

PGM 150 Golf Facilities Operations and Management I (4)

Basic principles of managing a general and a professional golf complex. Includes budgeting, marketing, staffing and managing the complex. Overview of the basic structure of finances in operating a sole proprietorship, partnerships, or corporate types of business enterprises; business communications and salesmanship; property ownership, leases and insurance; state federal and property taxes.

PGM 152 Golf Facilities Operations and Management II (4)

Prerequisite: PGM 150

Case studies of golf complexes operations to demonstrate successful operations vs poorly operated or failed operations. Students will be required to develop a business plan for a hypothetical professional tournament class golf course and golf complex, and to design, development, and finance the complex using venture capital, working as team members. Overview of world-class golf courses and complexes, both national and international.

PGM 160 History of Golf (3)

An in-depth study of the history of golf from its beginnings at St. Andrews, Scotland, to the present. Involves a continuous, systematic narrative of how golf originated, its phases of evolution, ideas or events that shaped the course of development of golf and its social and economic class history, within a chronological format.

PGM 163 Anatomy and Biometrics (4)

The musculoskeletal system and its function in human movement; general movement patterns as applied to playing golf and how to improve the performance of a golfer,

development and use of golfing physical skills in diverse play situations and similarities and differences in physical ability among age groups.

PGM 167 Golf Course Development and Design (4)

4 hours lecture, with field trips

Fundamentals of creating a golf course from finding a site for the course through its planning, financing, purchasing, designing and marketing of the course. Includes the essentials of how to select and design a course taking into consideration the given landscape, landscaping requirements, irrigation principles, turf selection, soil composition, the local weather and how they interact and relate to the design of an ideal golf course in a particular location.

PGM 170 Essentials of Turf Development, Maintenance and Management (4)

3 hours lecture, 2 hours lab. (involves field trips)

The essentials of turf development, maintenance and management covers the construction, caring and maintenance of the different types of turf grasses used on golf courses — their specific or special characteristics, soil preparation requirements, planning, fertilizing, the maintenance of common and special turf grasses, and the treatment for diseases and insect pest control.

PGM 177 Golf Club Design, Manufacture, Fitting and Repair and Maintenance (4)

A course on the fundamentals of golf club design, casting and forging clubs, trading clubs, how to properly fit clubs to the needs of the customer, repair clubs, and with the manufacturing process and technological advances in golf materials.

PGM 200 Tournament Golf (4)

3 hours lecture, 2 hours lab.

Tournament golf rules, analysis of the golf swing — including correcting swing errors; mental preparation under tournament conditions using a combination of varying formats and strategy sessions for effective competition in tournaments. How to evaluate a tournament golf course for appropriate club selection and assessing tournament competitors.

PGM 205 Organizing and Planning Golf Tournaments (4)

Fundamentals of planning, organizing and managing golf tournaments. Includes: selecting tournament dates, starting

times, rules and handicapping, staffing requirements, player selection, contracts, tournament insurance, sponsors/financing and advertising.

PGM 210 Country Club Management (4)

Prerequisite: PGM 152

An overview of country club operations, the types of clubs and how they are organized and managed, duties of club officers and staff, service excellence in clubs, leadership in club operations, marketing and quality management in clubs, food and beverage operations, strategic club management, human resources, financial management, computer systems, golf operations, and tennis and fitness clubs.

ELECTIVE COURSES

BUS 155 Managing the Small business (3)

Prerequisite: BUS 113 or approval of instructor

In this course students learn the elements of successfully operating a small business. Key issues include human resource management, marketing for small businesses, financial and legal issues. This course is intended for students in the PGGCM program who are pursuing or intend to pursue a career as a small business owner in golf industries, as a golf service provider, as a manager of a golf complex or country club, or as an entrepreneur. Also covered will be licensing, legal and tax aspects of small businesses, accounting and other needed management information and managing growth and other problems associated with small businesses.

SPEE 172 Small Group Communication (3)

Prerequisite: ENG 107 or approval of instructor

This course offers practical experience in the techniques of leading and participating in small group discussions. Small group techniques such as panels, symposiums, problem solving, conflict resolution, leadership skills and parliamentary procedures are covered. Consensus building through service learning is presented as a tool to creating collective consciousness and altruistic philosophy. This course is designed for those planning to work or are working in small businesses where group and team building skills are required.

FM 215 Fundamentals of Facilitation and Mediation (4)

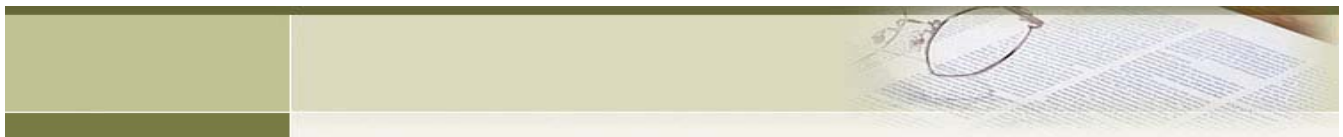
An intensive introductory course on facilitation fundamentals designed to provide students with an understanding of group

dynamics and decision making as a basis for learning the roles, processes and techniques of group facilitation. Role plays, simulations and case studies. This course is also an introductory interactive and entertaining course designed for students and business persons to develop the skills required to perform effectively as mediators. Students will be introduced to different mediation styles such as facilitative, transformative, and evaluative methods. Negotiating principles, role playing, videos and case studies are utilized.

FIN 225 Working Capital Management (3)

Prerequisite: ACCT 115 or permission of instructor

A course emphasizing the management of current assets and current liabilities; covers planning a business's overall level of liquidity, stressing cash management and credit policies. Also covered are selected topics such as bank relations, factoring, and secured inventory financing.



SCHOOL OF ORIENTAL MEDICINE

MASTER OF SCIENCE DEGREE IN ORIENTAL MEDICINE

Stanton University's Master of Science degree program in Oriental Medicine is approved by the State of California's Acupuncture Board and is authorized by the Board to offer Continuing Education courses. Graduates of the program are qualified to sit for the California State Acupuncture Licensing Examination given by the Board. Upon passing the examination, graduates are granted the title "Licensed Acupuncturist" (L.Ac.).

Stanton University's School of Oriental Medicine's Master of Science degree program in Oriental medicine is a candidate for accreditation by the Accreditation Commission for Acupuncture and Oriental Medicine (ACAOM), which is the recognized accrediting agency for the approval of programs preparing acupuncture and Oriental medicine practitioners. ACAOM is located at 14502 Greenview Drive, Suite 300 B, Laurel, MD 20708; Tel 301-313-0855; Fax 301-313-0912; Email: info@acaom.org.

SCHOOL OF ORIENTAL MEDICINE

MASTER OF SCIENCE DEGREE IN ORIENTAL MEDICINE PROGRAM

Synopsis

Acupuncture and Oriental herbal medicine are rapidly gaining recognition across the United States as an effective, low-cost medical treatment that works in harmony with the body's natural-healing ability. In California, acupuncturists are primary health-care practitioners.

Stanton University welcomes your interest in Oriental medicine. Although the program emphasizes the medical and professional aspects of Oriental medicine, we view Oriental medicine as the application of spiritual development, its foundation being the spiritual capability to understand life, as well as the philosophy and process of healing.

Human life is a phenomenon of nature — Oriental medicine views a person's health in terms of the entire life being rather than in terms of limited symptoms, their immediate origins and their various manifestations.

To embark upon a career in Oriental medicine — acupuncture, moxibustion, traditional Oriental diagnosis, traditional Oriental herbal prescription, Western biomedical sciences and Chinese and Korean traditional medical practices — requires an understanding of both the spiritual and physical realms of health care. Diagnosis and treatment focus on the well-being of the entire person, the mind and body, not simply on the presence of physical complaints and symptoms. It is a great challenge to those who have received the benefits of a modern Western education to add to the specificity of their knowledge an integral view of the whole body rather than separate views of its parts.

The Stanton University Oriental medicine program is designed to turn out well-rounded graduates who understand the tradition and history of Oriental medicine as well as the philosophy and process of healing. The master's degree program is designed to provide highly motivated students with an opportunity

to pursue a career as health-care practitioners in this rapidly growing field. While the program stresses the traditional Chinese approach to Oriental medicine, students are exposed to the influence that Korea, Japan and India have contributed to the discipline.

We believe that a program strong in Oriental and Western clinical sciences provides our graduates with an in-depth understanding of the theoretical and practical aspects of Oriental medicine, while cultivating a strong foundation in Western clinical sciences. This integration provides a basis for the practical, as well as the intellectual, unification of Eastern and Western medical philosophies, thereby, enabling Stanton's graduates to have an understanding of a patient's condition from a Western medical perspective and to make informed and responsible referral decisions.

The ultimate goal of Stanton's Oriental medicine program is to bridge Traditional Chinese Medicine and Western clinical medicine as complementary medicine based on the fundamental medical precepts of these medical modalities, thereby, providing a superior-integrated curriculum in the education and training of students as health-care practitioners, while promoting a view of Oriental medicine as being complementary, rather than as an alternative, to Western clinical medicine. The emphasis placed on the teaching of Western medical sciences in conjunction with traditional Oriental approaches to health makes Stanton University graduates well qualified to work alongside other health-care professionals in hospitals, clinics, and other health-care facilities.

Stanton University's Oriental medicine program offers quality, flexibility and value through small classes that foster interaction with the faculty and among students. Courses are taught by working professionals who practice what they teach. Instructors are selected for their professional capability as well as their advancement of the discipline of Oriental medicine.

Students who wish to become licensed acupuncturists are advised to familiarize themselves with the requirements for licensing in the state in which they intend to practice. Academic, internship practice, and other requirements vary from state to state. Complete information on California licensing requirements can be obtained from the Acupuncture Board, 444 North 3rd Street, Suite 260, Sacramento, CA 95814. Telephone: (916) 445-3021 or (800) 952-5210, Fax: (916) 445-3015, www.acupuncture.ca.gov.

Mission, Goals and Objectives of the School of Oriental Medicine and the Master of Science Degree Program in Oriental Medicine

Mission of the School of Oriental Medicine

The mission of Stanton University's School of Oriental Medicine is to train practitioners of Oriental medicine (OM) to function as primary, independent health-care providers by critically assessing and presenting the theories and practices of OM, together with their traditional and modern derivations, so that graduates of the program will be qualified to deliver efficient and effective healthcare. This is accomplished by emphasizing active learning with a focus on problem solving in clinically based settings that engenders students' awareness and respect for the validity of different healing traditions of OM.

Program Goals:

1. To train qualified practitioners of Oriental medicine.
2. To enable graduates of its Master's degree program in OM to function as primary health-care providers who are qualified to apply the principles of Oriental and natural healing as an integral part of the modern health-care system.
3. To inspire, through the presentation of Oriental and natural healing, a deep and lasting respect for the integrity of the human body, mind and spirit.
4. To ensure personal growth, academic advancement, and professional clinical development in a supportive and educational environment.
5. To collaborate with other health-care providers in the development of multidisciplinary approaches to the health-care problems of a diverse, multicultural

population using the practices of Oriental medicine as complementary to traditional health-care protocols.

The program's educational objectives are to transform its mission and goals into outcomes that are measurable traits or qualities that we expect students to attain by the time they graduate from the program.

Expected Educational Outcomes

Knowledge of biomedical sciences

1. Graduates will demonstrate knowledge of clinical sciences from both a traditional Oriental and biomedical perspective.
2. Graduates will be able to communicate in a professional and knowledgeable manner about Oriental medicine and biomedicine with relevant health-care professionals.
3. Graduates will demonstrate an understanding of the etiology of diseases from a traditional Oriental and biomedical perspective and apply this understanding by recommending disease prevention strategies.

Knowledge & skills in the practice of Acupuncture and Oriental medicine

1. Graduates will be able to evaluate patients in a manner which indicates cognizance of all relevant Oriental medicine diagnostic paradigms.
2. Graduates will be able to formulate treatment principles for patients that follow logically from a diagnosis in a manner that prioritizes treatment procedures.
3. Graduates will be able to formulate treatment plans (use of acupuncture, herbal, moxibustion, or supplemental treatment and frequency of treatment) and will be able to provide a logical rationale for such plans.
4. Graduate will be able to administer personally, or by the use of appropriate support personnel, the designated treatment plan.

Attitude, values, and safety in patient care

1. Graduates will demonstrate an understanding of

- personal and professional ethical standards.
2. Graduate will be able to recognize signs and symptoms necessitating referral to appropriate complementary health-care provider.
 3. Graduates will demonstrate an understanding of legal environment encountered in the practice of Oriental medicine.
 4. Graduates will be able to adapt to multicultural environments and practice in diverse community contexts.

Capability of accessing published clinical research in the field

Graduates will be able to interpret research studies and relate findings to their clinical practice.

The Practice of Acupuncture

The California Business and Professions Code, Acupuncture Licensure Act, defines Acupuncture as the stimulation of a certain point or points on or near the surface of the body by the insertion of needles to prevent or modify the perception of pain or to normalize physiological functions — including pain control — for the treatment of certain diseases or dysfunctions of the body and includes the techniques of electro-acupuncture, cupping, and moxibustion.

An Acupuncturist is an individual to whom a license has been issued to practice acupuncture in the state of California pursuant to the Act, whose license is in effect and is not suspended or revoked.

The scope of practice of an acupuncturist includes acupuncture, moxibustion and Oriental Herbology. The modern practice of acupuncture involves needling techniques using disposable fine needles. Moxibustion involves the burning of “moxa,” a type of plant fiber, at specific points on the body. Oriental Herbology involves the prescription of various herbs and other organic materials as nutritional supplements according to traditional Chinese medical theory.

An acupuncturist's license authorizes the holder thereof:

- a) To engage in the practice of acupuncture.
- b) To perform or prescribe the use of Oriental massage, acupressure, breathing techniques, exercise, or nutrition, including the incorporation of drugless substances and herbs as dietary supplements to promote health. Nothing in the Acupuncture Licensure Act prohibits any person who does not possess an acupuncturist's license or another license as a healing arts practitioner from performing or prescribing the use of Oriental massage, breathing techniques, exercises, or nutrition to promote health, so long as those activities are not performed or prescribed in connection with the practice of acupuncture.

Component Areas of the Oriental Medical Program

There are three general areas of theoretical and practical concentration in the Oriental medical curriculum.

I) Oriental Diagnosis and Acupuncture

Oriental medicine students are initially taught the traditional Oriental methods of examination, including — asking, listening, hearing, palpation, pulse diagnosis and tongue diagnosis. This is followed by traditional types of Chinese, Japanese, and Korean needling which form the introductory foundation of acupuncture techniques. Electrical stimulation via cutaneous electrodes, i.e., Transcutaneous Acupuncture like Electrical Stimulus Therapy, is taught as an important supplement to the traditional methods of clinical acupuncture.

II) Oriental Herbology

Oriental Herbology concerns the plant, animal, and mineral substances used in Oriental medical treatment. Students learn their nature, qualities, actions, and treatment conditions from an Oriental medical perspective, along with Western pharmaceutical actions and treatment conditions.

In Oriental medicine, emphasis is placed on the use of combinations of herbs, i.e., herbal prescriptions or

formulas, rather than on the use of single herbs. Learning and understanding herbal prescriptions and the patterns of disharmony are of central importance to the program. Patterns of disharmony are similar to what Western medicine calls disease. The framework for treatment is constructed by the patterns of disharmony. The goal of Oriental medicine is to restore harmony and balance to the patient rather than to intervene upon or subdue the body's natural healing resources.

The study of prescription and Oriental internal medicine includes information from various schools of thought with special attention to developments in China and Korea.

III) Clinic Internship

Stanton University operates a Medical Clinic (MC) at 9618 Garden Grove Blvd., Suite 221, Garden Grove, CA 92844, which is five minutes from the main campus. The MC is wheelchair accessible and meets OSHA medical facility standards.

While the MC serves as a forum where students learn the practice of Oriental medicine, it is also open to the public. The MC is staffed with highly-qualified practitioners of Oriental medicine who practice what they teach.

The clinical practice part of Stanton's Oriental medicine program is the practical counterpart to the theoretical/technical skills component of the program. Each phase of clinic training is coordinated with the appropriate lecture courses to facilitate the bridging of theory with practice.

For further information, see the School of Oriental Medicine's Clinic Handbook.

Herbal Dispensary/Pharmacy

The Stanton University herbal dispensary/pharmacy maintains a stock of over 251 kinds of Oriental herbs and a wide array of the requisite medical supplies

necessary for student instruction in the preparation of herbal formulas and for carrying out clinical health-care activities.

