SAN FRANCISCO BAY UNIVERSITY

2026-2027

University Catalog

Learn. Lead. Impact.

San Francisco Bay University

2026–2027 University Catalog

The 2026–2027 University Catalog is published annually and designed to provide an overview of general information about San Francisco Bay University and a detailed explanation of the University's degree programs, curricular requirements, and Academic Affairs rules and regulations. Additional information about student life organizations, social and personal support services, and policies can be found in the student handbooks.

The course offerings and requirements of the university continually undergo assessment and revision; therefore, the institution reserves the right to make changes as required in course offerings, curricula, academic policies, and other rules and regulations. All students' enrollment is subject to these conditions. The university reserves the right to make changes in the arrangements described herein without notice. Changes shall go into effect whenever the proper authorities determine them and shall apply to current and prospective students.

Students, collaborating with their Academic Advisor and a current Study Plan, must take the initiative to ascertain current information and meet the requirements of the specific program in which they are enrolled.

Table of Contents

ACADEMIC CALENDAR – 2026–2027 9

FREQUENTLY ASKED QUESTIONS 13

INTRODUCTION 15
Mission 15
Vision 15
Values 15
Institutional Learning Outcomes 15
Diversity Statement 16
Faculty 16
Accreditation 16
Corporate Status 16
Governing Board 16
Community Involvement 17
Nondiscrimination Policy 17

STATE AUTHORIZATIONS 17
Alaska 17
Connecticut 17
Maryland 18
New Mexico 18
Virginia 18

ADMISSION POLICIES 19
Priority Deadlines – Fall Entry 19
Priority Deadlines – Spring Entry 19
New Student Orientation 19
Pro+ Program Calendar 19
Application Requirements 20
Language Requirements for International Applicants 22

ADMISSIONS TERMS AND CONDITIONS 24
Cancellation of Admission and Readmission 24
Document Submission 24
Enrollment Deposit 24
F-1 International Applicants 24
New Student Orientation 24
Transfer and Articulation Agreements 25
Notification of Admission 25
Official Transcripts 25
Returning Students 29
Non-Matriculated Student Policy 30
SFBU Institution Codes for Standardized Tests 30
A Student's Right to Cancel 31
Refund Policy 31

TUITION AND FEES FOR THE 2026–2027 ACADEMIC YEAR 32
Undergraduate 32
Graduate 33
Auditing Fee 33
Pro+ Program – Tuition and Fees 33

FEES DETAILS FOR THE 2026–2027 ACADEMIC YEAR **34**
Minimum Terms for Tuition Payments 34
PAYMENT PLANS FOR TUITION AND FEES FOR CURRENT SEMESTER REGISTRATION **35**
Eligibility 35
Two Installments 35
Payment Plan for Exceptional Circumstances 35
Payment Plan Enrollment and Withdrawal 35
Failure to Pay Installments 36
Debts Owed to the University 36
ON-CAMPUS SCHOLARSHIPS **36**
Undergraduate Tuition Scholarships (Merit Awards) – Effective Fall 2026 36
Graduate Tuition Scholarships (Merit Awards) – Effective Fall 2026 38
ON-CAMPUS AND PRO+ SCHOLARSHIP PROBATION POLICY **39**
Eligibility for Scholarship Retention 39
Probation Criteria 39
Probation Notification 39
Probation Period 39
Reinstatement of Scholarship 40
Loss of Scholarship 40
Appeals 40
FINANCIAL AID **40**
STUDENT EMPLOYMENT AT THE UNIVERSITY **41**
PRACTICUM AND INDUSTRIAL COOPERATIVE PROJECTS **41**
ACADEMIC INFORMATION **41**
New Student Information System (SIS) 41
Study Plan 42
Academic Advising and Counseling 43
Class Schedule 44
Audio/Video/Photographic Recording 45
Address of Instruction 45
ACADEMIC POLICIES AND PROCEDURES **46**
Credit Hour Policy 46
Credit Hour Policy (Pro+ Program) 46
Full-Time Students 47
Notice to F-1 International Students 47
Part-Time Course Load 48
Restricted Student Status 48
Academic Certificate Students 48
Changing Study Status 48
Changing Academic Program 48
Incoming Student Block Scheduling Policy 49
Early Course Registration Policy 51
Adding and Dropping Courses 54
Adding and Dropping Courses for Students in the Pro+ Programs 54
Waitlists 54
Course Transfer or Removal 54
GRADING POLICY AND ACADEMIC STANDARDS **55**

Grades ... 55
Grade Point Average (GPA and CGPA) ... 55
Passing Grades ... 56
Change of Grade ... 56
Incomplete Grade Policy ... 57
S-NP Course Policy ... 58
Auditing Courses ... 59
Repetition of Courses ... 59
Forms of Instruction ... 60
Pro+ Programs – Form of Instruction ... 61
Attendance ... 61
Attendance for Pro+ Programs ... 62
Pro+ Program Registration, Enrollment, Census, and Academic Participation Policy ... 63
Standards of Satisfactory Progress (SSP) ... 70
Academic Probation Policy ... 72

Academic Probation Policy for students in Pro+ Programs ... 74
Academic Warning ... 74
Academic Probation ... 75
Dismissal Review and Academic Dismissal ... 75
Clearing Academic Standing ... 75
Grade Replacement ... 76
Satisfactory Academic Progress (SAP) ... 76
Examinations ... 76
Teaching Assistants ... 77
Graduation ... 77
Withhold Diploma ... 80
Withdrawal from the University ... 80
Transfer Out from SFBU ... 80
Dismissal from the University ... 82
Revocation of Degree ... 82
Reentry to SFBU ... 82
Academic Clemency Policy ... 82
F-1 International Students ... 83
Notice Concerning Transferability of Credits and Credentials Earned at SFBU ... 83
Teach-Out Policy ... 84
Registration Procedure ... 84

ACADEMIC HONORS AND RECOGNITIONS POLICY ... 85
Semester Honors ... 85
Graduation Honors ... 85

EDUCATION RECORDS ... 86
Student Rights ... 86
Directory Information ... 87
Disclosure ... 87

RECORDKEEPING POLICY ... 88
Custodian of Records ... 88
Required Student Records ... 88
Family Educational Rights and Privacy Act (FERPA) ... 89
Required Institutional Records ... 90
Student Records ... 90

Document Maintenance ... 91
Security and Safekeeping ... 92
Length of Record Retention ... 92
Student's Right to Inspect and Review Records ... 92
Document Destruction ... 92
Legal Hold ... 93
Compliance ... 93

ACADEMIC INTEGRITY POLICY ... 93
Definition of Academic Integrity ... 93
Types of Academic Misconduct ... 93
Roles and Responsibilities ... 96
Disciplinary Actions ... 96
Student Discipline for Inappropriate Conduct ... 97

POLICY REGARDING PROHIBITED CONDUCT ... 98

STUDENT GRIEVANCE POLICY AND PROCEDURE ... 100
Definition of a Grievance ... 100
Informal Resolution ... 100
Timing ... 100
Grievance Procedure and Resolution ... 101
No Retaliation ... 102
Maintenance of Records ... 102

ACCOMMODATION POLICIES FOR THE OFFICE OF DISABILITY AND ACCESSIBILITY SERVICES ... 103
Overview of Disability Accommodation Policy ... 103
Requesting Accommodations ... 103
Types of Accommodations Offered ... 104
Responsibilities of Faculty and Staff ... 105
Dispute Resolution and Grievance Procedures ... 105
Confidentiality and Privacy ... 105
Ongoing Review and Improvement ... 106

RELIGIOUS HOLIDAY OBSERVATION POLICY ... 107

STUDENT BEREAVEMENT POLICY ... 107

STUDENT LIFE ... 108
BRIDGE Team ... 109
University Orientation ... 109
Housing ... 109
AC Transit Bus Pass; Public Transportation ... 110
Nonacademic Counseling ... 110
Special Accommodations ... 110
Professional Development Seminars ... 112
Career Services ... 112
Student Handbooks ... 112
Pro+ Comprehensive Support for Online Learners ... 112
Affiliation with Professional Societies ... 113
Student Organizations ... 113
Student Health Insurance ... 114

FACILITIES ... 115
Campus Description ... 115

The University Library and Digital Campus 117

PORTAL FOR FACULTY AND STUDENTS 118

ACADEMIC PROGRAMS 119
Human Subjects: The Institutional Review Board 119

PROGRAMS IN ENGINEERING 121
Purpose 121
Faculty 121
Objectives 121
Undergraduate Program in Engineering 122
Bachelor of Science in Computer Science (BSCS) 129
Graduation Requirements (4-Year Program – 120 credit hours) 129
Graduation Requirements (3-Year Program – 90 credit hours) 133
Graduate Programs in Engineering 135
Master of Science in Computer Science (MSCS) 142
Master of Science in Data Science (MSDS) 146
Master of Science in Electrical Engineering (MSEE) 149

PROGRAMS IN BUSINESS 152
Purpose 152
Faculty 152
Objectives 152
Undergraduate Program in Business 153
Bachelor of Science in Business Administration (BSBA) 161
Graduation Requirements (4 years - 120 credit hours) 162
Graduation Requirements (3 years - 90 credit hours) 166
Academic Certificate Program in Business 169
Graduate Programs in Business 173
Master of Business Administration (MBA) 181

PROGRAMS IN PSYCHOLOGY 194
Purpose 194
Faculty 194
Objectives 195
Undergraduate Program in Psychology 195
Bachelor of Science in Psychology (BSPSY) 202

POLICY ON MINOR PROGRAM OF STUDY (Effective Spring 2027) 206
Purpose 206
Scope 206
Catalog Authority and Governing Terms 206
Definition of a Minor 206
Eligibility and Declaration 206
Unit, Residency, and Course Requirements 206
Time to Completion and Currency of Coursework 206
Advising and Degree Audit 207
Governance and Approval of Minor Programs 207
Minor Completion 207
Restrictions 207
Sample Minor Listings (Illustrative Only) 207
Authority 208
Related Catalog Policies 208

COURSE NUMBERS AND DESCRIPTIONS 209
Agility Praxis Pathway (General Education Requirements) 209
General Education Requirements prior to Fall 2024 214
Engineering – Undergraduate Program Course Numbering and Descriptions 222
Engineering – Graduate Programs Course Numbering and Descriptions 230
Business — Undergraduate Programs Course Numbering and Descriptions 250
Business – Graduate Programs Course Numbering and Descriptions 260
UNIVERSITY MILESTONES 279
DIRECTIONS TO SFBU 280
SFBU CAMPUS MAP 280

ACADEMIC CALENDAR – 2026–2027

Fall Semester 2026 (August 17, 2026 – December 12, 2026)	
August 2, 2026	Startup Scholar Move In
August 3–7, 2026	Startup Scholar New Student Orientation
August 9, 2026	Move-In for SFBU Students
August 10–13, 2026 August 14, 2026	Undergraduate New Student Orientation (Startup Scholar) Graduate New Student Orientation
August 17, 2026	Fall 2026 classes begin Add/Drop period for fall classes begins.
August 22, 2026	*Last Day to Add Classes *Last Day for Pass/No Credit or Letter Grade Option *Last Day for Drop Classes (without record of enrollment) *Last Day to Drop Classes with 100% Refund *Graduation Petition Closes for Fall 2026 (without fees) *Course Registration Close Date
Monday, August 24, 2026	Course withdrawal for Fall classes begins
Saturday, August 29, 2026	Census Date
Monday, September 7, 2026	Labor Day; Campus Closed. (Make-up Day, November 23, 2026)
Monday, September 14, 2026	Field Experience Day # 1
Monday, October 12, 2026	Columbus Day; Campus Closed (Make-up Day, November 24, 2026)
Tuesday, October 13, 2026	Field Experience Day # 2
October 19, 2026	*Graduation Petition Opens for Fall 2026 *Course Registration for the Fall 2026 semester begins.
October 19–30, 2026	Advising for Fall 2026 for continuing students
November 7, 2026	Last day to withdraw from Fall classes
November 11, 2026	Veterans Day; Campus Closed. (Make-up Day, November 25, 2026)
Friday, November 13, 2026	Field Experience Day # 3
November 23, 2026	Make Up Day (Monday Schedule)
November 24, 2026	Make Up Day (Monday Schedule)
November 25, 2026	Make Up Day (Wednesday Schedule)
November 26–28, 2026	Thanksgiving Holiday; Campus Closed.

December 7–12, 2026	Final examinations
December 12, 2026	Fall semester and classes end. Graduation Petition for Fall 2026 Closes (with fees)
December 18, 2026	[Faculty] Fall 2026 semester grades due date.
December 24 – December 31, 2026	Winter Break: Campus Closed.

Spring 2027 (January 11, 2027 – May 11, 2027)	
January 1, 2027	New Year Holiday: Campus Closed
January 8, 2027	Spring 2027 semester new student orientation date
Monday, January 11, 2027	Spring 2027 classes begin Add/Drop period for spring classes begins
Saturday, January 16, 2027	*Last Day to Add Classes *Last Day for Pass/No Credit or Letter Grade Option *Last Day for Drop Classes (without record of enrollment) *Last Day to Drop Classes with 100% Refund *Graduation Petition Closes for Spring 2027 (without fees) *Course Registration Close Date
Monday, January 18, 2027	Martin Luther King Jr. Day; Campus Closed. (Make-up Day: Monday, May 10)
Monday, January 18, 2027	Course withdrawal for spring classes begins
Saturday, January 23, 2027	Census Date
Monday, February 15, 2027	President's Day; Campus Closed (Make-up Day: Tuesday, May 11)
March 29 – April 3, 2027	Spring Break Week
Wednesday, March 31, 2027	Farmworkers Day
Monday, April 5, 2027	*Classes Resume *Graduation Petition Opens for Summer 2027
April 5 – May 1, 2027	Advising for Summer/Fall 2027 for continuing students
April 5, 2027	Fall/Summer 2027 Graduation Petition Opens Fall/Summer 2027 Priority 1 Course Registration Opens
Saturday, April 10, 2027	Last day to withdraw from spring classes

April 19, 2027	Fall/Summer 2027 Priority 2 Course Registration Opens
May 3–8, 2027	Final Examinations.
Monday, May 10, 2027	Make-up Date (for Martin Luther King Jr. Day – Monday Schedule)
Tuesday, May 11, 2027	Make-up Date (for President's Day – Monday Schedule) Spring 2027 semester and classes end. Graduation Petition Closes (with fees).
Thursday, May 13, 2027	[Faculty] Spring 2027 semester grades due date

Summer 2027 (June 1, 2027 – July 28, 2027)	
Monday, May 31, 2027	Memorial Day; Campus Closed (Make-up Day: Monday, July 26)
Tuesday, June 1, 2027	Summer semester and classes begin. Add/Drop period for summer classes begins.
Saturday, June 5, 2027	*Last Day to Add Classes *Last Day for Pass/No Credit or Letter Grade Option *Last Day for Drop Classes (without record of enrollment) *Last Day to Drop Classes with 100% Refund *Graduation Petition Closes for Summer 2027 (without fees) *Course Registration Close Date
Monday, June 7, 2027	Course withdrawal for summer opens
Saturday, June 19, 2027	Juneteenth; Campus Closed (Make-up Day, Tuesday, July 27)
Saturday, July 3, 2027	Course withdrawal for summer ends
Monday, July 5, 2027	Independence Day (Observed); Campus Closed (Make-up Day, Wednesday, July 28)
July 19–24, 2027	Final examinations.
Monday, July 26, 2027	Make-up Date (for Memorial Day – Monday Schedule)
Tuesday, July 27, 2027	Make-up Date (for Juneteenth – Saturday Schedule)
Wednesday, July 28, 2027	Make-up Date (for Independence Day – Monday Schedule) Summer semester and classes end. *Graduation Petition Closes for Summer 2027 (with fees)
Friday, July 30, 2027	[Faculty] Summer 2027 semester grades due date.

Online 8-Week Fall 2026 (August 17, 2026 – October 11, 2026)	
August 17, 2026	First Day of Instruction
August 31, 2026	Census Date
October 11, 2026	Last Day of Instruction
October 18, 2026	Final Grade Submission Deadline

Online 8-Week Fall 2026 (October 19, 2026 – December 13, 2026)	
October 19, 2026	First Day of Instruction
November 2, 2026	Census Date
December 13, 2026	Last Day of Instruction
December 20, 2026	Final Grade Submission Deadline

Online 8-Week Spring 2027 (January 11, 2027 – March 7, 2027)	
January 11, 2027	First Day of Instruction
January 25, 2027	Census Date
March 7, 2027	Last Day of Instruction
March 14, 2027	Final Grade Submission Deadline

Online 8-Week Spring 2027 (March 15, 2027 – May 9, 2027)	
March 15, 2027	First Day of Instruction
March 29, 2027	Census Date
May 9, 2027	Last Day of Instruction
May 16, 2027	Final Grade Submission Deadline

Online 8-Week Summer 2026 (May 31, 2027 – July 25, 2027)	
May 31, 2027	First Day of Instruction
June 14, 2027	Census Date
July 25, 2027	Last Day of Instruction
August 1, 2027	Final Grade Submission Deadline

Pro+ Program 8-Week Fall 2026 (August 1, 2026 – September 30, 2026) Initial Course Example	
September 1, 2026	First Day of Instruction
September 5, 2026	Add/Drop Deadline
September 10, 2026	Census Date
October 11, 2026	Last Day to Withdraw
October 27, 2026	Last Day of Instruction
November 2, 2026	Final Grade Submission Deadline

Pro+ Program 8-Week Fall 2026 (October 1, 2026 – November 30, 2026) Initial Course Example	
October 1, 2026	First Day of Instruction
October 5, 2026	Add/Drop Deadline
October 10, 2026	Census Date
November 11, 2026	Last Day to Withdraw
November 27, 2026	Last Day of Instruction
December 2, 2026	Final Grade Submission Deadline

FREQUENTLY ASKED QUESTIONS

If you have any questions or concerns, please call the university information number. A recording will give you a choice of offices to contact.

Telephone: (510) 803-SFBU (7328) The university's website address is https://www.sfbu.edu.

For the Office of Admissions: e-mail: admissions@sfbu.edu; telephone: (510) 803-7328 ext. 1

- ***How can I apply to SFBU?***

See admission and application information on Admission Policies and University Academic Programs.

- ***How can I get an application form? What should I submit for the application?***

Start the application by creating an account on the SFBU applicant portal, accessible from the SFBU website. Admissions officers are also available to assist with the application.

For degree programs, the required application materials are listed on SFBU's website in the "Admissions" section and in the "Undergraduate Admissions" and "Graduate Admissions" subsections. This information is also provided on the online application form.

- ***Are the admissions requirements the same for online and physical programs?***

Yes, the admissions requirements are the same.

- ***How can I see an admission officer or an academic counselor?***

Admission officers and academic counselors are available virtually and on campus to assist applicants and students during office hours posted on the SFBU website at https://www.sfbu.edu/contact-us. Also, see Academic Advising and Counseling section.

- ***What courses do I need to complete for my major?***

See the curriculum listings under the various degree programs.

- ***I want to know the costs of taking courses in pursuit of a degree or academic certificate.***

See the tuition and fees information.

- ***How do I register for classes?***

See Registration Procedure and related information.

- ***Where can I find the directions to SFBU?***

Visit our website at http://www.sfbu.edu/contact-us.

INTRODUCTION

The San Francisco Bay University (SFBU) Catalog is an annual publication containing information on academic requirements, learning facilities, tuition and fees, disciplinary issues concerning all applicants and students at SFBU, and other pertinent topics. Student handbooks for both local and international students are published separately and posted on the student portal. (New students are introduced to the student portal on the New Student Orientation Day.) The handbooks provide additional information to help students adjust to the school environment quickly and learn how to use the administrative services available to them.

If the Student Handbook contains information that conflicts with published information in this University Catalog, the information in the University Catalog supersedes that of the Student Handbook.

Most of the information contained in this University Catalog and other pertinent information is also available on the university website at www.sfbu.edu.

Mission

San Francisco Bay University provides diverse learners with inclusive, innovative, and inspirational education for lifelong personal and career success.

Vision

San Francisco Bay University will set the standard as a national and international model of engaged and transformative higher education in service of the common good.

Values

- Caring for the Whole Student
- Delivering Teaching Excellence
- Providing Access and Inclusion
- Offering Affordable Higher Education Opportunities
- Reflecting the Vibrancy of Silicon Valley

Institutional Learning Outcomes

San Francisco Bay University has adopted institutional learning outcomes that represent our degrees, academic certificates, and general education outcomes. These are supported through each of our major areas of study, through general education courses, and through our administrative and educational support programs.

SFBU graduates are expected to demonstrate the following institutional student learning outcomes:

Written Communication: Write sustained, coherent arguments or explanations.

Oral Communication: Utilize effective oral communication strategies.

Quantitative Reasoning: Utilize mathematical concepts and methods to analyze and explain issues in quantitative terms.

Information Literacy: Identify, locate, evaluate, and effectively and responsibly use and share information in support of academic, personal, and professional needs.

Critical Thinking: Explore and analyze issues, ideas, artifacts, and events to formalize an opinion or conclusion.

Specialized Knowledge: Achieve knowledge and skills required in a specialized field of study appropriate to the degree level.

Diversity Statement

San Francisco Bay University strongly believes in diversity in all of its many forms at every level of our university, as we find having a broad spectrum of perspectives and backgrounds vital to accomplishing our mission. Diversity is essential in furthering social justice, educational quality, and career success. SFBU is dedicated to fostering a culture that promotes, supports, and respects diversity throughout our university. Diversity includes, but is not limited to, race, color, religion, age, marital status, sexual orientation, gender, ethnic origin, national origin, ancestry, military or veteran status, and physical impairment.

Faculty

The SFBU faculty maintains a tradition of personal attention to students and devotion to teaching and research. Many members of the faculty have been cited for excellence in teaching. Some of them are leaders in their disciplines and professional organizations. Members of the faculty have had experience working in high-tech fields and various business professions; some also functioned as consultants to educational institutions, industry, businesses, government, and foundations.

Accreditation

San Francisco Bay University is accredited by the WASC Senior College and University Commission (WSCUC), 1080 Marina Village Parkway, Suite 500, Alameda, CA 94501, 510.748.9001.

Corporate Status

San Francisco Bay University is organized under California Corporate Law as a nonprofit, public-benefit corporation and is deemed tax-exempt, as applies to corporations falling within the IRS 501(c)(3) ruling.

SAN FRANCISCO BAY UNIVERSITY ADMINISTERS ALL ITS PROGRAMS WITHOUT REGARD TO RACE, ETHNIC ORIGIN, AGE, OR SEX. SFBU CONFRONTS AND REJECTS ALL MANIFESTATIONS OF DISCRIMINATION IN ITS EDUCATIONAL POLICIES, ADMISSION POLICIES, SCHOLARSHIPS, OR OTHER SCHOOL ADMINISTERED PROGRAMS.

Governing Board

SFBU is governed by its Board of Directors. Board members follow applicable nonprofit rules, as SFBU is a nonprofit, public-benefit educational institution.

Community Involvement

The university is, primarily, an institution of learning and teaching, committed to serving the needs of society and involved in the academic and civic communities of which it is a part. The SFBU administrators participate in job fairs and work with businesses to provide job opportunities for our students. SFBU sponsors and promotes various community activities and encourages the participation of its students in community outreach and volunteering programs. SFBU believes that community involvement by its students helps develop social responsibility.

Nondiscrimination Policy

SFBU, by applicable federal and state law and university policy, does not discriminate based on race, color, nationality, ethnic origin, sex, marital status, gender identity, sexual orientation, pregnancy,[1] physical or mental disability, medical condition (cancer-related or genetic characteristics), ancestry, religion, service in the uniformed services,[2] or age. SFBU also prohibits unlawful harassment, including sexual harassment and sexual violence. This nondiscrimination policy applies to all aspects of admission, education, employment, financial aid, student activities, and other school-administered programs. SFBU investigates all discrimination complaints, including harassment, in an unbiased, thorough manner.

[1] "Pregnancy" includes pregnancy, childbirth, and medical conditions related to pregnancy or childbirth.
[2] "Service in the uniformed services" includes membership, application for membership, performance of service, application for service, or obligation for service in the uniformed services.

STATE AUTHORIZATIONS

Alaska

San Francisco Bay University is exempt from authorization by the Alaska Commission on Postsecondary Education under 20 AAC 17.015(a)(11) because the MBA program is delivered entirely online and does not have a physical presence in the state of Alaska.

Connecticut

Students residing in Connecticut who are enrolled in distance education programs at San Francisco Bay University and who have a complaint that was not resolved through the institution's internal grievance procedures may file a complaint with the Connecticut Office of Higher Education.

Connecticut Office of Higher Education
450 Columbus Boulevard, Suite 707
Hartford, CT 06103-1841
Telephone: 860-947-1800

Submit a Complaint to the CT Office of Higher Education

Maryland

San Francisco Bay University maintains an internal process for receiving, reviewing, and resolving student complaints. Students are encouraged to first follow the University's complaint and grievance procedures as outlined in the Student Handbook.

If a Maryland student is unable to resolve a complaint through the University's internal process, the student may submit a complaint to the appropriate Maryland agency. San Francisco Bay University is subject to investigation of complaints by the Maryland Office of the Attorney General and the Maryland Higher Education Commission.

Complaints may be directed to:
Maryland Higher Education Commission
217 East Redwood Street, Suite 2100
Baltimore, MD 21202
Phone: 410-767-3300
Email: collegiatecomplaint.mhec@maryland.gov
Online Submission Form: *https://onestop.md.gov/forms/student-complaints-mhec-5f74bfc0ab0f9d00fc796766*

New Mexico

Students are encouraged to first seek resolution of any complaint through SFBU's internal Student Complaint Procedure. The University will investigate complaints in accordance with its published procedures and respond within the applicable timeframe. Complaints will be reviewed by an impartial representative who is not directly involved in the matter, and no adverse action will be taken against a student for filing a complaint.

If a complaint cannot be resolved through the University's internal procedures, students may submit a complaint to:

New Mexico Higher Education Department
2044 Galisteo Street, Suite 4
Santa Fe, NM 87505
Phone: (505) 476-8400
Website: https://hed.nm.gov/students-parents/student-complaints

Virginia

Complaint Process Disclosure: Virginia students may file complaints with SCHEV after exhausting internal remedies.

For more information on the SCHEV complaint process, please refer to: Student Complaints | Virginia State Council Of Higher Education, VA

For more information on the SFBU complaint process, please refer to: STUDENT GRIEVANCE POLICY AND PROCEDURE

Professional Licensure Disclosure: The MBA program does not lead to professional licensure in Virginia and is not designed to meet any professional licensure requirements.

ADMISSION POLICIES

SFBU admits all qualified individuals into the university without regard to race, color, religion, age, marital status, sexual orientation, gender, ethnic origin, national origin, ancestry, military or veteran status, and physical impairment.

It is a core SFBU value to make education available to all individuals who meet the qualifications for entrance.

Priority Deadlines – Fall Entry

	Priority Application Deadline	Priority Deposit Deadline	Priority Scholarship Deadline
Domestic	February 15	May 1	February 15
International	February 15	May 1	February 15
Startup Scholars	January 15	May 1	January 15
College Track	January 15	May 1	January 15

Priority Deadlines – Spring Entry

	Priority Application Deadline	Priority Deposit Deadline	Priority Scholarship Deadline
Domestic	November 1	December 1	November 1
International	October 1	December 1	November 1

New Student Orientation

Semester	New Student Orientation Dates	First Day of Class	Last Day of Class
Fall 2026	Startup Scholar – Aug. 3-7, 2026 Undergrad. NSO – Aug. 10-13, 2026 Grad. NSO – Aug. 14, 2026	Aug. 17, 2026	Dec. 12, 2026
Spring 2027	UGrad and Grad NSO – Jan. 8, 2027	Jan. 11, 2027	May 11, 2027

Pro+ Program Calendar

Monthly Intakes

The Pro+ Program begins on the first business day of each month. Students may start their coursework within five calendar days of that start date. After this period, enrollment is deferred to the next monthly intake.

Session Length

Self-paced courses are designed to be completed within a maximum of eight weeks. Students who demonstrate mastery of the course material may accelerate their progress and complete a course in as few as four weeks, but not sooner. This minimum completion period ensures meaningful engagement with all required course content and assessments. All coursework is completed independently, with no mandatory scheduled meeting times.

Upon enrollment, all students are first registered in a required Module 0 orientation. Students must begin participation within five days of enrollment, although they may request to defer their start date for up to three months from the original enrollment date. Once coursework begins, each course must be completed within a timeframe of four to eight weeks, depending on the student's pace of progression.