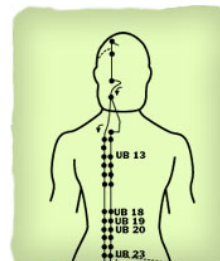
The dispensary's stock is regularly checked for purity and potency in accordance with established clinical/pharmacopeial criteria. Expansion of the herbal stock is an ongoing activity.

Oriental Medicine Program Approvals

Stanton University is authorized by the California Bureau for Private Postsecondary Education to offer the Master of Science degree program in Oriental medicine. The program is approved by the California Acupuncture Board and is authorized by the Board to offer Continuing Education Courses. Graduates of the program are qualified to sit for the California State Acupuncture Licensure Examination.

Questions about times, dates or locations of licensure examinations or general questions about Oriental medicine or Acupuncture should be directed to the California Acupuncture Board located at 444 N. 3rd Street, Suite 260, Sacramento, CA 95811. Tel: (916) 445-3021; Fax: (916) 445-3015; Internet: www.acupuncture.ca.gov.

Stanton University's Master of Science degree program in Oriental medicine is a candidate for accreditation by the Accreditation Commission for Acupuncture and Oriental Medicine (ACAOM). ACAOM is the recognized accrediting agency for the approval of programs preparing acupuncture and Oriental medicine practitioners. ACAOM is located at 14502 Greenview Drive, Suite 300B, Laurel, MD 20708. Tel: (301) 313-0855; Fax: (301) 313-0912. Website: www.acaom.org.



MASTER OF SCIENCE DEGREE IN ORIENTAL MEDICINE

An application for admission to the Master of Science degree in the Oriental medicine program may be submitted at any time. Applications are accepted until the program's enrollment limitation is reached.

Applicants to the program are required to have completed 60 semester or 90 quarter units of postgraduate coursework, preferably with an emphasis on science and biology, with a grade of "C" or better at a college/university accredited by an accrediting agency recognized by the U.S. Department of Education, or by a foreign institution that meets these standards.

SU accepts up to 30 quarter or 20 semester credits of the prerequisite two-year education requirement through assessment of prior learning using either/or a combination of: (1) Credit by examination earned through successful testing and the recommended credit equivalences of AP, CLEP, and PEP examinations and/or (2) assignment of credit for military and corporate training based on recommendations established by the American Council on Education.

Application Procedure

1. Submit a completed application form.
2. Pay the non-refundable application fee: \$100.00 for U.S. residents; \$200.00 for international students.
3. Have official transcripts from all colleges/ universities previously attended forwarded directly to the Stanton University Office of Admissions and Records.
4. Submit a health certificate completed by a licensed M.D. or other primary health-care practitioner.
5. International students must meet the university's international students' entrance requirements to be considered for entrance to SU. (See catalog section F-1 Visa – International Students)

After all application materials have been submitted and all official transcripts of previous college/university coursework have been received by the University, the applicant's application will be evaluated by the Office of Admissions and Records (OAR). The OAR's recommendation is forwarded to the Dean, School of Oriental Medicine or his designee for final action. If the

applicant is accepted for admission, a letter of acceptance is forwarded to the applicant.

Classification of Applicants

Each student applicant to the Master of Science Degree in Oriental medicine (MSOM) will be placed in one of the following enrollment categories, depending on their educational objective and/or whether they meet the university's entrance requirements as outlined in the catalog section General Admission Procedure: Regular standing status, provisional standing status, special standing status or auditor.

Transfer Credit Criteria

In compliance with Acupuncture Regulations, Article 3.5 Acupuncture Training Programs, Section 1399.436, (k) on Criteria for Approval of Acupuncture Training Programs, the following coursework qualify to be evaluated for transfer credit for the Master of Science degree in Oriental medicine program:

- 1) Credit shall be awarded only for actual coursework or directly relevant experience received by the student. As used in this regulation, "experience" means academically relevant learning which involved the student directly in the area of the curriculum required in this section and includes integrated field and clinical internships, apprenticeships, tutorial programs and cooperative educational programs.
- 2) Where the coursework and clinical instruction were completed at an acupuncture school not approved by the board, the evaluation shall include an examination administered by the school in the subject area(s) in which transfer credit may be awarded.
- 3) The outcome of the prior education and experience shall be equivalent to that of an average student who has completed the same subject(s) in the training program and shall meet the curriculum standards and graduation requirements of the training program.
- 4) Up to 100% transfer credit may be awarded for coursework and clinical instruction completed successfully at another acupuncture school or college which is approved by the board.
- 5) Up to 100 % transfer credit may be awarded for courses completed successfully in biology, chemistry, physics, psychology, anatomy, physiology, pathology, nutrition and vitamins, history of medicine, medical

- terminology, clinical science, clinical medicine, Western pharmacology, cardiopulmonary resuscitation, practice management, and ethics at a school approved under Article 4 (commencing with Section 94770) of Chapter 7 of Part 9 of the Education Code or by an accrediting agency recognized by the U.S. Department of Education.
- 6) Up to fifty percent (50%) credit, by transfer or challenge examination for clinical practice coursework and instruction in acupuncture and Oriental medicine principles, theories and treatment procedures completed successfully at a school which is not approved by the board may be awarded by a school approved by the board, provided that at least 50% of the course hours in individual subjects are completed successfully at a school approved by the board.
 - 7) The entire record of the training program's evaluation and award of the student's transfer credit shall be included in the student's academic file and shall be made an official part of the student's transcript which shall be filed with the board upon request of the student.
 - 8) All students shall receive upon matriculation a copy of the training program's policies and procedures for evaluating and awarding transfer credit.

Stanton University's Oriental medicine program does not accept transfer coursework completed through correspondence or media. Evaluation of transfer credit commences when official transcripts are received by the university's Office of Admissions and Records. Only courses in which a letter grade of C or better was received, or in which a pass or credit grade was received in courses that are graded Pass/Fail or Credit/No Credit will be considered for transfer credit.

Final acceptance of a course for transfer to Stanton University is determined by the School of Oriental Medicine. Determination of the transferability of a course and the amount of credit to be given is determined by a faculty committee appointed by the school dean. The decision of the committee is final. However, in granting such approval for transferred courses, Stanton University does not and cannot warrant or represent that the courses for which approval is granted meet the curriculum requirements of the Acupuncture Board.

Students granted fulfillment of Oriental medicine

curriculum requirements through transferred courses must still fulfill any and all curriculum requirements set forth by the California Acupuncture Board — Article 3.5 Acupuncture Training Programs — and are nevertheless responsible for mastering the material covered in these sections for purposes of any cumulative test(s) that may be administered by the University, and for the licensure examination of the Acupuncture Board.

Residency Requirement

Stanton University's graduation requirement for the Master of Science in Oriental medicine degree requires completion of 264 quarter units of coursework and clinic practice with a minimum cumulative GPA of 3.0 or higher. The university's residency requirement requires that of the 264 quarter units, a minimum of 48 quarter units and one (1) year must be completed in residence at Stanton University.

Reservation of the Right to Grant or Deny Transfer Credit

Stanton University reserves the right to grant or deny transfer credit from another institution even if the course title, content, hours of instruction and clinic hours appear to be identical.

English Language Competency

English language competency is required of all students seeking admission to the Master of Science in Oriental Medicine program. A TOEFL score of at least 450 on the Paper-based Test (PBT) must be obtained and a mean score on the TSE, or the student must have completed a two-year (60 semester credits or 90 quarter credits) baccalaureate level education in an institution accredited by an agency recognized by the U.S. Department of Education or from an equivalent English language institution in another country. Applicants who do not satisfy this requirement may be considered for admission with English as a second language, but they must satisfy the proficiency requirement in English before beginning the clinical experience.

Master of Science Degree Program in Oriental Medicine Graduation Requirements

A Candidate for the Master of Science Degree in Oriental Medicine Shall Have:

1. Completed all the required coursework and clinical practice class hours in the Master of Science Degree in Oriental Medicine program — 264 quarter units and 3,120 coursework hours (2,140 hours of didactic courses and 980 hours of clinical internship courses) — with a minimum cumulative grade point average of 3.0 or higher.
2. Met Stanton University's Master of Science Degree program in Oriental Medicine's residency requirement — completed not fewer than 48 quarter units, of the total required 264 quarter units, in residence at Stanton University.
3. Passed the Comprehensive Examination with a score of 70% or better.
4. Had a graduation check, this records check may be requested in the Office of Admissions and Records when a student has no more than 5 classes left to complete the degree's courses requirement.
5. Completed all the coursework for the Master of Science Degree in Oriental Medicine within six academic years of initial enrollment. **Special consideration may be extended to students who take a formal leave of absence and for other special circumstances.**
6. Filed an application for graduation in the Admissions and Records Office prior to the deadline listed in the academic calendar.
7. Paid, at the time of submission of the application for graduation, the \$200.00 graduation and commencement fee.
8. Cleared all outstanding accounts and fulfilled all financial obligations to Stanton University.

Required Courses for the Master of Science Degree in Oriental Medicine

Section		Units	Hours
1.Oriental Medicine Department		126	1,260
1-1. O. M. Theory		47	470
OM301	Fundamentals of Oriental Medicine-I	4	40
OM302	Fundamentals of Oriental Medicine-II	4	40
OM311	Tui Na	3	30
OM312	Qi Gong	2	20
OM313	Tai Ji Quan	2	20
OM421	Oriental Medicine Diagnosis-I	4	40
OM422	Oriental Medicine Diagnosis-II	4	40
OM521	Shang Han Lun	4	40
OM522	WenBing Xue/Jin Gui Yao Lue	4	40
OM531	Oriental Internal Medicine-I	4	40
OM532	Oriental Internal Medicine-II	4	40
OM533	Oriental Internal Medicine-III	4	40
OM534	Oriental Internal Medicine-IV	4	40
1-2. Acupuncture		32	320
AC301	Introduction to Acupuncture	4	40
AC311	Acupuncture Point-I	4	40
AC312	Acupuncture Point-II	4	40
AC420	Acupuncture Energetics	4	40
AC521	Acupuncture Techniques-I	4	40
AC522	Acupuncture Techniques-II	4	40
AC531	Acupuncture Therapeutics-I	4	40
AC532	Acupuncture Therapeutics-II	4	40
1-3. Herbology		47	470
HB301	Introduction to Herbology	4	40
HB311	Herbology-I	4	40
HB312	Herbology-II	4	40
HB313	Herbology-III	4	40
HB314	Herbology-IV	4	40
HB420	Herbal Practice	4	40
HB430	Nutrition in Oriental Medicine	3	30
HB531	Herbal Prescription-I	4	40
HB532	Herbal Prescription-II	4	40
HB533	Herbal Prescription-III	4	40
HB534	Herbal Prescription-IV	4	40
HB630	Advanced Applied Formulas	4	40
2. Western Medicine Department		90	900
2-1. Basic Sciences		38	380
BS200	Biology	3	30
BS210	Chemistry	3	30
BS211	Physics	3	30
BS212	Psychology	3	30
BS310	Organic/Biochemistry	3	30
BS311	Nutrition and Vitamins	3	30
BS321	Anatomy & Physiology-I	3	30

Required Courses for the Master of Science Degree in Oriental Medicine

BS322	Anatomy & Physiology -II	3	30
BS323	Anatomy & Physiology-III	3	30
BS324	Anatomy & Physiology-IV	3	30
BS431	Pathology-I	4	40
BS432	Pathology-II	4	40
2-2. Clinical Medicine & Others		52	520
WM300	Western Medical History	1	10
WM301	Western Medical Terminology	3	30
WM302	Research Methodology	2	20
WM310	Public Health	3	30
WM311	CPR/First Aid	1	10
WM312	Pre-Clinical Procedure/CNT	2	20
WM410	Pharmacology	4	40
WM420	Lab Test/Radiology	3	30
WM430	Western Physical Assessment	4	40
WM520	Survey of Healthcare System	3	30
WM521	Clinic Management	3	30
WM522	Ethics	2	20
WM531	Western Clinical Medicine -I	4	40
WM532	Western Clinical Medicine -II	4	40
WM533	Western Clinical Medicine -III	4	40
WM631	Case Management-I	3	30
WM632	Case Management-II	3	30
WM633	Case Management-III	3	30
3. Clinical Internship		48	960
CL501	Internship/Practice Observation	8	160
CL531	Internship/Diagnosis & Evaluation-I	8	160
CL532	Internship/Diagnosis & Evaluation-II	8	160
CL630	Internship/Supervised Practice	8	160
CL731	Internship/Comprehensive Practice-I	8	160
CL732	Internship/Comprehensive Practice-II	8	160
Total		264	3,120
4. Elective Classes			
EOM 410	Advanced Tui-Na	3	30
EOM 500	Topics on Oriental Medicine	4	40
EOM 510	Classical Literature on Oriental Medicine	4	40
EOM 611	Constitutional Sasang Medicine-I	4	40
EOM 612	Constitutional Sasang Medicine-II	4	40
EOM 621	Sa-Am Acupuncture-I	4	40
EOM 622	Sa-Am Acupuncture-II	4	40
EWM 410	Neuroanatomy	3	40
EWM 421	Manual Therapy-I	4	40
EWM 422	Manual Therapy-II	4	40
EWM 500	Topics on Western Medicine	4	40
EWM 510	Topics on Alternative Medicine	4	40

Master of Science Degree in Oriental Medicine Program
Three and Half Year Curriculum: Full-time, Four Quarters/Yr

<u>Course</u>		<u>Units</u>	<u>Hours</u>
1st Quarter			
OM 301	Fundamentals of Oriental Medicine-I	4	40
OM 313	Tai Ji Quan	2	20
AC 301	Introduction to Acupuncture	4	40
HB 301	Introduction to Herbology	4	40
BS 200	Biology	3	30
BS 321	Anatomy & Physiology-I	3	30
Total		20	200
2nd Quarter			
OM 302	Fundamentals of Oriental Medicine-II	4	40
OM 312	Qi Gong	2	20
AC 311	Acupuncture Point-I	4	40
HB 311	Herbology-I	4	40
BS 210	Chemistry	3	30
BS 322	Anatomy & Physiology-II	3	30
Total		20	200
3rd Quarter			
OM 421	Oriental Medicine Diagnosis-I	4	40
AC 312	Acupuncture Point-II	4	40
OM 311	Tui Na	3	30
HB 312	Herbology-II	4	40
BS 310	Organic/Biochemistry	3	30
BS 323	Anatomy & Physiology-III	3	30
Total		21	210
4th Quarter			
OM 422	Oriental Medicine Diagnosis-II	4	40
AC 420	Acupuncture Energetics	4	40
HB 313	Herbology-III	4	40
BS 211	Physics	3	30
BS 311	Nutrition and Vitamins	3	30
BS 324	Anatomy & Physiology-IV	3	30
Total		21	210
First Year Total		82	820

Master of Science Degree in Oriental Medicine Program
Three and Half Year Curriculum: Full-time, Four Quarters/Yr

<u>Course</u>		<u>Units</u>	<u>Hours</u>
5th Quarter			
AC 521	Acupuncture Techniques-I	4	40
WM 311	CPR/First Aid	1	10
WM 312	Pre-Clinical Procedure/CNT	2	20
HB 314	Herbology-IV	4	40
HB 420	Herbal Practice	4	40
BS 212	Psychology	3	30
WM 300	Western Medical History & Terminology	4	40
Total		22	220
6th Quarter			
AC 522	Acupuncture Techniques-II	4	40
HB 430	Nutrition in Oriental Medicine	3	30
HB 531	Herbal Prescription-I	4	40
BS 431	Pathology-I	4	40
CL 501	Internship/Practice Observation	4	80
Total		19	230
7th Quarter			
OM 521	Shang Han Lun	4	40
AC 531	Acupuncture Therapeutics-I	4	40
HB 532	Herbal Prescription-II	4	40
BS 432	Pathology-II	4	40
CL 501	Internship/Practice Observation	4	80
Total		20	240
8th Quarter			
OM 522	WenBing Xue/Jin Gui Yao Lue	4	40
AC 532	Acupuncture Therapeutics-II	4	40
HB 533	Herbal Prescription-III	4	40
WM 410	Pharmacology	4	40
CL 531	Internship/Diagnosis & Evaluation-I	4	80
Total		20	240
Second Year Total		81	930

Master of Science Degree in Oriental Medicine Program
Three and Half Year Curriculum: Full-time, Four Quarters/Yr

<u>Course</u>		<u>Units</u>	<u>Hours</u>
9th Quarter			
OM 531	Oriental Internal Medicine-I	4	40
HB 534	Herbal Prescription-IV	4	40
WM 430	Western Physical Assessment	4	40
WM 420	Lab Test/Radiology	3	30
CL 531	Internship/Diagnosis & Evaluation-I	4	80
Total		19	230
10th Quarter			
OM 532	Oriental Internal Medicine-II	4	40
WM 531	Western Clinical Medicine -I	4	40
WM 310	Public Health	3	30
WM 521	Clinic Management	3	30
WM 522	Ethics	2	20
CL 532	Internship/Diagnosis & Evaluation-II	4	80
Total		20	240
11th Quarter			
OM 533	Oriental Internal Medicine-III	4	40
HB 630	Advanced Applied Formulas	4	40
WM 532	Western Clinical Medicine -II	4	40
WM 520	Survey of Healthcare System	3	30
CL 532	Internship/Diagnosis & Evaluation-II	4	80
Total		19	230
12th Quarter			
OM 534	Oriental Internal Medicine-IV	4	40
WM 533	Western Clinical Medicine -III	4	40
WM 631	Case Management-I	3	30
CL 630	Internship/Supervised Practice	8	160
Total		19	270
Third Year Total		77	970

Master of Science Degree in Oriental Medicine Program

Three and Half Year Curriculum: Full-time, Four Quarters/Yr

<u>Course</u>	<u>Units</u>	<u>Hours</u>
13th Quarter		
WM 632 Case Management-II	3	30
WM 301 Research Methodology	2	20
CL 731 Internship/Comprehensive Practice-I	8	160
Total	13	210
14th Quarter		
WM 633 Case Management-III	3	30
CL 732 Internship/Comprehensive Practice-II	8	160
Total	11	190
Fourth Year Total	24	400
Oriental Medicine Program Total	264	3,120



Master of Science Degree in Oriental Medicine

Course Description

ORIENTAL MEDICINE

OM 301 Fundamentals of Oriental Medicine I (4/40)

Prerequisite: None

An introduction to the basic theories of Traditional Chinese Medicine, including the history of Oriental medicine, the relationship of Yin and Yang, the five elements, physiological functions of the Zang-Fu (hollow and solid) organs, the formation and function of Qi and Blood and Body Fluid.