Application Requirements

In addition to the following requirements, as supplementary indicators of potential success at SFBU, applicants are encouraged to provide evidence of one or more of the following:

- Additional undergraduate or graduate degrees and certifications
- Previous coursework or training in the intended field of study
- Work experience
- Achievement in sports, music, or other creative pursuits
- Involvement in community/volunteer services
- Fluency in multiple foreign languages
- Personal statement with background and purpose for seeking the degree
- Other special or unique skills

Applicants should also refer to their individual programs of interest in the catalog or SFBU website for program-specific requirements.

Domestic and International Applicant Definitions

Domestic Applicant: a citizen, including dual citizens, lawful permanent resident, or a refugee / asylee in the United States.

International Applicant: anyone who is **not** a U.S. citizen or U.S. lawful permanent resident and does not hold refugee or asylee status in the United States

Undergraduate Program Requirements

- **Cumulative Grade Point Average.** Applicants must hold the equivalent of a high school degree from an accredited institution with a weighted cumulative grade point average (CGPA). Applicants with a weighted CGPA lower than 2.0 are not eligible for admission.
- **Official Transcripts from All Previously Attended Institutions.** Transcripts electronically or physically delivered to the SFBU Enrollment office directly from the institution or its designee are official transcripts. Unofficial transcripts may be used in consideration of an admission

decision, but official transcripts will be required before or during orientation for enrollment verification/registration. Transcripts from institutions outside the United States must be evaluated by a member of the National Association of Credential Evaluation Services (NACES), the Association of International Credential Evaluators (AICE), or the American Association of Collegiate Registrars and Admissions Officers (AACRAO) International Education Services.

- **F-1 International Students.** In addition to the above general application requirements, an international applicant is required to submit the following documents:
    - Copy of passport.
    - A recent bank statement that indicates a minimum amount of $40,000 (USD) available to pursue study in the first academic year. An affidavit of support or sponsor letter is required if the funds are not in the applicant's name.
    - Transfer F-1 international students: A transfer student (from a U.S. institution) must submit a photocopy of their previous I-20 form, visa, and I-94 (U.S. Department of Homeland Security issued arrival/departure form).
    - International students must upload their current visa to the application portal before they can deposit.

Please note that SFBU does not admit ability-to-benefit students.

Graduate Program Requirements

- **Cumulative Grade Point Average.** Applicants must hold the equivalent of a university degree from an accredited institution of higher education. A weighted cumulative grade point average (CGPA) of 3.0 or higher is preferred. Applicants with a weighted CGPA below 3.0 may still be considered for admission and will be reviewed on a case-by-case basis.
- **Official Transcripts from All Previously Attended Institutions.** Transcripts electronically or physically delivered to the SFBU Enrollment office directly from the institution of higher learning or its designee are official transcripts. Unofficial transcripts may be used in consideration of an admission decision, but official transcripts will be required before or during orientation for enrollment verification/registration. Transcripts from institutions outside the United States must be evaluated by a member of the National Association of Credential Evaluation Services (NACES), the Association of International Credential Evaluators (AICE), or the American Association of Collegiate Registrars and Admissions Officers (AACRAO) International Education Services.
- **F-1 International Students.** In addition to the above general application requirements, an international applicant is required to submit the following documents:
    - Copy of passport.
    - A recent bank statement that indicates a minimum amount of $40,000 (USD) available to pursue study in the first academic year. An affidavit of support or sponsor letter is required if the funds are not in the applicant's name.
    - Transfer F-1 international students: A transfer student (from a U.S. institution) must submit a photocopy of their previous I-20 form, visa, and I-94 (U.S. Department of Homeland Security issued arrival and departure form).
    - International students must upload their current visa to the application portal before

they can deposit.

Please note that SFBU does not admit ability-to-benefit students.

Language Requirements for International Applicants

International students must provide the following evidence of English proficiency for non-native English speakers (any one of the following): An official IELTS (Academic), TOEFL (iBT), TOEFL Essentials, iTEP Academic, PTE Academic, Duolingo, or Cambridge B2 First test score report. Minimum scores are as follows:

English Test Name	Minimum Score	Sending Method
TOEFL (iBT)	59	Official electronic score report must be sent to admissions@sfbu.edu through ETS website – SFBU Code: 9626
TOEFL (Essentials)	6.5 band	Official electronic score report must be sent to admissions@sfbu.edu through ETS website - SFBU Code:9696
IELTS (Academic)	5.5	Please add “San Francisco Bay University” when registering to share your scores directly with us.
PTE Academic / PTE Academic Online	50	Request PTE to send the official electronic report directly to admissions@sfbu.edu.
iTEP Academic	3.7	An official electronic report must be sent to admissions@sfbu.edu directly from iTEP.
Duolingo English Test	100	Submit the official electronic report through the Duolingo system or send it to admissions@sfbu.edu.
Cambridge B2 First	168	Request Cambridge to send the official electronic report directly to admissions@sfbu.edu.

Academic Integrity and Application Authenticity

San Francisco Bay University (SFBU) upholds the highest standards of academic integrity in every aspect of the admissions process. All applicants are expected to provide complete, accurate, and authentic information and documentation.

If an applicant submits falsified or incorrect materials, such as fraudulent English proficiency test scores, SFBU will initiate an internal review to verify the authenticity of the submitted documents. The applicant will be given an opportunity to explain their situation. If the materials are confirmed to be fraudulent, the application will be rescinded, and the applicant will be permanently barred from reapplying to the university.

Applicants must personally complete and submit their application and all supporting materials. While it is acceptable to seek general advice or guidance from others, the use of a third party to complete, submit, upload, or communicate on an applicant's behalf is strictly prohibited.

Submitting false, altered, or fraudulent documents or allowing another individual or agency to do so on one's behalf constitutes academic misconduct. If such actions are discovered, the application will be denied, any offer of admission may be withdrawn, and the individual may be barred from future admission consideration.

For questions regarding this policy, please contact the admissions office at admissions@sfbu.edu

ADMISSIONS TERMS AND CONDITIONS

Cancellation of Admission and Readmission

If an applicant is accepted into a degree program for a given semester and does not begin classes in that semester, admission will automatically be canceled. The prospective student's application records (transcripts from previous colleges and English language proficiency records) are kept on file for a period of six months from the semester start date. If the applicant then wishes to be considered for readmission in a later semester, they will be required to resubmit an application online with the initial account ID. A re-evaluation of admission will be made for the applicant. If reapplication is made more than six months from the initial admission term, the applicant may be required to submit an entirely new set of application materials.

Document Submission

Please note that all documents you submit, or are submitted on your behalf, to support your application for admission or to fulfill enrollment requirements become the exclusive property of SFBU. Under no circumstances will the university release the documents to you or any other party, and SFBU will not provide you with any copies.

Enrollment Deposit

All accepted applicants must submit a tuition deposit to reserve their place in the accepted term. Instructions, applicable fees, and due dates are provided in the acceptance package.

F-1 International Applicants

SFBU is authorized under federal law to enroll non-immigrant international students, and its Designated School Officials are authorized to issue I-20 forms. However, SFBU does not provide visa services, nor does SFBU vouch for student status.

Please note that the only language of instruction shall be English.

The Graduate Certificate in Management (GCM) does not support F-1 international students.

New Student Orientation

All newly admitted on-campus students are required to attend the SFBU New Student Orientation prior to the start of each semester. Students who are unable to attend must contact their admissions counselor to discuss alternative arrangements or available accommodation.

Students enrolled in the Pro+ Program are not required to attend the on-campus orientation and must instead complete the required Module 0 orientation as part of their onboarding program.

Transfer and Articulation Agreements

SFBU has established transfer or articulation agreements with various academic institutions, such as:

- Ohlone College
- Evergreen Valley College
- Merritt College
- College of San Mateo
- Chabot College
- Laney College
- Las Positas College
- San Jose City College
- Berkeley City College
- Mendocino College
- Mission College
- Bakersfield College
- Yuba College
- Cerro Coso Community College
- West Valley College
- City College of San Francisco

These agreements generally include details of the courses that may be transferred to satisfy SFBU's program requirements. The full list of institutions and the agreements are published on the SFBU website. For the most up-to-date information, please visit https://www.sfbu.edu/admissions/domestic-transfer

Notification of Admission

Upon admission approval, prospective students will receive a notification of admission status. An admitted applicant will receive an acceptance package electronically. An applicant denied admission will receive an explanation for their denied application. Processing begins upon receipt of all required documents as instructed. Processing times will vary.

Official Transcripts

Incoming Official Transcripts (from Prospective Students)

Official Academic Record Requirements

San Francisco Bay University (SFBU) requires official academic records to verify that applicants have completed the educational credentials necessary for admission. Applicants may submit unofficial transcripts or other academic records for preliminary application review. However, unofficial records do not satisfy SFBU's official academic record requirements.

What Qualifies as an Official Transcript

A transcript is considered official only when it is:

- Submitted directly by the issuing institution; or
- Transmitted through a secure submission method approved by SFBU.

SFBU reserves the right to determine whether a transcript—and the method used to deliver it—meets the University's standards for official academic records.

Minimum Academic Records for Admission

To establish minimum admission eligibility, applicants must submit at least one transcript verifying completion of the prerequisite degree or credential required for their chosen program. Applicants seeking consideration for SFBU's highest level of institutional scholarship should submit all applicable academic transcripts with their application. Additional transcripts may also be required for transfer-credit evaluation.

Undergraduate Applicants

Applicants seeking admission to an undergraduate degree program must submit an official transcript demonstrating completion of a high school diploma or a recognized equivalent.

Graduate Applicants

Applicants seeking admission to a graduate degree program must submit an official transcript demonstrating completion of a bachelor's degree or recognized equivalent from an appropriately recognized institution.

Degrees or Credentials in Progress

Applicants who have not yet completed the degree or credential required for admission may submit their most recent available transcript for preliminary admission review.

If admission is offered while the required degree or credential is still in progress, the applicant must submit a final official transcript confirming its completion and conferral before enrolling in the degree program.

Transfer Applicants

Applicants transferring to SFBU from another institution at the same degree level may submit an unofficial transcript for preliminary admission and transfer-credit evaluation.

However, an official transcript from the prior institution must subsequently be submitted to verify the applicant's complete academic record, including the most recently completed term of enrollment. SFBU will use the official transcript to:

- Verify prior enrollment and academic history;
- Determine eligibility for transfer credit; and
- Evaluate the applicability of completed coursework toward the applicant's program.

Applicants seeking transfer credit for coursework completed at multiple institutions must submit official transcripts from each applicable institution by the established University deadlines.

Transfer credit is not considered final until all required official academic records have been received, verified, and evaluated by SFBU.

Submission Deadlines and Consequences

Applicants are responsible for ensuring that SFBU receives all required official transcripts and academic credentials by the applicable University deadlines.

Submitting an application, unofficial transcript, or other academic documentation does not waive the official transcript requirement. Failure to provide required official transcripts or other academic credentials may:

- Delay an admission decision;
- Prevent enrollment;
- Delay or prevent the awarding of transfer credit;
- Result in the cancellation or rescission of an admission offer; or
- Lead to other appropriate administrative action under University policy.

SFBU may request additional academic records, credentials, or supporting documentation when necessary to verify an applicant's educational history, determine transfer-credit eligibility, or establish admission eligibility.

Official Transcript Recommended Submission Deadlines

To support timely processing and enrollment, students are encouraged to submit all required official transcripts by the following recommended deadlines:

Fall Term: July 1

Spring Term: November 1

These dates are recommended submission deadlines. Students should submit official transcripts as early as possible to allow sufficient time for receipt, verification, and processing by the University.

Official Transcript Submission Policy

San Francisco Bay University (SFBU) requires official transcripts to be submitted through an approved method that allows the University to verify the authenticity and integrity of the academic record. Electronic submission through **Parchment is the preferred method whenever available**.

An official transcript must be issued by the originating institution and submitted to SFBU through one of the methods described below. SFBU reserves the right to verify the authenticity of any transcript or academic record submitted to the University.

Electronic Submission Through Parchment — Preferred

Applicants and students whose previous college or university participates in **Parchment** should request that their official transcript be transmitted electronically to San Francisco Bay University through the Parchment platform.

Students should refer to the **SFBU Parchment Guide** for instructions on requesting and transmitting an official transcript to SFBU.

Other Authorized Electronic Transcript Services

If an institution does not use Parchment but participates in another authorized electronic transcript service, such as the **National Student Clearinghouse**, the student may request that the official transcript be transmitted electronically to SFBU.

When a recipient email address is required, transcripts should be sent to: **records@sfbu.edu**

To be considered official, the transcript must be transmitted directly to SFBU through the authorized electronic transcript service. Transcripts downloaded, forwarded, or otherwise submitted by students will not be considered official.

Submission by an Institution's Registrar or Records Office

If the issuing institution does not participate in Parchment or another authorized electronic transcript service, its Registrar, Records Office, or other authorized institutional office may email the official transcript directly to SFBU at: **records@sfbu.edu**

The transcript must be transmitted directly from an authorized institutional email account. Transcripts emailed by students, forwarded by students, or submitted from personal email accounts will not be considered official.

Mail or In-Person Submission

When electronic submission is unavailable, an official transcript may be mailed to SFBU or delivered in person to the Records Office.

To be considered official, a physical transcript must:

- Be issued by the originating college or university;
- Be enclosed in the institution's original, sealed envelope;
- Remain sealed and unopened when received by SFBU; and
- Display appropriate institutional identification and, when applicable, an official seal, stamp, or signature across the envelope closure.

The issuing institution may mail the transcript directly to SFBU. Students may also mail or personally deliver an official transcript, provided that it remains in the original, sealed, and unopened institutional envelope.

Transcripts that have been opened, altered, photocopied, reproduced, or cannot otherwise be authenticated will not be accepted as official.

When submitting an official transcript by mail, SFBU strongly recommends using a mailing service that provides tracking and delivery confirmation. Students are encouraged to retain tracking information until SFBU confirms receipt.

Official transcripts submitted by mail should be sent to:

San Francisco Bay University
Records Office
161 Mission Falls Lane
Fremont, CA 94539
United States

Verification and Official Status

Submission of a transcript does not automatically establish that the document is official. SFBU determines the official status and acceptability of all academic records received by the University. The University may request additional documentation or verification when the authenticity, source, or integrity of a transcript cannot be confirmed.

Students are responsible for ensuring that required official transcripts are submitted to SFBU in accordance with University admission, enrollment, and records requirements.

Outgoing Official Transcripts (SFBU Current Student and Alumni)

Official Transcript Request and Issuance Policy

Effective July 2026, San Francisco Bay University (SFBU) has partnered with **Parchment** as the University's primary service for the processing and delivery of official transcripts.

Students and alumni requesting an official SFBU transcript must submit their request through Parchment in accordance with the procedures outlined in the SFBU Parchment Transcript Guide. Requestors are responsible for providing accurate recipient and delivery information when submitting a transcript request.

Official transcripts may be delivered electronically or through other delivery options available through Parchment, subject to the services and options offered at the time of the request.

Alternative Transcript Processing

SFBU will issue official transcripts directly only when Parchment is unable to successfully process or deliver a transcript request due to a documented technical, processing, or delivery issue, or when otherwise authorized by the University.

Students experiencing difficulties with a Parchment transcript request should contact the **SFBU Records Office** for assistance. The Records Office will determine whether direct transcript processing is necessary and the appropriate method of delivery.

SFBU reserves the right to establish procedures for transcript processing, verification, delivery, and related administrative requirements.

Returning Students

When a former SFBU student returns to continue study in an unfinished program after an unexplained exit or leaving without formality, withdrawing for more than one term, the returning student must submit a new online application. The student will receive a new evaluation and study

plan based on the graduation requirements specified in the current catalog. Applicable courses and credits earned in the unfinished program may be applied toward the new study plan.

Non-Matriculated Student Policy

At SFBU, students are categorized as either **matriculated** or **non-matriculated**:

- **Matriculated Students**: Degree-seeking individuals pursuing an academic credential.
- **Non-Matriculated Students**: Non-degree-seeking individuals interested in broadening their knowledge in a specific area of study. SFBU is proud to support these continuing education students.

Non-Matriculated Student Application Requirements and Policies

1. **Credit Limitations**
    - Non-matriculated students may enroll in a maximum of six (6) credits per regular semester, subject to class availability.
    - A total of no more than twelve (12) credits for campus programs and no more than fifteen (15) credits for the GCP programs may be earned before matriculation into a degree-seeking program.
2. **Application Process:** Applicants must complete the *Non-Matriculated Student Form*, available from the Registrar's office.
3. **Eligibility for Services:** Non-matriculated students are not eligible for financial aid, health services, counseling services, or access to special facilities.
4. **Enrollment Prioritization and Availability:** Enrollment for non-matriculated students is not guaranteed. Class space is prioritized for matriculated, degree-seeking students. If space is unavailable or the requested course cannot be offered, applicants will be notified and may request enrollment in an alternative course.
5. **Pathway to Matriculation:** Non-matriculated students interested in pursuing a degree program are encouraged to contact the SFBU Admissions Office for guidance on matriculating into a degree-seeking program.

This policy ensures SFBU can accommodate lifelong learners while maintaining priority for degree-seeking students.

International Non-Degree Students

If you are an international student, you may only take courses through non-degree enrollment if you already have a current valid I-20 from SFBU or another school and plan to take classes at SFBU while maintaining your F-1 status at that other school. We are unable to issue I-20s for non-degree enrollment.

SFBU Institution Codes for Standardized Tests

ACT	**1750**	**|**	**SAT**	**4335**
GMAT	**5485**	**|**	**GRE**	**5485**
TOEFL	**9626**	**|**	**CLEP**	**7569**
DANTES	**9670**	**|**	**FCE**	**UX357**

A Student's Right to Cancel

You have a right to cancel the enrollment agreement and obtain a refund of charges paid if notice of cancellation is received by SFBU through attendance on the first day of class or the 7th day after enrollment, whichever is later. You shall provide a cancellation notice in writing through the student portal. Cancellation shall be effective when successfully submitted.

Refund Policy

On-campus and Pro+ students who withdraw from SFBU by the end of the first week of class in a semester will receive a full refund. Following the first week of class and up through the completion of 60 percent of the period of attendance, students may withdraw from SFBU and obtain a pro-rata refund of unearned institutional charges. The tuition deposit is nonrefundable.

(Deferral policy) If a student defers admission, SFBU will retain tuition without a refund and apply it towards the student's bill once the student returns.

SFBU shall refund any credit balance on the student's account within 45 days after the date of the student's completion of, or withdrawal from, the student's educational program.

A withdrawal must be effectuated by the student's written notice, as described above under Student's Right to Cancel.

A student is also deemed to have been withdrawn from the university when any of the following occurs: (1) the student drops all enrolled courses in a period of attendance, (2) the student submits a written notice to withdraw through the portal, (3) SFBU suspends or expels the student due to misconduct, unsatisfactory academic performance, or overdue fees, (4) SFBU terminates an F-1 student for violation of U.S. Department of Homeland Security regulations, (5) the student fails to return from a leave of absence, or (6) the student, without prior approval, fails to attend four consecutive classes for all enrolled courses in a period of attendance (online courses attendance policy states if student misses more than three (3) assignments).

A student who drops one or more courses, but not all, will receive a pro-rata tuition refund for the dropped courses.

Calculation of Refund

Refund Amount = Total Paid by Student – Amount Owed

Amount Owed = (Total Institutional Charges/Hours in the Program) * Hours Attended or Scheduled to Attend Before Withdrawal

TUITION AND FEES FOR THE 2026–2027 ACADEMIC YEAR

(Fall 2026, Spring 2027, Summer 2027)

Tuition and fees can be paid online or in person in the Student Accounts office.

Tuition for repeating a course is the regular rate in each category. (The last grade earned is the only grade recorded.)

Undergraduate

Tuition and fees are charged on a semester basis based on the annual rates published in the University Catalog. The regular undergraduate tuition rate is $330.00 per credit hour. Additional fees such as registration, campus, and learning resources fees are associated with enrollment each semester.

Example: Estimated Yearly Tuition and Costs for the Bachelor Programs as a Full-Time Student (based on two semesters)

Tuition	**$9,900**
Fees	$910
Health Insurance Premium	$1,200
Estimated Total Charges	**$12,010**

Notes:

- The tuition rate shown is for a full-time undergraduate 12-credit hour load per semester hours.
- Undergraduate non-degree student tuition is $330 per credit hour plus associated expenses.
- This estimate includes tuition, fees, and a health insurance premium, subject to change. All students must pay current tuition and fee rates each semester. Additional fees may apply, depending on the services requested (see Tuition and Fee section in the University Catalog).
- All students are required to have an adequate health insurance plan. Students can purchase health insurance either through SFBU or an outside vendor.

Graduate

Tuition is charged by credit hour. Tuition for courses taken to fulfill the master's degree requirement is $450.00 per credit hour. Additional fees such as registration, campus, and learning resources fees are associated with enrollment each semester.

Example: Estimated Yearly Tuition and Costs for the Graduate Programs for a Full-Time Student (based on two semesters)

Tuition	**$8,100**
Fees	$910
Health Insurance Premium	$1,200
Estimated Total Charges	**$10,210**

Notes:

- The tuition rate shown is for a full-time graduate credit hour load of 9 credit hours per semester.
- This estimate includes tuition, fees, and a health insurance premium, subject to change. All students must pay current tuition and fee rates each semester. Additional fees may apply, depending on the services requested (see Tuition and Fee section in the University Catalog).
- All students are required to have an adequate health insurance plan. Students can purchase health insurance either through SFBU or an outside vendor.

Auditing Fee

No Credit will be granted.

The auditing fee is half the regular credit hour rate; it does not apply to project/CPT/lab courses. Students must be in a degree program and cannot be a non-degree student.

Pro+ Program – Tuition and Fees

Pro+ programs are designed to provide a flexible, accessible path to higher education while allowing students to balance their academic goals with professional and personal commitments.

Students complete the program through a pay-as-you-go tuition structure, with tuition assessed on a course-by-course basis.

MBA Pro+ Program
Tuition Per Course: $833.33
Program Length: 12 Courses
Total Program Tuition: $10,000
Total Credits: 36 credits

FEES DETAILS FOR THE 2026–2027 ACADEMIC YEAR

(Fall 2026, Spring 2027, Summer 2027)

Registration fee: $75
Campus fee: $180
Learning resource fee: $200
Health insurance fee: Please see below for an estimate.

The 2026–2027 plan cost, waiver dates, and coverage dates are outlined below:

- Undergraduate students: $889.00 for Fall coverage and $1,496.00 for Spring/Summer coverage.
- Graduate students: $1,511.00 for Fall coverage and $2,542.00 for Spring/Summer coverage.
- Fall waiver period: July 1, 2026 – August 24, 2026.
  *The Fall waiver period is for students entering SFBU in the fall and returning students.

Coverage periods, plan cost and deadline dates

UNDERGRADUATE Rates	Fall	Spring/Summer
Waiver dates	07/01/26 - 08/24/26	12/01/26 - 01/18/27
Coverage dates	08/18/26 - 12/31/26	01/01/27 - 08/17/27
Student	$889.00	$1,496.00
Spouse	$889.00	$1,496.00
One Child	$889.00	$1,496.00
Two or More Children	$1,778.00	$2,992.00
Spouse and Two or More Children	$2,667.00	$4,488.00
GRADUATE Rates	**Fall**	**Spring/Summer**
Waiver dates	07/01/26 - 08/24/26	12/01/26 - 01/18/27
Coverage dates	08/18/26 - 12/31/26	01/01/27 - 08/17/27
Student	$1,511.00	$2,542.00
Spouse	$1,511.00	$2,542.00
One Child	$1,511.00	$2,542.00
Two or More Children	$3,022.00	$5,084.00
Spouse and Two or More Children	$4,533.00	$7,626.00

Note 1: Rates are subject to regulatory approval and may change.

Note 2: Non-degree students may have adjusted fee rates. Online students are not required to provide proof of health insurance. For more information, visit: https://www.sfbu.edu/student-health-insurance/

Minimum Terms for Tuition Payments

The student is only obligated for the portion of the program cost applicable to each semester when the student is enrolled. The student must pay the school the applicable cost (e.g., semester tuition, other required fees) at the time of registration unless the student and school agree, in writing, to a tuition payment plan.

Students who have an overdue Student Account are subject to withdrawal from classes by the school. Students who fail to fulfill their financial obligations to the school may be suspended and considered for reinstatement only after full payment of the delinquent portion of their account unless the school has agreed in writing to a different payment arrangement.

PAYMENT PLANS FOR TUITION AND FEES FOR CURRENT SEMESTER REGISTRATION

Eligibility

Generally, a student can enroll in a payment plan for any semester after the first semester. The student must clear all university financial obligations to apply for a payment plan.

Two Installments

The first installment is due before the end of week 12 of the semester before the semester for which the payment plan is requested. The second installment is due before the end of week 6 of the semester. For example, if a student is permitted to enroll in a payment plan for the 2025 summer semester, the first installment will be due by the end of week 12 of the 2025 spring semester, and the second installment will be due by the end of week 6 of the 2025 summer semester. The first installment includes amounts for half of the tuition, the full health insurance premium (if applicable), and all required fees. The second installment is for the remaining tuition.

Payment Plan for Exceptional Circumstances

Students with exceptional circumstances may qualify for a customized payment plan. These plans are typically for those facing severe economic hardship, evidence of which must be provided by the students. Examples of such proof are receipt of CalWORKs benefits or U.S. Citizenship and Immigration Services Employment Authorization based on severe economic hardship. These cases are reviewed on an individual basis and approved sparingly.

Payment Plan Enrollment and Withdrawal

Payment Plan Enrollment is at the Time of Registration. Students may apply for a payment plan via the student portal at the time of registration. Eligible students may select and enroll in a payment plan without administrative approval.

Payment Plan Enrollment after Registration. If a student wishes to enroll in a payment plan after registration, the student must (a) contact Student Accounts to have the plan manually added to the student's account, (b) pay the payment plan service fee, and (c) pay an amount equal to or greater than the first installment amount.

Withdrawal from Payment Plan. A student who wishes to withdraw from a payment plan may do so before the first installment deadline by contacting Student Accounts to have the plan removed from their account. At the time of withdrawal from the payment plan, the student must pay or have paid an amount equal to or greater than the total amount owed. The payment plan service fee will be credited back to the student's account.

Failure to Pay Installments

Failure to make timely payment of the first installment will result in automatic cancellation of a student's registration. A late fee will be assessed for students who fail to make timely payments for the second installment. Students will be withdrawn from courses if they fail to pay for the second installment by the end of week 8. Students with nominal balances may be given additional time to settle their accounts.

Debts Owed to the University

SFBU may **withhold permission to register**, to use facilities for which a fee is authorized to be charged, to receive services and materials, or any combination of the above from any student or former student owing a debt without a signed Payment Plan on file until the debt is paid (see Title 5, California Administrative Code, Sections 42380 and 42381). If a student believes that he or she does not owe all or part of an unpaid obligation, the student should contact the Student Accounts office. Student Accounts will review the pertinent information, including any information the student may wish to present, and will advise the student of its conclusions with respect to the debt.

ON-CAMPUS SCHOLARSHIPS

Tuition scholarships are offered to qualified applicants, current students, and SFBU alumni. The scholarships are subject to change.

Undergraduate Tuition Scholarships (Merit Awards) – Effective Fall 2026

GPA Range	Annual Scholarship Amount	Scholarship Name
<2.50	$0	
2.50 – 3.00	$4,000	Changemaker
3.01 – 3.50	$6,000	Achiever
3.51 – 3.80	$7,500	Leadership
3.81+	$9,000	Presidential

Scholarships:

- **Full-Time Students:** Scholarships are awarded on a percentage basis, with flat tuition and scholarship amounts for 12, 15, or 18 credits during the fall and spring semesters.
- **Part-Time Students:** Scholarships are prorated based on number of credits (6 or 9 credits), for the fall and spring semesters. Scholarships are not available for students enrollment in fewer than 6 credits.
- For more information, please visit the SFBU website on Tuition and Costs.

The following terms and conditions apply:

- The continued distribution of all tuition scholarships is contingent upon maintaining Satisfactory Academic Progress. Students also must maintain good standing with the university by upholding the university's academic standards and integrity.
- Students are required to enroll in a minimum of 12 credits per semester and maintain a minimum cumulative GPA of 2.00.
- The program must be completed within 10 semesters, excluding any approved breaks.
- The scholarship is valid for tuition payments only. Any unused tuition scholarship will be forfeited. The scholarship has no cash value and does not cover the following student fees:
    - Tuition deposit (this goes towards tuition)
    - Campus fee
    - Registration fee
    - Learning Resource fee
    - Health Insurance fee (unless waived)
    - Housing fees
    - SEVIS fee (international applicants)
- The tuition scholarship payments shall not exceed the program's minimum total credits required for completion.
- Students are not eligible to receive any other SFBU academic scholarship except for the Startup Scholars Scholarship, which replaces a tuition scholarship.
- If students cannot meet any of the terms, the tuition scholarship will be rescinded.
- The university reserves the right to rescind a scholarship if the decision is deemed to be in the best interest of the university.

Full Tuition Undergraduate Scholarships

SFBU offers full tuition scholarships through the Startup Scholars Program and partnerships with community-based organizations (LEAF, College Track, Boys & Girls Club, Junior Achievement). These programs replace merit awards and provide full tuition coverage.

New Requirements for Recipients (Effective Fall 2026):

- Maintain a minimum GPA of 2.75 for renewal.
- Serve as **student ambassadors** for Admissions or Student Affairs.
- Participate in **marketing**, **advancement**, and **donor relations efforts**.
- Complete at least **two hours per semester of service** to support university outreach and engagement.

Graduate Tuition Scholarships (Merit Awards) – Effective Fall 2026

GPA Range	Annual Scholarship Amount	Scholarship Name
<3.00	$0	-
3.00 – 3.19	$3,000	Changemaker
3.20 – 3.44	$3,500	Achiever
3.45 – 3.64	$4,500	Leadership
3.65+	$5,000	Presidential

Scholarships:

- **Full-Time Students:** Scholarships are awarded on a percentage basis for students enrolled in 9 or more credits during the fall and spring semesters.
- For more information, please visit the SFBU website on Tuition and Costs.

The following terms and conditions apply:

- The continued distribution of all tuition scholarships is contingent upon maintaining Satisfactory Academic Progress. Students also must maintain good standing with the university by upholding the university's academic standards and integrity.
- Students must enroll in a minimum of 9 credits per semester and maintain a minimum cumulative GPA of 3.00.
- The program must be completed within four semesters, excluding any approved breaks.
- The scholarship is valid for tuition payments only. Any unused tuition scholarship will be forfeited. The scholarship has no cash value and does not cover the following student fees:
    - Tuition deposit (this goes towards tuition)
    - Campus fee
    - Registration fee
    - Learning Resource fee
    - Health Insurance fee (unless waived)
    - Housing fees
    - SEVIS fee (international applicants)

- The tuition scholarship payments shall not exceed the program's minimum total credits required for completion.
- Students are not eligible to receive any other SFBU academic scholarship.
- If students cannot meet any of the terms, the tuition scholarship will be rescinded.
- The university reserves the right to rescind a scholarship if the decision is deemed to be in the best interest of the university.

ON-CAMPUS AND PRO+ SCHOLARSHIP PROBATION POLICY

This policy establishes the conditions under which students receiving SFBU scholarships may be placed on probation, as well as the steps required to regain good standing. The goal is to ensure that scholarship recipients maintain strong academic performance and uphold the standards expected of SFBU scholars.

Eligibility for Scholarship Retention

To remain eligible for an SFBU scholarship, students must:

- Maintain the minimum cumulative GPA specified in their scholarship award letter.
- Successfully complete the required number of credit hours each term as outlined in the scholarship agreement.
- Adhere to the University's Code of Conduct and maintain good disciplinary standing.

Probation Criteria

A student will be placed on scholarship probation if they:

- Fail to meet the required cumulative GPA standard
    - Undergraduate CGPA – 2.0 (Starting in Fall 2025, scholarship recipients who receive a full scholarship (100%) must maintain a 2.5)
    - Graduate CGPA – 3.0
- Fail to complete the required number of credits for the term.
- Receive disciplinary action resulting in probation under University policy.

Probation Notification

Students will be notified in writing or email by the Office of Student Success when placed on probation. The notification will outline the reason(s) for probation, the terms for reinstatement, and the timeframe for review.

Probation Period

The probation period will last for one academic term only. During probation, students remain eligible to receive their scholarship funding for the current term; however, renewal for the following term will be contingent upon meeting reinstatement requirements. Students must meet with an academic advisor or student success counselor to develop an improvement plan. It is also recommended that students utilize university resources such as tutoring, writing support, and time management workshops.

Reinstatement of Scholarship

To regain full scholarship standing, a student must:

- Successfully meet with the Student Success Counselor for advising
- Meet or exceed the minimum CGPA requirement by the end of the probation term.
- Successfully complete the required number of credits.
- Resolve any disciplinary issues and return to good standing.

Students who meet these conditions will be removed from probation and retain their scholarship for the next term.

Loss of Scholarship

If the student fails to meet the reinstatement requirements during the probation period, the scholarship will be revoked for the following term and thereafter.

Appeals

Students who lose their scholarship due to probation may submit a written appeal to the Office of the Provost within 10 business days of notification. Appeals should include supporting documentation (e.g., medical records, family emergency details) and a plan for improvement.

FINANCIAL AID

Need-based scholarships are provided to students who submit a FAFSA Submission Summary. The document is not required for admission but is necessary for students requesting financial aid. The document must be uploaded via this link: https://share.hsforms.com/1RdxNsdYbR8-uN170bUrsQQ2qq0q.

Based on the Student Aid Index, the awards are as follows:

SAI Calculator	
Student Aid Index	**Discount %**
–$1500 to $0	**15%**
$1 to $2,499	**10%**
$2,500 – $3,999	**8%**
$4,000 – $5,999	**6%**
$6,000 – $7,999	**4%**
$8,000 and over	**0%**

STUDENT EMPLOYMENT AT THE UNIVERSITY

Limited university openings are available as needed to highly qualified degree and academic certificate-seeking students. Applications are submitted via the student portal. Students may apply for positions such as Teaching Assistant (TA), Administrative Assistant, and Facility Assistant. These assistantships are offered primarily based on outstanding academic and professional achievement. Students selected to perform these services must be diligent, demonstrate a strong work ethic, and be compassionate towards fellow students, in addition to meeting the academic qualifications.

PRACTICUM AND INDUSTRIAL COOPERATIVE PROJECTS

A **Practicum** is a supervised practical experience involving the application of previously studied theory. Normally, three hours of work in a practical setting have the credit equivalency of one hour of classroom lecture. Under the supervision of a faculty or staff member, a written agreement shall be developed that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria. Details of the qualifications are specified in the student application process. The supervising staff is responsible for checking the students' qualifications.

F-1 international students must observe additional rules required by the U.S. Immigration & Customs Enforcement on Curricular Practical Training (CPT). *Note: Beginning in Fall 2026, CPT for F-1 students is paused indefinitely, until further notice.*

Note: Please note that financial aid, employment opportunities, and practicum/industrial cooperative projects are applicable to on-campus students only

ACADEMIC INFORMATION

New Student Information System (SIS)

Starting in Spring 2025, SFBU collaborated with Salesforce Education Cloud to launch the Next-Gen Student Information System (SIS)—a modern, fully integrated platform designed to enhance institutional efficiency and student engagement. This advanced SIS offers a powerful and highly customizable framework that can be tailored to meet the diverse academic, administrative, and operational needs of SFBU.

Beyond simply storing and managing student records, the platform enables real-time data integration across departments, connecting functions such as admissions, registration, academic advising, financial aid, and student success initiatives into one unified system. With its robust analytics and reporting capabilities, SFBU can quickly identify patterns in enrollment, retention, and academic performance, allowing leadership to make data-informed decisions with greater speed and accuracy.

The system also improves the student experience by providing a seamless, self-service portal where students can access their records, register for classes, track progress toward graduation, and communicate with advisors—all from a single platform. Faculty and staff benefit from streamlined workflows, automated processes, and a centralized communication hub that fosters stronger collaboration between academic and support services.

By leveraging the capabilities of Salesforce Education Cloud, SFBU positions itself at the forefront of innovation in higher education, ensuring that every interaction—whether academic, administrative, or advisory—is informed by a 360-degree view of the student journey. This connected approach supports SFBU's mission to not only manage student information more effectively but also to proactively drive student success through early intervention, personalized support, and continuous improvement.

Study Plan

Upon admission to a degree or academic certificate program, the new student receives a copy of their admission evaluation form that includes their graduation requirements. The electronic file of the student's graduation requirements is known as the student's Study Plan. The Study Plan will be maintained by designated administrative staff (usually the student's Academic Advisor) as the student continues their study at SFBU. The student will have access to their own Study Plan through their student portal. The student and the student's advisor are advised to check their online study plan regularly and report any errors to the administrative staff immediately.

Follow Proper Sequence. In general, a student should complete lower-level courses before taking higher-level courses.

Follow the Original Plan. A student should attempt to follow their original Study Plan to complete their program. When courses are replaced due to a catalog update, the student should, accordingly, take the replacement courses. The student may also submit an online request via the student portal to "Request Substitution of a Required Course" for each such course update.

Use New Curriculum. As the University Catalog is updated for each new academic year, a student is allowed to submit a request to upgrade their Study Plan by using the graduation requirements specified in the current Catalog. The evaluation committee will make a new Study Plan for the students. The student may risk facing additional course requirements with such a request since new requirements may be different from previous requirements for the same program. The student is advised to carefully decide before submitting a Study Plan upgrade request as the process is irreversible.

Returning Student. When a student returns to SFBU to continue their study in an unfinished program after missing more than one term, the returning student must submit a new admissions application form. The student will then receive a new Study Plan based on the graduation requirements specified in the current catalog. Applicable courses and credits earned in the unfinished program may apply to the new Study Plan.

Pro+ Program

Students enrolled in the Pro+ Program are required to take the first four courses one at a time, completing one course per four- to eight-week term. After these initial courses, students may enroll in up to two courses per term until they complete the program. Throughout the program, students must maintain a minimum cumulative GPA of 2.0 (undergraduate) or 3.0 (graduate) to remain in Satisfactory Academic Progress (SAP).

Academic Advising and Counseling

Academic advising and counseling are integral components of a student-centered approach to education, aiming to empower students academically, personally, and professionally. By providing guidance, support, and resources, advisors and counselors help students navigate challenges, explore opportunities, and achieve their full potential in their academic pursuits and beyond.

Students should visit the Student Success Hub for any questions about general education, probation, and disqualification.

Although registration via the student portal is available to the student, they are welcome to meet with an Academic Advisor before and during the course registration period each semester. Appointments can be made for either an in-person or a virtual meeting. During the meeting, the advisor and the student will examine the student's Study Plan and academic records, verify course prerequisites, and choose suitable courses to enroll in. Academic advising is also available to students throughout the school year. In addition to helping students plan course schedules, Academic Advisors may also encourage students to explore their academic options and personal goals to prepare for the professional world.

To ensure the satisfactory progress of each student in all modalities, designated student success counselors maintain close contact with the faculty and the teaching assistants to monitor those students who may need extra help. Class attendance records, available online to advisors, are used as one input for student counseling. The student will be contacted for counseling when any of the following occurs: (1) The academic advisor is informed by any instructor who is concerned about the student's performance in the class at any checkpoint during the semester, (2) the student has a poor attendance record, or (3) the student is placed on academic probation.

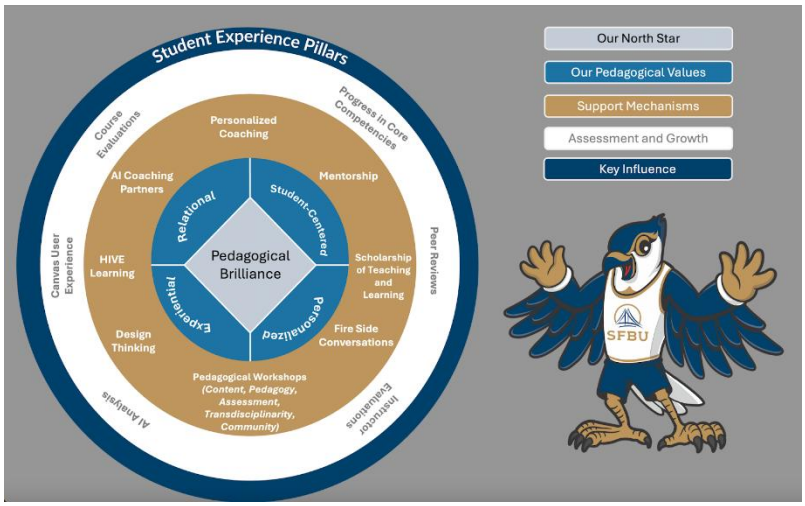
Student Academic Support Specialists

To further support students in their academic success, San Francisco Bay University offers specialized assistance through its Student Academic Support Specialists in English and Mathematics. These specialists provide individualized guidance to help students strengthen essential skills, such as writing, reading comprehension, and quantitative reasoning. Available for one-on-one sessions and group workshops, they assist students with specific challenges in their coursework and help them build the confidence needed to excel academically. This targeted support complements the academic advising services, ensuring that every student has access to the tools and resources necessary for achieving their educational goals.

What Students Can Expect from Faculty at SFBU

At San Francisco Bay University, students can expect an engaging and innovative learning experience supported by the Center for Empowerment and Pedagogical Innovation (CEPI). CEPI ensures that all faculty are equipped with the tools and strategies needed to deliver high-quality, student-centered education. Faculty receive ongoing training to adopt teaching methods that prioritize active learning, inclusivity, and intellectual discovery, moving beyond traditional lecture-heavy approaches and high-stakes testing.

Through the university's PERS model, **P**ersonalized, **E**xperiential, **R**elational, and **S**tudent-Centered teaching, faculty are trained to create classroom environments where students actively participate in their learning. This approach emphasizes meaningful connections with faculty and peers, hands-on and real-world applications of knowledge, and tailored support to help every student succeed.



Students can expect their professors to employ innovative teaching practices, such as:

- Universal Design for Learning (UDL) to ensure lessons are accessible to everyone
- Teaching methods that support neurodiverse learners
- Culturally relevant and inclusive content that reflects diverse perspectives
- Trauma-informed strategies to create safe and supportive classroom environments
- Metacognitive strategies to develop critical thinking and self-reflection skills
- Interactive learning experiences using blended, gamified, and virtual reality tools

All faculty are committed to maintaining open lines of communication with students. Regular feedback from students informs teaching practices, ensuring a continuous cycle of improvement and adaptation to meet student needs. The university is dedicated to preparing students not only for academic success but also for meaningful careers and lifelong learning in an ever-changing world.

Class Schedule

Not all classes are available every semester. The class schedule is published approximately 7–8 weeks before the semester starts and is included on the Academic Calendar after the midterm point in the preceding semester.

Degree courses are generally conducted on weekdays during the day. However, many degree program classes, especially graduate courses, are conducted on weekday evenings and on Saturdays to allow both students and working professionals to pursue their studies during after-work hours.

Administrative personnel are available during office hours to assist students, faculty, and prospective applicants in connection with class scheduling.

SFBU's Learning Resource Center is open on weekdays and Saturdays for use by full-time students to study, conduct research, do homework, practice hands-on exercises in the labs, work on projects in the practicum labs, or engage in extracurricular activities.

Audio/Video/Photographic Recording

Students wishing to take photographs or make any type of video or audio recordings of lectures presented by SFBU faculty members or visiting lecturers must obtain the written consent of those faculty members or lecturers.

Address of Instruction

The physical address where the class sessions are held is as follows:

Main Campus: 161 Mission Falls Lane, Fremont, CA 94539

ACADEMIC POLICIES AND PROCEDURES

The Provost reviews and approves SFBU's academic policies. The Registrar administers and ensures the implementation of academic policies. The Registrar confers with the Provost regularly if there are any challenges to exceptions of the approved academic policies, including decisions on academic standing and compliance with policies. All academic policies undergo annual review, incorporating updates into the following year's academic catalog.

Credit Hour Policy

SFBU follows federal guidelines regarding credit hours.

Pursuant to 34 C.F.R. §600.2, a credit hour is an amount of work resulting in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than

(1) One hour of classroom or direct faculty instruction and a minimum of 2 hours of out-of-class student work each week for approximately 16 weeks (or the equivalent of 16 weeks if the term is shorter [i.e., summer semester]) for one semester.

(2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution, including laboratory work, internships, practice, studio work, and other academic work leading to the award of credit hours.

The above shall apply to both in-person and distance education modalities. One hour of classroom = One contact hour

One contact hour = 50 minutes of instruction

Credit Hour Policy (Pro+ Program)

SFBU awards academic credit in accordance with the federal definition of a semester credit hour. One (1) semester credit hour represents a minimum of forty-five (45) total hours of student academic engagement. Accordingly, a standard three-credit course requires approximately one hundred thirty-five (135) total hours of academic work. For courses offered in four- to eight-week terms, the same total academic workload is delivered over a shorter instructional period, averaging approximately seventeen (17) hours per week for a three-credit course, through a combination of instructor-led instruction and independent student work.

In asynchronous online courses, instructional time is fulfilled through instructor-supervised, regular, and substantive academic activities designed to engage students with course content. Such activities may include, but are not limited to, direct instruction delivered through recorded lectures or demonstrations; AI-enabled instructional activities; instructor-moderated discussions; scheduled course-wide announcements that advance learning; recorded walkthroughs; interactive case analyses or debriefs; and individualized, substantive feedback on assignments and assessments.

Out-of-class student work includes reading, problem sets, projects, laboratory or applied activities, research, studying, and preparation for assessments. While the distribution between instructor-led instruction and independent academic work may vary by discipline and course design, each course must total at least forty-five (45) hours of academic engagement per credit hour and demonstrate predictable, ongoing instructor engagement throughout the instructional period.

All course syllabi must include: (1) a weekly schedule of instructional activities, (2) a description of required activity types, and (3) estimated student time-on-task sufficient to meet the established credit-hour requirements. Courses are reviewed during the design phase and periodically thereafter to ensure continued compliance with institutional, federal, and accreditor standards for credit-hour equivalency.

Notes & Variations

- Laboratory, studio, clinical, and internship courses may allocate hours differently (e.g., higher supervised/practical hours); the same 45 hours/credit benchmark applies.
- Accelerated or self-paced offerings in the four- to eight-week term must publish pacing guidance that ensures timely completion of the required hours and includes weekly instructor touchpoints.

Full-Time Students

Undergraduate students enrolled in 15 or more credit hours per semester (or 12 credit hours per semester with a required 3 credit hours during the summer term) are considered full-time students for the applicable enrollment term. Graduate and academic certificate students enrolled in 9 or more credit hours per semester are also considered full-time students.

Notice to F-1 International Students

All international students with F-1 Student Visas must be engaged in a full course of study toward completing the degree program listed on their I-20 forms. A “full course of study” is fulfilled when a student enrolls in a full-time load of credit-bearing courses counting towards the degree program listed on that student’s I-20 form. A “full-time load” is at least 15 credit hours for undergraduates and at least 9 credit hours for graduate students.

Under SFBU's semester academic calendar, F-1 international students are expected to take their annual semester break during the summer term, unless they are required or advised to enroll in summer coursework to maintain satisfactory academic progress and ensure timely degree completion.

Throughout their program of study, F-1 international students must maintain a full course of study (except as otherwise authorized), comply with the University's attendance policy, make satisfactory academic progress toward their degree objectives, and remain in good academic and disciplinary standing.

Students with questions regarding full-time enrollment requirements, authorized reduced course loads, or eligibility for an annual vacation term should consult an International Student Advisor in the Administration Office. Eligibility for a summer vacation term is not automatic; F-1 students

must obtain prior approval from the International Student Services Office before taking a semester break.

Part-Time Course Load

Undergraduate students taking fewer than 12 credit hours per semester and graduate/academic certificate students taking fewer than 9 credit hours per semester are considered as taking a part-time course load in the enrolled term.

Restricted Student Status

A student pursuing a degree program may be placed on Restricted status for violating certain rules. Examples are failure to submit an official transcript or other required documents by a given deadline, failure to maintain satisfactory academic progress, or failure to follow the student's Study Plan. A student placed on Restricted status must remedy the deficiency within a time specified by the university officer who placed the student on Restricted status. Failure to comply before the deadline for remediation of the violation may result in the termination of the student's registration privileges at SFBU.

Academic Certificate Students

Academic certificate students are responsible for ensuring that they can successfully complete applicable courses and maintain an acceptable CGPA.

Changing Study Status

If a non-degree student decides to apply for degree study at SFBU, they must go through the regular degree program application procedures. No more than **12 credit hours** earned in non-degree status at SFBU may be applied to the degree requirements.

Courses that have been reviewed and currently approved as part of a formal SFBU articulation/transfer agreement are guaranteed to transfer up to the program's transfer limit.

An SFBU academic Graduate Certificate in Business Management student who wishes to enroll in the MBA program within 7 years of completion of the certificate program may transfer all graduate certificate credits into the MBA program if courses from the certificate program match those of the MBA program.

Changing Academic Program

Current SFBU students may request to change their degree program of study. This academic program change policy applies to both change of academic program and change of program (Business to Engineering, or vice versa).

- Students requesting to change schools must meet the admissions criteria specified by the program chair.
- Students must meet with the respective faculty Chairs of their current and intended new departments to seek approval.

- Credits and grades earned from applicable courses taken at SFBU in the original program may be applied toward the new program requirements. The grades are included in the cumulative grade point average (CGPA) calculation for the new program at the same degree level. The credits are excluded from the maximum program length (MPL).
- Students on academic warning/probation may have additional eligibility requirements to satisfy prior to changing programs.

Incoming Student Block Scheduling Policy

San Francisco Bay University (SFBU) utilizes block scheduling for designated incoming students to support a structured transition to the University, promote timely degree progression, and ensure enrollment in courses appropriate to each student's academic program and degree pathway.

Under block scheduling, SFBU may develop and assign an initial course schedule on behalf of an incoming student based on the student's academic program, degree requirements, degree audit, recommended course sequence, transfer credits, prerequisite requirements, and course availability.

Block Schedule Assignment

Designated incoming students may be administratively registered into an initial block of courses by the University. Students participating in block scheduling are not required to independently select all courses for their initial term unless otherwise instructed by SFBU.

In developing a student's block schedule, the University may consider:

- The student's declared degree program and its affiliated foundation classes;
- The recommended degree pathway or course sequence;
- Degree audit requirements;
- Accepted transfer credits or advanced standing;
- Course prerequisites and placement requirements;
- Appropriate academic course load;
- Course and section availability; and
- Other academic or administrative considerations necessary to support degree progression.

Block schedules may vary among students within the same academic program based on individual academic records and remaining degree requirements.

Purpose of Block Scheduling

Block scheduling is intended to provide incoming students with an academically appropriate schedule while supporting efficient progress toward degree completion. The process also enables SFBU to plan course sections, manage enrollment capacity, allocate instructional resources, and anticipate student course needs.

A block schedule does not guarantee a particular instructor, course section, meeting time, classroom, instructional modality, or other scheduling preference.

Student Review and Responsibility

Students are responsible for reviewing their assigned block schedule and all related University communications.

Students should promptly contact their Student Success Counselor or the Office of the Registrar if they believe:

- A scheduled course has already been completed or satisfied through approved transfer credit;
- A prerequisite or other academic requirement has not been met;
- A course does not apply toward their degree requirements;
- Their schedule does not reflect their approved academic program; or
- Another academic or administrative issue may affect their enrollment.

Assignment of a block schedule does not relieve students of responsibility for understanding their degree requirements, monitoring their academic progress, or maintaining an appropriate course load.

Changes to an Assigned Block Schedule

Students should generally follow their assigned block schedule because it is developed to support appropriate sequencing and timely progress toward degree completion.

Requests to modify an assigned block schedule may be considered during the applicable registration or add/drop period. Any schedule change is subject to degree requirements, prerequisites, course availability, enrollment capacity, academic policies, and approval requirements established by the University.

Students should consult with their Student Success Counselor before making changes that could affect their degree progression.

SFBU does not guarantee that an alternative course, section, instructor, meeting time, or modality will be available when a student requests a change to an assigned block schedule.

Transfer Credit and Prior Coursework

Block schedules may initially be developed using the academic information available to SFBU at the time of scheduling. If additional official transcripts, transfer credit evaluations, or other academic records are received or evaluated after a schedule has been created, the University may modify the student's schedule accordingly.

Students are responsible for submitting required official transcripts and other academic records by established University deadlines. Delays in submitting required academic records may affect the University's ability to develop an optimal block schedule.

International Students

Incoming F-1 students may be assigned a block schedule consistent with their academic program and applicable enrollment requirements. F-1 students remain responsible for maintaining enrollment in accordance with federal immigration regulations and SFBU policies.

International students should consult International Student and Scholar Services (ISSS) before making schedule changes that could affect their F-1 enrollment requirements or immigration status.

Schedule Adjustments by the University

SFBU reserves the right to modify an assigned block schedule before or during the applicable registration period when necessary because of course cancellations, enrollment levels, faculty availability, classroom assignments, prerequisite requirements, transfer credit evaluations, academic program changes, or other institutional needs.

When a scheduled course becomes unavailable, the University may place the student into another available course or section that appropriately contributes to the student's degree pathway.

University Authority

SFBU reserves the right to determine which student populations, academic programs, or entering terms are subject to block scheduling and to establish the procedures and timelines governing the block scheduling process.

The University also reserves the right to administratively register students and make reasonable adjustments to assigned schedules based on degree requirements, academic progression, course availability, enrollment capacity, and institutional needs.

Students remain subject to all applicable SFBU registration, add/drop, tuition and fees, academic progress, attendance, and enrollment policies.

Early Course Registration Policy

San Francisco Bay University (SFBU) establishes an Early Course Registration period each academic term to support students' timely progress toward degree completion and to enable effective academic and operational planning. Early registration allows the University to assess course demand, determine appropriate course offerings and section capacity, allocate instructional resources, and identify students who may require additional registration support.

Early Course Registration

Continuing students are expected to complete their initial course registration by the Early Course Registration Deadline established for each academic term.

The Office of the Registrar will publish and communicate the Early Course Registration period and deadline through the academic calendar, student information system, University email, or other official University communication channels.

Students are encouraged to review their degree requirements, consult with their Student Success Counselor or academic advisor as appropriate, and resolve any applicable registration holds before the Early Course Registration Deadline.

Registration After the Early Registration Deadline

The Early Course Registration Deadline is an institutional planning deadline and does not constitute the final deadline to register for courses.

Students who do not register by the Early Course Registration Deadline may continue to register during the University's regular registration period, subject to applicable deadlines, prerequisites, enrollment restrictions, and course availability.

Students registering after the Early Course Registration Deadline may encounter limited course availability, closed sections, waitlists, fewer scheduling options, or difficulty obtaining courses needed for timely degree progression.

SFBU does not guarantee that a preferred course, section, instructor, meeting time, modality, or schedule will remain available to students who do not register by the Early Course Registration Deadline.

University-Initiated Course Registration

Students who do not complete their course registration by the published Early Course Registration Deadline may be administratively registered for courses by the University.

SFBU reserves the right to select and register students into available courses and sections based on the student's degree pathway, degree audit, remaining degree requirements, academic progress, course prerequisites, course availability, and other applicable academic requirements.

When determining an appropriate schedule, the University may consider the courses necessary to support the student's continued progress toward degree completion. University-initiated registration is subject to available course capacity and does not guarantee placement in a student's preferred course, section, instructor, meeting time, modality, or schedule.

Students who are administratively registered remain responsible for reviewing their course schedule and ensuring its accuracy. If changes are permitted, students may request or make schedule adjustments during the applicable registration or add/drop period, subject to University policies, course availability, prerequisites, and other enrollment restrictions.

A student's failure to monitor University communications or review an administratively assigned schedule does not, by itself, relieve the student of applicable academic, attendance, registration, or financial responsibilities associated with enrollment.

Course Planning and Enrollment Demand

Following the Early Course Registration Deadline, SFBU may use enrollment information to make academic and operational decisions for the upcoming term. Based on enrollment demand and institutional needs, the University may add, cancel, combine, modify, or adjust course sections; revise course capacities; assign or change classrooms; adjust instructional assignments; or take other actions necessary to support effective academic operations.

Students are strongly encouraged to register during the Early Course Registration period so that their anticipated course needs are reflected in the University's enrollment planning.

Registration and Financial Holds

Students are responsible for reviewing their student account and resolving applicable registration or financial holds before attempting to register.

A registration and/or financial hold may prevent or restrict registration depending on the nature of the hold and applicable University policy. Students should contact the office responsible for the hold as early as possible to determine the steps necessary for resolution.

The existence of a hold does not automatically extend registration deadlines or guarantee space in a course after the hold has been resolved.

Student Responsibility

Students are responsible for monitoring official SFBU communications regarding registration, reviewing their degree requirements and academic progress, resolving applicable registration holds, and reviewing their course schedule before the beginning of each academic term.

Students who require assistance with registration or believe an administratively assigned course does not appropriately apply toward their degree requirements should promptly contact their Student Success Counselor or the Office of the Registrar.

International F-1 Students

F-1 students are responsible for maintaining enrollment consistent with applicable federal immigration regulations and SFBU policies. Failure to register for an appropriate course load by applicable University and immigration-related deadlines may affect the student's ability to maintain F-1 status.

International students who experience registration difficulties that may affect their F-1 status should contact International Student and Scholar Services (ISSS) promptly for guidance.

Exceptions

Exceptions to established registration procedures or deadlines may be considered when warranted by documented extenuating circumstances, administrative error, or other circumstances determined appropriate by the University. Approval of an exception is not guaranteed and does not guarantee enrollment in a particular course or section.