OM 302 Fundamentals of Oriental Medicine II (4/40)

Prerequisite: OM 301

This course is a continuation of OM 301, which includes an in-depth study of the etiology, pathology, prevention and treatment principles of diseases. This course also covers some common methods of syndrome differentiation in Oriental medicine according to the eight principles, etiology and Qi, blood and body fluid disturbances.

OM 311 Tui-Na (3/30)

Prerequisite: AC 301, AC 311-312

Brief history, basic principles and manipulation techniques of Chinese massotherapy based on theories of Yin, Yang, blood and internal organs.

OM 312 Qi Gong (2/20)

Prerequisite: None

Exercises combining motion with meditation and breathing to nourish energy with lifestyle counseling and self-care recommendations.

OM 313 Tai Ji Quan (2/20)

Prerequisite: None

An introductory course to the Chinese system of movement and meditation, which the Chinese perform to

maintain good health and prolong longevity by promoting the free flow of Qi.

OM 421 Oriental Medicine Diagnosis I (4/40)

Prerequisite: OM 302

An introduction to the four methods of diagnosis in Oriental medicine with emphasis on tongue observations and pulse diagnosis. An analysis of symptoms and signs of diseases is also covered.

OM 422 Oriental Medicine Diagnosis II (4/40)

Prerequisite: OM 421

This course covers how to differentiate diseases according to Zang-Fu theory and Five-Elements theory; and how to differentiate diseases according to the Six-Stage theory, the Four-Levels theory and the *SanJiao* (=Triple Energizers) theory.

OM 521 Shang Han Lun (4/40)

Prerequisite: OM 422 and at least one Herbal Prescription course.

This course covers the classic theories of diseases caused by exogenous wind and cold factors. Included are the etiology, clinical manifestations, pulse and tongue signs and complications of different states of each disease. The course also covers the basic therapeutic herbal formulas according to differential diagnosis of each syndrome and different stages of disease progress.

OM 522 Wen Bing Xue /Jin Gui Yao Lue (4/40)

Prerequisite: OM 422 and at least one Herbal Prescription course.

Wen Bing Xue consists of differential diagnosis and treatment of febrile diseases based on the systems of the four level theory and three Jiao theory. *Jin Gui Yao Lue* covers miscellaneous diseases. Therapeutic principles are studied for each specific diagnostic complex and examples are given of treatment strategies using both acupuncture and herbal prescriptions.

**OM 531 Oriental Internal Medicine I
(Internal Medicine I, Ophthalmology) (4/40)**

Prerequisite: OM 422 and at least one Acupuncture Therapeutics or one Herbal Prescription course.

This course is a study of clinical Oriental medicine dealing with syndromes of different body systems such as the respiratory and cardiovascular system and also dealing with ophthalmology. Consideration is given to etiopathology, clinical manifestations, analysis and treatment plans, including important herbal treatments and basic formula. Also discussed in detail is how to add herbs to a basic formula according to disease progress and different syndromes. Acupuncture treatments are also mentioned.

**OM 532 Oriental Internal Medicine II
(Internal Medicine II) (4/40)**

Prerequisite: OM 422 and at least one Acupuncture Therapeutics or one Herbal Prescription course.

This course is a study of clinical Oriental medicine dealing with syndromes of different body systems, especially the gastrointestinal system. Consideration is given to etiopathology, clinical manifestations, analysis and treatment plans; includes important herbal treatments and basic formulas. Also discussed in detail is how to add herbs to a basic formula according to disease progress and different syndromes. Acupuncture treatments are also mentioned.

**OM 533 Oriental Internal Medicine III
(Internal medicine III, Traumatology and Orthopedics) (4/40)**

Prerequisite: OM 422 and at least one Acupuncture Therapeutics or one Herbal Prescription course.

This course is a study of clinical Oriental medicine dealing with syndromes of different body systems, with special focus on the urinary system, traumatology and orthopedics. Special consideration is given to etiopathology, clinical manifestations, analysis and treatment plans, including important herbal treatments and basic formulas. Also discussed in detail is how to add herbs to a basic formula according to disease

progress and different syndromes. Acupuncture treatments are also mentioned.

OM 534 Oriental Internal Medicine IV (Gynecology and Pediatrics) (4/40)

Prerequisite: OM 422 and at least one Acupuncture Therapeutics or one Herbal Prescription course.

This course consists of two parts: The gynecological part covers the basic physiology of female menstruation according to Oriental medical theory, different disorders and diseases regarding menstruation cycles, various changes of menstrual flow and special symptoms accompanying the menstrual cycles. The pediatrics part consists of the study of the physiological features of children during their growth and development and etiopathological and pathological features with a comparison to adult disease. Diagnosis and treatment of some of the common pediatric diseases is included as well.

ACUPUNCTURE

AC 301 Introduction to Acupuncture (4/40)

Pre/Co-Requisite: OM 301

An introductory course on Meridian Theory, including the concept, characteristics, pathways, functions of the Twelve Regular Channels/Meridians, the Eight Extra Meridians, the Twelve Divergent Meridians, the Fifteen Collaterals, the Twelve Muscle Regions, and the Twelve Cutaneous and the relationship with internal organs in the human body.

AC 311 Acupuncture Point I (4/40)

AC 312 Acupuncture Point II (4/40)

Pre/Co-Requisite: AC 301, BS 321

A two-quarters combined study on the acupuncture points of 14 meridians and non-channel points.

AC 420 Acupuncture Energetics (4/40)

Prerequisite: AC 301, AC 311-312

A detailed study of the usage of regular and special acupuncture points and their traditional functions and indications in treatment.

AC 521 Acupuncture Techniques I (4/40)*Prerequisite:* AC 301, AC 311-312

An introductory course covering various needling techniques. Clean needle technique is emphasized along with equipment maintenance and safety. This course also includes precautions, contraindication and management of possible accidents in acupuncture treatment. Practice on how to locate and insert needles into various acupuncture points (regular points and extra points) will be covered.

AC 522 Acupuncture Techniques II (4/40)*Prerequisite:* AC 301, AC 311-312

A continuation of Acupuncture Techniques I, including techniques of moxibustion, cupping, guasha, auricular and scalp acupuncture, electro-acupuncture, hand and foot, wrist and ankle acupuncture and other advanced techniques.

AC 531 Acupuncture Therapeutics I (4/40)**AC 532 Acupuncture Therapeutics II (4/40)***Prerequisite:* OM 422, AC 420

A two-quarters combined study—includes the principles of acupuncture prescription and treatment plans and a detailed study of clinical acupuncture treatment planning for different syndromes and diseases with various acupuncture therapies. The course also covers the filiform needle, moxibustion, auricular and scalp acupuncture, etc.

HERBAL MEDICINE**HB 301 Introduction to Herbology (4/40)***Pre/Co-Requisite:* OM 301

An introduction to the major herbal groups and individual herbs used in Oriental medicine with emphasis on their flavors, energies, entering channels, functions and medical uses, plus the structure of pharmaceuticals and botanical terminology.

HB 311 Herbology I (4/40)**HB 312 Herbology II (4/40)****HB 313 Herbology III (4/40)****HB 314 Herbology IV (4/40)***Prerequisite:* HB 301

A systematic description of the commonly used herbs in terms of their nature, entering channel(target organs), actions, indications, contraindications, dosage and route of administration. Includes a brief introduction to a few commonly used formulas for each category of herbs.

HB 420 Herbal Practice (4/40)*Prerequisite:* at least two Herbology courses.

Samples of 264 individual herbs are prepared, and the methods to recognize individual herbs are introduced. A review of tastes and properties, therapeutic meridians, functions, indications, the dosages and the contraindications of 264 individual herbs. The processing of herbs and the basic knowledge of clinical use of herbs are discussed.

HB 430 Nutrition in Oriental Medicine (3/30)*Prerequisite:* at least two Herbology courses.

General concepts of nutrition as a treatment modality in Traditional Chinese Medicine. Differential diagnosis and symptom/sign complex are reviewed for the nutritional treatment of various diseases, with presentation of the appropriate use of diet, herbal stews and soups.

HB 531 Herbal Prescription I (4/40)**HB 532 Herbal Prescription II (4/40)****HB 533 Herbal Prescription III (4/40)****HB 534 Herbal Prescription IV (4/40)***Prerequisite:* HB 311-314

An in-depth comprehensive study of herbs and common formulas used in Oriental medicine practice, including a description of actions, indications, contraindications, dosage, variation and the route of administration of herbal formulas. Individual formulas are taught by therapeutic categories. Clinical usage and research are emphasized.

HB 630 Advanced Applied formulas (4/40)*Prerequisite:* HB 531-534

This course offers students a review and synthesis of the concepts of herbal formulas, and presents a detailed

analysis of the classical formulas required by the California Acupuncture Board's Licensure Exam. This course also introduces well-known contemporary therapeutic formulas with emphasis on clinical usage and research.

WESTERN SCIENCE

BS 200 Biology (3/30)

Prerequisite: None

Science of life or living matter in all its forms and phenomena. Study of the origin, reproduction, structure of plant and animal life and their physiological processes. Human organ systems and the function of human organs are covered. The human reproductive process and genetic phenomena.

BS 210 Chemistry (3/30)

Prerequisite: None

A study of the molecular components of cells; bio-molecules and cells, proteins, enzymes, sugars, lipids, and nucleic acids; a study of metabolism and the generation of phosphate-bond energy; bio-energetic principles and the ATP cycle, glycolysis, oxidation of fatty acids and the oxidative degradation of amino acids.

BS 211 Physics (3/30)

Prerequisite: None

Basic principles of general physics relevant to the study of acupuncture—including electricity, magnetism, heat and light.

BS 212 Psychology (3/30)

Prerequisite: None

Study of why people act, think and feel as they do. The mental process of a person or persons. Designed to provide students with an appreciation of the variety of psychopathological conditions and some of the basic techniques of assessment and treatment methods using counseling skills.

BS 310 Organic/Biochemistry (3/30)

Prerequisite: BS 211

An introduction to physiological chemistry, including basic cellular biology, metabolism, and structure and function of carbohydrates, lipids, proteins and nucleic acids basic to the study of nutrition.

HB 311 Nutrition and Vitamins (3/30)

Prerequisite: BS 210

This course covers the basic principles of nutrition and food which include vitamins and mineral supplementation as well as essential nutritional requirements, the importance of foods and the food guide Pyramid.

BS 321 Anatomy & Physiology I (3/30)

BS 322 Anatomy & Physiology II (3/30)

BS 323 Anatomy & Physiology III (3/30)

BS 324 Anatomy & Physiology IV (3/30)

Prerequisite: None

A comprehensive four-quarters combined study of the anatomical structure and physiological functions of the human body, including: histology and embryology, general introduction to muscular-skeletal system, anatomy and physiology of bones and muscle, skin and integuments; more details of the muscular system, anatomy and physiology of the digestive organs and the respiratory organs, the physiology of exercise and energy metabolism; the urological system, the male and female reproductive organs, the circulatory systems, blood and lymphatic system; the nervous system, sensory organs and the hormonal system.

BS 323 Physiology I (3/30)

BS 324 Physiology II (3/30)

Pre/Co-Requisite: BS 321-322

A comprehensive two-quarters combined study of the development and growth of the human body, endocrinology, physiological functions of bones and the muscles of extremities; physiological functions of the skeletal and muscular system of the head, skin and sense organs, neck and trunk of the human body; physiological function of the nervous and circulatory

systems; digestive, respiratory and the urogenital systems—including the energy of metabolism.

BS 431 Pathology I (4/40)

Prerequisite: BS 321-324

A study of the nature of disease, including microbiology, immunology, psychopathology and epidemiology; a system by system survey of specific diseases pertaining to individual organs or systems.

BS 432 Pathology II (4/40)

Prerequisite: BS 321-324

The organ pathology components that deal with diseases of the pulmonary system, cardiovascular disorders, kidney and male and female genital system, nerve and musculo-cutaneous pathology. Dermatology and toxic environmental pathology will also be discussed in this class.

WM 300 Western Medical History (1/10)

Prerequisite: None

History of the development of Western medicine; terminology and nomenclature, including prefixes, roots, and suffixes. History and development of healing systems, with emphasis on Oriental models in contrast to Western approaches.

WM 301 Western Medical Terminology (3/30)

Prerequisite: None

The Western medical terminology and nomenclature, including prefixes, roots, and suffixes.

WM 302 Research Methodology (2/20)

Prerequisite: None

This course provides students with an introduction on how to conduct clinical research. The course is designed to introduce the basis concepts and techniques of collecting, organizing and analyzing data and information in order to carry out and research a specific inquiry in medical science.

WM 310 Public Health (3/30)

Prerequisite: None

This course covers the principles of public health, including public and community health and disease prevention, public health education, treatment of chemical dependency — as well as public alerts, communicable diseases and epidemiology.

WM 311 CPR/ First Aid (1/10)

Prerequisite: None

All students must hold a current CPR card before applying for acupuncture licensure in California. This one day course includes the causes of heart disease, symptoms of stroke and the principles of cardio-pulmonary resuscitation.

WM 312 Pre-Clinical Procedure/ CNT (2/20)

Prerequisite: None

An orientation to the clinic for new interns. A prerequisite to CL 501 Clinical Internship/ Observation. All aspects of clinic procedures including: treatment skills, record keeping and developing patient-practitioner communication skills with emphasis on HIPAA and OSHA standards in all clinical interactions.

WM 410 Pharmacology (4/40)

Prerequisite: BS 310

A course designed to provide students with a basic understanding of pharmacological theory and practice — with emphasis on classification, major actions and side-effects of commonly prescribed medications.

WM 420 Lab Test/Radiology (3/30)

Prerequisite: BS 321-324

A course designed to develop basic skills in reading and interpreting medical images (X-ray, CT scan, MRI) and ordering, reading and interpreting common western medical diagnostic tests.

WM 430 Western Physical Assessment (4/40)

Prerequisite: BS 431-432

This course includes a brief overview of the general diagnostic aspects of Western medicine. Covers the process required to get a proper diagnosis such as

history taking, patient/practitioner rapport, communication skills and multicultural sensitivity; physical examination and assessment including musculoskeletal, orthopedic, neurological, abdominal, ear, nose and throat examination and functional assessment.

WM 520 Survey of Healthcare System (3/30)

Prerequisite: None

This course presents an overview of Western health-care systems to enable the student to effectively communicate with other health-care practitioners in order to make and receive referrals more effectively.

WM 521 Clinic Management (3/30)

Prerequisite: None

This course covers the business and management aspects of practicing acupuncture and Oriental medicine in private clinic establishments including record keeping, insurance billing, collection, business written communication, front office procedures, planning and establishing a professional office, practice growth and development and ability to practice in interdisciplinary medical settings — including in hospitals, risk management and in areas involving insurance issues.

WM 522 Ethics (2/20)

Prerequisite: None

The course covers legal and ethical aspects of practicing acupuncture and Oriental medicine including knowledge of regulatory compliance and jurisprudence (municipal, California and federal laws, includes OSHA, labor code, the Health Insurance Portability and Accountability Act of 1996 (HIPAA), ethics and peer review.

WM 531 Western Clinical Medicine I (4/40)

Prerequisite: WM 410, WM 420, WM 430

This three-quarters course provides the clinical aspects of Western medicine. The first of a three-part series includes the human body within the western approach to disease and disorders, nutrition, hormonal disorder, errors of metabolism and alimentary tract.

WM 532 Western Clinical Medicine II (4/40)

Prerequisite: WM 410, WM 420, WM 430

This second of a three-part series emphasizes diseases of the digestive system, respiratory system, and immunology. Hematology and oncology, musculoskeletal and connective tissue disorders will also be discussed.

WM 533 Western Clinical Medicine III (4/40)

Prerequisite: WM 410, WM 420, WM 430

This third of a three-part series includes the diseases of the cardiovascular system, nervous systems, and Genitourinary system. Psychiatric disorders, obstetrics and gynecology, pediatrics will also be discussed.

WM 631 Case Management I (3/30)

Prerequisite: Clinical Internship CL 501

This course covers primary, secondary and specialty care responsibilities; psychological assessments, treatment contraindications and complications — including drug and herb interactions.

WM 632 Case Management II (3/30)

Pre/Co-Prerequisite: Clinical Internship CL 531-532

This course covers treatment planning, continuity of care, referral, collaboration, follow-up care, final review, functional outcome measurements, prognosis, future medical care, medical-legal report writing, expert medical testimony and independent medical review.

WM 633 Case Management III (3/30)

Pre/Co-Prerequisite: Clinical Internship CL 630

This course covers case management for injured workers and socialized medicine patients, including a knowledge of workers compensation/labor codes and procedures and qualified medical evaluations, coding procedures for current procedural codes, including CPT and ICD-9 diagnoses, special care/seriously ill patients and emergency procedures.

CLINICAL TRAINING

CL 501 Clinical Internship/ Observation (8/160)

Prerequisite: WM 312

First Part: Supervised practical experience in the herbal pharmacy, selecting, weighing and compounding herbal prescriptions.

Second Part: Supervised observation of the clinical practice of acupuncture and Oriental medicine with case presentations and discussion. It guides the students to observe the clinician for patient examination and treatment in the clinic including discussions of basic diagnostic protocol, traditional Oriental medical therapies, and the patient-practitioner relationship.

CL 531 Internship/Diagnosis and Evaluation I (8/160)

CL 532 Internship/Diagnosis and Evaluation II (8/160)

Prerequisite: CL 501

The application of Eastern and Western diagnostic procedures in evaluating patients with emphasis on incorporating diagnostic skills into a cohesive clinical procedure.

CL 630 Internship/Supervised Practice (8/160)

Prerequisite: CL 531-CL 532

The mature stage of internship. Practical experience in the clinic at progressively higher levels of responsibility under the supervision of clinical staff.

CL 731 Internship/ Comprehensive Practice I (8/160)

CL 732 Internship/ Comprehensive Practice II (8/160)

Prerequisite: CL 630

The final stage of internship. Practical experience in the clinic at progressively higher levels of responsibility under the supervision of clinical staff. Comprehensive therapeutic methods are applied.

ELECTIVES

EOM 410 Advanced Tui-Na (3/30)

Prerequisite: OM 311

This course is a continuation of OM 311 Tui Na. It covers the physical examination of the upper extremities and the etiology and pathogenesis of symptoms — with diagnosis and treatment of diseases involving cervical, thoracic, lumbar and sacral vertebrae.

EOM 500 Topics on Oriental Medicine (4/40)

Prerequisite: at least one year of basic Oriental medicine courses.

Practitioners with special areas of expertise in Oriental medicine have the opportunity to share their knowledge in advanced seminars. Topics will vary.

EOM 510 Classical Literature on Oriental Medicine (4/40)

Prerequisite: at least one year of basic Oriental medicine courses.

This course offers students a review of classical literature such as Neijing, Nanjing, etc. for a deeper understanding of Oriental medicine.

EOM 611 Constitutional Sasang Medicine I (4/40)

EOM 612 Constitutional Sasang Medicine II (4/40)

Prerequisite: at least two Herbal Prescription courses (HB 531-534).

This course provides students with a detailed study of Korean Sasang Constitutional Medicine — basic theory, clinical studies, Constitution's Disease and diet for each constitution — with an emphasis on herbal formulas.

EOM 621 Sa-Am Acupuncture I (4/40)

EOM 622 Sa-Am Acupuncture II (4/40)

Prerequisite: AC 420

This course provides students with the basic principles and history of Sa-Am Acupuncture. It also presents a basic practical technique which has been commonly applied to acupuncture practice.

EWM 410 Neuroanatomy (3/30)

Prerequisite: BS 321-324

This course deals with the basic structure and functional aspects of the human nervous system with special emphasis on the cranial and spinal nerves. The course also emphasizes the special sense organs of the human body such as the eyes, the ears, the tongue, etc. and the autonomic nervous system.

EWM 421 Manual Therapy I (4/40)

EWM 422 Manual Therapy II (4/40)

Prerequisite: BS 321-322

This course provides students with a review of the basic anatomy and physiology of the human body so that they may gain more specific and practical skills and techniques in the art of massage, acupressure, and physical adjustment.

EWM 500 Topics on Western Medicine (4/40)

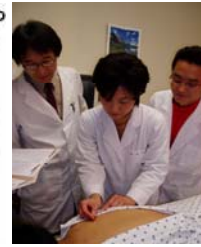
Prerequisite: at least one year of basic Oriental medicine courses.

Practitioners with special areas of expertise in Western medicine share their knowledge in advanced seminars. Topics will vary.

EWM 510 Topics on Alternative Medicine (4/40)

Prerequisite: at least one year of basic Oriental medicine courses.

Practitioners with special areas of expertise in alternative and complementary/integrative medicine share their knowledge in advanced seminars. Topics will vary.



**SCHOOL OF THEOLOGICAL
AND MINISTERIAL STUDIES**

**Master of Divinity and
Doctor of Ministry
Programs**

DOCTRINAL STATEMENT

SCHOOL OF THEOLOGICAL AND MINISTERIAL STUDIES

The School of Theological and Ministerial Studies is dedicated to the integration of faith and learning, and endeavors to promote a balanced commitment to God's revelation and to academic excellence in the pursuit of knowledge. The school invites the members of its community to a life lived in response to the claims of the Kingdom of God, in which the transcendent realities of the gospel are brought to bear on real life challenges.

Under the Lordship of Jesus Christ, the school seeks to prepare men and women as future leaders to serve Jesus Christ in ministries marked by faith, integrity, scholarship, competence, compassion and joy.

We pursue this mission in three ways. First, we seek to form men and women for ordained gospel ministry as pastors, teachers, evangelists, missionaries and for other tasks specified by the Church. Second, we seek to train men and women to serve Christ in kingdom ministries other than those that require ordination. Third, we seek to serve as a center for Christian research and scholarship and to communicate the fruits of our labors to the Church and the world.

We Believe

... in the trinity, meaning that in the unity of the Godhead there be three persons of one substance, power and eternity — God the Father, God the Son, God the Holy Spirit.

... that the Bible is the inspired, infallible, inerrant and authoritative word of God.

... that the only mediator between God and humankind is Jesus Christ our Lord, who was conceived by the Holy Spirit, born of the Virgin Mary and fully shared and fulfilled our humanity in a life of perfect obedience.

...that by His death in our place, He revealed divine love and upheld divine justice, removing our sins and reconciling us to God.

...that the only means of being cleansed from sin is through repentance and faith in the precious blood of Jesus Christ.

...that regeneration by the Holy Spirit is absolutely essential for personal salvation.

... in the deity of the Holy Spirit, who through the proclamation of the gospel renews our hearts, persuades us to repent of our sins and confess Jesus as Lord.

... that the redemptive work of Christ on the cross provides healing of the human body in answer to believing prayer.

...that the baptism in the Holy Spirit, according to Acts 2:4, is given to believers who ask for it.

...in the sanctifying power of the Holy Spirit by whose indwelling the Christian is enabled to live a holy life.

...in the resurrection of both the saved and the lost, the one to everlasting life and the other to everlasting damnation.

SCHOOL OF THEOLOGICAL AND MINISTERIAL STUDIES

The School of Theological and Ministerial Studies (STMS) seeks to academically maintain an atmosphere that encourages students in their responsible exercise of academic freedom. Believing that intense study and rigorous thought should be an act of spiritual devotion, the school seeks to become a community of scholar-servants in their work and devotion to God.

Because zeal without knowledge or knowledge without godly zeal can only injure the Church, the school seeks to develop in its students a balanced combination of solid learning and Christlike piety by educating them to approach theological and practical ministry issues with cultural sensitivity and discernment.

The school is faithful to the intellectual tradition and apostolic priority of the Christian Church — reverent and critical service of the faith that does justice. Doctrinally, the school stands for the fundamentals of the faith as taught in Holy Scriptures and handed down by the Church.

The school's pledge is to serve the entire church of Jesus Christ in its various manifestations — whether congregational, denominational or multi-denominational and to reflect the ecumenical vision embroidered in the structure and substance of the Church. The school offers a theological and ministerial education that is grounded in Scripture and the heritage of faith; yet is also an education in touch with the issues affecting contemporary ministry and the lives of people in today's world.

The STMS offers courses in religion, Christian counseling and education, religious beliefs, theology, the ministry and ministerial administration that address the critical issues in these areas in their many facets: historical, cultural, literary, aesthetic, sociological, experiential and philosophical. Students who undertake religious, theological and ministerial studies learn both to appreciate the importance of religion, theology and the ministry to human thought, action and creativity and to judge their character and historical impact in cultural context. Moreover, they discover how the critical study of religion and the work of the ministry leads to increased understanding of the relationship among the various fields of knowledge that constitute the humanities and

social sciences.

EDUCATIONAL PHILOSOPHY OF THE SCHOOL OF THEOLOGICAL AND MINISTERIAL STUDIES

The STMS' educational philosophy encompasses the principle that the spiritual development of every student is a matter of prime importance in religious, theological and ministerial education. Under the authority of Scripture, the school seeks to fulfill its commitment to prepare leaders for service in the Church, the ministry and ministerial administration for all Christian denominations.

Recognizing that ministry can take many forms, the school's programs of study are structured to respond to the gifts, background, needs, interests and calling of each student. The school aspires to develop church leaders who will be able to address the complex issues confronting the church's ministry and witness.

The identification of human gifts and the dedication of those gifts to the service of the greater good is the essence of ministry. To discover ministry is an embodiment of grace. While the school's mission is to promote the essentials of Christianity and to prepare people holistically for service in the Church in its many forms, it is also committed to freedom in the formulation of nonessentials. There is an appreciation of the reality that there will always be differences in our understandings, spiritual maturity and conclusions and that these differences should not be used as a test of fellowship.

The programs in the school are based on the premise that theology and ministry involves authenticity, the real presence of gifted human beings. One who ministers embraces the capacity to be responsible, grounded and self-authoring. One who ministers carries within a reverence for life and is responsible to life all around.

There are many forms of religion and ministry that take place in a context beyond the immediate sphere of a congregation. And there are religious vocations that are not oriented towards the art of life together, but call for solitude. A sincere exploration of the nature of one's calling is welcomed as part of the educational process. Clarity of purpose and firm commitment will also find a home in the STMS.

THE MASTER OF DIVINITY DEGREE PROGRAM

Program Description

The Master of Divinity (M.Div.) degree is the first professional graduate degree recognized by schools of theology for training full-time Christian pastors for church ministry. The degree provides the pastoral candidate with the basic skills for competent exegesis and interpretation of the Scripture, basic biblical and theological knowledge, a broad history of Christianity and missions and an understanding of cultural environments and basic pastoral leadership skills for effective ministry. The M. Div. degree serves as a prerequisite for the professional Doctor of Ministry degree. The M.Div. degree usually requires three years of full-time study past the baccalaureate degree.

Graduates of the M.Div. degree program will have acquired the following competencies that prepare them for professional employment responsibilities. The graduates should:

1. Be able to use the biblical languages of Hebrew and Greek to accurately exegete scriptures and for effective exposition of the Scripture.
2. Demonstrate effective communicative, inspirational, supervisory, administrative, organizational and other managerial skills necessary for fulfilling the assigned duties and responsibilities within Christian ministries such as — preaching, counseling and teaching.
3. Demonstrate the capacity to provide leadership within ministry settings to both lay and church staff in multi-cultural settings. The Christian leadership skills and values of motivation, goal setting, evangelism and interpersonal relationship will be developed for effective ministry.
4. Be able to develop personal spiritual habits and discipline that will foster spiritual formation, professional ministry growth and a foundation for continuous personal, spiritual and ecclesiastical growth.
5. Understand the broad spectrum of Christian theology and Christian history to develop a commitment to their personal theological understandings with tolerance and appreciation for legitimate Christian dogmatic differences.
6. Function in basic liturgical settings — including church worship, ordinances, weddings and funerals. The graduate should also be able to function in non-liturgical settings such as congregational business meetings, elder/deacon/board meetings, denominational meetings, church staff meetings, pastoral care, etc.
7. Demonstrate a synthetic and analytical understanding of the Bible in both its Old and New Testaments and their individual books.
8. Have developed a competent knowledge and understanding of the biblical, theological and historical aspects of Christianity with orientation to function as a pastor with an integrated Christian world view of his/her ministerial endeavors and an ability to analyze problems and find solutions independently.

Admission Procedure and Requirements for the M.Div. Program

Application forms for the M.Div. program may be obtained from the university's Office of Admissions and Records and returned to the office after completion.

In addition to the general requirements for admission to the University, applicants for the M.Div. degree program must complete the following procedure before a decision can be made on admission to the M.Div. program:

1. Provide official transcripts of all academic work undertaken since graduation from high school. A final official transcript indicating that the bachelor's degree has been granted should be submitted. If the bachelor's degree has been earned but has not been granted at the time that the student applies for admission into the M.Div. degree program, then the student — upon receipt of the bachelor's degree — should immediately make arrangements to have an official transcript sent to SU indicating that the bachelor's degree has been granted.
2. A cumulative grade point average of 3.0 or higher (on a four-point scale) in all baccalaureate coursework is required to be considered for admission to the M.Div. program. Earned degrees must be from a college or university accredited by an accrediting agency recognized by the U.S.

Department of Education, from an institution approved by the Bureau for Private Postsecondary Education, or from a national or international institution that meets these standards.

3. Two letters of recommendation, one of which should be from a minister who knows the applicant and who is not related to the applicant.
4. International students must meet the university's entrance requirements for F-1 Visa Students. See catalog section, International Students — F-1 Visa Students.
5. Payment of the SU application fee:
 - \$100.00 (U.S. residents)
 - \$200.00 (International students)

Classification of Students

Each M.Div. student will be placed into one of the following enrollment categories depending on their educational objective and/or whether they meet the university's entrance requirements: Regular standing, provisional standing, special standing or auditor status. See the catalog section on SU admission requirements for detailed information on these student statuses.

M.Div. Degree Academic Advisors

The M.Div. degree objective student's Academic Advisor (AA) directs a student's progress through the degree program and provides advice and counsel to the student. The AA is a faculty member who is appointed by the school dean, or designee, in consultation with the M.Div. degree student candidate and with the consent of the faculty member. The AA is appointed when the student is officially admitted into the M.Div. program as a Regular Standing status student. Because only those courses approved by each student's AA may be used toward the Master's degree, students must be careful to take the courses outlined in the M.Div. program, or a substitute course approved by their AA. Elective courses are free choice courses which do not require the AA's approval.

Student Academic Load

A full-time academic load in the M.Div. program is twelve (12) credit hours or more per quarter. Exceptional students may enroll for up to 16 credit hours upon the approval of their AA. Students may not enroll for more than 16 credit hours in a regular quarter without the recommendation of their AA and the approval of the school dean.