University Authority

SFBU reserves the right to establish and modify registration periods, deadlines, enrollment priorities, course capacities, and registration procedures. The University may also modify course offerings and schedules based on enrollment demand, instructional availability, academic requirements, facility limitations, or other institutional needs.

The registration dates and deadlines officially published by the Office of the Registrar shall govern each academic term.

Adding and Dropping Courses

After registering for a semester, a student may add or drop courses by a deadline that is specified in the university's academic calendar. Adding courses is allowed in the first week of the semester and is on a space availability basis. A student may drop courses without affecting their records if done before the deadline of the end of the first week of the semester.

From the second through the twelfth weeks of the semester, a student may withdraw from courses for serious and compelling reasons after a discussion with an academic counselor. The student will be issued a grade of "W."

Adding and Dropping Courses for Students in the Pro+ Programs

In Pro+ programs, students may add or drop courses within the first five days of the monthly start date. Courses dropped during this period are removed without transcript notation. Students may withdraw from a course through Week 6 (approximately Day 42) and receive a grade of W. Withdrawals are not permitted after Week 6. An administrative withdrawal due to 14 days of non-engagement results in a grade of U.

Waitlists

If a student cannot register for a course during registration because it is full (at the established enrollment limit), they can sign onto a waitlist if the course permits "waitlisting." Programs are permitted to limit and identify those courses for which wait lists can occur; not all courses will have wait lists.

Undergraduate students can request up to 12 credits for waitlisted courses, and graduate students can request up to 9 credits for waitlisted courses.

Students will not be allowed to enroll on a waitlist for a course they are already registered for a different section or if they have not satisfied any prerequisite requirements.

If accepting students from a wait list could increase the enrollment in the class beyond the classroom capacity, the instructor will contact the Registrar to determine if an alternative larger classroom is available in the same period. Switching times of a course that students are already enrolled in is not permitted.

Students on a waitlist who are offered a seat in a course will have 24 hours from the time of notification to complete their registration. Failure to register within this 24-hour period will result in the forfeiture of their spot, and the available seat will be offered to the next student on the waitlist.

Course Transfer or Removal

Removal or withdrawal from academic courses can sometimes result in no academic credit or no tuition refund. Students may be transferred to another class, another section, or placed in an independent study if available. Otherwise, the student will forfeit the class without academic credit or tuition refund.

GRADING POLICY AND ACADEMIC STANDARDS

Grades

The instructors are requested to submit their semester grades for their classes before the grade due day. Instructors use a portal-based grade entry system to enter grades. Each student may check their own academic records online. Grades are not given out over the telephone.

Faculty evaluate all student work using clearly defined rubrics that are provided at the start of each course. Final grades are entered by faculty and are available for students to view in the Student Portal.

The following grading symbols shall be used to evaluate student performance. The grading symbols reflect the quality of a student's accomplishments relative to the standards set for each course.

- A = Highest level, showing excellence.
- B = Performance is good, but not at the highest level.
- C = Performance is adequate in an undergraduate course and passing in a master's degree course. (Note: graduate courses with a C- grade or below are not counted towards meeting graduation requirements.)
- D = Performance is passing in an undergraduate course and failing in a graduate course.
- F = Fail; course requirements have not been met. Credits are not earned by the student.
- I = Incomplete grades are approved by the faculty and the Registrar's office. Coursework was passing at the time. Completion of coursework and grade conversion must follow the academic policy in effect.
- CR = Credit by passing the challenge examination.
- S = Satisfactory performance (for project/thesis/practicum/S-NP courses only). Credits are earned by the student.
- P = Pass without credit. The student passed the course that was offered on a pass/no-pass basis.
- NP = Not pass; the student did not pass the course that was offered on a pass/no-pass basis. No credit was earned.
- IP = In progress; performance is satisfactory, but a final grade has not yet been assigned.
- AU = Audit; the student was enrolled on a noncredit basis.
- W = Withdrawal; student dropped a course after the drop deadline.
- NC = No credit; the student did not pass a challenge exam. Before May 1998, the NC grade might have been issued to a student taking an ESL course.
- U = Unauthorized withdrawal, equivalent to an "F" grade; student did not withdraw from the course but failed to meet attendance and course requirements.
- * = Course has been repeated.

Grade Point Average (GPA and CGPA)

The grade point average (GPA) is based on courses in which letter grades are earned. Instructors may add plus (+) or minus (-) options to letter grades to refine evaluation procedures. The GPA may be calculated either based on a semester or cumulatively (CGPA). The **CGPA** is calculated based on all courses and grades earned to meet a degree program's graduation requirements. To compute the GPA or CGPA, divide the total number of grade points by the total number of credit

hours attempted in courses receiving letter grades. Use the following table for grade point assignments:

Grade	Points
A+	4.0
A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
C-	1.7
D+	1.3
D	1.0
D-	0.7
F	0.0
U	0.0

All other grading symbols receive no grade points, and credit hours for those courses are excluded from the computation for GPA or CGPA.

Undergraduate degree programs require a CGPA of 2.0 or higher to meet graduation requirements. Graduate-level programs require a CGPA of 3.0 or higher to meet graduation requirements.

Passing Grades

In each undergraduate program, the passing grade for courses taken at SFBU is D or better.

In each master's degree and graduate-level academic certificate program, C is the passing grade for courses taken to earn credit toward graduation. "A" to "C" grades earned from undergraduate-level courses to clear background preparation requirements are considered to meet the requirement.

(Note: graduate courses with a C- grade or below are not counted towards meeting graduation requirements.)

Change of Grade

Grades assigned by each course instructor conform to individual policies as stated in the published course syllabus. A grade submitted by an instructor is considered final and may be changed only for one of the following reasons:

- Error in recording a score for a student product (test, quiz, paper, etc.)
- Miscalculation of a score, including the cumulative score for a semester.
- Omission from consideration of valid student products that were submitted on time.

Grade Appeals

The Grade Appeal process allows undergraduate or graduate students to request a formal review in the following situations:

- Students believe their grade on an exam, quiz, assignment, or project is unfair.
- Students receive an Academic Dishonesty Report for behavior classified as academic dishonesty.

Before filing a request for a Grade Appeal, students must first attempt to resolve the issue with their course instructor. If a satisfactory resolution is still not reached, they must meet with the Department Chair. These steps are crucial as they provide the best chance for a satisfactory resolution.

All appeals for grade changes must be submitted to the Registrar's office no later than the end of the add/drop week of the following semester. Under no condition will a grade change be permitted after a degree has been awarded. A grade will not be changed after one semester from the date of its issuance unless it is for a repeated course.

Incomplete Grade Policy

a) An incomplete ("I") grade is temporary and exceptional and can only be given to students who have completed at least 60% of the time requirements for the course and whose completed coursework has been qualitatively satisfactory.
b) For Pro+ Programs, a grade of "I" may be considered only after the student has completed the fifth module. If an Incomplete is approved, the student may not advance in the program until all requirements related to the Incomplete have been satisfactorily completed. The Incomplete must be resolved within sixteen (16) weeks from the course start date. If it is not resolved by that deadline, the grade will convert to an "F" in accordance with institutional policy.
c) An "I" grade is only granted to students who cannot complete all course requirements because of illness or other circumstances beyond their control, as determined by SFBU.
d) An "I" grade may not be awarded in place of a failing grade or when the student is expected to attend additional classes or to re-register to complete course requirements. An "I" grade is not a means for the student to improve a current grade by doing additional work.
e) A request for an "I" grade must be made by the student to the faculty member before the last official day of the semester or term.
f) Faculty retain the right to decide to grant student requests for an "I" if the student meets the required provisions.
g) Students have a maximum of one term to complete the work.
h) It is the student's responsibility to complete and submit the remaining coursework before the assigned deadline.
i) The faculty member will submit a Change of Grade form changing the "I" to a letter grade by or before the last day of classes of the subsequent semester.
j) If the student does not meet the deadline, the "I" will change to a final grade of "F."
k) On receipt of the grade change, the Registrar will post the grade to the student's record and recalculate the GPA, and the student's academic standing will be reassessed.
l) Students will not be allowed to graduate with an "I" grade on their transcript.

Extension of an Incomplete Grade

a. A request to extend the assigned deadline must be made in writing to the Provost's office (academicoperations@sfbu.edu) at least 14 calendar days (or 7 calendar days for Pro+ Programs) before the assigned "I" grade automatically becomes a failing grade.
b. The request must provide a reasonable explanation as to why a deadline extension is requested, with appropriate documentation.
c. A letter of support from the corresponding faculty member with a new deadline date is also required. The Provost or Provost's designate will determine the outcome of the extension request and reply in writing to the student, faculty member, and Registrar within 10 business days of receipt of all the required paperwork.
d. Requests that extend beyond one calendar year from the time the incomplete grade was initially assigned will not be honored.

S-NP Course Policy

The S-NP grading option is designed to encourage students to explore new and unfamiliar fields of study beyond the requirements of their declared academic program. This option allows students to broaden their educational experience without impacting their grade point average (GPA).

Eligibility and Restrictions

Students may request the S-NP grading option for certain undergraduate courses, subject to the following restrictions:

- Students must have an overall GPA of 2.0 or higher following their most recent graded semester.
- Transfer students admitted on probation are ineligible to request the S-NP grading option during their first semester.
- Only one course per semester may be taken under the S-NP grading option.
- Courses fulfilling requirements for a major, concentration, certificate program, or general education (Core Curriculum) are not eligible.
- Only courses fulfilling requirements for non-major elective credits are eligible.

Grading Process

1. Instructors will not be informed of a student's S-NP selection and will assign regular letter grades.
2. Passing grades will be converted to a Satisfactory (S) grade. Failing grades will be converted to a Not Pass (NP) grade.
3. Satisfactory (S) and Not Pass (NP) grades:
    - Are not included in GPA calculations.
    - Do not satisfy specific grade requirements (except the minimum D grade) for prerequisites or program requirements.
    - Cannot be converted to regular letter grades under any circumstances.

Additional Conditions

- Students who earn a Satisfactory (S) grade and later declare a major, concentration, or certificate program may apply the credit toward program requirements if applicable. All subsequent required coursework must be graded regularly.
- A maximum of 12 credit hours earned under the S-NP grading option may be applied toward an undergraduate degree.

Request Process

To request the S-NP grading option, students must:

- Submit a *S-NP Grade Request Form* to the Registrar's office.
- Ensure the request is submitted by the final day of course registration. Changes to grading options after this deadline are not permitted.

Auditing Courses

A student may audit a course instead of enrolling for credit. No credit is earned by the student and the grade symbol of "AU" will be assigned. SFBU views auditing classes as an opportunity for students and alumni to review courses previously taken or to become informed about current information on a subject. The following categories of courses cannot be taken with auditing status: CPT (practicum), lab courses, and project courses.

Priority will be given to students enrolled in a class for credit toward graduation. When enrollments in a class exceed the class limit, the university reserves the right to remove auditing students from the registration list and refund tuition paid for the class.

A student may change their status from audit to credit or from credit to audit by the add/drop deadline by going through the regular add/drop process.

A student enrolled in a class on audit status must observe the SFBU attendance policy and rules set by the instructor, although the student is not required to do homework or take exams given to the class.

Repetition of Courses

A student may repeat a course for the following reasons:

- To gain a better understanding of the subject.
- To meet the graduation requirements for CGPA.
- To earn a better grade for a subject. In such cases, both grades will appear on the student's permanent record, but only the latest grade earned for the same course will be calculated toward the student's cumulative grade point average. Any course in which the student earned a failing grade must be repeated when offered again. When repeating a course, the student pays the regular tuition rate.

Undergraduates. For purposes of academic renewal, any course taken to meet graduation requirements in which a failing grade was earned must be repeated if offered or otherwise substituted.

Graduates. Master's degree and graduate-level academic certificate students who receive a grade of C- or below in a course taken to meet graduation requirements must repeat the course if offered or otherwise take a substitute course. Such a repetition is permitted for academic renewal purposes.

Note: In Pro+ Programs, repeating a course has the greatest academic impact during the early stages of a student's progression because grades of C-, D, or F earned early in the program are fully calculated into the cumulative GPA. Therefore, any failing grade earned during the initial phase of the program must be remediated through course repetition before the student may continue progressing in the program. Failing grades earned in the later portion of the program will be reviewed on a case-by-case basis in accordance with institutional academic policies.

Forms of Instruction

SFBU may offer on-site, online, hybrid-fix, and Pro+ forms of instruction.

- On-site: Courses are offered 100% on campus.
- Online: Courses are offered 100% online in a synchronous or asynchronous format for the entire semester.*
- Hybrid-Fix: A Hybrid-Fix course combines on-site modality students and online modality students in the same class. Students may choose the modality but must attend the course based on the chosen modality (i.e., students may not freely switch modalities during the course).* (As of Fall 2025, SFBU has temporarily suspended
- Pro+ Program: A fully online, asynchronous degree program in which courses are delivered in eight-week modules. Students complete weekly learning activities and assessments on their own schedules, with no required fixed meeting times. Pro+ Programs maintain the same accreditation, academic rigor, and learning outcomes as their on-campus counterparts. Faculty provide regular and substantive interaction through timely feedback, proactive outreach, AI-assisted student support analytics and coaching, and scheduled office hours, as outlined below. Pro+ courses are offered exclusively online. Students who wish to change instructional modalities must submit a petition to Academic Affairs for approval to enroll in courses offered in an alternate format.

****Notice to F-1 International Students:*** International students in F-1 status must comply with the SEVP requirements and cannot take more than one online course per semester (either an Online or a Hybrid-Fix course via online modality). However, if an F-1 student has only three credit hours left to graduate, the course must be taken on-site (as either an Onsite or a Hybrid-Fix course via the onsite modality).

Pro+ Programs – Form of Instruction

Regular and Substantive Interaction Requirements

Pro+ Programs uphold the University's commitment to regular and substantive interaction between students and qualified faculty in an asynchronous learning environment. Faculty use a range of instructional strategies and technology-enabled tools to support meaningful student engagement.

Each course has two faculty roles. The course faculty serves as the primary instructor and facilitates course content, potentially through an avatar. The contact faculty reviews student work, communicates with students, and may serve as a live instructor who ensures the course is functioning properly.

Together, these roles support student progress through analytics that flag patterns associated with academic difficulty, timely and substantive feedback on submitted coursework, regular course announcements and individualized outreach, and availability during published virtual office hours.

Faculty use analytics to identify students who may be struggling academically or disengaging. When indicators suggest a need for additional support, faculty or assigned coaches conduct targeted outreach to enable early intervention. Faculty also participate in regular academic standing reviews and, when requested by academic advisors or program administrators, provide input on student progression decisions.

Response Time Standards and Expectations

To ensure adequate student support in the flexible, Pro+ program format, faculty teaching in this program must adhere to established response time standards. When AI-powered responses are insufficient, all student inquiries—whether submitted through the learning management system, email, or other approved communication channels—receive a faculty response within 48 hours during the instructional session. This standard supports continuous student progress and minimizes delays in learning.

Substantive feedback on assignments, projects, and assessments is provided within 24 hours of submission. Feedback extends beyond grade reporting and includes constructive commentary designed to support student learning and improvement. Faculty maintain regularly scheduled virtual office hours to allow for real-time consultation. While the program is asynchronous in nature, student-faculty interaction occurs regularly through written communication, recorded feedback, and virtual engagement opportunities.

Attendance

General Attendance Policy

This policy is designed to ensure active participation and engagement in coursework, which are essential for academic success. Attendance is mandatory for all students, including those auditing a course. Students must attend all scheduled class meetings in their assigned modality (e.g., in-person, online synchronous, online asynchronous). Starting in Fall 2025, SFBU on-campus classes will be held in person. Temporary accommodation may be provided on a case-by-case basis.

Students are responsible to:

- Complete all assignments, even in the event of an absence.
- Promptly communicate with their instructors regarding any absences or late submission of assignments

Responsibility for managing class attendance rests solely with the student. Students must proactively address issues impacting their ability to attend and meet course requirements.

SFBU recognizes that consistent class attendance is essential to student success. Beginning in Spring 2025, the University implemented Qwickly Attendance, an integrated tool within Canvas LMS, to ensure accurate and efficient tracking. This system streamlines the attendance process, allowing instructors to record attendance directly in Canvas. The data is instantly synced to the University's Salesforce SIS, providing a real-time attendance feed. The Registrar's Office and the Office of Student Success actively monitor this feed to identify trends and implement targeted intervention strategies that support student achievement.

Regular and punctual attendance is expected of all students whether in-person, online synchronous, online asynchronous. Failure to attend may result in academic consequences. Students who are absent for 19% or more of a course may be automatically withdrawn. For example:

- In a 16-week semester, missing more than six (6) 75-minute sessions or three (3) 150-minute sessions may result in withdrawal.
- In an 8-week semester, missing more than three (3) 150-minute sessions may result in withdrawal.
- In an 8-week online session, missing more than three (3) assignments may result in withdrawal.

To provide proactive student support, the Office of Student Success and/or Registrar will initiate outreach after a student's fourth absence in courses with 75-minute sessions, or second absence in courses with 150-minute sessions, or second missing assignment with 8-week online sessions. A Student Success Counselor or Registrar will contact the student to discuss the reason for the absence, offer support resources, and remind the student of the attendance policy. This early communication is intended to promote compliance and encourage continued engagement.

If outreach efforts by the Office of Student Success and/or Registrar are unsuccessful, and a student's absences exceed the recommended 19% threshold, the Registrar will recommend withdrawal from the course to the Provost and/or Associate Provost. At that point, formal communication will occur between these offices and the student.

If the student chooses to withdraw voluntarily, a grade of "W" will be recorded on their transcript. If the student does not respond or comply with withdrawal procedures, an automatic withdrawal will be processed, resulting in a grade of "U" on the transcript.

Attendance for Pro+ Programs

Definition: Attendance in *Pro+ Programs* is determined by documented academic engagement within the online learning platform and is consistent with standards for regular and substantive interaction. Academic engagement is defined as active and measurable participation in

academically related activities, including, but not limited to, the timely submission of assigned coursework, completion of examinations or assessments, participation in required instructional discussions or tutorials, and substantive academic interaction with faculty related to course content or learning outcomes.

Passive activities—such as merely logging into the online platform, reviewing course materials without interactive participation, or receiving academic advising or support services alone—do not constitute academic engagement or attendance.

Intervention Thresholds: When a student demonstrates seven consecutive days without meaningful academic engagement, an automated alert system notifies both the course instructor and the student's academic advisor. The instructor initiates personalized outreach, and the academic advisor may schedule a consultation to develop a re-engagement plan that addresses barriers to academic progress.

If a student reaches 14 consecutive days without academic engagement within a single session, university policy may result in administrative withdrawal from the course. An administrative withdrawal results in a grade of U recorded on the student's transcript.

Students who are administratively withdrawn must re-enroll in the course during a subsequent session in order to continue their academic program. This policy promotes sustained academic engagement while allowing appropriate flexibility to support the needs of adult learners.

RSI and Faculty Interaction Standards

Each course in Pro Programs is assigned a qualified faculty member who is available to students on an on-demand basis and responds to academic inquiries within 48 hours. Faculty members monitor and sample student interactions and utilize AI-supported analytics to identify students who may be experiencing academic difficulty. Faculty are responsible for evaluating student performance and entering grades into the institutional learning management and student information systems, including Salesforce.

Time Zones and Deadlines

All deadlines, due dates, instructional activities, and time-sensitive academic or administrative requirements associated with Pro+ Programs are governed by Pacific Standard Time (PST), regardless of a student's physical location. Students are responsible for adhering to all stated deadlines based on Pacific Standard Time and should plan accordingly when residing in or traveling across different time zones.

Pro+ Program Registration, Enrollment, Census, and Academic Participation Policy

San Francisco Bay University (SFBU) is committed to providing a flexible and student-centered educational experience while maintaining appropriate standards for enrollment verification, academic participation, student success, and institutional reporting. The following policy establishes registration, enrollment, census, academic engagement, and course progression requirements for students participating in the **Pro+ Program**.

Program Start and Course Commencement

The Pro+ Program operates on a monthly start schedule. Each program cycle begins on the first business day of the month.

Students may commence their coursework at any time within the first **five calendar days** following the official program start date. Students are expected to begin participating in required academic activities within this period.

Registration and Enrollment Status

For institutional, regulatory, and compliance reporting purposes, SFBU distinguishes between a student's **registration status** and **enrollment status**.

Registration Status

A student is considered **registered** when the student has an active application and is participating in the admissions, onboarding, or registration process but has not yet achieved active enrollment status.

Registration indicates that the student is actively progressing through the University's enrollment process but does not, by itself, constitute confirmed enrollment for institutional reporting purposes.

Enrollment Status

A student is considered **enrolled** when the student has progressed beyond registration, satisfied applicable admissions and program requirements, and achieved active student status following the applicable census date.

Enrollment status confirms the student's formal participation in the academic program and serves as the basis for applicable institutional, regulatory, compliance, and enrollment reporting.

Add/Drop and Census Dates

The add/drop and census dates will be established in accordance with the University's approved academic calendar or the applicable Pro+ academic schedule. For Pro+ Programs, the add/drop deadline will occur on the fifth calendar day of each monthly enrollment period, and the census date will occur on the tenth calendar day of each monthly enrollment period. The census date serves as the University's official point for confirming enrollment for applicable institutional, regulatory, compliance, and reporting purposes.

For example, for the August 2026 Pro+ enrollment period, the following dates apply:

- **Add/Drop Deadline:** August 5, 2026
- **Census Date:** August 10, 2026

Initial Academic Participation and Engagement

To promote student success and ensure that students are actively participating in their academic program, SFBU monitors student engagement during the initial enrollment period. Students who do not demonstrate sufficient academic activity or engagement may be identified as inactive and subject to University outreach and intervention.

Interventions may include communication from Student Success Counseling, faculty, Academic Operations, the Office of the Registrar, or other designated University personnel. Outreach is intended to:

- determine the student's enrollment intentions and current status;
- identify barriers preventing the student from beginning or continuing coursework;
- connect the student with appropriate University resources and support;
- establish appropriate next steps for continued participation; or
- determine whether enrollment should be deferred to a subsequent monthly intake.

Pre-Census Intervention Period

Students who have not demonstrated sufficient academic engagement before census may be subject to enhanced monitoring and intervention. For Pro+ Programs, these initial interventions may continue through **Day 9** of the applicable program cycle.

SFBU will make reasonable efforts to contact inactive students before census. Based on the student's response, academic activity, and circumstances, the University may permit the student to continue in the current intake, provide additional support, defer the student to the subsequent monthly intake, or take another appropriate administrative action consistent with University policy.

Census and Enrollment Confirmation

Day 10 of the applicable Pro+ program cycle serves as the census point unless another census date is established by the University. At census, the University will review and confirm student enrollment for applicable institutional, regulatory, compliance, and reporting purposes.

Students who have not demonstrated the required participation or satisfied applicable enrollment requirements by census may have their enrollment deferred, administratively withdrawn, or otherwise adjusted in accordance with University policy.

Post-Census Academic Engagement

Following census, SFBU will continue to monitor student academic activity and engagement throughout the course.

After census, however, attendance and engagement monitoring will primarily serve as a **student success and academic intervention mechanism** rather than an initial enrollment verification mechanism. A student's inactivity after census will not automatically subject the student to the same administrative withdrawal review applied during the pre-census period.

Students experiencing inactivity or insufficient academic progress after census may receive progressively appropriate interventions, including automated notifications, faculty outreach,

Student Success Counselor outreach, academic support referrals, and other University interventions.

Students remain responsible for completing all course requirements and remain subject to applicable University policies concerning academic progress, grades, withdrawals, and academic standing.

Module 5 Academic Progression Milestone

Completion of **Module 5** represents an important academic progression milestone in a Pro+ course.

At the end of Module 5, students will receive a notification reminding them of the University's course withdrawal requirements and informing them of the academic implications of progressing into Module 6.

Students who complete Module 5 may also begin the registration process for their **next course**, subject to applicable program sequencing, prerequisite, and registration requirements.

The University may provide automated notifications to both the student and the student's Student Success Counselor when the student reaches this registration milestone.

Module 6 Withdrawal Threshold

Upon beginning **Module 6**, the student has reached the established withdrawal threshold for the course.

Students who have reached Module 6 are **no longer eligible to voluntarily withdraw from the course** and are expected to complete the remaining course requirements. Students will receive notification recognizing this academic milestone and informing them of the policies and academic options applicable to the remainder of the course.

Students who wish to withdraw from a course must therefore submit an eligible withdrawal request before reaching the Module 6 threshold and in accordance with applicable University procedures.

Incomplete Grade Eligibility

Students who have progressed to Module 6 may become eligible to **request an Incomplete grade** when circumstances prevent them from completing the remaining course requirements.

Eligibility to request an Incomplete does not guarantee approval. Requests must meet the eligibility criteria, documentation requirements, deadlines, and approval procedures established under SFBU's Incomplete Grade Policy.

Registration for the Next Course

Students may begin the registration process for their next Pro+ course after completing Module 5.

Registration for a subsequent course is subject to applicable prerequisites, program sequencing requirements, academic standing, and other University registration requirements. Registration for

the next course does not relieve the student of the responsibility to successfully complete the current course.

SFBU may use automated communications to notify students and Student Success Counselors when students become eligible to begin the next-course registration process.

Administrative and Student Success Interventions

SFBU may establish operational procedures and communication protocols to support implementation of this policy. These procedures may include specific intervention points, notification schedules, communication templates, counselor outreach protocols, and escalation procedures for students demonstrating inactivity or insufficient academic engagement.

Because these processes are operational in nature, the University may periodically revise specific intervention methods and communication schedules without requiring amendment of this catalog policy, provided that such revisions remain consistent with University policy and applicable regulatory requirements.

Relationship to the Administrative Withdrawal Policy

The University's Administrative Withdrawal Policy governs student participation and enrollment verification in accordance with established University policies and procedures.

Following the census date, student attendance, participation, and academic engagement will continue to be monitored. However, post-census inactivity alone will not automatically trigger the same administrative withdrawal review requirements applied during the initial enrollment verification period.

If a student demonstrates persistent inactivity, fails to submit required assignments, and does not adequately respond to institutional outreach by the time the course reaches the standard 60% completion threshold, the University will initiate a formal review of the student's academic progress and engagement. Based on the findings of this review, the University may proceed with an administrative withdrawal, if deemed appropriate and consistent with applicable policies.

Regardless of enrollment verification status, all students remain subject to University policies governing academic participation, satisfactory academic progress, course completion, grading, student conduct, and academic standing.

Semester Break –F-1 International Students

All F-1 international students who are eligible and wish to take a semester break must request a semester break through their student portal. Students are allowed to take a break upon approval. Failure to comply with this procedure may lead to withdrawal from the university and automatic termination of the student's SEVIS record.

F-1 international students who are ineligible for a semester break may request a leave of absence or a short-term absence (a brief leave amounting to no more than three consecutive classes per course), which must be formally done through the student portal and must be requested on a semester basis. Students must have a valid reason for the leave and must inform their instructors

and obtain permission from the international student office and the Provost's office before the absence or leave is taken; otherwise, the student may be withdrawn from the university.

The maximum leave of absence may not exceed a cumulative total of three semesters during the course of study at that program level. If the student fails to register for classes or fails to request an additional leave of absence before the initial leave's end, the student will be withdrawn from the university.

Notice to F-1 International Students: International students must follow immigration rules and thus should seek the advice of an international student advisor before taking a short-term absence or a leave of absence. In general, students must maintain a full course of study to maintain their immigration status.

As per immigration rules, students may only request short-term absences or leaves of absence due to personal illness or medical condition. No other reasons are permitted. Also, according to immigration rules, the maximum time allowed is a total of 12 months during the course of study at that program level.

Leave of Absence Policy for Domestic and Pro+ Students

The Leave of Absence (LOA) Policy establishes a formal process for eligible domestic students and students enrolled in Pro+ programs who need to temporarily suspend their studies because of personal, medical, academic, or other compelling circumstances. The policy supports student well-being while clarifying the potential effects of a leave on academic progress, financial aid, enrollment, and program completion.

This policy applies to all domestic students and Pro+ students enrolled in full-time or part-time academic programs. To qualify, students must be in good academic and financial standing at the time of application.

Approved Reasons for Leave

Students may request a leave of absence for the following reasons:

- **Medical Leave**: A physical or mental health condition.
- **Personal Leave**: Family responsibilities, personal circumstances, or unforeseen events.
- **Academic Leave**: An internship, research project, or educational opportunity not affiliated with the institution.
- **Other Approved Leave**: Other compelling circumstances approved by the Dean or another designated institutional official.

Duration of Leave for Domestic Students

A domestic student's leave of absence is normally approved for one semester. When appropriate, the leave may be extended, provided that the total period does not exceed two consecutive semesters. A leave extending beyond two consecutive semesters may require reapplication or readmission, depending on the requirements of the student's academic program.