Academic Standards

In order to graduate, students must achieve a minimum cumulative grade point average of 3.0 on a 4.0 scale. Students are expected to gauge the course load for each quarter so that they will achieve at least a B grade in each course attempted. Any grade below B is considered below minimal performance in the M.Div. program and indicates that improvement is required if a student expects to complete the degree. If a student receives a second grade which is a B- or less, he/she will be required to meet with their AA and the school dean, or the designee, to determine whether or not the student should continue as a degree candidate student in the M.Div. program. If a student receives a third grade which is below B, he/she may be dismissed from the program at the discretion of the school dean. No more than two (2) course grades of less than B may count toward the master's degree. Grades below C cannot be used for credit towards the M.Div. degree except by repeating the course and receiving a satisfactory grade. (See Stanton University Grading System given earlier in this catalog.)

Transfer Credit and Residency Requirement

The STMS's Transfer Credit Policy stipulates that **no more than 28 graduate semester or 43 graduate quarter units awarded by another institution may be credited toward the M.Div. degree.** All other coursework for the degree must be completed at SU.

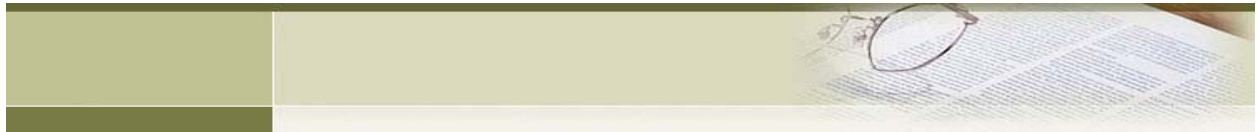
Each request for a transfer of credits must be received by the Office of Admissions and Records no later than the commencement of classes for new students and by the last quarter of their program for current students who have taken one or more courses at another institution while working

toward their M.Div. degree at SU that they want transferred to SU.

The required units for graduation for the Master of Divinity degree is 144 quarter units, of which no more than 43 graduate quarter units awarded at another institution approved by a public or private institution of higher learning accredited by an accreditation association recognized by the U.S. department of Education, or any institution of higher learning, including foreign institutions, that meets these standards may be credited towards the M.Div. degree. The remaining 101 quarter units must be completed at Stanton University. This number of units, 101, that must be completed at Stanton University is the **Residency Requirement** for the Master of Divinity degree.

Time Limit on Completion of the Master of Divinity Degree

All work for the M.Div. degree must be completed within five (5) years from the date of commencing the program unless an extension is granted. If a student finds it necessary to petition for an extension of time in order to complete the M.Div. degree requirements, he/she must first petition their AA for an extension of the five (5) years requirement. The petition will then be forwarded to the school dean for final action. An extension may be granted for a one (1) year period. Under certain extenuating circumstances, a second one (1) year extension may be granted allowing a maximum of seven (7) years to complete all requirements for the M.Div. degree.



PROGRAM REQUIREMENTS FOR THE MASTER OF DIVINITY DEGREE

The M.Div. program consists of four (4) areas of concentration consisting of 123 units: Old Testament, 21 units; New Testament, 21 units; Historical Studies, 18 units; Theological Studies, 27 units and Practical Studies, 36 units. Students have 21 units of electives.

Comprehensive Examination

The final step in qualifying for the M.Div. degree is to pass the M.Div. Comprehensive Examination. The focus of the examination is to evaluate students' ability to synthesize, analyze and demonstrate competence in utilizing the coursework received in the program in the fields of divinity, theology and ministry.

The Comprehensive Examination is administered by a special examination committee appointed by the dean of the School of Theological and Ministerial Studies. Students have the option of taking a written or oral examination. The written examination is four (4) hours in length; the oral examination is three (3) hours in length. Students have two (2) opportunities to pass the comprehensive exam option they choose. Failure to pass the written or oral comprehensive exam after two (2) attempts disqualifies the student from further attempts until he/she has successfully completed additional prescribed coursework. However, at the discretion of the examination committee and the school dean, the student may be dismissed from the program.

For additional information on the M.Div. degree requirements, see the STMS' M.Div. program bulletin.

MASTER OF DIVINITY PROGRAM GRADUATION REQUIREMENTS

A candidate for the Master of Divinity degree shall have:

1. Successfully completed the Master of Divinity program's 144 quarter units of coursework requirement with a minimum cumulative grade point average (CGPA) of 3.0 or better, while having received no more than two (2) letter grades of less than a B or two grades of B-, C+ or C.
2. Passed the M.Div. degree Comprehensive Examination.
3. Successfully completed all degree requirements within the maximum time limit allowed for the Master of Divinity degree: Seven (7) years.
4. Filed all the necessary graduation forms in accordance with the timetable provided by the School of Theological and Ministerial Studies and the university's Office of Admissions and Records.
5. Settled all outstanding financial obligations to the University.

Master of Divinity Major Requirements 144 units

Common-Core-Curriculum Courses for the M.Div. Degrees (Required Courses)		123 units
Old Testament Studies		21 units
New Testament Studies		21 units
Historical Studies		18 units
Theological Studies		27 units
Practical Studies		36 units
Elective Courses		21 Units
Total		144 units

Master of Divinity Program

Old Testament		Units	Practical Studies		
OT 500	Hebrew I	3	PT 501	Introduction to Preaching	3
OT 501	Hebrew II	3	PT 502	Advanced Preaching I	3
OT 505	Introduction to the Old Testament	3	PT 503	Advanced Preaching II	3
OT 600	The Pentateuch	3	PT 504	Advanced Preaching III	3
OT 601	Historical Books	3	PT 505	Advanced Preaching IV	3
OT 611	Psalms and Wisdom Books	3	PT 610	Foundation of Christian Education	3
OT 711	Prophetical Books	<u>3</u>	PT 620	Theology of Ministry	3
Total		21	PT 720	Pastoral Counseling	3
New Testament			PT 721	Advanced Pastoral Counseling	3
NT 500	Greek I	3	PT 730	Theology of Mission	3
NT 501	Greek II	3	PT 740	Church Administration	3
NT 505	Introduction to the New Testament	3	PT 760	Theology of Church Growth	<u>3</u>
NT 600	Synoptic Gospels	3	Total		36
NT 601	Acts and Pauline Books	3	Elective Courses		
NT 611	General Epistles	3	OT 755	OT Theology	3
NT 701	Revelation	<u>3</u>	OT 756	OT Background	3
Total		21	OT 760	OT Ethics	3
Historical Studies			NT 750	NT Theology	3
CH 510	Early Church History	3	NT 755	NT Background	3
CH 520	Korean Church History	3	NT 756	NT Ethics	3
CH 610	Medieval Church History	3	OT 733	Exegesis of OT	3
CH 620	Reformation Church History	3	NT 733	Exegesis of NT	3
CH 710	Modern Church History	3	PT 710	Christian Worship	3
CH 715	American Church History and Theology	<u>3</u>	NT 614	The Gospel of John	3
Total		18	PT 685	Practicum/ internship: Leadership and Field Ministry	3
Theological Studies			PT 711	Youth Ministries	3
ST 511	Introduction to Systematic Theology	3	PT 745	Church Polity	<u>3</u>
ST 512	Doctrine of God	3	Total		39
ST 513	Christology	3	M.Div. Course Requirement		
ST 515	Doctrine of Man	3	Core Courses		
ST 610	Doctrine of the Holy Spirit	3	OT		21
ST 700	Eschatology	3	NT		21
ST 710	Contemporary Theology	3	CH		18
ST 715	Christian Ethics	3	ST		27
ST 720	History of Christian Theology	<u>3</u>	PT		36
Total		27	Subtotal		123
			Elective Courses		21
			Grand Total		144

M. Div. Program Three-Year Schedule

Courses		Unit
1st Year		
1st Quarter		
OT 500	Hebrew I	3
NT 500	Greek I	3
CH 510	Early Church History	3
PT 501	Intro. To Preaching	3
		12
2nd Quarter		
OT 501	Hebrew II	3
NT 501	Greek II	3
ST 511	Intro. to Systematic Theology	3
PT 610	Foundation of Christian Education	3
		12
3rd Quarter		
OT 505	Intro. to OT	3
NT 505	Intro. to NT	3
PT 620	Theology of Ministry	3
ST 512	Doctrine of God	3
		12
4th Quarter		
ST 513	Christology	3
CH 520	Korean Church History	3
PT 730	Theology of Mission	3
Elective		3
		12
1st Year Subtotal		48
2nd Year		
1st Quarter		
PT 502	Advanced Preaching I	3
OT 600	The Pentateuch	3
CH 610	Medieval Church History	3
ST 515	Doctrine of Man	3
		12
2nd Quarter		
PT 503	Advanced Preaching II	3
NT 600	Synoptic Gospels	3
ST 610	Doctrine of Holy Spirit	3
Elective		3
		12

Courses		Unit
3rd Quarter		
PT 720	Pastoral Counseling	3
OT 601	Historical Books	3
CH 620	Reformation Church History	3
Elective		3
		12
4th Quarter		
PT 740	Church Administration	3
NT 601	Acts and Pauline Books	3
ST 700	Eschatology	3
Elective		3
		12
2nd Year Subtotal		48
3rd Year		
1st Quarter		
PT 504	Advanced Preaching III	3
OT 611	Psalms and Wisdom Books	3
ST 710	Contemporary Theology	3
CH 710	Modern Church History	3
		12
2nd Quarter		
PT 505	Advanced Preaching IV	3
NT 611	General Epistles	3
ST 715	Ecclesiology	3
Elective		3
		12
3rd Quarter		
PT 721	Advanced Pastoral Counseling 3	3
OT 711	Prophetic Books 3	3
ST 720	History of Christian Theology 3	3
Elective		3
		12
4th Quarter		
PT 760	Theology of Church Growth	3
NT 701	Revelation	3
CH 715	American Church History and Theology	3
Elective		3
		12
3rd Year Subtotal		48
Grand Total		144

MASTER OF DIVINITY COURSE DESCRIPTIONS

OLD TESTAMENT

OT 500 Hebrew I (3)

Prerequisite: None

Introduction to Hebrew Grammar.

OT 501 Hebrew II (3)

Prerequisite: OT 500

Hebrew grammar and exegesis.

OT 505 Introduction to the Old Testament (3)

Prerequisite: None

An introductory course of selected aspects in the Old Testament. It is an overview of the paradigmatic eras of Old Testament history and the integrated framework of its theology.

OT 600 The Pentateuch (3)

Prerequisite: None

An In-depth study of the first five books of the Old Testament; a study of Israel's traditions about its emergence as a people under God's initiative; the prehistory, the patriarchs, exodus from Egypt; the wilderness and Sinai.

OT 601 Historical Books (3)

Prerequisite: OT 500

An introduction to the historical books of the Old Testament and to the historical, literary and theological character of Hebrew narrative; exegesis of selected passages and development of a biblical theological approach to this literature.

OT 611 Psalms and Wisdom Books (3)

Prerequisite: OT 500

An introduction to the poetical books of the Old Testament and to the nature of Hebrew poetry, Genre and contextual analysis of the Psalms; exegesis of selected passages and development of a biblical-theological approach to this literature.

OT 711 Prophetical Books (3)

Prerequisite: OT 500

A study of the nature and history of the prophetic

institution in Israel. This course offers an introduction and exegesis of selected passages with special attention to the messianic theme and eschatological patterns.

OT 733 Exegesis of Old Testament (3)

Prerequisite: None

A detailed study of a selected book of the Old Testament, with an emphasis on exegesis and application.

OT 755 Old Testament Theology (3)

Prerequisite: OT 523

A study of the main doctrines of the Christian religion — their various themes and how they are traced and developed in the Old Testament.

OT 756 Old Testament Background (3)

Prerequisite: None

An exploration of Egyptian, Babylonian, Assyrian and Persian backgrounds of the Old Testament designed to provide the student with an understanding of the Old Testament world.

OT 760 Old Testament Ethics (3)

Prerequisite: OT 523

This course is designed to acquaint students with the ethical teachings of the Old Testament, and to probe the relevance of Old Testament ethics for a contemporary personal and social ethic.

NEW TESTAMENT

NT 500 Greek I (3)

Prerequisite: None

First quarter introduction to Greek grammar.

NT 501 Greek II (3)

Prerequisite: NT 501

Continuation of Greek grammar and introduction to Greek exegesis using selected New Testament passages. It is strongly recommended that the two quarters be taken in sequence.

NT 505 Introduction to the New Testament (3)*Prerequisite: None*

A study of important theological concepts in the New Testament focusing on the principles of textual criticism and their application, with background and language study and an introduction to the history and literature of the Christian movement in the first and second centuries — with particular focus on the New Testament.

NT 600 Synoptic Gospels (3)*Prerequisite: None*

A study of the Jesus tradition and interpretation in the first three gospels; contents of Jesus' message, his understanding of his own life and mission and his teachings as portrayed in these books.

NT 601 Acts and Pauline Books (3)*Prerequisite: None*

An exposition of the theological argument of the Book of Acts, with consideration of hermeneutical principles and historical issues involved in the interpretation of historical narrative literature

NT 611 General Epistles (3)*Prerequisite: None*

A historical and doctrinal study of the epistles of James through Jude.

NT 614 The Gospel of John (3)*Prerequisite: None*

An introduction to the fourth Gospel, exploring various theological themes presented in the book and exegetical study of the book.

NT 701 Revelation (3)*Prerequisite: None*

A Study of Hermeneutical Issues and strategies of the Book of Revelation. This course offers a survey of the visions, their interrelationships, their significance in light of the Old Testament background, Christ's redemptive achievement and the crisis confronting churches. Special attention will be given to preaching the Book of Revelation.

NT 733 Exegesis of the New Testament (3)*Prerequisite: NT 500*

A detailed study of a selected book of the New Testament with emphasis on exegesis and application.

NT 750 New Testament Theology (3)*Prerequisite: NT 543*

A survey of biblical theology presented in the New Testament; major theological motifs of the message and ministry of Jesus as recorded in the four Gospels; proclamation of the Kerygma and the formation of the early church.

NT 755 New Testament Backgrounds (3)*Prerequisite: None*

A study of the Greek, Roman and Jewish backgrounds of the New Testament is made in order to give the New Testament student an understanding of the world of Jesus and the early church. Extensive readings in representative texts from the New Testament period, including the Dead Sea Scrolls.

NT 756 New Testament Ethics (3)*Prerequisite: None*

This course is designed to acquaint students with the ethical teachings of the New Testament, and to probe the relevance of New Testament ethics for a contemporary personal and social ethic.

HISTORICAL STUDIES**CH 510 Early Church History (3)***Prerequisite: None*

A study of the main centers of early Christianity in their wider cultural environments. Exploration of cultural diversity and its effects on the development of early Christian theology, polity, liturgy and popular piety.

CH 520 Korean Church History (3)*Prerequisite: None*

This course examines Korean church history and character; Christianity in the wider Korean cultural and

historical background of the nation; localization and contextualization; modern church growth and its future direction.

CH 610 Medieval Church History (3)

Prerequisite: None

This course provides a survey of church history from 600 to 1500 A. D. Attention will be given to doctrinal controversies, the growth of papal power, monasticism, scholasticism, mysticism and forerunner of the Reformation.

CH 620 Reformation Church History (3)

Prerequisite: None

A study of the reformation focusing on the various Anabaptist thinkers and their clash with Lutheran and reformed Protestantism.

CH 710 Modern Church History (3)

Prerequisite: None

A study of the change in the intellectual background which developed in the seventeenth and eighteenth centuries. The claims of reason, pietism, and the evangelical revival. The conflicts and issues of the time.

CH 715 American Church History And Theology (3)

Prerequisite: None

A study of the beginnings of Christianity in America to the present. Includes the European background, colonial Christianity, the first Great Awakening, the rise of the United States, the separation of church and state, the second Great Awakening, the development of religious diversity and the impact of the Civil War on religion. Denominational development, the impact of immigration and industrialization and the modern period.

THEOLOGICAL STUDIES: SYSTEMATIC THEOLOGY

ST 511 Introduction to Systematic Theology (3)

Prerequisite: None

This introductory course to Theology presents an

exploration of some major themes and options in Christian theological reflection. Also covered will be a summary of the Biblical world and life view, revelation and inspiration; knowing and thinking as response to God's word; the radical difference between Christian and non-Christian thinking; nature and methods of theology and apologetics; procedures for dealing with difficulties in the Christian faith.

ST 512 Doctrine of God (3)

Prerequisite: None

The mystery and self-revelation of God; the tension between the biblical understanding of God and classical conceptions; the attributes of God; the inseparability of knowledge of God.

ST 513 Christology (3)

Prerequisite: None

The doctrine of the person and work of Jesus Christ — developed both historically, systematically and in critical conceptions; the attributes of God; the inseparability of knowledge of God.

ST 515 Doctrine of Man (3)

Prerequisite: None

A study of the person, personality of sin and relationship with God, church and individual believers.

ST 610 Doctrine of the Holy Spirit (3)

Prerequisite: None

A study of the person, and the work of the Holy Spirit with emphasis on His relationship to church and individual believers.

ST 700 Eschatology (3)

Prerequisite: None

How does new life in Christ express itself as one matures into life? The primary emphasis will be on spiritual resources that are available for meeting the difficulties and opportunities in life in the light of Christian teaching about hope and its theology systematically.

ST 710 Contemporary Theology (3)

Prerequisite: None

Examination of some of the major trends in contemporary theology: fundamentalism, liberalism, neo-orthodoxy, religious atheism, secular theology, process theology, existential theology and liberation theology.

ST 715 Christian Ethics(3)

Prerequisite: None

This course covers the nature and character of the visible and invisible church; special attention will be given to the tasks of the church and its model as a body and a head of Christ.

ST 720 History of Christian Theology(3)

Prerequisite: None

The doctrinal development of the early church fathers and the Greek apologists, doctrinal construction in the Nicene and post-Nicene period, further development and divisions in the Middle Ages, the Reformation period and the modern Era.

PRACTICAL STUDIES

PT 501 Introduction to Preaching (3)

Prerequisite: None

A basic course in the fundamentals of preaching and the development of sermons. Methods of gathering sermon material, sermon preparation and writing. Special attention will be given to an introduction to theology with an introductory exploration of some major themes and options in Christian theological reflection.

PT 502 Advanced Preaching I (3)

Prerequisite: None

Attention will be given to an introduction to expository preaching.

PT 503 Advanced Preaching II (3)

Prerequisite: None

A continuation of expository preaching at a more advanced level.

PT 504 Advanced Preaching III (3)

Prerequisite: None

Attention will be given to occasional preaching.

PT 505 Advanced Preaching IV (3)

Prerequisite: None

Attention will be given to Strategic Preaching for growing a healthy church.

PT 610 Foundation of Christian Education (3)

Prerequisite: None

Christian education as a discipline that adapts methods and concepts from theology, the humanities, behavioral sciences and education. Study of a variety of theoretical approaches and positions.

PT 620 Theology of Ministry (3)

Prerequisite: None

A fundamental study of how theological methodology in the ministry works.

PT 685 Practicum/Internship: Leadership and Field Ministry, (2-6) units, CR/NC

Prerequisite: Completion of a minimum of 80 quarter units of coursework in the M.Div. program. May be repeated for a total of 6 units.

The practicum/internship requires 80 hours (or 8 hours/week for 10 weeks) in a church/field internship sponsored by a church or para-church organization and approved by the student's M.Div. academic advisor. The practicum/internship occurs under the supervision of a trained and experienced religious leader/educator. The student conducts religious education classes, field ministry, religious services and conducts services as a tutorial.

PT 710 Christian Worship (3)

Prerequisite: None

A study of the principles of worship as found in the Old and New Testaments. Includes study of the tabernacle as a model of worship; worship in the lives of biblical characters; the biblical roots of worship practices developed by the early church.

PT 711 Youth Ministries (3)

Prerequisite: None

An examination of the place of youth ministry in the local church and para-church ministries. The student will gain a working knowledge of youth ministry strategies, programming models, philosophical foundation and youth discipleship principles.

PT 720 Pastoral Counseling (3)

Prerequisite: None

A study of the theories, principles and techniques of counseling as applied to Christian ministry, with a strong biblical orientation.

PT 721 Advanced Pastoral Counseling (3)

Prerequisite: PT 720

A review of the literature on pastoral counseling in order to discover current trends in counseling therapy. Pastoral counseling in the congregational context. Application of counseling and guidance principles to the work of the pastor and other religious workers in the field of pastoral care, including the use of case studies in ministering to persons with illness, grief, home, work, youth or other types of special problems. Review of personality theory, family systems theory and psychotherapy as they relate to counseling principles. This course is designed to prepare the pastor involved in church ministry for situations which may arise requiring counseling as an interventionary mechanism.

PT 730 Theology of Mission (3)

Prerequisite: None

A study of world missions and their biblical and theological relation with historical, cultural and strategic dimensions of world missions.

PT 740 Church Administration (3)

Prerequisite: None

This course provides an opportunity for a study of the role of the minister as an administrator in church affairs. It focuses special attention on foundational principles for church administrative procedures as they appear in Scripture and current leadership literature. It includes an emphasis on such areas as architecture, public relations, small groups sessions, deacons meetings and the church staff. The last item affords a study of the role of resumes in the hiring process.

PT 745 Church Polity (3)

Prerequisite: None

A basic study of Presbyterian polity with its historical and theological issues.

PT 760 Theology of Church Growth (3)

Prerequisite: None

A study in evangelism and church growth principles, stressing the biblical and theological basis of evangelism as reflected in and through the local church.



DOCTOR OF MINISTRY DEGREE PROGRAM

Program Description and Objectives

The STMS believes that doctoral level scholarship, even if informed by and contributing to a specific tradition, should benefit from broader critical perspectives to introduce students to life and the practice of intellectually and methodologically rigorous scholarship in order to prepare them for a diversity of theological and ministerial services, occupations and vocations.

The goal of the D.Min. degree program is to enhance quality in the practice of ministry. The program is interdisciplinary in design, cross-cultural in content and ecumenical in intention. Unlike the Ph.D. and Th.D., the D.Min. is not a degree in a specialized academic discipline, but a professional degree in ministry that brings together theory and praxis that is rooted in the academy and the community of faith.

The D.Min. is an advanced professional degree for the man or woman of proven competence in ministry. The degree builds upon primary professional training and upon subsequent on-the-job learning. It is intended to help the candidate shape his or her own ministry specialty. The ministry specialty is an area of professional concern in which increased competence is desired — defined and articulated by the candidate — emerging from his or her day-to-day practice of ministry, eventually deepened by systematic study and reflection, and, finally, analyzed in a carefully executed field research project. In the development of the ministry specialty and its subsequent study, the minister's community and context of ministry are taken seriously.

Because the D.Min. is an advanced professional degree in ministry, it is for clergy and religious workers who wish to continue their professional education. The program is open to persons holding the M.Div., M.Min., Th.M., or their educational equivalent, who have been out of seminary/college/university and involved in ministry for several years after receiving the master's degree.

Applicants may be involved in parish, community or institution based ministry. The D.Min. is designed for the experienced minister who is able to take a great deal of initiative in both the design and pursuit of a doctoral level program in ministry.

Stanton University welcomes inquiries regarding the D.Min. degree program from ministers and other professional religious workers of all denominations, communions and tradition.

New D.Min. students must be involved in Christian ministry while enrolled in the program. The final dissertation/project will reflect this application of Christian ministry in the church setting. At the completion of the program the student should be able to:

1. integrate and concentrate professional studies in a professional Christian academic setting;
2. develop an understanding of the spiritual dynamics of Christianity and continue growth as a Christian professional;
3. develop an ability to contemporize their Christian ministry in both a cultural and church community;
4. evidence an application of Christian ministry through the study and development of a specific ministry issue relevant to a contemporary church community, and
5. demonstrate an ability to communicate with both written and oral skills.

APPLICATION PROCEDURE AND ADMISSION REQUIREMENTS

Application Procedure

To be considered for admission to the D.Min. program the following must be submitted to the Office of

Admissions and Records (OAR) by all applicants to the program:

1. A completed Application for Admissions Form.
2. An application fee of \$100.00 (U.S. Residents) and \$200.00 (International students). Application fees are non-refundable.
3. Official transcripts from each college/university/seminary attended from which the applicant received a degree (bachelor's, master's, doctor's) must be sent directly to SU's OAR. International transcripts must be accompanied by a certified English translation.
4. An academic writing sample—applicants are to submit a sample of their academic writing, 3-5 pages, on an area of interest in ministry.
5. Three (3) academic letters of recommendation from persons with academic credentials who can speak knowledgeably about the applicant's academic performance, potential and his/her suitability for doctoral level studies. Academic references are not the same as character references; they should speak directly to academic strengths and potential.

Materials submitted during of the application procedure become part of the successful applicant's permanent file at SU and are available to enrolled students to review upon request at anytime during their residency at SU.

Admission Requirements

The formal admission review will commence upon receipt of all materials. Once all the conditions and requirements in items 1–6 below have been met, an individual conference will be arranged with the candidate to clarify degree requirements and to discuss and explore the meaning of a doctoral specialty, as well as to answer any questions the potential student may have. Applicants who live beyond commuting distance

may choose to communicate by telephone or correspond or discuss the program by e-mail.

The D.Min. program admission requirements are:

1. Earned a M.Div., M.Min., Th.M. or an equivalent degree from an institution/seminary accredited by an accrediting agency recognized by the U.S. Department of Education or from an international institution that meets these standards.
2. Achieved a cumulative grade-point average (CGPA) of 3.0 (on a 4.0 scale) in all master's degree coursework undertaken.
3. Completed at least two (2) years of post-master's full-time (or the part-time equivalent) service satisfactorily in ministry or in the field of theology.
4. Present personal and professional qualifications essential to effective ministry.
5. Demonstrate the ability to write effectively and to produce a written doctoral dissertation.
6. International students must meet SU's international students' entrance requirements (See catalog section, International Students – F-1 Visa Students).

Classification of Students

Each doctoral program student applicant will be placed into one of the following enrollment categories, depending on the evaluation of their academic preparedness to enter the D.Min. program or for other reasons they have for wanting to take D.Min. courses. For specific information on these enrollment categories, see catalog section Classification of Students.

- a. Regular standing
- b. Provisional standing
- c. Special standing
- d. Auditor

Academic Advisors

The dean of the STMS or designee will assign an advisor to advise new students concerning the details of their program. Students will receive notification of the name of their academic advisor prior to their registration in the program.

Academic Performance

Doctoral students are required to maintain a minimum overall GPA of 3.0 or better in their coursework throughout the program. Any grade below B is considered below minimal performance in the program and indicates that improvement is required if the student expects to stay in the program. If a student receives a second grade which is below B, he/she will be required to meet with his/her academic advisor and the school dean, or designee, to determine whether or not the student should continue as a degree student. If a student receives a third grade which is below B, he/she may be dismissed from the program at the discretion of the school dean. No more than two (2) course grades of less than a B may count toward the doctoral degree. Grades below C cannot be used for credit towards the doctoral degree.

D.Min. Residency Requirement

After formal admission to the D.Min. program, the D.Min. student must spend at least one academic year of full-time residence enrolled in coursework numbered 600-900 at SU. For D.Min. students, the minimum one year of full-time residence consists of registration in and completion of at least twelve (12) quarter units each quarter of the required year of residence.

Transfer Credit Regulation

All courses submitted by a student for transfer credit for

courses in the D.Min. degree program must meet the STMS's transfer credit policy to qualify for credit. Specifically: Only courses in which a letter grade of B or better was received, or in which a pass or credit grade was received in courses that are graded Pass/Fail or Credit/No Credit will be considered for transfer credit from: a college/university accredited by an accreditation agency recognized by the U.S. Department of Education or any institution of higher learning including foreign institutions that meets these standards. Determination of the transferability of a course and the amount of credit to be given are determined by a STMS committee appointed by the director of the D.Min program. The decision of the committee is final. A maximum of 45 quarter units of coursework, approved by the committee, may be transferred to SU.

The Doctor of Ministry Program

The D.Min. degree focuses on two types of knowledge. One is the articulation of a ministry specialty which integrates one or more disciplines of theological study with the D.Min. student's ministerial activity. For example, a ministry specialty may relate biblical studies and liturgics to preaching; systematic theology to pastoral counseling; church history and the arts to educational ministry; Christian ethics to advocacy for social justice; or the church, ministry and culture.

The second type of knowledge is development of the skills of continuing professional education, i.e., learning how to learn more from the practice of ministry and reflection upon that practice. The four skills of continuing professional education are:

1. identifying issues of ministry for study;
2. selecting learning resources appropriate to the issues;
3. translating what has been learned through study into professional practice, and
4. forming the investigative process into a document that will be useful in ministry.

The first two skills are given special attention during the admission and coursework phases of the program; the last two skills surface in order as the program proceeds, each of them is latent at every point. It is the management of these skills which reveal the minister's ability to learn from the job in ways that will enhance professional practice.

Finally, the context within which ministry and learning take place is an important part of the D.Min. degree program, including both the local community within which the student works and the wider society and global community. This program highlights the multi-cultural character of this larger context and seeks to help the student consider and understand the implications of a context for the practice of ministry.

There are five integrated parts to the program: admission, coursework requirement, Qualifying Examination, Advancement to Candidacy and the Thesis or Dissertation Project. Each of these parts work toward the goal of deepening a ministry specialty and developing continuing educational skills.

The D.Min. program integrates faith and learning through innovative teaching, creative scholarship and the practical experience of ministry. The program enables the student to deepen ministry by engaging in advanced study and research under the guidance of his/her D.Min Doctoral Committee.

Qualifying Examination

After completion of the prescribed and required coursework, the student must take and pass the Qualifying Examination. The Qualifying Examination is a research readiness assessment designed to determine if the candidate is adequately prepared in the discipline, has made sufficient progress to demonstrate an advanced understanding of the doctoral specialty area proposed for his/her research project and, thus, warrants continuation in the D.Min. degree program.

The Qualifying Examination Committee is chosen by the school dean and consists of four members. The committee will conduct an oral comprehensive examination to evaluate the student's understanding of religion in general, theology, divinity and ministry. The purpose of this examination is to permit the student to demonstrate competence not only in his/her major research field, but also in related areas of the ministry.

Depending on the student's performance on the Qualifying Examination, the Qualifying Examination Committee may specify a course of study to strengthen any weakness identified during the examination.

Qualifying examinations are judged as being: passed with distinction, passed, failed with the possibility of re-examination, or failed terminally. A terminal failure ends a student's program at S.U., although the examining committee may recommend the award of the M.Min. degree with the submission of a suitable research paper. Two failures of the Qualification Examination ends a student's program at S.U.

Advancement to Candidacy

After passing the Qualifying Examination, the Director of the Doctoral Program will recommend the student to the school dean for Advancement to Candidacy. When approved, the student is notified by the dean that he/she has been Advanced to Candidacy and may commence work on their doctoral research project.

The Doctoral Committee

Once a student is Advanced to Candidacy, the Director of the Doctoral Program (DDP) or designee will appoint a Doctoral Committee for each student. At this point the student's initial academic advisor's role is completed. Further academic advising is done by the student's Doctoral Committee.

The student's Doctoral Committee supervises and plays a critical role in the student's D.Min. research. The committee is composed of three members. The members of the committee are selected so as to have expertise in the student's proposed doctoral research area(s). A fourth non-faculty member — a minister or a theology professional, with a doctoral degree, (Th.D., D.Min., D.Div., Ph.D.) — may be added at the discretion of the committee, in consultation with the doctoral student. The chairperson of the Doctoral Committee is the student's dissertation advisor and has primary responsibility for supervising the student throughout the period during which the student is conducting his/her doctoral research.

Doctoral Research Project

After Advancement to Candidacy and the appointment of a Doctoral Committee, the remaining requirement for the D.Min. degree is the satisfactory completion of the doctoral research project and the writing of the dissertation. The doctoral research project should test and examine a special area of ministry and should require about five (5) quarters to complete the research and write the dissertation.

Students choose a primary area for investigation, which should include one or more specific areas of focus in the practice of ministry. At least 20 units of coursework must be in this general area. In addition, each student must take two (2) courses for his D.Min. degree that are taught by his/her dissertation advisor — the Chairperson of their Doctoral Committee.

The educational methodology throughout the D.Min. program accentuates the professional character of the D.Min. degree, striving to integrate content and process, intellect and emotion, and theory and practice — all essential to the effective practice of ministry.

The Research Project (RP) applies the student's focused studies to the practice of ministry, or considers

an issue related to a D.Min. focus in light of the practice of ministry. Academically and professionally, the RP tests and examines a practical application of the ministry specialty to develop the skills involved in an objective investigation into an issue or aspect of the student's own ministry. The work must demonstrate relevance to the mission of the church, theological foundation, methodological rationale and a process of critical evaluation.