Duration of Leave for Pro+ Students

A Pro+ student may select a return term from among the next three consecutive terms. If additional time is needed, the student may request an extension before the approved return term. Pro+ students may request up to four extensions. A request for more than four extensions may require reapplication or readmission, depending on the requirements of the student's Pro+ program.

For example, a student admitted for October 2026 who has completed three weeks of coursework may request a leave because of personal circumstances. Through the student portal, the student may select November 2026, December 2026, or January 2027 as the return term. If the student selects January 2027 and the request is approved, January 2027 becomes the student's approved return term.

Application Requirements

Students requesting a leave of absence must:

- Submit a Leave of Absence Request through the student portal to the Registrar's Office.
- Provide appropriate supporting documentation, such as a medical letter, employer letter, military orders, or other relevant records.
- Meet with an academic advisor, Pro+ academic advisor, and/or counselor, as applicable, to discuss the potential effects of the leave on academic progress, financial aid, graduation, and program-completion timelines.
- Obtain written approval from the Registrar or another designated institutional authority.

A leave of absence is not approved until the student receives written authorization.

Required Departmental Consultations

To support the review and processing of the request, students must consult the following offices:

- **Records Office**: The approved leave will be recorded on the student's transcript but will not affect the student's GPA.
- **Financial Aid and Scholarship Office**: Students must review the potential effects of the leave on grants, loans, scholarships, repayment obligations, and future eligibility.
- **Housing Office**: Students living in campus housing must determine whether the leave will affect their housing contract or eligibility.
- **Student Services Office**: Access to student services and campus resources may be limited or suspended during the leave period.

Returning from Leave

Domestic Students: Students planning to return must notify the SFBU Registrar's Office in writing by the deadline specified in their approval letter. Reinstatement may be contingent upon completion of conditions established during the leave, including medical clearance or other required documentation.

Pro+ Students: Students planning to return must ensure that they are properly registered for their courses before the approved return term begins. Students may consult their Student Success Counselor for assistance with registration and return planning. Coursework may resume once the approved return term begins.

Failure to return by the approved deadline or return term may result in administrative withdrawal from the institution. SFBU reserves the right to deny or revoke a leave of absence when eligibility requirements are not met or supporting documentation is insufficient.

Denial and Appeal

A student whose leave request is denied may appeal the decision by submitting a written petition to the designated Appeals Committee within 10 business days of receiving notification of the denial.

Standards of Satisfactory Progress (SSP)

SFBU applies its Standards of Satisfactory Progress (SSP) to measure whether students maintain satisfactory academic progress (SAP) in their degree program. It requires each student to meet the minimum qualitative and quantitative components of the standards. When the student fails to maintain the standard at various checkpoints, the student will be placed on Academic Probation or will be dismissed.

Definitions

Maximum Program Length (MPL). Program length is the number of total credit hours required for the student to complete their program. It is determined when the student's admission evaluation has been made. The maximum program length is equal to 150% of the program length. It is the amount of time within which the student is expected to successfully complete their program to receive the academic credential/degree being pursued.

Maximum Time Frame (MTF) for Pro+ Programs. For Pro+ Programs, it is designed to be completed within 96 weeks. Students must complete all degree requirements within a maximum time frame of 144 weeks from their initial matriculation date. This maximum time frame includes all periods of enrollment, withdrawals, and incompletes. The policy ensures that students maintain Satisfactory Academic Progress and make reasonable progress toward their educational goals, while also recognizing the need for flexibility to support adult learners.

Academic Year. A period of two (2) semesters is equivalent to one (1) academic year in evaluating the academic progress of a student.

Evaluation Points and SSP Requirements. There are two primary factors affecting the student's academic status: [1] cumulative grade point average (CGPA; refer to the subsection on GPA and CGPA in the section on Grading Policy and Academic Standards) and [2] percentage of successful completion of courses attempted. Satisfactory Academic Progress (SAP) for Pro+ programs is evaluated upon the completion of each course and is measured by both cumulative GPA and pace of progression.

A student is evaluated at the end of every semester. For Pro+ Programs, a student is evaluated at the end of every 8-week term or upon completion of module 8. The student's CGPA determines whether the student should be placed on academic probation status. In addition, at the

checkpoints listed in the tables below, the combination of CGPA and the percentage of successful completion of courses attempted determines whether or not the student maintains satisfactory academic progress. Each table shows that the required minimum percentage of successful course completion versus courses attempted increases as the student earns more credits in the program.

SSP Chart for Undergraduate Students

Evaluation Point (end of period)	Min. CGPA	Min. % Successful Course Completion vs. Courses Attempted
1st academic year	2.0	55%
2nd academic year	2.0	60%
Subsequent year	2.0	65%

SSP Chart for Graduate Students

Evaluation Point (end of period)	Min. CGPA	Min. % Successful Course Completion vs. Courses Attempted
1st academic year	3.0	60%
2nd academic year	3.0	65%
Subsequent year	3.0	75%

Effect of Grades on Satisfactory Academic Progress and Successful Course-Completion Percentage

Withdrawal (W). A student dropping a course after the add/drop deadline will receive a withdrawal (W) in that course. Withdrawals are a **nonpunitive grade** and do not affect the semester GPA or CGPA. Withdrawal from a course is counted as credits attempted but not completed.

Incomplete (I). An incomplete (I) grade is a temporary grade issued to a student who has completed all homework and tests/quizzes to date, passed the midterm exam, and has serious and compelling circumstances beyond the student's control that occurred within the last 2 weeks of the semester preventing the student from taking the final exam or submitting the final project. Issuing an "I" grade requires approval from the course instructor and the Registrar's Office. The incomplete work must be done by the end of the following semester. An "F" grade will be issued to the student if an "I" grade is not cleared within the next end-of-semester deadline. An "I" grade does not affect the semester GPA or CGPA, as this grade will change to a failing or a passing grade

by the end of the following semester. A student may not graduate if they have any "I" grades on their transcript.

Repeated Courses. A "*" is posted to the transcript of a course that has been repeated. A student may repeat a course for several reasons: (a) to meet the graduation requirements in CGPA, (b) to earn a better grade for a subject, or (c) to gain a better understanding of the subject. In such cases, both grades will appear on the student's permanent record, but only the latest grade earned for the same course will be calculated toward the student's CGPA.

Noncredit Courses. The grades of P (pass without credit), AU (audit), and noncredit courses do not count for credit attempted or completed. These grades have no effect on the calculations of semester GPA, CGPA, or percentage of successful course completion.

Changing Academic Programs. Credits and grades earned from applicable courses taken at SFBU in the original program may be applied toward the new program requirements. The credits are excluded from the maximum program length (MPL) but are included in the CGPA calculation for the new program at the same degree level.

Earning an Additional Credential/Degree.

- Students starting a new program at the same undergraduate/graduate degree level: Credits and grades earned from applicable courses taken at SFBU may be applied toward the new program requirements. The grades are included in the CGPA calculation for the new program at the same degree level.
- Students Starting a master's degree after earning a bachelor's degree at SFBU/other institutions: Grades and credits earned at a bachelor's degree level (for bachelor credit) are not applied towards the master's degree. Bachelor students earning master-level credit at SFBU are advised to talk with their counselor about transferability into a graduate program.

Transfer of Credits from Other Institutions. The number of credits transferred, when performed during admission evaluation, will reduce the program length. Credit transferred from any outside institution is excluded from the maximum program length and has no effect on calculating the student's GPA or CGPA.

Academic Probation Policy

In addition to failing to meet the Standard of Satisfactory Progress at the checkpoints listed in the two SSP charts above, students are placed on academic warning/probation as described in the following.

Undergraduate Students

- An undergraduate student shall be placed on **Academic Warning** for the following semester if the student fails to earn a CGPA of 2.0 or above at the end of the previous semester.
- An undergraduate student shall be placed on **Academic Probation** for the following semester (if the next semester is the summer semester or if the student is taking a break, probation will be deferred to the following semester) if, at the end of the semester during which the student was placed on Academic Warning, the student's CGPA remains below

2.0.

- If an undergraduate student continues to hold a CGPA below 2.0 at the end of the semester spent on Academic Probation, the student is subject to dismissal. The university's Academic Probation Committee shall review and determine whether to dismiss the student or allow the student to remain on Academic Probation for one additional semester, after which time it is expected that the student will have removed him- or herself from Academic Probation. Barring extraordinary circumstances, failure to do so will result in immediate dismissal.

Master's Degree and Graduate-Level Academic Certificate Students

- A graduate student shall be placed on **Academic Warning** for the following semester / term if the student fails to earn a CGPA of 3.0 or above at the end of the previous semester / term.
- A graduate student shall be placed on **Academic Probation** for the following semester / term (if the next semester / term is the summer semester / term or if the student is taking a break, the probation will be deferred to the following semester / term) if, at the end of the semester / term during which the student was placed on Academic Warning, the student's CGPA remains below 3.0.
- If a graduate student continues to hold a CGPA below 3.0 at the end of the semester / term spent on Academic Probation, the student is subject to immediate dismissal. The university's Academic Probation Committee shall review and determine whether to dismiss the student or allow him or her to remain on Academic Probation for one additional semester / term, after which time it is expected that the student will have removed him- or herself from Academic Probation. Barring extraordinary circumstances, failure to do so will result in immediate dismissal.

Rule Related to Financial Aid[1]: A student receiving federal financial aid who does not meet the CGPA standards at the end of the second year will no longer be eligible for financial aid, may not be placed on probation, and must be dismissed unless the student wishes to continue without being eligible for federal financial aid.

However, a student not meeting the CGPA standards at the end of the second year may remain as an enrolled student who is eligible for federal financial aid if there are documented mitigating circumstances (i.e., death in the family, sickness of the student, etc.).

[1]Currently, SFBU does not offer any government financial aid program. The term "financial aid" is used here and in the following for informational purposes.

Removing Academic Warning/Probation Status

A student who can remedy the condition and reestablish satisfactory progress within the terms specified above will be removed from academic probation. There will be observations on the student every semester thereafter.

Counseling

Students are required to seek academic counseling immediately upon entering academic probation. While on academic probation, students must attend at least one counseling session per semester or as often as required by the counselor.

Dismissal

A student will be dismissed from the university if:

1. The Academic Probation Committee's decision is to dismiss the student.
2. The student cannot remedy the condition in the additional semester provided by the Academic Probation Committee.

Appealing Academic Probation Status or Dismissal

A student who has been placed on probation or faces dismissal and disagrees with the finding may appeal according to the grievance procedures outlined in this catalog and posted on the student portal. The Provost's office will hold a hearing and decide on the probation/dismissal.

Academic Probation Policy for students in Pro+ Programs

The University has established a progressive intervention system to provide structured academic support for students enrolled in self-paced programs. Academic standing is reviewed upon course completion and no later than the end of each eight-week session. When multiple academic standing conditions apply, the most serious status governs. Students must also meet University Satisfactory Academic Progress (SAP) standards at each review.

Academic Warning

A student is placed on **Academic Warning** if they fail their first course in the program or fall below SAP standards for the first time, including the minimum cumulative GPA (2.0 for undergraduate students or 3.0 for graduate students) and required pace of progression.

Students on Academic Warning must participate in a success coaching consultation to identify challenges and develop strategies for improvement. Enrollment may be limited to one active course at a time, and progress is closely monitored.

- If Academic Warning results from a course failure, the student must repeat and pass the failed course at the next available monthly start before enrolling in a new course.

- If Academic Warning results solely from a SAP deficiency (without a course failure), a repeat is not required unless necessary to restore SAP; enrollment limitations may still apply.

Academic Probation

A second course failure, or failure to meet SAP at the next review following Academic Warning, results in **Academic Probation**. Students on Probation must develop a written academic success plan in consultation with an academic advisor. The plan identifies specific challenges and outlines concrete steps for improvement.

Students on Academic Probation are limited to one active course at a time and must complete any required course retakes before beginning new coursework. Academic standing does not move from Probation back to Warning during this period; the student remains on Probation until the next course completion review.

Dismissal Review and Academic Dismissal

A third course failure, or continued failure to meet SAP after one Probation session, results in **Dismissal Review**. Following review, the University may approve one additional Probation session with heightened conditions or impose **Academic Dismissal**.

Students who are academically dismissed may appeal through the University's academic appeals process. Appeals are evaluated based on documented extenuating circumstances and the student's potential for future academic success. Students whose appeals are denied must wait one full year before applying for readmission.

Clearing Academic Standing

Academic standing is reviewed upon course completion and no later than the end of each eight-week session.

- Academic Warning (course-failure triggered) is cleared when the student repeats and passes the failed course and meets SAP standards at review.

- Academic Warning (SAP-triggered without a course failure) is cleared when the student meets SAP standards, including cumulative GPA and pace, with no new course failures during the review period.

- Academic **Probation** is cleared when the student meets SAP standards and completes any required course retakes at review.

If the applicable conditions are not met, the student remains on Academic Probation or is referred for Dismissal Review, consistent with this policy. Upon return to Good Academic Standing, students resume standard course load limits (one course at a time for the first four courses; up to two concurrent courses thereafter), subject to prerequisites and program-specific restrictions.

Grade Replacement

When a student successfully repeats a previously failed course and earns a passing grade, the passing grade replaces the failing grade in the cumulative GPA calculation. All course attempts remain on the transcript in accordance with University grading policy.

Satisfactory Academic Progress (SAP)

In addition to the program-specific standards outlined above, students in self-paced programs must meet University SAP requirements, including:

- Minimum cumulative GPA of 2.0 for undergraduate students or 3.0 for graduate students
- Successful completion of at least 67% of attempted credits to maintain pace toward degree completion
- Completion of the program within the federally established maximum time frame

Examinations

SFBU has several types of examinations: course examinations and challenge examinations.

Course Examinations

Most courses at the university have at least two examinations in a semester: a midterm and a final. These examinations may be comprehensive or partially comprehensive, so students need to ascertain from their instructors the precise scope of the examinations. Course examinations can consist of information found in the textbook, course Learning Management System (LMS), outside reading, assigned videos, lectures, and so on; thus, students should review and synthesize all of the course material. Furthermore, the structure of course examinations can use any modality and be a combination of essay, multiple-choice, calculations, oral, and short answers. At the end of each semester, students are required to take final examinations.

Examination for Challenging a Course

SFBU recognizes that exceptional undergraduate students—for example, because of independent studies or overlapping course work—may have achieved the learning objectives of a course. Therefore, undergraduate students with the course background may petition to receive credit for the course by completing a "Challenge Examination."

Students wishing to challenge a course by examination must enroll for the course and pay tuition fees in the same manner as courses to be completed by regular class attendance. In addition, a non-refundable fee per examination for the challenged course is charged.

What courses can I take on a Challenge Exam?

- The course must be listed on the schedule of classes for the semester.
- The course must be numbered at or below 350 level.

How many Challenge Exams can I take?

- A student may request up to two (2) challenge exams per semester.
- For the entire duration of the study program, the maximum number of requests to take a challenge exam is five (5) courses (whether pass or fail) with the corresponding labs.

How do I submit my request?

- A formal online petition, via the student portal, for the challenge must be submitted to the Registrar's office at the time of registration, which must be before the beginning of the semester.
- Permission from the academic team and the Department Chair is required.

Teaching Assistants

Each semester, designated staff assign teaching assistants (TAs) to assist faculty in teaching several courses. TAs are assigned based on class/course requirements and needs. Under designated faculty supervision, TAs provide additional assistance to students to support their learning. These services are provided by the university to the students free of charge.

Designated staff may assign Exam Proctors (Proctors) to assist faculty in administering exams and quizzes. Proctors are assigned based on class/course needs and instructor requests for support. Faculty administer the exams; however, proctors may point out unusual activity to the faculty.

Graduation

University Catalog Requirements

The SFBU University Catalog is the school's advisory guidance for student academic behavior and compliance. It is not an enforceable contract between the university and the student. Students will fall under the graduation requirements written in the catalog used at the time of the student's entrance to the program as a degree or academic certificate-seeking student. The section on "Study Plan" in "Academic Information" describes the rules for the student to follow for the graduation requirements. However, this 2025–2026 University Catalog permits program and course changes/updates that the student must follow in revised Study Plans.

Petition to Graduate

When nearing the completion of the undergraduate or graduate study, students must initiate a review process for the Registrar's office to verify eligibility for graduation. The student must file an online petition form one semester in advance—before their last registration—by using the student portal to submit this request. The Registrar's office staff will then make a graduation evaluation in time for the petitioner to register for the last time before graduation. The student will receive an evaluation report to confirm the courses left to complete to meet graduation requirements. Students must be within 6 credits of completion to participate in the commencement activities.

Re-Petition to Graduate

A student is required to resubmit the request and pay a re-petition fee after filing the original graduation request if any of the following occurs:

- If the petition for graduation is denied.
- If the student cannot complete coursework as required by the approved graduation date.
- If otherwise required by the Program Officer.

A reevaluation of the student's graduation requirements will be made, and a new Study Plan will be provided to the student.

Students are responsible for compliance with the announcements and regulations specified in the University Catalog and with all university policies, rules, and regulations. On completion of their study programs and fulfilling their financial obligations to the university, students are permitted to participate in commencement activities and events, are granted degrees, and will receive diplomas.

Completion of a Program

The semester in which a student fulfills the graduation requirements, including course requirements, project completion (if applicable), and removal of any financial obligations, is the semester the student graduates and is the date that is shown on the diploma.

All graduating students will complete an online exit survey.

Conferment of Degrees

Degrees are officially conferred by the Office of the Registrar upon verification that all program requirements have been satisfactorily completed. All students whose degrees are conferred within a single calendar year are eligible and invited to participate in commencement ceremonial exercises.

For Pro+ Programs, degrees are conferred on a monthly basis as students complete their graduation requirements. Graduates of Pro+ Programs will be invited to participate in the University's annual commencement ceremony following degree conferral.

Diploma Issuance and Delivery Policy

San Francisco Bay University (SFBU) issues diplomas to students who have successfully completed all academic and institutional requirements for their degree and whose degrees have been officially conferred by the University. SFBU has partnered with Parchment to provide diploma fulfillment and delivery services.

Diploma Issuance

Following official degree conferral and verification of graduation requirements by SFBU, eligible graduates will have their diploma processed through Parchment. Parchment serves as SFBU's designated diploma fulfillment service; however, San Francisco Bay University remains the official issuer of the degree and diploma. Diplomas are issued only after the University has officially

conferred the student's degree. Participation in Commencement or another graduation ceremony does not constitute degree conferral or guarantee the issuance of a diploma.

Digital and Printed Diplomas

Depending on the services available through SFBU and Parchment, graduates may receive access to a digital diploma and/or a printed diploma. Digital diplomas may be made available electronically after SFBU authorizes the release of the credential. Printed diplomas are produced and mailed through Parchment using the graduate information provided for diploma fulfillment. Graduates should follow the instructions provided by SFBU and Parchment regarding access, delivery, and verification of their diplomas.

Graduate Name and Mailing Address

Students are responsible for ensuring that their legal or approved diploma name and mailing address are accurate before their degree is conferred and diploma information is submitted for processing. Graduates may be asked to verify or update their mailing address through Parchment before a printed diploma is shipped. Failure to provide accurate information may result in delays, returned diplomas, or additional costs associated with replacement or reissuance.

Diploma Delivery

Printed diplomas are mailed to the address provided or confirmed by the graduate through the applicable SFBU or Parchment process. Processing and delivery times may vary based on the destination, shipping method, and other circumstances outside the University's control. Once a diploma has been released for fulfillment, graduates should follow available Parchment tracking and delivery instructions, when applicable.

Replacement or Duplicate Diplomas

Graduates who require an additional, replacement, or duplicate diploma should submit their request through Parchment when that service is available. Replacement or duplicate diplomas may be subject to applicable processing, printing, shipping, or other fees. Requests involving changes to a graduate's name or other academic record information may require additional documentation and approval by SFBU before a new diploma can be issued.

Lost, Damaged, or Undeliverable Diplomas

Graduates who do not receive their diploma, receive a diploma that was damaged during delivery, or experience another delivery-related issue should follow the applicable Parchment procedures and contact the SFBU Records Office when University assistance is required. Replacement of a lost, damaged, returned, or undeliverable diploma is subject to applicable SFBU and Parchment procedures.

University Authority

Parchment provides diploma production, fulfillment, and delivery services on behalf of SFBU but does not determine a student's eligibility for graduation or degree conferral. SFBU retains sole authority to determine whether degree requirements have been satisfied, confer degrees,

authorize the issuance of diplomas, and approve changes to official academic records. The University reserves the right to establish or modify administrative procedures related to diploma issuance, replacement, verification, and delivery.

Withhold Diploma

SFBU may withhold and refuse to confer a student's diploma for a specified period or deny a student participation in commencement activities if the student has a grievance pending or, as a sanction, if the student is found responsible for violating university policy.

Withdrawal from the University

A student is deemed to have been withdrawn when any of the following occurs:

(1) the student drops all enrolled courses in a period of attendance when the student is required to remain enrolled to maintain their academic status

(2) the student submits a written notice to withdraw through the portal, as described in the cancellation section

(3) SFBU suspends or expels the student due to misconduct, unsatisfactory academic performance, or overdue fees

(4) SFBU terminates an F-1 student for violation of U.S. Department of Homeland Security regulations

(5) the student fails to return from a leave of absence

(6) the student, without prior approval, fails to attend four consecutive classes for all enrolled courses in a period of attendance when the student is required to remain enrolled to maintain academic status or

(7) the student has not enrolled at SFBU for two consecutive semesters or more.

The student must clear their financial obligation to the school as well as their library records upon withdrawal from the university.

Withdrawal during the first week of a semester will not be recorded on the permanent transcript. For withdrawal after the first week and before the final exams, a "W" grade for each enrolled course is posted on the permanent transcript. A student withdrawing from the university without formal notification to the Registrar's office is subject to a "U" grade posted on the permanent transcript.

Refer to the "Refund Policy" section for the refund policy for students withdrawing from SFBU.

Transfer Out from SFBU

This policy outlines the process and requirements for students who wish to transfer from SFBU to another institution. The University is committed to facilitating a smooth transition while ensuring compliance with academic, administrative, and regulatory requirements.

Eligibility

Students may request a transfer if they:

Are currently enrolled or have been enrolled within the past academic term.

Are in good academic standing, with no unresolved disciplinary or financial holds.

Meet all applicable visa and immigration requirements, if on an F-1 or other non-immigrant student visa.

Important Dates

- Transfer requests must be submitted at least two weeks prior to the desired transfer date to allow for processing.
- International students must ensure their transfer is completed within the timeframe specified by USCIS to maintain lawful status.

Transfer Out Process

1. Submission of Transfer Request: Students must complete a Transfer Out Request Form and submit it to the Registrar's Office. The form must include the name and contact information of the receiving institution, as well as the requested transfer date. They can access this form through their student portal.
2. Clearance Process: Once a form has been initiated, a case will be developed on the Salesforce case management system. As the first step, students must complete an exit interview with their Student Success Counselor. After discussing their exit intentions and gaining advisor approval, students must obtain clearance from:
    - The Registrar's Office (to clear their schedule)
    - The Library (to clear any owed books)
    - The Financial Aid Office (to clear any financial obligations)

After going through these clearances, the students must provide the DSO with all required documentation to process the transfer out. These include:

- Official acceptance letter from the receiving institution.
- Completed SEVIS Transfer Out Form (for F-1 students).
- Any additional documentation required by SFBU or the receiving institution.

SEVIS Record Release (F-1 Students)

- For students on an F-1 visa, SFBU's Designated School Official (DSO) will release the SEVIS record to the new institution on the agreed transfer date, in compliance with federal regulations.

Dismissal from the University

Permanent separation of the student from the university. Students who are socially dismissed from SFBU once classes have started will be automatically withdrawn from all of their courses, will receive a grade of “W” or “WF” (based on the date that the sanction was issued), and will not receive a tuition refund unless the sanction is deferred to the following semester.

Dismissal is noted on the transcript.

Revocation of Degree

The university reserves the right to revoke a degree for fraud, misrepresentation, or any other violation of SFBU policies, procedures, or directives in obtaining the degree or for other serious violations committed by a student before graduation, even if the misconduct was reported or investigated after the degree was conferred.

Reentry to SFBU

Any student who withdraws from SFBU and is absent for more than one semester before resuming studies later must submit a new application via the student portal. The student falls under the admissions and graduation requirements that are in effect during reentrance.

Academic Clemency Policy

Students who have withdrawn or been suspended due to academic deficiencies, but who can demonstrate personal and academic growth, may request readmission under SFBU’s Academic Clemency Policy. The following conditions and procedures apply:

Eligibility Criteria

1. **Time Elapsed:** At least three years must have passed since the student’s last date of attendance at SFBU.
2. **Written Request:** The student must submit a written request to the Registrar’s Office prior to reapplying through the Office of Enrollment at SFBU. The request must include:
    - A thoughtful educational plan outlining specific academic and career goals.
    - Strategies for achieving these goals.
    - Evidence demonstrating the following, as applicable to the individual’s circumstances, such as:
        - Completion of coursework with a grade of C or higher at another accredited institution of higher education.
        - Intellectual development and academic preparedness through non-traditional means, such as private tutoring, remedial coursework, academic skills workshops, work experience, etc.
        - Maturity, responsibility, personal growth, and development demonstrated through work, community service, family caregiving, or other means.
        - Having sought and received personal and/or academic testing and/or counseling.
        - Changes in personal circumstances that previously hindered academic performance.

Approval Process

- The request will be reviewed by a designated representative of the Provost's Office, who will determine whether to approve or deny the application for Academic Clemency.
- If Academic Clemency is granted, the student will begin with a "clean slate" grade point average (GPA) of null. While prior coursework and grades will remain on the student's official SFBU transcript, they will not be included in the calculation of the GPA after the reentry date. Students cannot select specific courses to include or exclude from GPA calculations; all prior coursework will be excluded from the cumulative GPA.

Transcript and GPA Considerations

- The effective date of Academic Clemency will be noted on the student's transcript.
- Students should be aware that many graduate and professional schools may recalculate undergraduate GPAs to include all attempted coursework, regardless of Academic Clemency.

Additional Provisions

- *Financial Aid History:* Academic Clemency does not reset financial aid history. Accumulated semester and award limits will include all semesters of prior enrollment.
- *One-Time Grant:* Academic Clemency may only be granted once.
- *Reapplication and Scholarships:* Upon approval of Academic Clemency, the student may reapply for readmission through the Office of Enrollment. At this time, they will be considered for any available institutional scholarships.

This policy provides an opportunity for students to rebuild their academic standing while maintaining a transparent record of their prior academic history.

F-1 International Students

International students who plan to transfer to another institution must follow the transfer rules published by the U.S. Citizenship and Immigration Services.

Notice Concerning Transferability of Credits and Credentials Earned at SFBU

The transferability of credits earned at SFBU is at the discretion of the institution to which you may seek to transfer. Acceptance of the degree or certificate you earn in the educational program is also at the discretion of the institution to which you may seek to transfer. If the credits and degrees that you earn at SFBU 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 SFBU will meet your educational goals. This may include contacting an institution in advance to which you may seek to transfer after attending SFBU to determine if your credits and degree or certification will transfer.

Teach-Out Policy

In the event of the closure of any program or modality of an existing program, SFBU will implement a teach-out plan supporting all currently enrolled students in finishing their program by their projected graduation date if they maintain continuous enrollment. SFBU will also support students electing to transfer to other institutions and make efforts toward a smooth transition. No new students will be admitted to the closed program.

Registration Procedure

The registration calendar is listed in the University Catalog and on the SFBU website. The semester registration notice is sent to the students by e-mail and posted on the SFBU website and bulletin boards. The registration packages are available online.

- All applicants to SFBU must first be admitted into the university by the Admissions Department before enrolling and attending classes.
- Except for new students registering for courses in the first semester, all students must register on or before the scheduled deadline for each semester.

New students who have received their acceptance documents are scheduled to register during the registration period before the semester starts.

- All students are urged to register via the student portal. Designated staff advisors are ready to assist students in course selection or counseling.
- Tuition and fees are due and payable in full at the time of registration unless the student has signed up for a tuition payment plan. Tuition payment plans do not apply to new students who are registering for their first semester of studies at SFBU.
- Working professionals with education benefits offered by their employers and receiving tuition reimbursements may follow SFBU's special payment plan by submitting supporting documents to the SFBU Office of Administration before registration.
- An undergraduate student wishing to enroll in more than 16 credit hours and a graduate student in more than 12 credit hours per semester must obtain permission from the Department Chair. To submit such a request, the following requirements must be met:
    a. The student must have completed at least two semesters of study in the current program (the grades from the second term having been published), counting only program-specific credit courses.
    b. In the current program, an undergraduate student must have a CGPA of 3.5 or higher and a graduate student 3.7 or higher.
    c. The student did not fail any course in the past two semesters in the program.
    d. Students on academic probation may be advised to enroll with a limited course load.
    e. Any student attending a class without officially registering for the class will be required to pay a fine as defined by the administration.
- Students may enroll as full-time or part-time students. F-1 international students must enroll as full-time students (as defined in the Academic Policies and Procedures section). Various limitations apply to students on other nonimmigrant visas.