Organizational Structure of Research Project

1. Review of Literature

This section starts with a comprehensive literature review, commencing with the earliest literature relevant to the student's focus area. Then proceeds forward to the most recent literature. By the end of the literature review, the student should be in a position to more clearly propose the question(s) that form the basis of his/her research.

2. Objective(s)

After completing the literature review, the student should have ascertained that he/she has a clear enough understanding of their research project (RP) and to have determined that the proposed project adequately and clearly reflects the major objective(s) of their proposed RP.

3. Rational and Approach

In this section of the rational for the research project, the student must explain and justify how the research outlined will answer the question(s) proposed.

4. Material and Methods

In this section of the research proposal the student must describe the resources required and the proposed research method in enough detail to assure his/her Doctoral Committee that the proposed RP will in fact do what it is designed to do.

D.Min. Program Requirements

A. Students must take a minimum of 20 units of coursework, with the approval of their Doctoral Committee, in the general area of their dissertation.

B. Students are required to take the following seven (7) courses:

PT 775 Research Methodology (4)

PT 780 Computer Assisted Research and Textual Analysis (4)

PT 877 D.Min. Advanced Preaching Workshop and Practicum (2)

PT 880 D.Min. Seminar: Expository Preaching (2)

PT 882 D.Min. Seminar: Evangelistic Preaching (2)

PT 884 D.Min. Seminar: Special Occasion Preaching (2)

PT 886 D.Min. Ministry Internship (2)

C. While doing doctoral research, students must enroll in TP 890 Doctoral Research (1-12), CR/NC

D. Students who are writing their dissertation must enroll in TP 895 Doctoral Dissertation (3-15), CR/NC until completion of their dissertation.

Students must submit their research proposal to their Doctoral Committee by the beginning of the fourth quarter of their D.Min. degree studies. Once the proposed RP is approved by the student's Doctoral Committee, the candidate carries out the RP under the committee's supervision.

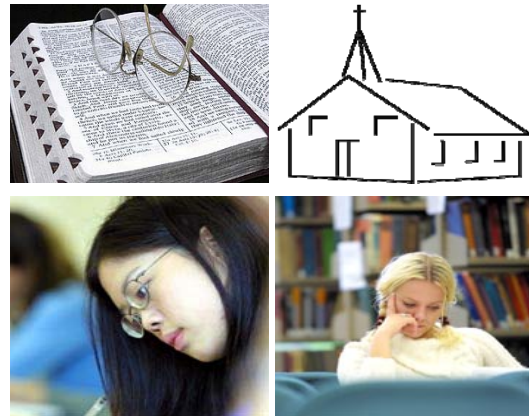
AWARDING THE D. MIN. DEGREE

When it is certified that the candidate has completed all required work for the Doctor of Ministry degree and has met all financial obligations, the degree will be recommended by vote of the core faculty of the STMS. The degree is granted by SU's Board of Trustees and is conferred at the university's commencement in May/June of the academic year, if there are candidates

for the D.Min.

Students must file two approved copies of their dissertation, typographically perfect and bearing the signatures of each member of the Doctoral Committee, with the school dean by the deadline before the STMS's faculty meeting at which the degree is to be approved.

An abstract of 700 words or less, which clearly sets forth the content and conclusions of the dissertation, is to be filed at this time and signed by the Doctoral Committee members. It is bound with the dissertation. When the final copies are filed with the school dean, the student is asked to sign an agreement for the electronics storage of the dissertation, the abstract and a copyright agreement. The dissertation, including the abstract, bibliography and appendix, should not exceed 300 pages. The student who submits a longer manuscript will be asked to reduce it to the page limit.



DOCTOR OF MINISTRY COURSE DESCRIPTIONS

PT 775 Research Methodology (4)

Prerequisite: None

Analysis and application of research techniques in religious studies including, (a) identifying researchable problems; (b) designing research projects; (c) data collection, analysis, and interpretation; (d) critical exegesis and its relation to other literary methodologies and (e) examination of techniques of historical writing and the methods of major religion historians.

PT 780 Computer Assisted Research and Textual Analysis (4)

Prerequisite: None

Introduction to and development of computer methods of research within the terms of textual and information management in religious studies, and application of computer methods to research demands of textual analysis in religious studies. The use of computers to interface with on-line libraries and to conduct bibliographic research.

PT 785 Hermeneutics and Preaching (4)

Prerequisite: None

Study of the role of hermeneutics in preaching; what method of hermeneutics should be used to form a sermon from a biblical text. The multiple methods used in biblical interpretation are examined for application to building sermons.

PT 790 Issues in Contemporary Ministry (4)

Prerequisite: None

Examination of issues that face laity in their work lives in order to develop church models that support laity's work in the world. — Includes exploration of the issues; what is the vocation of laity in the ministry of the church; how does the work of laity in the world shape the work of the clergy?

PT 795 Theology of Ministry (4)

Prerequisite: None

Faculty members engage students in theologizing about ministry and assist students in bringing to bear all of their previous seminary education on the process of Christian self-understanding and Christian

decision making. Each student is required to complete a personal theological statement of understanding of the relationship of a variety of theological questions and issues related to the whole vocation of religion. Students have the opportunity to dialogue with each other and with the faculty teaching the course. Emphasis upon collaboration in the theologizing process is a central feature.

TP 803 Issues in Pastoral Leadership (4)

Prerequisite: None

A study of the leadership role of the pastor in developing evangelistic strategies, lay leadership and group and individual interaction in the church. Also included will be issues of the minister's ongoing personal growth, skill development and mental health, with assessment of the "life passages" of the pastor. Strategies for resolving role conflicts will be evaluated, including role definition and conflict in multiple staff relations.

PT 810 Ministerial Communication (4)

Prerequisite: None

Communication messages and strategies as they apply to biblical contexts; sequential organization of naturally occurring conversational practices as applied to ministerial conversion practices; key variables in the persuasion process; ethical concepts and issues in communication; mass communication involving the media — design and production of materials for the print media and for radio and TV; cross-cultural and intercultural communication, including ethnic identity, communication insensitivity and cultural values.

PT 820 Biblical Counseling (4)

Prerequisite: None

Biblical Counseling considers the Biblical basis for counseling those who are physically, mentally, psychologically and spiritually ill. Study and practice of counseling techniques — includes diagnosis, interviewing, program planning; dealing with the sick, the disabled, drug abusers and the bereaved. Premarital and marriage problems are also studied. A variety of tools and techniques for managing these issues are presented from a Biblical perspective.

PT 830 Healing Counseling and Spiritual Conflicts and Counseling (4)

Prerequisite: PT 820

Theological foundation of healing ministry, the personal dynamics of healing and the practical concerns and how-to's of developing a local church-based healing ministry. The techniques of counseling the spiritually afflicted are considered in the study of the conflict between the kingdom of darkness and the kingdom of light with an emphasis on the authority, power and the protection, as well as the vulnerability, of the believer.

PT 840 Advanced Pastoral Counseling (4)

Prerequisite: PT 830

A review of the literature on pastoral counseling therapy. Pastoral counseling in the congregational context. Application of counseling and guidance principles to the work of the pastor and other religious workers in the field of pastoral care, including the use of case studies in ministering to persons with illness, grief, home, work, youth or other types of special problems. Review of personality theory, family systems theory and psychotherapy as they relate to counseling principles. This course is designed to prepare the pastor involved in church ministry for situations which may arise requiring counseling as an intervention mechanism.

PT 845 Pastoral Care Conflict Management (4)

Prerequisite: None

A study of various types of conflict found in the local church and intervention strategies for managing this conflict. A primary concern will be that of developing tools for assessing individuals and systems that contribute to conflict and pastoral care interventions for redemptive management, as well as minimizing the destructive consequences of church conflict.

PT 850 Advanced Church Administration (4)

Prerequisite: None

The pastor as organizational leaders is studied in relation to the practice of church administration in the church as an organization predicated on an understanding of the nature and mission of the local church. Desirable administrative qualities in personnel practices, financial management, marketing church programs and as a small

group motivator. Review of pertinent management theory and processes within the local church, and how to plan for and implement change. Overview of the pastor's decision-making processes and motivational ability will be examined within the context of a local congregation and/or religious organization. A careful analysis is given of the qualities of successful leaders, and of the causes of success and failure in church administration.

PT 855 Advanced Principles of Financial Planning, Tithing and Deferred Giving (4)

Prerequisite: None

Management of church finances and investments, stocks, bonds, mutual funds, real estate; how to select the appropriate amount and type(s) of insurance. How to correctly manage the church's investment portfolio. The nature and classification of wills and trusts; intestacy, execution, integration, revocation and revival; will contracts, testamentary capacity, lapse, ademption and satisfaction; contesting wills. Elements of a trust, creation of inter vivos and testamentary trusts, fiduciary administration, standards and liabilities of fiduciary.

PT 860 Evangelism (4)

Prerequisite: None

Scripture memorization as a basic preparation for personal soul winning. Development of a program for the church in community evangelism, visitation and Sunday school enlargement campaigns. Presentation of action plans for involvement of the entire church. Topics considered include: motives and methods of modern evangelism — including the biblical basis; the role of the pastor and the church; special evangelistic efforts and audiences, and great evangelism and evangelistic sermons of the present and recent past. Scripture mandates and models for evangelism are examined and personal skills in evangelism are developed. Special attention will be given to urban or inter-city evangelism which requires special attention and strategies to be effective.

PT 863 Church Growth (4)

Prerequisite: None

An examination of the underlying biblical and sociological principles and dynamics involved in the qualitative and quantitative growth of the body of

Christ. Particular attention will be given to an analysis of the vital signs of healthy and growing churches for application to less healthy and non-growing situations.

PT 865 Gospel and Culture (4)

Prerequisite: None

This course is an exploration of the inter-relationship between the Gospel and culture. Emphasis is upon the inter-connectedness of universality of the Gospel, particularly of the context, including an incarnational approach in a changing situation of cultural pluralism.

PT 870 Korean Church History (4)

Prerequisite: None

A historiographical study of the Korean church by focusing on the introduction of the Gospel to Korea and its historical background; the sociological and political contexts of the time; the influence of the Gospel on traditional Korean society; an evaluation of the rapid growth of the Korean church in a relatively short time period. The future of the Korean church will also be explored.

PT 875 Korean-American Ministry (4)

Prerequisite: PT 870

An overview of the ministry of the Korean-American church by examining and integrating the church's role as an agent of reform, an instrument of reconciliation, a community of compassion and as a witness of God's trust.

PT 877 D.Min. Advanced Preaching Workshop and Practicum (2)

Prerequisite: PT 875

An advanced practicum in sermon preparation, delivery and operative theology. Involves the integration of one's faith journey, the use of language, public speaking, story telling, imagination and the full range of communication skills. This practicum is designed to provide preaching opportunities for the student. Personal and group evaluations will be made of videotaped sermons.

PT 880 D.Min. Seminar: Expository Preaching (2)

Prerequisite: PT 877

An advanced study in the preparation of expository sermons. Attention is given to the types of expository

preaching: paragraph, parable, biographical, etc., and the study of the methods of interpretation, the formula of expository sermon outlines and the preaching of expository sermons.

PT 882 D.Min. Seminar: Evangelistic Preaching (2)

Prerequisites: PT 877

A study of the preparation for preaching soul-winning sermons. This course will briefly survey the principles of evangelistic preaching as a special class of preaching. Includes practice in the preparation and evaluation of sermons.

PT 884 D.Min. Seminar: Special Occasions Preaching (2)

Prerequisite: PT 877

In this advanced practicum, students concentrate on the preaching event as it relates to special occasions in the life of the church community — baptisms, weddings, funerals, etc. Students prepare sermons appropriate of their own liturgical traditions. Sermons are videotaped and evaluated by students and D.Min. professors.

PT 886 D.Min. Ministry Internship (2-6)

Prerequisite: None

Supervised practice of ministry in a parish or in specialized ministry settings. Reflective practice of ministry through mentoring, supervised theological reflection, case presentations and integration of field experiences with biblical and theological understanding. May be repeated for a total of six units.

TP 890 Doctoral Research (1-12), CR/NC

Prerequisite: Advancement to candidacy in the D.Min. degree program.

Independent research/investigation in the general field of the dissertation.

TP 895 Doctoral Dissertation (3-15), CR/NC

Prerequisite: Advancement to candidacy.

Preparation of the dissertation for the D.Min. degree. Students may sign up for a maximum of three (3) units per quarter while writing the dissertation for a maximum of 15 units. All students must be enrolled in TP 895 in the quarter in which the dissertation is approved.

STANTON UNIVERSITY

Board of Trustees

Chairman	DR. DAVID K. KIM (Garden Grove, CA)
Treasurer	MS. JAN JUNG (Los Angeles, CA)
Secretary	MS. Hyun E. Joo (Fullerton, CA)
Member, Board of Trustees	MR. RICHARD JUNG (Garden Grove, CA)
Member, Board of Trustees	MR. JIN J. KIM (Fullerton, CA)
Member, Board of Trustees	DR. EUN SOOK CHO (Garden Grove, CA)

Administration

President	DR. FRANKLIN R. TURNER
Vice President	DR. THOMAS LEE
Dean of Academic Affairs	DR. YUMEE RAH
Dean, School of Oriental Medicine	MR. BON SEONG KU
Dean, School of Theological and Ministerial Studies	DR. KWANG H. KIM
Department Chairperson, Department of Integrated Studies	DR. RYAN BOWLES
Acting Department Chairperson, Department of Medical Administration	DR. SHARON JOHNSON
Department Chairperson, Department of Professional Golf and Golf Complexes Management	DR. MICHAEL R. BLACK
Director, Department of Nursing Education	MS. CASSIE M. ZALEWSKI
Director, Early Childhood Education Program	DR. YUMEE RAH
Director, English as a Second Language Program	MS. JUNG HEE MOON
Director, Oriental Medicine Clinic	MR. JUN SEO KIM
Director, Admissions and Records	MS. JIN D. PARK-LEE
Director, Business Affairs	MR. CHUNG YONG KIM
Director, Library and Learning Resource Center	MS. ANN Y. BAN

STANTON UNIVERSITY

Faculty

(Faculty are shown within specific programs, however, faculty may teach courses within other disciplines/programs in areas of their expertise)

EARLY CHILDHOOD EDUCATION PROGRAM (ECE)

YUMEE RAH (Ph.D.)

Director, Professor, ECE

Post doctoral research studies (Psychology),
University of California, Riverside, CA

Ph.D., (Child & Family Studies), Yonsei University,
Seoul, Korea

M.A., (Child & Family Studies), Yonsei University,
Seoul, Korea

B.A., (Child & Family Studies), Yonsei University,
Seoul, Korea

YUKYUNG KIM (Ph.D.)

Adjunct Professor, ECE

Ph.D., (Theology), Talbot School of Theology, La
Mirada, CA

M.A.C.E. (Christian Education), Talbot School of
Theology, La Mirada, CA

A.A., Fullerton College, Fullerton, CA

B.A., Song Sim Women's University, Seoul, Korea

JEANNIE HAHN (M.A.)

Adjunct Professor, ECE

M.A., Pacific Oaks College, Glendale, CA

CHUNG UI PARK (B.S.)

Adjunct Professor, ECE

B.S., Newport University, Newport Beach, CA

A.A., Soo Do Women's Teacher's College, Seoul,
Korea

DEPARTMENT OF ENGLISH AS A SECOND LANGUAGE

MIRI HAN (Ph.D.)

Director, Professor, ESL

Ph.D., Kyonggi University, Suwon, Korea

M.A., Kyonggi University, Suwon, Korea

B.A., Kyonggi University, Suwon, Korea

DAVID D. KIM (B.A.)

Adjunct Professor, ESL

B.A., University of California Los Angeles, Los
Angeles, CA

ELLEN KIM (M.A.)

Adjunct Professor, ESL

M.A., University of California, Irvine, CA

B.A., University of California, Irvine, CA

KEVIN CONWAY (M.A.)

Adjunct Professor, ESL

M.A., San Francisco State University, San
Francisco, CA

B.A., San Francisco State University, San
Francisco, CA

YUBIN CHANG (B.A.)