- Unless they enroll in a 100% online modality, all students must have a valid health insurance plan. Students can purchase coverage under the SFBU Student Health Insurance Plan offered by United Healthcare and pay the insurance fee at registration time. Students with alternative U.S.-based coverage may submit a waiver request if their plan meets all of the waiver eligibility criteria. To review the criteria, please visit the Student Health Insurance website and review the FAQs .
- Before arriving on campus, students must undergo tuberculosis (TB) testing. You must visit your primary care physician or a clinician before coming to SFBU. Required forms are available on the student portal and the website.
- Registration is complete when all fees are paid.
- Students with a prior bad-check record will not be allowed to pay by check again.

ACADEMIC HONORS AND RECOGNITIONS POLICY

This policy aims to establish consistent criteria and procedures for awarding academic honors and recognition to students who demonstrate outstanding academic achievement. The policy seeks to promote academic excellence, recognize student accomplishments, and motivate continued scholarly engagement. This policy applies to all enrolled students across academic programs and levels as specified by the institution.

Honor Roll Definitions - Recognition granted to students who achieve a specified Grade Point Average (GPA) during a single term or academic year.

Semester Honors

Dean's List: A distinction awarded to students with high academic standing within a specific school or faculty.

Eligibility Criteria

- Minimum term GPA: 3.8
- No incomplete or failing grades
- Enrollment in at least 12 credit hours (15 credit hours, Effective Fall 2026) for undergraduate students or at least 9 credit hours for graduate students (full-time status)

President's List: A higher-level distinction awarded for exceptional academic performance.

Eligibility Criteria

- Minimum term GPA: 4.0
- Enrollment in at least 12 credit hours (15 credit hours, Effective Fall 2026) for undergraduate students or at least 9 credit hours for graduate students (full-time status)

Graduation Honors

Graduate Students: University honors (Distinction, High Distinction) awarded upon completion of degree requirements based on cumulative GPA.

Eligibility Criteria

- Distinction: Cumulative GPA of 3.8–3.89
- High Distinction: Cumulative GPA of 3.9–4.0

Undergraduate Students: Latin honors (cum laude, magna cum laude, summa cum laude) awarded upon completion of degree requirements based on cumulative GPA.

Eligibility Criteria

- Cum Laude: Cumulative GPA of 3.5–3.69
- Magna Cum Laude: Cumulative GPA of 3.7–3.89
- Summa Cum Laude: Cumulative GPA of 3.9–4.0
- Must have completed at least 60 credit hours at the institution (for undergraduate degrees)

Additional Considerations:

- Students found responsible for academic misconduct are ineligible for honors for the term in which the offense occurred.
- Honors and recognitions may appear on academic transcripts and be formally acknowledged at commencement ceremonies.

Appeals

Students may appeal recognition decisions through the Academic Affairs Office within 30 days of the honors announcement. Appeals must be submitted in writing and include all relevant documentation.

Review and Amendments

The Academic Senate or designated committee shall review this policy every three years. The institution's governing body must approve any proposed amendments.

EDUCATION RECORDS

San Francisco Bay University has adopted the following policies and procedures regarding student records.

Definitions

Student: any person who attends or has attended SFBU.

Education Records: any record maintained by the school that is directly related to a student except for sole possession records, employment records, school security records, counseling records, and alumni records.

Student Rights

Students have a right to inspect education records within 45 days of submission of a written request to the Registrar's Office, except for the financial records of the student's parents and confidential recommendations to which the student has waived access. When a record contains

information about more than one student, the student may only inspect the portion pertaining to him- or herself.

Students may obtain copies of education records upon payment of a reproduction fee. However, SFBU reserves the right to deny copies of education records if the student has an unpaid financial obligation to SFBU or if there is unresolved disciplinary action against the student.

Students may request that SFBU amend an education record that the student believes is inaccurate, misleading, or violating their privacy rights. All such requests must be made in writing to the Registrar's Office; they must clearly identify the part of the record that the student would like to amend and must specify why the record should be amended. If SFBU decides not to comply with the request, SFBU will notify the student of the decision, advise the student of his or her right to a hearing, and provide additional information regarding the hearing.

Directory Information

SFBU may, at its discretion, disclose the following types of directory information without consent: name, address, email address, phone number, birth date, birthplace, major field of study, participation in recognized activities and sports, dates of attendance, degrees, academic certificates, honors and awards received, the most recent previous educational institution attended, and photographs.

Upon receipt by the Registrar's office of a written request to withhold directory information, SFBU will withhold disclosure of all directory information indefinitely. Please note that in such circumstances (1) the student's information will not appear in any commencement materials; (2) SFBU will inform employers, credit card companies, scholarship committees, and other requesters looking to verify enrollment or degree information that SFBU has no information available about the student's attendance at SFBU; (3) SFBU has no duty to contact the student to request permission to release the directory information; and (4) SFBU shall not be responsible or liable for any consequences arising from or related to withholding directory information. A student may revoke the hold by submitting a written request to the Registrar's office.

Disclosure

In addition to directory information, SFBU may release, without prior written consent, information from an education record to school officials with a legitimate educational interest. Education records may also be shared with parties outside of SFBU in certain circumstances, including, for example, (a) other schools in which the student seeks or intends to enroll; (b) federal, state, and local authorities in connection with certain state or federally supported education programs; (c) DHS or ICE in connection with SEVIS requirements; (d) accrediting agencies; (e) parents that claim the student as a dependent; (f) in connection with financial aid; (g) to comply with a judicial order or lawfully issued subpoena; (h) the appropriate parties in a health or safety emergency; (i) in connection with the results from a disciplinary proceeding to an alleged victim of a crime of violence or sexual assault; or (j) organizations conducting studies for or on behalf of SFBU.

RECORDKEEPING POLICY

San Francisco Bay University takes seriously its obligations to preserve information, documentation, and records.

Custodian of Records

The Custodian of Records for student academic records is the Registrar, and the Custodian of Records for student financial records is the Chief Financial Officer.

Required Student Records

SFBU shall maintain the following records for each student who is enrolled in an educational program at SFBU:

- Name
- Address
- E-mail address
- Telephone number

SFBU shall maintain, for each student granted a degree or certificate by that institution, permanent records of all the following:

- The degree or certificate granted and the date on which it was granted
- The courses and credit hours on which the certificate or degree was based
- The grades earned by the student on each of those courses

Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights are transferred to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.
- Parents or eligible students have the right to request that a school correct records that they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.
- Generally, schools must have written permission from the parent or eligible student to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
    - School officials with legitimate educational interest
    - Other schools to which a student is transferring
    - Specified officials for audit or evaluation purposes
    - Appropriate parties in connection with financial aid to a student
    - Organizations conducting certain studies for or on behalf of the school
    - Accrediting organizations
    - To comply with a judicial order or lawfully issued subpoena
    - Appropriate officials in cases of health and safety emergencies
    - State and local authorities within a juvenile justice system, pursuant to specific state law

Schools may disclose, without consent, directory information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter or inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

Required Institutional Records

SFBU shall maintain, for a period of not less than 5 years, its principal place of business in this state, complete and accurate records of all the following information:

- The educational programs offered by SFBU and the curriculum for each.
- The names and addresses of the members of the institution's faculty and records of the educational qualifications of each faculty member.
- Any other records required to be maintained as described in the University Catalog, including, but not limited to, records maintained pursuant to Article 16 of the California Private Postsecondary Education Act of 2009 regarding Completion, Placement, Licensure, and Salary Disclosure information.

Student Records

SFBU shall maintain a file for each student who enrolls, whether the student completes the educational program. In addition to the information required as listed above, the file shall contain all of the written records and transcripts of any formal education or training, testing, or experience that are relevant to the student's qualifications for admission or the award of credit or acceptance of transfer credits including the following:

- Verification of high school completion or equivalency or other documentation establishing the student's ability to do college-level work, such as successful completion of an ability-to-benefit test.
- Records documenting credit hours of credit earned at other institutions that have been accepted and applied by the institution as transfer credits toward the student's completion of an educational program.
- Grades or findings from any educational achievement used for admission or college placement purposes.
- Personal information regarding a student's age, gender, and ethnicity if that information has been voluntarily supplied by the student.
- Copies of all documents signed by the student, including contracts, instruments of indebtedness, and documents relating to financial aid.
- Records of enrollment dates and, if applicable, withdrawal from the institution, leaves of absence, and graduation.
- A transcript showing all the following:
    - The courses or other educational programs that were completed or were attempted but not completed, and the dates of completion or withdrawal.
    - Credit for courses earned at other institutions.
    - Credit based on any educational achievement used for admission or college placement purposes.
    - The name, address, website address, and telephone number of the institution.
    - For independent study courses, course outlines, or learning contracts signed by the faculty and administrators for the course.

    - The dissertations, theses, and other student projects submitted by graduate students.
- A copy of documents relating to student financial aid that is required to be maintained by law or by a loan guarantee agency.
- A document showing the total amount of money received on behalf of the student and the date or dates on which the money was received.
- A document specifying the amount of a refund, including the amount refunded for tuition and the amount for other itemized charges; the method of calculating the refund; the date the refund was made; and the name and address of the person or entity to which the refund was sent.
- Copies of any official advisory notices or warnings regarding the student's progress.
- Complaints received from the students.

Document Maintenance

As of the fall 2015 term, SFBU implemented policies to minimize paper forms for recordkeeping. Therefore, most, if not all, information and documents for student recordkeeping are now stored in electronic form. Information and documents received by SFBU are entered into or scanned into its current student information system, Salesforce Education Cloud. Electronic records are retained for the same period as their paper counterparts and are maintained for the applicable retention period.

SFBU shall maintain all records required by law. SFBU shall maintain the pertinent student records for a period of 5 years from the student's date of completion or withdrawal. In the event of institutional closure, SFBU will continue to maintain student records for a period of 5 years from the student's date of completion or withdrawal.

SFBU is not required to maintain records relating to federal financial aid programs since SFBU does not offer federal financial aid. A record is considered current for 3 years following a student's program completion or withdrawal.

A record may be stored on microfilm, microfiche, computer disk, or any other method of record storage only if all the following apply:

a. The record may be stored without loss of information or legibility for the period within which the record is required to be maintained.
b. For current records, SFBU maintains functioning devices that can immediately reproduce exact, legible printed copies of stored records. The devices should be reasonably close to the stored records at SFBU's primary administrative location in California. For a record that is no longer current, SFBU shall be able to reproduce exact, legible printed copies within 2 business days.
c. SFBU has personnel scheduled to always be present during normal business hours who know how to operate the devices and can explain the operation of the devices.

Security and Safekeeping

SFBU's records will be stored safely and securely.

All information and documents in paper form that are within the retention period are kept secured in fireproof safes locked in file rooms located in the Administration building. The doors to these rooms always remain locked. Unauthorized personnel may not enter these Student File rooms. Documents removed from a Student File room must be checked out by the person removing the document and securely maintained by that person until its prompt return.

All information and documents in electronic form are stored in the CAMS or designated network folders. All data will be backed up.

Currently, two backup systems are in place: 1) a local backup performed nightly and 2) a remote backup performed weekly.

Length of Record Retention

Student records for all students are kept for 5 years; they include both academic and financial information.

Student's Right to Inspect and Review Records

Students have a right to inspect education records within 45 days of submission of a written request to the Registrar's Office, except for the financial records of the student's parents and confidential recommendations to which the student has waived access. When a record contains information about more than one student, the student may only inspect the portion pertaining to him- or herself.

Students may request copies of education records. However, SFBU reserves the right to deny copies of education records if the student has an unpaid financial obligation to SFBU or if there is unresolved disciplinary action against the student.

Students may request that SFBU amend an education record that the student believes is inaccurate, misleading, or violating their privacy rights. All such requests must be made in writing to the Registrar's Office; they must clearly identify the part of the record that the student would like to amend and must specify why the record should be amended. If SFBU decides not to comply with the request, SFBU will notify the student of the decision, advise the student of his or her right to a hearing, and provide additional information regarding the hearing.

Document Destruction

The Compliance Department is responsible for the ongoing process of identifying records that have met the required retention period and overseeing their destruction. Destruction of financial and personnel-related documents will be accomplished by shredding.

Legal Hold

From time to time, SFBU's President may issue a notice, known as a "legal hold," suspending the destruction of records due to pending, threatened, or otherwise reasonably foreseeable litigation, audits, government investigations, or similar proceedings. No records specified in any legal hold may be destroyed, even if the scheduled destruction date has passed until the legal hold is withdrawn in writing by the President.

Compliance

Failure on the part of employees to follow this policy can result in possible civil and criminal sanctions against SFBU and its employees and possible disciplinary action against responsible individuals. The President and the Compliance Department will periodically review these procedures to ensure that they conform to new or revised regulations.

ACADEMIC INTEGRITY POLICY

Honesty and integrity are virtues that SFBU holds in high regard. Students are expected to uphold high moral standards in pursuing their academic degree or certificate, as well as throughout their professional careers. SFBU encourages its students to incorporate these qualities in their daily lives, not only while at the university or because they are required to do so.

SFBU takes acts of academic misconduct very seriously. A student who violates the university's policy is deemed dishonest and is subject to appropriate disciplinary actions. For an international student, the consequence may adversely impact immigration status and result in a dismissal from the university and expulsion from the United States.

Definition of Academic Integrity

Integrity is the quality of being honest and having strong moral principles. Students should take pride in earning their grades and degrees through dedication, hard work, and honesty. This means knowing and following ethical standards when making decisions and completing one's work. Both the faculty members and the students share the responsibility of maintaining academic integrity to ensure that the university degrees and the public trust are not compromised.

Types of Academic Misconduct

Academic misconduct is strictly prohibited by the university and is dealt with diligently. Students should avoid committing such acts and learn the proper conduct for accomplishing required tasks. The following are the common forms of academic misconduct and their implications.

AI Policy

While encouraging AI use, the university maintains clear expectations for academic integrity in an AI-enhanced learning environment. Students must disclose their use of AI tools in all academic work, specifying which tools were used and describing how they contributed to the submitted work. This transparency ensures that faculty can appropriately evaluate student learning and provide guidance on effective AI use. Students remain responsible for the accuracy, quality, and

originality of their submitted work, regardless of whether AI tools were used in its development. This policy applies to all instructional modalities, including onsite and Pro+ programs.

Academic misconduct in the context of AI use includes:

- submitting AI-generated content as one's own work without appropriate disclosure,
- using AI tools to circumvent intended learning outcomes or avoid engaging with course material,
- violating course-specific restrictions on AI use for particular assignments or assessments, and
- using AI tools during proctored examinations unless explicitly permitted.

Faculty members may designate specific assignments as

- AI-required, where students must demonstrate their ability to work effectively with AI tools;
- AI-enabled, where students may choose to use AI with appropriate disclosure; or
- AI-restricted, where AI use is prohibited to assess specific competencies.

These designations are clearly communicated in course syllabi and assignment instructions, ensuring that students understand expectations for each assessment.

Plagiarism

Plagiarism is the practice of taking someone else's ideas, designs, or body of work and representing them as one's own without giving proper credit. Self-plagiarism is submitting one's own work twice for academic credit without proper citation.

The act of plagiarism includes but is not limited to:

a. Failing to give credit to the source of work, including using artificial intelligence (AI), ideas, designs, or written materials (including excerpts from such materials), and claiming it as one's own work.
b. Utilizing computer programs, user interface designs, images, photographs, charts, diagrams, figures, or similar work created by artificial intelligence or someone else without giving credit or receiving permission.

Proper credit should be given to the originator (including AI) of the materials used in academic work. Students have a duty to learn and apply the appropriate methods for citing and referencing the source of information and, in the case of AI, including prompts and validation of correctness. In addition, copyrighted materials should not be reproduced and used without permission.

Cheating

Cheating is obtaining or attempting to obtain credit for academic work through dishonesty, deception, or fraud. Whether one commits the act oneself or helps others to perform such an

infraction, both parties are considered responsible for cheating. True learning is accomplished by performing one's own work honestly and diligently.

Cheating includes but is not limited to:

a. Copying (either in part or in whole) coursework such as homework assignments, quizzes, exams, projects, reports, data, etc.
b. Allowing or aiding another person to copy coursework as stated above in any form.
c. Collaborating with other people on coursework without the expressed consent from the instructor
d. Submitting work used in another course, either from the previous or the current semester, unless expressly approved by the course instructor.
e. Submitting work done by another person in any form or manner (paid or unpaid).
f. Using unauthorized materials or equipment during a quiz or an exam.
g. Communicating or passing information during a quiz or an exam.
h. Taking a quiz or an exam by using or acting as a surrogate for another person.
i. Impersonating as or for someone else in the classroom for attendance or other purposes.
j. Obtaining unauthorized copies (written or photographed) of course materials for one's own use or someone else.
k. Using AI-generated content without required disclosure or where the assignment is designated AI-restricted.

Students should understand the difference between collaborating, helping, and cheating. Working together (if permitted by the instructor) to achieve a common goal or assisting a fellow student to learn and be able to complete the work by himself/herself is honorable. Providing answers or committing acts identified above as cheating is dishonest.

Falsification/Misrepresentation

Providing falsified information or misleading statements to the professor, TA, or administrative staff is considered a breach of the policy. Students must provide truthful information and answer questions honestly.

Sabotage

One should not prevent or obstruct another student from completing coursework for personal gain or advantage.

Coercion/Intimidation

Faculty, TAs, and staff shall be treated with respect and be allowed to perform their work without improper interference. It is unacceptable for a student to pressure or intimidate another person into awarding a favorable grade or helping to circumvent the proper requirements. SFBU does not tolerate such behavior and may impose strict penalties if such incidents occur.

Gross Transgression

Gross transgression occurs when a student commits a serious violation, which can lead to dismissal from the university. Such violations include but are not limited to:

a. Gaining or attempting to gain unauthorized access to documents, electronic files/records, or IT properties that belong to the university or the faculty.
b. Presenting falsified documents to SFBU administration.
c. Interfering with the grading process or alteration of records.
d. Stealing data or information from the university, the instructor, or the TA.
e. Destroying/altering documents, records, or equipment to cover up any wrongdoings or to impede the investigation process.
f. Inflicting physical or psychological harm on another person in an attempt to commit any type of academic dishonesty.

Roles and Responsibilities

Faculty and students play important roles in advocating and upholding academic integrity.

Student

The student has responsibilities to:

a. Read and understand the academic integrity policy.
b. Always comply with the stated rules and policies.
c. Not committing any sort of academic misconduct, deliberately or not.
d. Not participate, assist, or enable others in actions that result in a breach of the policy.
e. Report any knowledge of activities that violate the policy.
f. Know the consequences of taking part in academic misconduct.

Faculty

The faculty's roles in enforcing the policy are to:

a. Ensure that the students know the academic integrity policy and its importance.
b. Make every reasonable effort to prevent any form of cheating or plagiarism in the class.
c. Decide the appropriate disciplinary action for the student who commits academic misconduct.
d. Maintain adequate records of violations of the policy.
e. Report to the university administration if an incident is deemed severe (morally reprehensible) or the student is a repeat offender.

Disciplinary Actions

Professors and administrative staff shall have the discretion and latitude to determine what acts qualify as academic misconduct and to decide the proper disciplinary actions for the student who violates the policy.

An offense is an incident or an attempt at academic dishonesty. These offenses shall be documented as a permanent part of students' records, and the number of offenses shall be determined based on overall records (not on a per-course basis).

Subject to the frequency (number of offenses) and severity of the infractions, academic sanctions may result in:

a. A stern warning from the professor with the offense being noted on record
b. No credit or score is being awarded for the assignment, quiz, or exam
c. An “F” grade for the entire course
d. The requirement to perform community services
e. A statement on the student’s transcript
f. Dismissal from the university

Student Discipline for Inappropriate Conduct

Inappropriate conduct by students or applicants for admission is subject to disciplinary action up to and including dismissal from, or denial of admission to the university as prescribed by the SFBU Student Code of Conduct.

The Student Code of Conduct is intentionally designed to center care for the whole student, support the academic mission, and center the importance of upholding the common good within our community. In fulfillment of the University’s mission and vision, SFBU students should act responsibly and respectfully and hold themselves and others accountable.

The following is a non-exhaustive list of examples of inappropriate conduct:

Disruptive Behavior: Behavior that impedes the safety of community members, interferes with the educational process, or hinders the administrative operations of the University.

Disruptive Conduct: Engaging in behavior that disturbs the peace, creates a nuisance, poses safety hazards, or causes significant disruption, whether alone or in a group.

Non-Compliance with Lawful Directives: Failure to comply with the lawful directives of University officials, including but not limited to, faculty, staff, resident life, operations, and campus safety, who are performing the duties of their office.

Abuse: Engaging in behavior that threatens the mental or physical health and safety of individuals, including but not limited to, bullying, intimidation, threats, hazing, or other actions that interfere with another person’s rights or comfort. Cruelty to domestic or wild animals is also prohibited, including but not limited to, abandonment, torturing, causing bodily harm, or causing death.

Obstruction of University Activities: Intentionally disrupting or obstructing lawful University activities or the rights of individuals to assemble and peacefully protest.

Theft and Property Damage: Engaging in theft or damage of any kind, including embezzlement, fraud, exploitation, physical theft, or the unauthorized use of intellectual property, such as ideas, exams, papers, and copyrighted materials.

Vandalism and Unauthorized Access: Committing vandalism or damage to any property, including University property, land, books, library resources, computer materials, and recreational equipment, as well as unauthorized entry into buildings, rooms, restricted areas, or illegal access to computer files and electronic accounts.

Intoxication: Being under the influence of alcohol, hallucinogens, or any illegal or controlled substances, regardless of the cause.

Substance Abuse: Illegal manufacture, purchase, sale, use, possession or distribution of alcohol, drugs, or controlled substances.

Smoking: SFBU is a tobacco- and marijuana-free learning environment; this includes University-owned residences.

Disorderly Conduct: Engaging in behavior including but not limited to, public intoxication, excessive noise, lewd, indecent or obscene behavior, libel, slander or illegal gambling.

Falsification of Information: Lying, forgery, alteration, fabrication or misuse of identification cards, keys, records, grades, diplomas, University documents, or misrepresentation of any kind to a University office or official.

Computer & Electronic Device Misuse: Misuse of digital resources for harmful or hateful content, failure to comply with legal and contractual obligations, and engaging in cyberbullying.

Unlawful Conduct: Violation of US federal, state or local governmental penal and/or civil codes.

POLICY REGARDING PROHIBITED CONDUCT

San Francisco Bay University believes that all members of the University community, including students, faculty, staff, and visitors, should pursue their work, education, and engagement in the educational programs and activities in a safe environment, free from discrimination and harassment based on protected characteristics, and retaliation.

The purpose of this Policy is to prevent and respond to discrimination and harassment for all protected characteristics.

The University prohibits discrimination on the basis of actual or perceived age, citizenship status, color, creed, disability, domestic violence victim status, employment status, ethnicity, income status, marital status, medical, pregnancy, military or veteran status, national origin, partnership status, political belief or affiliation, race, religion, sex (including sexual orientation, gender, gender identity, and gender expression), shared ancestry and ethnic characteristics, and any other class of individuals protected from discrimination under federal, state, or local law.

SFBU Title IX Coordinator

Dr. Kafele Khalfani

Associate Vice President for Student Affairs & Dean of Students

San Francisco Bay University

Email: t9-equity@sfbu.edu

Phone: (510) 803-7328 Ext. 221

U.S. Department of Education, Office for Civil Rights

San Francisco Office

50 United Nations Plaza

San Francisco, CA 94102

Email: OCR.SanFrancisco@ed.gov

The most up-to-date policy regarding the prohibition of discrimination, harassment, and retaliation is available in the student portal. You may access it by logging in at sfbu.my.site.com. Scroll to the bottom of the homepage and click on “Prohibited Discrimination, Harassment, and Retaliation Policy” in the Policy and Resources tab to view or download the policy.

STUDENT GRIEVANCE POLICY AND PROCEDURE

SFBU takes grievances very seriously. Students have the right to file a grievance that concerns SFBU, whether such grievances are with personnel, the course of study, general university policies, or other related matters. This policy describes the grievance procedure available to students.

Definition of a Grievance

A **grievance** is a formal complaint alleging unfair treatment, violation of rights, breach of University policy, or improper conduct by faculty, staff, administrators, or other students.
Grievances may include, but are not limited to:

- **Academic Issues**: grading disputes, course requirements, program policies, academic integrity concerns.
- **Administrative Issues**: enrollment errors, financial aid disputes, registration concerns, procedural irregularities.
- **Behavioral Concerns**: harassment, bullying, discrimination, retaliation, or other inappropriate conduct.
- **Policy Violations**: failure to follow published University policies, procedures, or contractual obligations.

Informal Resolution

SFBU highly encourages students to attempt to informally resolve concerns directly with the aggrieving party or department. Students are particularly encouraged to informally resolve academic matters, such as those involving course policies, with their instructor or, if their instructor is not available, with their respective Department Chair before filing a grievance. If a resolution cannot be achieved, students may obtain and fill out a grievance form found in their student portal. Grade appeals may be made as described in the section of this catalog entitled “Grading Policy and Academic Standards.”

Even after initiating the formal grievance process, students are encouraged to seek informal resolution of their concerns. A student whose concerns are resolved may withdraw the formal grievance at any point in the process.

Regarding appeals of disciplinary action and all other grievances, including those related to harassment and discrimination, no student must attempt informal resolution and may bring formal grievances to the administration as outlined in this policy.

Timing

The administration must receive academic grievances and appeals of disciplinary action within 30 days of the close of the academic term in which the first incident giving rise to the grievance occurred or the notice date of the disciplinary action. There is no deadline for other types of complaints.

Grievance Procedure and Resolution

All grievances and supporting documentation shall be submitted to the SFBU Compliance Department in writing. The grievance form can be found on the student portal. Grievance should be made using the SFBU Grievance Form.

Please note that if a grievance is filed to appeal the disciplinary action, the grievance must include a description of the basis of the appeal. Failure to state the basis of the appeal in the initial grievance may result in the denial of the appeal. The following are the only valid bases of appeal: (i) new evidence that could reasonably be expected to cause the individual(s) reviewing the grievance to overrule prior disciplinary action; (ii) failure to follow published SFBU policies in a way that materially disadvantaged the student; (iii) demonstrated bias or discrimination; and (iv) the sanction imposed is substantially disproportionate to the severity of the violation.

The grievance may be sent via email to **compliance@sfbu.edu** or delivered in person to the front desk during normal business hours. If the grievance is regarding SFBU Compliance or its personnel, it may be sent to the Provost's Office via email or in-person delivery to the front desk during normal business hours. In such a case, the complainant should specify that the grievance concerns compliance or its personnel.

Intake personnel, generally members of SFBU Compliance, will review the form. If the form is complete, intake personnel will acknowledge receipt of the grievance within 10 business days of receipt and forward it to the appropriate party for review and resolution. Matters are generally forwarded as follows:

- Academic matters and appeals of disciplinary action are forwarded to the Office of the Provost
- Student conduct or behavioral concerns are forwarded to the Dean of Students
- All other complaints are assigned to a member of SFBU Compliance.

Depending on the type and complexity of the grievance, the appropriate party may, in their discretion, adjudicate the matter or assign the matter to a Grievance Committee.

Within 60 days of receipt of the grievance, SFBU shall provide a written response to the grievance via email. If further investigation is needed, the complainant will be provided with a written response to the grievance within 10 business days after completion of the investigation.

The complainant may appeal SFBU's resolution by filing a statement of appeal that clearly describes the basis of the appeal within 5 business days of the date of the written response. The President of SFBU, or the President's designee, shall adjudicate the appeal within 30 days of SFBU's receipt of the complainant's statement of appeal.

If a complainant has exhausted all grievance procedures provided under SFBU's policies, the complainant may contact:

The WASC Senior College and University Commission (WSCUC), 1080 Marina Village Parkway, Suite 500, Alameda, CA 94501, 510.748.9001.

No Retaliation

No member of the SFBU community shall be subject to adverse action by SFBU based on the reasonably good faith filing or participation in a grievance.

Maintenance of Records

Records for student complaints are maintained for at least 6 years. Records for grievances made by nonstudents are maintained in accordance with applicable university policy.

ACCOMMODATION POLICIES FOR THE OFFICE OF DISABILITY AND ACCESSIBILITY SERVICES

The **Office of Disability and Accessibility Services (ODAS)** is committed to ensuring equal access to all university programs, activities, and services for students with disabilities. In accordance with federal and state laws, these policies establish clear guidelines for providing accommodations and creating an inclusive educational environment. SFBU's accommodation policies are designed to be transparent and supportive, ensuring that students with documented disabilities can fully participate in the academic community.

Overview of Disability Accommodation Policy

SFBU adheres to federal and state laws related to disability rights, including:

- **The Americans with Disabilities Act (ADA):** Prohibits discrimination based on disability in public institutions, including colleges and universities.
- **Section 504 of the Rehabilitation Act of 1973:** Requires institutions receiving federal funds to provide accommodations for students with disabilities.
- **California Fair Employment and Housing Act (FEHA):** Extends protections against discrimination based on disability in California.
- **The California Education Code, Section 67302:** Requires public universities to provide accommodations and auxiliary aids to students with disabilities.

At SFBU, students with documented disabilities are provided with reasonable accommodations, modifications, and auxiliary aids to ensure equal access to education, consistent with the university's obligations under these laws.

Requesting Accommodations

- **Eligibility for Accommodations:** Any student with a documented disability may request accommodations. Disability documentation must meet the university's guidelines, which include clear evidence of a disability and its impact on the student's ability to participate in university programs or activities.
- **Process for Requesting Accommodations:**
    1. *Initial Contact:* Students must initiate the request for accommodations by contacting the ODAS office by scheduling an appointment with the disability and accessibility coordinator.
    2. *Documentation Submission:* Students are required to submit documentation from a qualified healthcare provider or specialist detailing the nature of their disability and recommended accommodations. The documentation must be current (within the last 5 years).
    3. *Interactive Process:* Once documentation is reviewed, the ODAS office will schedule an interactive meeting with the student to discuss specific needs, appropriate accommodations, and any concerns.
    4. *Accommodations Plan:* Based on the information gathered, a personalized accommodation plan is developed and shared with the student and relevant faculty and staff members.

- **Considerations for Pro+ programs:**
    1. Activation and Non-Retroactivity: Approved accommodations are effective upon ODAS notification to faculty/staff and are not retroactive. Students are encouraged to contact ODAS as early as possible—ideally before a course begins or before major assessments—to allow timely setup in the self-paced format.
    2. Monthly Starts / Retakes**:** In Pro+ programs, with monthly starts, ODAS coordinates accommodations for course repeats and monthly start transitions so that approved adjustments are in place when a student re-enters or retakes a course.
- **Accommodations for Temporary Disabilities:** Students with temporary disabilities (e.g., injuries, short-term medical conditions) may also be eligible for accommodations, provided the condition meets the definition of a disability under ADA or Section 504.
- **Implementation in Pro+ Programs:**
    1. Course-Completion Cadence: Because academic progress is reviewed at course completion in Pro+ program, ODAS and instructors implement accommodations to support continuous progress across rolling starts and variable pacing.
    2. Alternative Access: If a platform or tool presents a barrier, the University will provide an equally effective alternative access pathway while remediation proceeds. Students should report barriers to accessibility@sfbu.edu.
    3. No Fundamental Alteration: Accommodations ensure equal access without lowering academic standards or altering essential course or program requirements.

Types of Accommodations Offered

SFBU provides a wide range of accommodations based on the specific needs of the student. Common accommodations include, but are not limited to:

- **Academic Adjustments:**
    1. Extended time on exams
    2. Alternative formats for course materials
    3. Priority registration
    4. Note-taking assistance
    5. Use of assistive technology
    6. Reduced-distraction testing environments
    7. Adjustments to attendance policies when appropriate, for students with medical or mental health conditions
- **Physical and Environmental Modifications:**
    1. Accessible classrooms, study areas, and seating arrangements
- **Auxiliary Aids:**
    1. Audio description services for visual media
- **Support Services:**
    1. Access to counseling and mental health support services for students with psychiatric disabilities
    2. Advocacy services to ensure equal participation in campus events and activities
    3. Student support groups for disability-related concerns
- **Digital and Online Learning Accommodations:**
    1. SFBU designs and delivers digital content and platforms to conform to WCAG 2.1 AA (or any successor standard adopted by the University) and applicable laws.

2. Course Materials: Use accessible formats (e.g., tagged PDFs, properly structured Word/PowerPoint/HTML), headings, lists, data tables, descriptive link text, and alt text for meaningful images; avoid images of text when possible.
3. Media: Provide captions and/or transcripts for instructional audio/video before release to students; supply audio description or an equivalent alternative where needed to convey essential content.
4. Assistive Technology Compatibility: Content must support keyboard navigation, screen readers, and common assistive technologies.

Responsibilities of Faculty and Staff

- **Faculty and Staff Obligations: Faculty** and staff are required to implement accommodations outlined in students' accommodation plans and to collaborate with the ODAS office to ensure that accommodations are provided in a timely and effective manner.
- **Confidentiality and Privacy:** Disability-related information is confidential and should only be shared on a need-to-know basis, with the student's consent. Faculty should never request detailed information about the student's disability, as this is protected under ADA and FERPA (Family Educational Rights and Privacy Act).
- **Universal Design for Learning (UDL):** Faculty are encouraged to integrate Universal Design for Learning principles into course design, which includes offering multiple means of engagement, representation, and expression for students. This approach benefits all students, including those with disabilities.

Dispute Resolution and Grievance Procedures

If a student believes that their accommodations are not being met or that they have experienced discrimination based on their disability, they are encouraged to follow SFBU's **grievance procedures**:

1. **Barrier Reporting:** For accessibility barriers in course materials, media, or platforms, students should email **accessibility@sfbu.edu**. The University will provide **immediate alternative access** while remediation proceeds
2. **Informal Resolution:** The student should first discuss the issue directly with the instructor or faculty member involved. Many misunderstandings can be resolved through direct communication.
3. **Formal Grievance Process:** If an issue cannot be resolved informally, the student may file a formal grievance with the ODAS office. The university has a clear procedure for investigating and resolving accommodation-related complaints.
4. **Mediation:** In cases where a resolution is not reached through standard grievance procedures, the ODAS office may offer mediation services to facilitate a resolution between the student and faculty.
5. **Appeals Process:** If the student disagrees with the outcome of the grievance process, they may file an appeal to the Title IX Coordinator or the Provost for further review.

Confidentiality and Privacy

SFBU is committed to maintaining the confidentiality of students' disability-related information. All student records related to disability services are protected by the **Family Educational Rights and**

Privacy Act (FERPA) and Health Insurance Portability and Accountability Act (HIPAA) regulations.

- Disability Documentation: Documentation is only shared with faculty and staff who have a legitimate educational need to know (e.g., instructors, academic advisors). The ODAS office will inform faculty members of the accommodations needed for students, but the nature of the disability is not disclosed.

Ongoing Review and Improvement

SFBU's ODAS office regularly reviews and updates its accommodation policies and procedures to ensure they are in compliance with federal and state laws, and to improve accessibility for all students. The university also welcomes feedback from students, faculty, and staff to identify areas for improvement in service delivery and accommodations.

Questions about the accessibility of course technologies or materials may be directed to **accessibility@sfbu.edu**; ODAS will coordinate with academic departments and IT to address barriers

RELIGIOUS HOLIDAY OBSERVATION POLICY

This policy outlines SFBU's commitment to accommodating students observing recognized religious holidays. It provides guidance for students and faculty to address missed classes, assignments, or exams scheduled on a day of religious observance.

Religious Holiday

San Francisco Bay University acknowledges the diverse religious practices of its student body. A multicultural calendar, informed by the Anti-Defamation League's Calendar of Observances of religious holidays, is available to guide the recognition of various observances.

Policy

Students have the right to observe recognized religious holidays without academic penalty for absences, assignments, or exams scheduled on the same day. Both students and faculty share the responsibility to address and resolve any conflicts arising from such observances.

Scope

This policy applies to all recognized religious holidays occurring during scheduled class sessions or field trips in on-campus or online synchronous, credit-bearing courses. This policy does not apply to asynchronous online courses. These courses are designed with flexibility for attendance and completion of assignments. Students participating in internships or similar programs must adhere to the policies of the host organization or facility. Absences before or after the recognized holiday for preparation or travel are not covered under this policy.

Student Responsibilities

Notify instructors in writing within three days of the course start date regarding any anticipated absences due to religious observances. Notification should include the date(s) of absence; providing the name of the religious observance is encouraged but not required. Obtain notes, materials, or assignments shared during the absence, either from the instructor or classmates.

Instructor Responsibilities

Excuse students from class without academic penalty for absences due to recognized religious holidays. Work with students to reschedule missed exams or assignments that coincide with the observance. If applicable, provide alternative assignments or tests that are equal in rigor and scope to the original. Communicate missed information or assignments at their discretion.

Shared Responsibilities

Instructors and students will work together to create a reasonable plan for rescheduling exams, assignments, or due dates. If multiple students observe the same holiday, faculty may implement a uniform arrangement that applies to all affected students. In cases where an agreement cannot be reached, either party may escalate the matter to the appropriate chairperson, who will consult with the university administration for resolution.

STUDENT BEREAVEMENT POLICY

SFBU recognizes that the death of a family member or loved one is a profoundly difficult time for students, impacting their emotional well-being and academic performance. This policy provides guidelines for granting bereavement leave and academic accommodations to support students during such circumstances. This policy applies to all enrolled students who experience the death of:

- An immediate family member (spouse, domestic partner, child, parent, sibling, grandparent, grandchild, legal guardian).
- An individual who played a significant role in the student's life, subject to approval by the Dean of Students.

Bereavement Leave

- Eligible students may be granted up to **five (5) consecutive class days** of excused absence without academic penalty. Students will be allowed to make up work or assignments.
- Additional leave may be considered in exceptional cases (e.g., travel requirements, multiple losses, cultural observances) with approval from the Dean of Students or designee.

Notification Process

1. **Student Responsibility**: Notify the **Dean of Students Office** as soon as possible following the loss.
2. **Documentation**: Provide documentation such as a death certificate, obituary, funeral program, or letter from a funeral director within **10 business days** of returning to class.
3. The Dean of Students will communicate approved leave to the student's instructors and relevant offices.

Academic Accommodations

- Instructors will provide reasonable opportunities to make up missed assignments, exams, or participation requirements.
- Students are encouraged to work closely with faculty and advisors to create a plan for completing coursework.
- Extended deadlines or alternative arrangements may be granted on a case-by-case basis.

International Students

Students on visas should contact the **International Student and Scholars Services Office** to discuss with a PDSO/DSO any potential implications for their visa status when taking bereavement leave.

Confidentiality

All personal and sensitive information related to a bereavement request will be handled confidentially and shared only with individuals directly involved in the approval and accommodation process.

Support Services

SFBU encourages grieving students to seek emotional and mental health support. Counseling and referral services are available through:

- **Office of Student Wellbeing**
- **Dean of Students Office**

STUDENT LIFE

Our mission at San Francisco Bay University is to provide a welcoming and supportive environment for students while maximizing their opportunities for career growth and personal development. We believe that student life is not only an integral part of the campus community but also a fundamental part of the educational process. Student services at the university are designed to

meet the needs of our student body. These include both academic and non-academic issues and activities. Many of our students work part-time or full-time and come from various social and ethnic backgrounds. As such, our services are tailored to meet the needs and concerns of a mature and multicultural student body.

BRIDGE Team

Building Relationships and Intervening for Development, Growth & Engagement

The BRIDGE team offers nonclinical case management services to support the holistic care of all San Francisco Bay University students. Their role encompasses assessing both individual and University-wide student success and retention. They focus on reducing risks and enhancing community well-being and safety by identifying student needs, eliminating barriers, utilizing available resources, and encouraging student self-confidence and effectiveness.

BRIDGE Team Services and Eligibility

The BRIDGE team ensures nonclinical case management support to San Francisco Bay University students, specifically focusing on facilitating students' access to resources during transitions related to enrollment and disenrollment periods. Students who are not currently enrolled in classes are also eligible to receive services from the BRIDGE team. This includes students on a leave of absence, those who have taken a medical withdrawal, or those who are temporarily unenrolled for other reasons.

University Orientation

All new students, regardless of program, modality, or full-time or part-time status, **must** attend the new student orientation program offered before the beginning of each semester. In lieu of the new student orientation program, all Pro+ students must complete Module 0 before beginning coursework. This orientation covers technology requirements, time management, academic expectations, and support resources. Orientation packages are distributed to the new students before the orientation workshop. Presentation materials cover essential information for the students, including the facility and learning resources information, administrative services provided to the students, and important rules and policies to help the students stay focused on their academic objectives. The staff advisors also assist the new students in registering for classes. F-1 international students are provided with a health insurance plan and information on regulations they must observe in compliance with the federal regulations for international students. All SFBU students are welcome to attend the orientation to greet the new students and receive current university information.

Housing

While students are responsible for making their own housing arrangements, the university does provide a limited number of student housing, primarily university-owned condominiums within a 2-mile radius of the instructional buildings. Residence in university-owned student housing is optional and generally assigned on a first-come-first-served basis. Because of the limited number of units, SFBU cannot guarantee housing.

Student housing commitments are for one semester, and students are eligible to reside in student housing for a maximum of two semesters. To be eligible for student housing, a student must be a regularly enrolled, full-time SFBU student. Housing reservations are effective only after submitting a housing application and SFBU's receipt of the required rent and deposit. Please visit the SFBU housing webpage https://www.sfbu.edu/student- life/housing for important housing-related deadlines.

Non-university housing in the immediate area is available in the form of house and apartment rentals, but students should note that local housing is highly competitive, with monthly rents for a one-bedroom exceeding $2,000. SFBU advises students living outside of university housing to begin their housing search as early as possible to find suitable accommodation. Students may contact the SFBU housing office at **housing@sfbu.edu** for questions about on- or off-campus housing.

AC Transit Bus Pass; Public Transportation

Full-time SFBU students are eligible for an annual bus pass from AC Transit. For more information regarding the pass, please see: https://www.sfbu.edu/student- life/transportation-easypass. Other public transportation information is included on the website and in the SFBU Student Handbook posted on the student portal.

Nonacademic Counseling

The Student Services office helps with personal and interpersonal issues such as relationships, cultural differences, assertiveness, and self-esteem. If a student needs a professional counselor, it will help them find a suitable university counselor. Additionally, the Student Services office helps students with educational/vocational concerns such as coping with university life, academic performance, test anxiety, reentry adjustment, and determining life goals. Students are encouraged to seek counseling assistance to deal with any problems that might affect their success at SFBU.

Special Accommodations

San Francisco Bay University is committed to providing accessible and high-quality education across all modalities. Students may transition to online learning under approved circumstances and in accordance with the procedures outlined below. This policy outlines the guidelines and procedures for college students transitioning from in-person to online coursework. It ensures that students receive adequate support, maintain academic integrity, and understand their rights and responsibilities during this transition. Students may request a transition to online learning for reasons including, but not limited to:

- Medical needs (with documentation)
- Family or personal emergencies (including financial)
- Work or military obligations
- Institutional decisions (e.g., during emergencies or public health concerns)

Students must submit a written request to the Dean of Student Affairs, Disability and Accessibility Services Coordinator, or their academic advisor. Requests should include a reason for the transition, expected duration (if temporary), and any supporting documentation. The request will

be reviewed by the Dean of Students Office, the Academic Affairs Office, the Registrar, and, if applicable, the Disability and Accessibility Services. A decision will be issued within 5–10 business days. Students may be asked to meet with a counselor or advisor to discuss implications and support options.

Professional Development Seminars

Offering professional development seminars is an integral part of Student Services. The seminars are intended to enhance the students' abilities in their professional lives—in cultural, communicative, and technical aspects. The seminar information is emailed to students and posted on the SFBU website, social media pages, and digital display boards on campus.

Career Services

As a key component of Student Services, career placement services provide students with career planning and job search assistance before and after graduation in the following ways: (1) career planning, resume preparation and interview skills enhancement, and networking; (2) career seminars and job fairs; (3) internship opportunities; and (4) various library materials containing information about employment opportunities. The Career Center has a computer dedicated to career planning for students to conduct job searches and access information. The student portal also contains employment information on the job posting board through the e-Career Center tab.

Student Handbooks

The SFBU Student Handbook describes important policies and regulations affecting students' status at SFBU. It also provides relevant information affecting the students' lives during their studies at SFBU. Statements made in the Student Handbook that conflict with statements made in this University Catalog are superseded by the University Catalog. The Student Handbook and the International Student Handbook are posted on the student portal. In the New Student Orientation Workshop, the students are informed about and receive handouts pointing to the online location for these handbooks. The handbooks complement the information contained in the University Catalog. All students are urged to read and refer to the information in the most current editions of the student handbooks and the University Catalog, all of which are available online.

Pro+ Comprehensive Support for Online Learners

Pro+ students have full access to University's comprehensive suite of student support services, adapted to meet the needs of online, asynchronous learners. The university library provides 24-hour access to digital resources, research databases, and librarian consultation services through online chat and scheduled video appointments. TimelyCare offers round-the-clock mental health and wellness support, ensuring that students can access counseling and crisis intervention services regardless of their schedule or location.

Tech-enabled career coaching services help students leverage their education for professional advancement, offering resume review, interview preparation, and job search strategies tailored to students seeking career transitions or advancement. Academic advising supports degree planning, course selection, and academic problem-solving through scheduled video appointments and asynchronous communication.

Affiliation with Professional Societies

To expand and enrich student life on campus, SFBU students are encouraged to get involved in various professional organizations. Such involvement also takes the students a step closer to the professional world. Examples include activities sponsored by the IEEE local chapter, SFBU's membership in AACSB, and various other professional activities regularly held in Silicon Valley.

Institute for Electrical and Electronic Engineers (IEEE)

The IEEE is the world's largest technical professional society. A nonprofit organization, IEEE promotes the development and application of electro-technology and applied sciences for the benefit of humanity, the advancement of the profession, and the well-being of its members. IEEE members participate in activities in approximately 150 countries. The technical objectives of the IEEE focus on advancing the theory and practice of electrical, electronics, and computer engineering and computer science.

Engineering students are encouraged to join the on-campus IEEE student club. The club provides students with opportunities to participate in IEEE activities. The participants can connect with the latest technical information, research, career opportunities, and a community of innovators who can provide inspiration to strive for success in their chosen profession. This connection enables engineering students to have convenient access to valuable IEEE publications and participate in organized IEEE activities, particularly the ones held in Silicon Valley. Several faculty members serve as senior advisors when enrolling students.

Business Students

Students in the School of Business are encouraged to join at least one of the following professional organizations, among others:

- Institute of Management Accountants
- American Institute of CPAs
- California Society of CPAs
- United States Association for Small Business and Entrepreneurship
- Project Management Institute

Toastmasters Club

Students interested in improving their public speaking skills can join the on-campus Toastmasters Club. The Club holds weekly meetings and is supervised by a designated administrator. Several students in the club have participated in regional competitions and won awards. Refer to the SFBU website for more information.

Student Organizations

The purpose of student organizations is to foster student involvement for a common purpose or goal to enhance academic, career, and personal or community development. They are created to promote student engagement, promote leadership and learning, and foster shared interests. Refer to the SFBU website for more information, or feel free to contact the Student Services team.

Student Health Insurance

All students must have health insurance coverage for each term in which they are enrolled and during semester breaks. Students enrolled in a 100% online modality are exempt from this health insurance requirement. SFBU offers ALL STUDENTS, both domestic and international students, health insurance coverage through United Healthcare via Student Medicover. For sign-up assistance, please visit the Student Health Insurance website or contact Student Health Insurance at **health-insurance@sfbu.edu**.

Please note that student life activities and events are for on-campus students only.

FACILITIES

Campus Description

In accordance with the university's curricular emphasis on technology and business, SFBU's campus is in a high-technology R&D and business development area in southern Fremont, occupying modern research and development building complexes and their surrounding areas. The university is peaceful and conveniently accessible from highways I-880 and I-680 via Mission Boulevard and Warm Springs Boulevard. The abundant and fully landscaped parking areas provide smooth traffic flow and easy building access.

SFBU's facilities are focused on creating a transformative and empowering campus experience for the benefit of its students and for building recognition, visibility, and outreach. The facilities provide a warm and inviting environment for students to stay on campus longer and to engage in the services and activities the institution offers. Moreover, the campus architecture has a modern yet inviting exterior facade to create a positive influence on and enhance the community.

Main Features

1. Learning Resource Center, Café, Dining Hall, and Recreation

This large open area allows the following services to be accessible both visually and physically (with exceptions) in hopes that students and faculty engage in the various activities happening in the area: the Library, Quiet Study Area, Career Services, Recreational and Student Lounge, Dining Lounge, Café, Computer Center, and Faculty offices.

2. Lecture Hall

The signature lecture hall is used for classes as well as for special events, community seminars, and the like. The room's stadium seating can accommodate approximately 70 people. It opens to a large hallway for pre-event and post-event gatherings.

3. Active Learning Classrooms

Various fixed- and mobile-seating classrooms are offered to meet the needs of instructors and students. Each classroom has energy-efficient LED lighting and temperature control units and is equipped with an LCD screen connected to the instructor's demo computer, which has access to the campus network system and the internet, in addition to other standard classroom provisions.

4. Outdoor Space

The Quad Area allows students to study, eat, and lounge outdoors.

5. Administrative Offices

Admission, Registrar, Finance, and other student services departments are located separately to provide privacy on more individual matters.

Health, Security, and Safety

The university and its campus sites are compliant with all local and state fire and safety codes, as well as regulations in reference to NFPA 25, CFC, Cal OSHA, and the City of Fremont. Building and classroom occupancies are all within the stated guidelines of CBC/IBC/CFC 1006.2, 1004 codes.

Teaching and Research Facilities

SFBU's teaching, research, and laboratory facilities have the required hardware and software tools. Keeping pace with the advancement of information technology, SFBU's IT Department provides a modern digital campus environment for students, faculty, and administrative staff.

To support teaching activities, classrooms are set up at the beginning of each semester according to the hardware and software requirements of each course. Modern design, simulation, and testing tools are installed for instructors to use in class. Outside teaching resources may be set up to provide faculty members with additional teaching and research tools.

All classrooms also have modern, state-of-the-art equipment to enhance student learning. Practice laboratories are ready for students to gain hands-on experience after class or during lab sessions.

Computer Networks: There are a variety of high-performance computers on campus to support teaching and learning, including high-capacity servers, advanced workstations, and modern PCs. Wireless and wired network connections for high-speed internet access are provided to students on campus. The campus networks are connected to the internet via Comcast Internet service, allowing faculty and students to access email and various websites. Each student and faculty member has a computer account to access the student portal, Canvas LMS, intranet resources, and various servers on campus.

Available computer science teaching and learning software tools and packages include Oracle server/client tools, Microsoft SQL server/client tools, Microsoft Visual Studio, JDK, MS Office, and various popular software QA and testing programs such as Selenium. In addition to the MS Windows system, Mac computers and CentOS Linux are provided to students for iPhone development and other learning needs. The embedded systems labs cover Embedded Linux, Raspberry Pi, and the Android System.

Learning Resources and Laboratories

Designated learning laboratories allow students to conduct after-class hands-on practice and take laboratory courses. The practice focuses on the following:

- Big data, data mining, and machine learning
- Data Engineering/Data Science
- Artificial Intelligence
- The Internet of Things (IoT)
- Mobile Apps design
- Computer networking, systems administration, and network security
- Database administration and database design
- VLSI/SOC design
- Embedded systems design

Other Applications: Students also use the computer laboratory facility to do homework and projects in areas such as machine learning, artificial intelligence, blockchain, object-oriented design and programming, Linux system programming, Java/C++/Python programming, MATLAB, website design, e-business programming, software testing, digital media and graphics, and business auditing.

The University Library and Digital Campus

The SFBU administration strives to provide an up-to-date digital campus facility to the students and faculty to increase their learning/teaching effectiveness. The university library not only maintains traditional service functions but also **provides commercially available digital libraries that are** easily accessible online by students, faculty, and staff.

The portal allows students and faculty to access SFBU's unique online environment. Faculty members use the portal to manage their courses, and students use the portal to submit online requests to administrative staff and access learning resources, personal records, career information, and library information and resources. The SFBU IT Department maintains the portal.

Library Services

Besides learning in class, students are encouraged to pursue independent research using resources provided by SFBU's library. The library's physical collections of resources consist of books and periodicals. The online resources include databases from ProQuest, a leading academic content provider to researchers and libraries worldwide. ProQuest One Business is the most comprehensive business database on the market, providing access to over 2,000 online newspapers, magazines, and journals and thousands of companies, industry, and country reports. SFBU's library also provides access to over 75,000 digital copies of business, computer science, engineering, and technical books to faculty and students through subscriptions to O'Reilly for Higher Education and ProQuest eBook Central.

To encourage and help students stay current in their chosen fields, the SFBU library maintains print subscriptions of core periodicals in business and engineering.

In its effort to continuously adapt and increase its resources in response to the educational and research needs and interests of SFBU students and faculty, the library welcomes suggestions from faculty and students on new acquisitions.

Information Literacy

The SFBU library is committed to teaching information literacy skills, enabling them to develop their abilities to assess their information needs, find needed information efficiently, evaluate information critically, and use it ethically. These information literacy skills will prepare our students for lifelong learning.

Library assistance is provided in person at the Library Information Desk and via email, phone, or Zoom.

Library patrons can access the library catalog from the library's website and the library databases via the SFBU student/faculty portals.

Library users can find help by using Ask-a-Librarian on the library website. To access the library catalog, library patrons have two options:

1. Use the computer in the library lobby, whose home page is the catalog.
2. Access the catalog from the library's website.

To access the library's electronic collection, library users have three options:

1. Use the computer in the library lobby
2. Access the e-library via the link on the student/faculty portal:
    a. Log into your portal
    b. Click the e-Services tab, top right
    c. Select e-Library > ProQuest or O'Reilly
3. Access from anywhere 24/7 via EZProxy
    a. Go to https://elib.sfbu.edu/login
    b. Enter your on-campus computer login information
    c. Click on "ProQuest Digital Library" or "O'Reilly for Higher Education."

PORTAL FOR FACULTY AND STUDENTS

Faculty members use the Canvas LMS and the faculty portal as tools to help them manage their courses online, including maintaining their students' academic and attendance records and posting and updating course syllabi, assignments, instructions, and handout materials. Teaching Assistants access the system to post homework-related information and useful learning materials for individual courses. Faculty members and teaching assistants can also send messages to their students through these electronic facilities.

Each current student is assigned accounts to access the LMS student portals. The systems are designed so that student users can access all general information but only their own personal data and academic records. Using the systems, students can obtain their course-related information, update their personal contact data, and check their own study plans, financial records, and attendance records.

ACADEMIC PROGRAMS

San Francisco Bay University offers the following degree programs:

- **Undergraduate:** Bachelor of Science in Computer Science (BSCS) and Bachelor of Science in Business Administration (BSBA)
- **Graduate:** Master of Science in Computer Science (MSCS), Master of Science in Data Science (MSDS), Master of Science in Electrical Engineering (MSEE), Master of Business Administration (MBA), and Master of Science in Business Analytics (MSBAn)
- **Certificate Program (Graduate):** Graduate Certificate in Management

In addition to its degree programs, the university offers a wide range of undergraduate general education courses in psychology, humanities, and social science disciplines to support the need for holistic integration with our degree programs. These courses are listed in the Course Numbers and Descriptions section of this catalog.

SFBU's undergraduate and graduate programs are designed to prepare students for the practice of electrical engineering, embedded systems engineering, computer science, data science, business analytics, decision-making, marketing, and business administration at a professional level. In particular, the degree curricula are designed to keep pace with the development of Silicon Valley's major industries, including electronics, computer engineering, information technology, enterprise management, and global business development.

As Silicon Valley is a dynamic and fast-changing high-technology hub where the only constant is fierce competition among the employers, the employers in the Valley are more demanding of workers' qualifications. Therefore, job seekers in the Valley must be well prepared for their background training and understand that continued education is a general requirement in the workplace.

SFBU's program committees in various disciplines hold regular meetings to ensure that the curriculum design and facility support in hardware and software can meet industry standards. Furthermore, faculty members who teach major and related courses must have had previous or current industry experience and are equipped with up-to-date knowledge and skills in their teaching subjects.

Degree programs are offered in two categories: 1) programs with an engineering emphasis and 2) programs with a business emphasis. Each offers degree programs at two levels: bachelor's and master's levels. In addition, the business program offers an academic Graduate Certificate in Business Management. Program information categorized by degree level follows.

Human Subjects: The Institutional Review Board

The Associate Provost at SFBU will review and determine the appropriateness of any requests for research involving human subjects. Research, as defined by federal regulations, is a systematic investigation designed to develop or contribute to generalized knowledge.) If approved for further consideration, the project will go before the Institutional Review Board (IRB), whether a classroom project, a thesis or dissertation, or a faculty member's research and whether the research is

funded or not. The board membership consists of experienced faculty from a variety of disciplines, as well as expert lay people not affiliated with the university. The IRB is required to review all protocols for projects involving human subjects to ensure compliance with guidelines prescribed by federal and state regulations. The board's charge is the protection of human subjects from "research risks" that may be physical, psychological, social, or legal. Fundamental concerns in the protocol review are to assure that the subjects will be fully informed and freely consent to participate in the project, that their right to privacy is protected, and that all data collected will be held confidential and published without identifiers.