Adjunct Professor, ESL

B.A., California State University, Long Beach, CA

DEPARTMENT OF INTEGRATED STUDIES

RYAN BOWES (Ph.D.)*Department Chairperson*

PH.D., (Psychology), University of Virginia, VA

M.A., (Psychology), University of Virginia, VA

B.S., (Economics), Wake Forest University, NC

BRENT DONNELLAN (Ph.D.)*Adjunct Professor, IS*

PH.D., (Human Development), University of California-Davis, CA

B.A., (Psychology), University of California- Davis, CA

ALEXANDRA BURT (M.A.)*Adjunct Professor, IS*

M.A., (Psychology), University of Minnesota, MN

B.A., (Psychology and History), Emory University, GA

EDGAR VANCE KISER (M.A.)*Adjunct Professor, IS*

M.A., (Sociology), University of Arizona, AR

B.A., (Sociology), University of North Carolina-Chapel Hill, NC

LEONARD HARRIS (Ph.D.)*Adjunct Professor, IS*

PH.D., (Social/Behavioral Sciences), Kansas State University, KS

M.S., (Philosophy), American University, Washington, DC

B.A., (Philosophy), Arizona State University, AR

DEPARTMENT OF MEDICAL ADMINISTRATION (MA)

SHARON JOHNSON (Ph.D.)*Acting Department Chairman, Professor, MA*

Ph.D., (Nursing), University of California, San Francisco, CA

M.S., (Nursing), California State University, Fresno, CA

B.S., (Nursing), California State University, Fresno, CA

MICHAEL R. BLACK (D.B.A.)*Adjunct Professor, MA*

D.B.A., (Finance), United States International University, (now Alliants International University), San Diego, CA

M.B.A. (Business and Management), Pepperdine University, Malibu, CA

B.S. (Marine Biology), California State University, Long Beach, CA

KEVIN CONWAY (M.A.)*Adjunct Professor, MA*

M.A., (English), San Francisco State University, San Francisco, CA

B.A., (English), San Francisco State University, San Francisco, CA

CLAYTON W. DUMONT, JR. (Ph.D.)*Adjunct Professor, MA*

Ph.D., (Sociology), University of Oregon, Eugene, OR

M.A., (Sociology), University of Oregon, Eugene, OR

B.A., (Sociology), Southern Oregon University, Ashland, OR

LARISO PREISER (M.B.A.)***Adjunct Professor, MA***

M.B.A. (Business Administration/Computer Information Systems), Clairemont Graduate University, Clairemont, CA

B.A. (Computer Science), California State Polytechnic University, Pomona, CA

ROBERT M. RAMIREZ (Ph.D.)***Assistant Professor, MA***

Ph.D., (Biology), University of California, Davis, CA

B.S., (Biology), University of California, Riverside, CA

LAURIE A. ROADES (Ph.D.)***Adjunct Professor, MA***

Ph.D., (Behavioral Sciences), University of Missouri, Columbia, MO

M.A., (Behavioral Sciences), University of Missouri, Columbia, MO

B.A., (Behavioral Sciences), University of Missouri, Columbia, MO

ANDREW SUI (M.S., M.B.A.)***Adjunct Professor, MA***

M.B.A., (Business Administration), Clairemont Graduate University, Clairemont, CA

M.S., (Management Information Systems), Clairemont Graduate University, Clairemont, CA

B.S., (Statistics and Applied probability), University of California, Santa Barbara, CA

PAUL S. WU (M.B.A.)***Adjunct Professor, MA***

M.B.A., (Accounting/Finance), University of California, Berkeley, CA

B.S., (Accounting & International Finance), University of Paris, Center for International Exchange, National Institute, Paris, France

**DEPARTMENT OF PROFESSIONAL GOLF
AND GOLF COMPLEXES MANAGEMENT
(PGGCM)**

MICHAEL R. BLACK (D.B.A.)***Department Chairman, Professor, PGGCM***

D.B.A., (Finance), United States International University, (now Alliants International University), San Diego, CA

M.B.A. (Business and Management), Pepperdine University, Malibu, CA

B.S. (Marine Biology), California State University, Long Beach, CA

LARRY BARQUIST (B.S.)***Adjunct Professor, PGGCM***

B.S., St. Cloud State College, St. Cloud, MN

Completed Three (3) PGA Business Schools, Professional Golfers Career College, San Diego, CA

Completed two (2) Management Programs: Ford Motors Co. Management School, Richmond, IN, 1981-1982; Kemper Trege Management School, San Francisco, CA

BONG WON KIM (D.C.)***Adjunct Professor, PGGCM, Master Certified Teaching Professional WPGA Cert No. 13104***

D.C., (Chiropractic), Los Angeles College of Chiropractic, Whittier, CA

B.S., (Science), Loma Linda University, Loma Linda, CA

A.A., (Professional Golf Management), American States University, Anaheim, CA

KI JOON KIM (A.A.)*Adjunct Professor, PGGCM, Professional Golfer*

A.A., (Professional Golf Management), Professional Golfers Career College, San Diego, CA

ALEX LEE (B.A.)*Adjunct Professor, PGGCM*

B.S., (Industrial Engineering), Kyung Won University, Korea

PGA PGM Member (#27061248)

BEN LEE (A.A.)*Adjunct Professor PGGCM, Professional Golfer*

A.A., (Business), Mount San Antonio College, Walnut, CA

YONG SON (M.A.)*Associate Professor, PGGCM, Professional Golfer*

M.A., (Sports Science), West Texas A & M, Clayton, TX

B.A., (Athletics & Coaching), Incheon University, Incheon, Korea

A.A., (Professional Golf Management), American States University, Anaheim, CA

World PGA Certified Teaching Professional and Club Fitting – WPGA Cert No. 040623000155

ANDREW SUI (M.S., M.B.A.)*Adjunct Professor, PGGCM*

M.B.A., (Business Administration), Claremont Graduate University, Claremont, CA

M.S., (Management Information Systems), Claremont Graduate University, Claremont, CA

B.S., (Statistics and Applied Probability), University of California Santa Barbara, Santa Barbara, CA

PAUL S. WU (M.B.A.)*Adjunct Professor, PGGCM*

M.B.A., (Accounting/Finance), University of California, Berkeley, CA

B.S., (Accounting & International Finance), University of Paris, Center for International Exchange, National Institute, Paris, France

SCHOOL OF ORIENTAL MEDICINE**BON SEONG KU (M.S.O.M.), L.Ac.***Dean, School of O.M.*

M.S.O.M., South Baylo University, Anaheim, CA

B.A., (Spanish), Hankuk University of Foreign Studies, Seoul, Korea

EUN SOOK CHO (M.S.O.M.), L.Ac.*Professor, Oriental Medicine Theory*

M.S.O.M., South Baylo University, Anaheim, CA

M.S. (Pharmacy), Sook Myung Women's University, Seoul, Korea

B.S. (Pharmacy), Dongguk Woman's University, Seoul, Korea

WOO HYUK CHUNG (M.S.O.M.), L.Ac*Instructor, Herbal Prescription*

M.S.O.M., South Baylo University, Anaheim, CA

M.A. (International Relations) Sung Kyun Kwan University, Seoul, Korea.

DAE SUN HONG (M.S.O.M.), L.Ac.*Professor, Herbology*

M.S.O.M., Samra University of Oriental Medicine, Los Angeles, CA

B.S., Hong-Ik University, Seoul, Korea

CHANG HOON JEON (M.S.O.M), L.Ac.

Instructor, Western Medicine, Basic Science

M.P.H., (Public Health), Seoul National University,
Seoul, Korea

M.S.O.M., Dongguk Royal University, Los Angeles,
CA

B.S., (Physical Education), Hallym University,
Choonchun, Korea

JUN SEO KIM (M.S.O.M), L.Ac.

Clinic Director

M.S.O.M, South Baylo University, Anaheim, CA

B.A., (Law), Dankook University, Seoul, Korea

SANG JO KIM (M.S.O.M.), L.Ac.

Instructor, Acupuncture

M.S.O.M., South Baylo University, Anaheim, CA

YOUNG RAE KIM, M.D.(Korea), L.Ac.

Adjunct Professor, Western Medicine

M.S.O.M., Samra University of Oriental Medicine,
Los Angeles, CA

D.C., RMIT Chiropractic, Australia

Ph.D., (Western Medicine), Chosun University,
Kwangju, Korea

M.D., Chosun University, School of Medicine,
Kwangju, Korea

PETER CHOONGSUN LEE (M.S.)

Adjunct Professor, Pharmacology, Basic Science

M.S., (Chemistry), University of California, Irvine,
CA

M.S., (Biological Science and Engineering), Korea
Advanced Institute of Science and Technology,
Seoul, Korea

B.S., (Pharmacy), Sung Kyun Kwan University,
Seoul, Korea

SOON YOUNG LEE, (M.S.O.M.), L.Ac.

Professor, Herbal Medicine

M.S.O.M. Stanton University, Garden Grove, CA

B.A. Seoul National University, Seoul, Korea

THOMAS LEE, (M.S.O.M.), L.Ac.

Professor, Acupuncture, O.M. Theory

M.S.O.M., Stanton University, Garden Grove, CA

M.Div., (Divinity), Liberty Baptist Theological
Seminary, Lynchburg, VA; Alliance Theological Seminary,
Nyack, NY; Covenant College and Graduate
School, CA

B.A., (Theology), Immanuel College, Long Beach, CA

SUNG JIN NAM (M.S.O.M), L.Ac.

Adjunct Professor, Herbology

M.S.O.M, South Baylo University, Anaheim, CA

B.A., (Vocal), Taegu Art University, Taegu, Korea

SEGEUN O (M.S.O.M), L.Ac.

Instructor, O.M. Theory

M.S.O.M, South Baylo University, Anaheim, CA

B.A. (Chinese Language & Literature), Yonsei
University, Seoul, Korea

MYUNGHYE PARK, (M.D.)

Adjunct Professor, Western Medicine

M.D., College of Medicine, Korea University, Seoul,
Korea

B.S., College of Medicine, Ewha Woman's
University, Seoul, Korea

KISOO SONG (M.S.O.M.), L.Ac.

Professor, Oriental Medicine Classics

M.S.O.M., Dongguk-Royal University, Los Angeles, CA

M.P.A., (Public Administration), Pusan National University, Pusan, Korea

B.S., (Agronomy and Life Sciences), Seoul National University, Seoul, Korea

JAE-WOON YANG, M.D.(Korea), L.Ac.

Professor, Western Medicine

M.S.O.M., South Baylo University, Anaheim, CA

M.D., Joong-Ang University, School of Medicine, Seoul, Korea

BYEONGHO YOON (M.S.O.M), L.Ac.

Instructor, Qi Gong

M.S.O.M., Dongguk-Royal University, Los Angeles, CA

B.A. (Biology), Dongguk University, Seoul, Korea

DONG WON YOON (M.S.O.M), L.Ac.

Adjunct Professor, Herbology

M.S.O.M, Samra University, Los Angeles, CA

B.S., (Engineering) In-Ha University, Incheon, Korea

**SCHOOL OF THEOLOGICAL
AND MINISTERIAL STUDIES
(STMS)**

KWANG HO KIM (Th.D.)

Dean, Professor, OT Studies, STMS

Ph.D. (Honorary Doctor of Philosophy), Baguio AC College, Baguio, Philippines

M.A., (Behavioral Science), Lael College and Graduate School, MO

Th.D., (Old Testament), International Theological Seminary, CA

B.Th., (Theology), Seoul Christian University, Seoul, Korea

SAMUEL S. CHUNG (Th.D.)

Adjunct Professor, Church History, STMS

Th.D., (Church History), Vision International University, Ramona, CA

D.Min., (Ministry), American Christian College and Seminary, Oklahoma City, OK

Th.M., (Church History), Vision International University, Ramona, CA

M.Div., (Divinity), Chong Shin University, Seoul, Korea

B.A., (Art), Pusan National University, Pusan, Korea

STEVE SUNGHAK HONG (D.Min.)

Adjunct Professor, Systematic Theology, STMS

Th.M., (Theology), Calvin Theological Seminary, Grand Rapids, MI

D.Min., (Ministry), Central University, Gardena, CA

M.Div., (Divinity), San Francisco Theological Seminary, San Anselmo, CA

B.S., (Chemical Engineering), Hanyang University, Seoul, Korea

PETER Y. IM (Ph.D.)

Adjunct Professor, Practical Theology, STMS

Ph.D., (Instructional Studies), Fuller Theological Seminary, Pasadena, CA

M.A., (Counseling), Western Seminary, OR

M.Div., (Theology), Trinity Theological Seminary, Singapore

CHI YOUNG KAY (Ph.D., D.Min.)***Adjunct Professor, Practical Theology, STMS***

Ph.D., (Theology), Claremont School of Theology,
Claremont, CA

D.Min., (Ministry), Claremont School of Theology,
Claremont, CA

M.Div. (Divinity), Princeton Theological Seminary,
Princeton, NJ

B.A. (History), Seoul National University, Seoul, Korea

Seminary in California, Escondido, CA

M.S., (Chemistry), University of California, Irvine, CA

M.S., (Biological Science and Engineering), Korea
Advanced Institute, Korea

B.S., (Science), Sung Kyun Kwan University, Seoul,
Korea

KEY HWAN. KIM (Ph.D.)***Adjunct Professor, Practical Theology, STMS***

Ph.D., (Christian Psychology and Counseling),
Louisiana Baptist University, Shreveport, LA

M.A., (Biblical Studies), Louisiana Baptist University,
Shreveport, LA

B.A., (Christian Theology), Atlantic Baptist Bible
College, Chester, VA

THOMAS LEE (Ed.D.)***Adjunct Professor, Practical Theology, STMS***

M.S.O.M., Stanton University, Garden Grove, CA

Ed.D., (Christian Education), Covenant University, CA

M.Div., (Divinity), Liberty Baptist Theological Seminary,
Lynchburg, VA; Alliance Theological Seminary, Nyack,
NY; Covenant College and Graduate School, CA

B.A., Immanuel College, Long Beach, CA

YOON DUK KIM (Ph.D.)***Adjunct Professor, Systematic Theology, STMS***

Ph.D., (Intercultural Studies), Fuller Theological
Seminary, Pasadena, CA

Th.M., (Systematic Theology), Talbot School of
Theology, La Mirada, CA

M.Div., (Systematic Theology), Talbot School of
Theology, La Mirada, CA

B.A., (Sociology), University of California Berkeley,
Berkeley, CA

HEUNG JONG SUH (Th.D.)***Professor, OT Studies, STMS***

Th.D., (Old Testament), International Theological
Seminary, El Monte, CA

Th.M., (Old Testament), International Theological
Seminary, El Monte, CA

M.Div., (Divinity), Westminster Theological
Seminary, Escondido, CA

B.A., (Theology), California Baptist University,
Riverside, CA

PETER C. LEE (Th.M.)***Adjunct Professor, NT & OT Studies, STMS***

Th.M., (Old Testament and Semitics & New
Testament Language and Literature), Talbot School
of Theology, La Mirada, CA

M.Div., (Divinity), Westminster Theological

GOAN CHANG YOON (Th.D.)***Adjunct Professor, Practical Studies, STMS***

Th.D., (Theology) Covenant University, CA

D.Min., (Ministry), Stanton University, CA

Th.M., (Theology), Covenant University, CA

M.Div., (Divinity), KPCA College & Theological
Seminary, CA

Stanton University, 12666 Brookhurst St., Garden Grove, CA 92840- 4866

Tel: 714-539-6561 Fax: 714-539-6542

www.stantonuniversity.com info@stantonuniversity.com

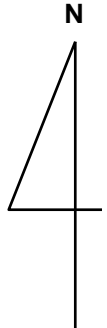


Stanton University is composed of two (2) facilities. The central, main campus is located at 12666 Brookhurst Street, Garden Grove, CA 92840, and the university's Oriental medicine (OM) clinic is located at 9618 Garden Grove blvd., Suite 220, Garden Grove, CA 92844. The main campus facility houses all of SU's academic, administrative, student services, and operational functions. The facility is divided into the Library/Learning Resource Center, classrooms, a conference room, administrative offices, faculty offices, a faculty lounge, storage areas and an auditorium/classroom. The facility is accessible, functional, well maintained and meets all requirements to provide for effective and efficient functioning to accommodate the faculty, staff and student body. The facility is supplied with the requisite classroom supplies, instructional technology, and multi-media equipment.

The University's OM clinic is located in a new building in central Garden Grove, CA. It is approximately 3500sq.ft. and is composed of three (3) supervisor's rooms, two (2) treatment rooms partitioned into seven (7) patient beds, a reception area, herbal pharmacy, interns room and a decoction area.

MAP TO STANTON UNIVERSITY

★ Stanton University, 12666 Brookhurst St., Garden Grove, CA 92840-4866



W

E

S