PROGRAMS IN ENGINEERING

San Francisco Bay University's School of Engineering offers degree programs in the three disciplinary areas of computer science, data science, and electrical engineering:

- **Undergraduate:** Bachelor of Science in Computer Science (BSCS)
- **Graduate:** Master of Science in Computer Science (MSCS), Master of Science in Data Science (MSDS), and Master of Science in Electrical Engineering (MSEE)

The University Provost, Program Chair for Engineering and program advisory committees, as well as the faculty members of the School of Engineering, are responsible for Engineering programs' academic affairs. The program advisory committees comprise industry professionals, potential employers, and community leaders who advise, review, and provide recommendations on the undergraduate and graduate programs. Practical applications are emphasized throughout the student's learning process, although the theoretical background is taught in each course subject as a fundamental requirement.

Purpose

Degree programs offered by Engineering programs are designed for students who intend to become professional engineers in the high-technology electronics or computer industries, as well as for those who desire a modern, general education based on the problems and the promises of a technological society. The environment in which students are educated is as important in shaping their future as their classroom experiences. Engineering programs offer a friendly atmosphere and a variety of academic programs that have made SFBU engineering graduates highly valued in high-tech firms and Bay Area communities.

Faculty

All engineering faculty members possess the following: advanced degrees earned in engineering and science disciplines, high-tech work experience relevant to their teaching subjects, and enthusiasm for teaching and helping students. Engineering is not a homogeneous discipline; it requires many special talents. Some faculty members in the school are goal-oriented designers who are concerned with teaching students how to solve problems, synthesize relevant information and ideas, and apply them in a creative, feasible design. Other engineering faculty members function more typically as method-oriented scientists, using the techniques of their discipline in their teaching and research to investigate various natural and artificial phenomena.

Objectives

The courses offered include hands-on experience in the engineering programs aimed to achieve the following objectives:

- To provide each student with a goal-oriented education by tailoring each student's study plan based on the student's background and interests.
- To provide in-depth professional training with state-of-the-art learning resources for the student.

- To provide relevant laboratory experience throughout each program as an integral part of education.
- To provide undergraduate students with well-rounded and balanced undergraduate studies.
- To nurture a learning environment that leads to professional values recognizing high quality and integrity in a true engineer.
- To provide graduate students an opportunity to pursue advanced training and professional development to practice their profession with increased competence.

Undergraduate Program in Engineering

SFBU offers one undergraduate engineering degree program: the Bachelor of Science in Computer Science (BSCS).

Committee Oversight

The responsibility for developing, modifying, and maintaining the undergraduate degree program is performed by the School of Engineering Curriculum Committee, which is led by a faculty group, and its recommendations are reviewed and approved by the chief academic officer of the university (the Provost). Input from other stakeholders, such as qualified students, the Department Chairs, librarians, assessment coordinators, administrators, and employers, is welcomed.

Distance Learning

The BSCS program is approved for distance learning. Students may mix and match on-site and online courses or take 100% online courses. Online courses may be offered in a synchronous or asynchronous modality.

Credential Requirements

The undergraduate program accepts qualified high school graduates and college transfer students. Undergraduate applicants who have not completed at least **30** semester hours of college credit are considered **first-year applicants**.

Credential Evaluation Requirement

Applicants who have earned their high school or college credentials at a foreign institution must provide a course-by-course credential evaluation analysis. This credential evaluation must be completed by a member of the National Association of Credential Evaluation Services (NACES), the Association of International Credential Evaluators (AICE), or the American Association of Collegiate Registrars and Admissions Officers (AACRAO) International Education Services. If it is a hard copy, this credential evaluation must be in the original sealed envelope; an electronic copy may be sent directly from the evaluation agency to SFBU. Note: International schools/colleges accredited by U.S. regional accrediting bodies are exempt from this requirement.

General Background Requirements

Applicants to all engineering programs must have completed pre-calculus subjects in algebra, trigonometry, and geometry before admission into any program.

Remedial Courses: Remedial courses are not offered at SFBU.

Experiential Learning: SFBU does not award credit for prior experiential learning.

Application Requirements

In addition to the following requirements, as supplementary indicators of potential success at SFBU, applicants are encouraged to provide evidence of one or more of the following:

- Additional undergraduate or graduate degrees and certifications
- Previous coursework or training in the intended field of study
- Work experience
- Achievement in sports, music, or other creative pursuits
- Involvement in community/volunteer services
- Fluency in multiple foreign languages
- Personal statement with background and purpose for seeking the degree
- Other special skills

To apply for admission into the BSCS degree program, the applicant is required to complete the application form online and submit the following to the SFBU Office of Admissions:

1. Unofficial or official transcripts from ALL previously attended institutions. First-year applicants are required to submit their official final high school transcript upon high school graduation. Applicants must have been in good academic standing at the last institution attended. A high school/college CGPA below 2.0 does not qualify for admission.
2. For non-native English speakers, an English proficiency document. An official transcript with English course records or TOEFL/IELTS/iTEP/PTE Academic/Duolingo/Cambridge B2 First score report or equivalent will suffice. See the English Proficiency Requirement subsection below for details on the English entrance requirement.

F-1 International Students: In addition to the above general application requirements, an international applicant is required to submit the following documents:

1. Copy of passport
2. A financial support document. Provide a recent financial support document indicating a minimum amount of $40,000 available to pursue study in the first academic year at SFBU. One of the following would be acceptable:
    - A current bank letter and bank statement
    - A loan letter from a lending institution
    - Copies of fixed deposits

An affidavit of support or sponsor letter is required if the funds are not in the applicant's name.

3. An international student transferring from a U.S. institution is required to submit a photocopy of their

- Previous I-20 form
- Visa
- I-94 (U.S Department of Homeland Security issued arrival/departure form)

Also note that foreign transcripts must be evaluated by a member of the National Association of Credential Evaluation Services (NACES), Association of International Credential Evaluators (AICE), or American Association of Collegiate Registrars and Admissions Officers (AACRAO) International Education Services.

HiSET/HSE, CPP, GED: SFBU recognizes the High School Equivalency (HiSET), the California Proficiency Program (CPP), and General Educational Development (GED) qualifications and accepts such graduates. A GED score of 456 or above is recommended. Lower scores may require an interview with a member of the admissions committee.

Applicants interested in applying for scholarships need to provide additional documentation. Please refer to the section on Scholarships in this catalog and the website.

English Proficiency Requirement

Non-native English speakers are considered to meet the entrance English proficiency requirement if they meet any of the following requirements:

- An official IELTS (Academic), TOEFL (iBT), TOEFL Essentials, iTEP Academic, PTE Academic, Cambridge B2 First, or Duolingo test score report with minimum scores as follows:
    - IELTS (Academic): 5.5 band
    - TOEFL (iBT): 59
    - TOEFL Essentials: 6.5 band
    - iTEP Academic: 3.7
    - PTE Academic: 50
    - Cambridge B2 First: 168
    - Duolingo: 100
- Successful completion of IEP Upper Intermediate Level B with a grade of B or better in all four courses.
- An English assessment report from a few U.S. English language institutions recognized by major universities in the U.S.
- A high school diploma or a college-level English credit course passed at an institution located in the U.S., U.K., Ireland, Australia, New Zealand, or Canada.
- A degree earned at an institution in which the language of instruction is strictly English (as determined solely by SFBU). Applicants from the following countries meet these criteria: Anguilla, Antigua & Barbuda, Ascension, Australia, Bahamas, Barbados, Belize, Bermuda, Botswana, British Virgin Islands, Canada (except Quebec), Cayman Islands, Dominica, England, Eritrea, Fiji, Gambia, Ghana, Gibraltar, Grenada, Guyana, Ireland, Jamaica, Kenya, Kiribati, Lesotho, Liberia, Malawi, Mauritius, Namibia, New Zealand, Nigeria, Papua New Guinea, Saint Helena, Saint Kitts & Nevis, Saint Lucia, Saint Vincent & The Grenadines, Scotland, Sierra Leone, Singapore, Solomon Islands, Swaziland, Tanzania, Tonga, Trinidad & Tobago, Tuvalu, Uganda, Wales, Zambia, and Zimbabwe.

Transfer of Credit from Other Institutions

Course credit earned at other institutions of higher education may be transferable. Credit transfer is made by the admission evaluators while conducting the admission evaluation or by formal transfer agreement between institutions. Credit transfer is done at the program-of-study level, topic area level, the major and major selectable levels, and on a case-by-case basis.

The following statements apply to all transfer credits:

- The SFBU Admissions office must receive all official transcripts before the student joins a degree program. Without preapproval, transcripts received after the student joins SFBU cannot be used in transferring credits, except for records from the term immediately preceding the student's starting semester at SFBU.
- The student was officially enrolled in the course.
- Courses eligible for transfer by prearranged transfer or articulation agreement shall follow the details contained in the agreement. Courses eligible for one-to-one matching course transfer will be evaluated based on the comparability in content, quality, and rigor with SFBU's courses. Required courses require a closer comparability match. Courses eligible for topic area transfer may be mapped to the program's relevant topic area credit hour requirements without the need for one-to-one course matching and may have their credit hours used in lieu of required credit hours with the approval of the Registrar and Department Chair. The transfer evaluation will include, but is not limited to, course descriptions, course syllabi, or public information. Students may be asked to provide course catalogs or syllabi if needed. Up to 90 semester credit hours of courses that have been reviewed and approved as part of a formal SFBU articulation/transfer agreement are guaranteed to transfer.
- When evaluating any foreign transcript, the admission evaluators may accept the credit transfer based on their knowledge of the course contents compared to similar courses offered in the U.S.
- Without prior approval, courses for transfer to SFBU may not be completed concurrently at another institution while a student is matriculated in an SFBU degree program.
- College English courses taken at an institution where English is not an official language cannot be transferred for general education credit.
- The credits under consideration for transfer must be earned at (1) institutions approved by the Bureau for Private Postsecondary Education, (2) public or private institutions of higher learning accredited by an accrediting association recognized by the U. S. Department of Education, or (3) foreign institutions of higher learning. Credits earned at a foreign institution must be evaluated by a member of the National Association of Credential Evaluation Services (NACES), Association of International Credential Evaluators (AICE), or American Association of Collegiate Registrars and Admissions Officers (AACRAO) International Education Services.
- Professional Development Units (PDUs) offered by professional/industry organizations cannot be transferred to SFBU for academic credit.
- Continuing Education Units (CEUs) offered on a nonacademic basis by other academic institutions cannot be transferred to SFBU for academic credit.
- The total number of credits transferred from other institutions to meet the student's

undergraduate program requirements is limited to 90 semester credit hours. Students must take at least 30 credit hours at SFBU.

- Credits transferred at the time of admission evaluation will reduce program length. Credit transferred from any outside institution has no effect on the calculation of the student's GPA or CGPA.
- Credits transferred from any outside institution are excluded from the maximum attempted credit hours for the program.

General Education: SFBU recognizes that transfer students have had the opportunity to demonstrate a similar breadth of knowledge and experience in general education through their prior post-secondary coursework. To facilitate more seamless transfer opportunities, the following policies apply to students admitted as transfer students:

Students Holding Previously Earned AA, AS, and/or Bachelor's Degrees: Students seeking an undergraduate degree at SFBU with a previously earned AA, AS, and/or bachelor's degree from other accredited institutions recognized by the U.S. Department of Education are considered to have met SFBU's requirements for general education. Students are still required to satisfy all other graduation requirements, including any remaining prerequisite courses and major requirements.

Credit Hour Transfer Conversion: One semester credit hour equals, at a minimum, 15 contact classroom hours of lecture, 30 contact hours of laboratory, or 45 contact hours of practicum.

Grades Required for Transfer Credit: In the bachelor's degree program, applicable courses completed with an equivalency of a letter grade of "C" or better are transferable. Courses completed with Pass/No Pass are not transferable unless the transcript states that the general grading policy is not based on letter grades. This policy must be submitted in writing from the institution (transcript key or a verification letter).

Other Types of Undergraduate Transfer Credit: The following other types of credit may be transferable:

- **AP/IB course credit earned** is equivalent to college credit.

- **Credit by Examination (CLEP).** SFBU grants credit to those students who pass examinations in English, natural sciences, humanities, and social science subjects offered by the College Level Examination Program (CLEP). Only General Education credits will be granted. Students should consult with the Admissions Office for information on acceptable CLEP scores and credit hours. **The CLEP Institution Code for SFBU is 7569.**

- **Transfer of Credit from Defense Activity for Nontraditional Education Support (DANTES) and Military Services.** Credits will be allowed for DANTES Subject Standardized Tests and professional military education evaluated by the American Council on Education (ACE). The maximum transferable credits follow the same policies as specified above. SFBU's evaluation of an application is made before the student's admission to a program unless otherwise approved by the authorizing VA office. **The DANTES Institution Code for SFBU is 9670.**

Access to Computers

Students taking courses from the SFBU School of Engineering are required to have computers on which they will install various software packages, applications, microphones, and cameras, connect to cloud applications, implement course assignments, and take examinations. Students should expect some courses to require software use/licensing fees comparable to the cost of a classic textbook. Example computer uses include a web server, a relational database, the Python/JavaScript/PHP programming language, data visualization and analytics tools, making a business website, creating analytical models, performing statistics on data sets, machine learning, use for oral presentations, downloading of course materials and project templates, uploading of assignments, accessing the student portal and course learning management systems, use of cloud-based applications, virtual office meetings with the professor, delivery of student services, interaction with the administration and staff, and so on. For interactive online/hybrid classroom meetings and group video conferencing, the recommended bandwidth is ≥ 3 Mbps in both the upstream and downstream directions.

Remote students are expected to have their web cameras on during any interactive online virtual class meeting and examinations. For individual peer-to-peer video conferencing, 1 Mbps is the recommended minimum bandwidth. For an improved video experience, a wired connection/adapter can reduce interaction latency and the number of dropped packets compared to a Wi-Fi connection.

Graduation Requirements

Each program requires coursework in the following three areas:

1. General education
2. Major study
3. Electives

An overall GPA of 2.0 or better and a D grade or higher on all courses toward the degree are required. The student must be in good standing with the University and have an approved petition to graduate on file.

Course Numbers: Courses numbered in the 100s and 200s are **lower-division** courses; courses numbered in the 300s and 400s are **upper-division** courses.

Prerequisites/Corequisites: Prerequisites must be met before taking a course. Corequisites may be taken at the same time as the course is taken. To meet prerequisites or corequisites, lower-division status means undergraduate students with fewer than 60 completed semester credit hours, and upper-division status means undergraduate students with 60 or more completed semester credit hours.

- ***General Education Requirements***

All undergraduate students in the engineering programs must complete at least 30 semester credit hours in general education (GE). GE courses cover subjects in the following areas: English language communication and critical thinking (Area A), mathematics and natural sciences (Area B), arts and humanities (Area C), and social sciences (Area D).

Examples of courses that fall under each area of general education are as follows:

- Area A: English Language Communication and Critical Thinking: Expository Writing, Critical Thinking, Public Speaking, Small Group Communication, Intercultural Communication, American Literature.
- Area B: Mathematics and Natural Sciences: Calculus, Linear Algebra, Probability & Statistics, Physical Sciences, Physics.
- Area C: Arts and Humanities: Introduction to Philosophy, Art/Music Appreciation, Principle of Ethics.
- Area D: Social Sciences: American Experience, American/California History, Emotional Intelligence, Introduction to Psychology, Multiculturalism, Public Administration, Sociology.

General Education Student Learning Outcomes

SFBU has determined that the first five institutional learning outcomes (refer to pp. 9–10) also serve as *general education outcomes*, with one modification: The general education outcome for critical thinking has been modified as shown below to allow for a clear mapping between general education courses in natural sciences, social sciences, communications, and humanities.

All undergraduate students are expected to demonstrate the following general education student learning outcomes:

Written Communication: Write sustained, coherent arguments or explanations.

Oral Communication: Utilize effective oral communication strategies.

Quantitative Reasoning: Utilize mathematical concepts and methods to analyze and explain issues quantitatively.

Information Literacy: Identify, locate, evaluate, and effectively and responsibly use and share information in support of academic, personal, and professional needs.

Critical Thinking: Utilizing various disciplinary perspectives, explore and analyze issues, ideas, artifacts, and events to formalize an opinion or conclusion.

- ***Major Study Requirements***

The BSCS program is designed to include a series of major study coursework. The courses provide the student with the foundation and training in computer and database technologies, programming languages, network engineering, data science, structured programming, algorithms, and engineering mathematics and science areas.

Professional Development. The Career Development, Professional & Technical Writing, and Senior Capstone Project courses prepare engineering students for their professional careers.

- ***Electives***

Electives are built in each program to promote breadth and depth in the study program. The student must complete enough elective courses to meet the graduation requirements.

Bachelor of Science in Computer Science (BSCS)

The following is the description of the BSCS program, with a statement of its objectives, learning outcomes, and curriculum.

PROGRAM OBJECTIVES. The Bachelor of Science in Computer Science curriculum is designed to provide in-depth professional training in a range of current computer science subjects, including artificial intelligence, cybersecurity, data science, structured programming, object-oriented analysis and program design, computer organization principles and operating systems, database principles and applications, and principles of computer networks. It is designed to equip the student with both a theoretical background and hands-on experience.

The curriculum provides training in software engineering and prepares the students for employment in computer software-related areas, such as computer software design and development and computer software applications in computer networks and Internet systems. After completing the undergraduate degree, a student is also prepared to enter an advanced degree program in a computer science–related field if they desire.

PROGRAM LEARNING OUTCOMES. Students graduating with a BSCS degree are expected to demonstrate the following program learning outcomes:

Written and Oral Communication: Communicate proficiently on topics related to computer science and computer systems with a range of audiences.

Quantitative Reasoning and Problem-Solving: Utilize general knowledge in areas such as data management, algorithms, networking, or quantitative analysis to solve computing problems.

Information Literacy: Search, locate, and utilize information pertaining to current computing practices, technology used in the industry, and software tools to fulfill specified requirements.

Inquiry, Analysis, and Critical Thinking: Demonstrate rational thinking over the selection and application of suitable computing solutions appropriate to the discipline.

Specialized Knowledge and Foundations/Integrative Learning: Apply computer science principles and skills acquired in the degree program to work on programming assignments and projects.

Starting in Fall 2024, students will have the requirements as described below.

Graduation Requirements (4-Year Program – 120 credit hours)

A minimum of **120 credit hours** is required for graduation. They include the following:

1. **30 credit hours of general education courses,** including 6 credit hours in English language communication and critical thinking (Area A), 9 credit hours in mathematics and natural sciences (Area B), 6 credit hours in arts and humanities (Area C), and 9 credit hours in social sciences (Area D).
2. **75 credit hours of major courses** apportioned as follows:
    a. 12 credit hours of major preparation courses (with Mathematic subjects that meet general education requirements)

b. 48 credit hours of major core courses
c. 15 credit hours of major specialization courses

3. **15 credit hours of electives**.

1. General Education (Agility Praxis Pathway; 30 credit hours)

The purpose of general education is to give breadth to the student's education. With an interdisciplinary mixture of English language communication and critical thinking, mathematics and natural sciences, arts and humanities, and the social sciences, the student will be prepared for their roles both in society and at work.

Agility Praxis Pathway: The SFBU APP—Agility Praxis Pathway—is the foundation of our academic approach, reflecting our commitment to a modern paradigm of higher education. Grounded in Universal Design for Learning (UDL) principles, the SFBU APP centers on student needs, addressing evolving demands from students, employers, and global challenges. It fosters adaptability, bridges academic traditions with practical creativity, and offers flexible pathways to achieve goals and seize new opportunities.

Composed of 10 interdisciplinary courses (areas A, B, C, and D) that ask big questions, the SFBU APP prepares students for academic success and lifelong intellectual exploration, professional achievement, and creative contribution. It embodies our vision of a responsive, experiential, and forward-looking education paradigm.

Area A: English Language Communication and Critical Thinking (6 credit hours)

APP101	How to Tell Your Story	(3)
APP103	How to Communicate in a Global Context	(3)

Area B: Mathematics and Natural Sciences (9 credit hours)

APP201	How to Use Math in Real Life	(3)
APP202	How Your Brain Works	(3)
APP301	How Can We Thrive? Scientific Inquiry & The Future of Sustainability	(3)

Area C: Arts and Humanities (6 credit hours)

APP102	How to Design Your Life	(3)
APP203	How to "Be Creative" in Partnership with Computation and Machine Learning	(3)

Area D: Social Sciences (9 credit hours)

APP104	How to Lead	(3)
APP204	How to Use Data Science and Game Thinking for Social Impact	(3)
APP302	How to Design Social Innovation/Impact Solutions to Thrive	(3)

2. Major Requirements (minimum 75 credit hours)

The purpose of the major courses is to provide students with specialized topic knowledge, including computer and database technologies, programming languages, data science, structured programming, algorithms, artificial intelligence, and network engineering, as well as professional/career development.

Preparation Courses (12 credit hours)		***Credit Hours***
MATH201	Calculus – I	(3)
MATH202	Calculus – II	(3)
MATH203	Linear Algebra	(3)
MATH208	Probability and Statistics	(3)

Core Courses (credit hours)		***Credit Hours***
CS200	Discrete Logic	(3)
CS230	Linux and Shell Scripting	(3)
CS230L	Linux and Shell Scripting Lab	(1)
CS250	Introduction to Programming	(3)
CS250L	Introduction to Programming Lab	(1)
CE305	Computer Organization	(3)
CS350	Data Structures	(3)
CS350L	Data Structures Lab	(1)
CS360	Programming in C and C++	(3)
CS360L	Programming in C and C++ Lab	(1)
CS380	Operating Systems	(3)
BUS450	Professional and Technical Writing	(3)
CS455	Algorithms & Structured Programming	(3)
CS457	Data Modeling and Implementation Techniques	(3)
CS457L	Database Technologies Lab	(1)
CS480	Java and Internet Applications	(3)
CS480L	Java Programming Lab	(1)
CS481	Introduction to Machine Learning and Data Science	(3)
CS487	Object-oriented Design and Implementations	(3)
CS494	Senior Capstone Project – I	(3)

Specialization Courses (15 credit hours)

CE450	Fundamentals of Embedded Engineering	(3)
CS453	Compiler Design	(3)
CS470	Network Engineering and Management	(3)
CS477	Ethical Hacking and Penetration Testing	(3)
CS478	Blockchain Technology and Applications	(3)
CS483	Fundamentals of Artificial Intelligence	(3)
CS485	JavaScript and Internet Programming	(3)

3. Electives (minimum 15 credit hours)

The student may select courses in any discipline to fulfill this requirement and promote breadth and depth in their study program. Course prerequisite requirements must be met. When applicable, the student may take curricular practicum courses and engage in practical training to work on company projects related to the student's course of study.

Graduation Requirements (3-Year Program – 90 credit hours)

A minimum of **90 credit hours** is required for graduation. They include the following:

1. **30 credit hours of general education courses,** including 6 credit hours in English language communication and critical thinking (Area A), 9 credit hours in mathematics and natural sciences (Area B), 6 credit hours in arts and humanities (Area C), and 9 credit hours in social sciences (Area D).
2. **60 credit hours of major courses** apportioned as follows:
    a. 9 credit hours of major preparation courses (with Mathematics subjects that meet general education requirements)
    b. 36 credit hours of major core courses
    c. 15 credit hours of major specialization courses

General Education (Agility Praxis Pathway; 30 credit hours)

The purpose of general education is to give breadth to the student's education. With an interdisciplinary mixture of English language communication and critical thinking, mathematics and natural sciences, arts and humanities, and the social sciences, the student will be prepared for their roles both in society and at work.

Agility Praxis Pathway: The SFBU APP—Agility Praxis Pathway—is the foundation of our academic approach, reflecting our commitment to a modern paradigm of higher education. Grounded in Universal Design for Learning (UDL) principles, the SFBU APP centers on student needs, addressing evolving demands from students, employers, and global challenges. It fosters adaptability, bridges academic traditions with practical creativity, and offers flexible pathways to achieve goals and seize new opportunities.

Composed of 10 interdisciplinary courses (areas A, B, C, and D) that ask big questions, the SFBU APP prepares students for academic success and lifelong intellectual exploration, professional achievement, and creative contribution. It embodies our vision of a responsive, experiential, and forward-looking education paradigm.

Area A: English Language Communication and Critical Thinking (6 credit hours)

APP101	How to Tell Your Story	(3)
APP103	How to Communicate in a Global Context	(3)

Area B: Mathematics and Natural Sciences (9 credit hours)

APP201	How to Use Math in Real Life	(3)
APP202	How Your Brain Works	(3)
APP301	How Can We Thrive? Scientific Inquiry & The Future of Sustainability	(3)

Area C: Arts and Humanities (6 credit hours)

APP102	How to Design Your Life	(3)
APP203	How to "Be Creative" in Partnership with Computation and Machine Learning	(3)

Area D: Social Sciences (9 credit hours)

APP104	How to Lead	(3)
APP204	How to Use Data Science and Game Thinking for Social Impact	(3)
APP302	How to Design Social Innovation/Impact Solutions to Thrive	(3)

Major Requirements (60 credit hours)

The purpose of the major courses is to provide students with specialized topic knowledge, including computer and database technologies, programming languages, data science, structured programming, algorithms, artificial intelligence, and network engineering, as well as professional/career development.

Preparation Courses (9 credit hours)		***Credit Hours***
MATH201	Calculus – I	(3)
MATH202	Calculus – II	(3)
MATH203	Linear Algebra	(3)

Core Courses (36 credit hours)		***Credit Hours***
CS200	Discrete Logic	(3)
CS230	Linux and Shell Scripting	(3)
CS250	Introduction to Programming	(3)
CS250L	Introduction to Programming Lab	(1)
CS350	Data Structures	(3)
CS350L	Data Structures Lab	(1)
CS360	Programming in C and C++	(3)
CS380	Operating Systems	(3)
CS455	Algorithms & Structured Programming	(3)
CS457	Data Modeling and Implementation Techniques	(3)
CS457L	Database Technologies Lab	(1)
CS480	Java and Internet Applications	(3)
CS481	Introduction to Machine Learning & Data Science	(3)
CS494	Senior Capstone Project – I	(3)

Specialization Courses (15 credit hours)

CE450	Fundamentals of Embedded Engineering	(3)
CS453	Compiler Design	(3)
CS470	Network Engineering and Management	(3)
CS477	Ethical Hacking and Penetration Testing	(3)
CS478	Blockchain Technology and Applications	(3)
CS483	Fundamentals of Artificial Intelligence	(3)
CS484	Generative AI & Prompt Engineering	(3)
CS485	JavaScript and Internet Programming	(3)
CS487	Object-Oriented Design & Implementation	(3)

CS495	Senior Capstone Project-II	(3)
CPT401	Curricular Practicum	(1)
CPT402	Curricular Practicum	(2)

Graduate Programs in Engineering

The School of Engineering offers three master's degree programs:

- Master of Science in Computer Science (MSCS)
- Master of Science in Data Science (MSDS)
- Master of Science in Electrical Engineering (MSEE)

Concentrations: Concentrations are open to both on-campus classroom and distance learning modality students. Students may have only one formal concentration, and choosing a study concentration is not required. Courses counting towards the concentration credit hour requirement may be taken as either Majors or Electives. An approved concentration will appear on the student's official transcript. If no concentration is selected, the transcript will show the program title without any concentration notation.

Students are advised to complete the 12 credit hours applicable to their concentration before meeting with the Registrar's office to request their desired concentration formally. Due to logistics and diploma printing time requirements spanning multiple months, last-minute concentration requests and changes may not be approved at the discretion of the Registrar's office.

The MSCS program offers the option to select a 12-hour concentration in Cybersecurity, Data Science, Network Engineering, or Artificial Intelligence. See the description of the MSCS program for details about the concentration. The MSDS and MSEE programs do not offer any concentrations.

Objective

The objective of the master's degree programs is to provide advanced engineering training to those who wish to practice their profession with increased competence in the high-technology electronics and computer industries. Each program emphasizes both mastery of subject matter and an understanding of related research and research methodology. This emphasis implies developing the student's ability to integrate and apply the subject matter.

Committee Oversight

The Academic Committee is responsible for developing, modifying, and maintaining each master's degree program. The Academic Committee is led by a designated group of members who invite input from qualified students, faculty, administrators, and employers.

Distance Learning

The MSCS program is approved for distance learning. Students may mix and match on-site and online courses or take 100% online courses. Online courses may be offered in a synchronous or asynchronous modality.

Credential Requirements

Applicants to a master's degree program are evaluated based on their academic credentials and overall academic performance. The following criteria apply:

1. Bachelor's Degree Requirement
   Applicants must hold a valid bachelor's degree, or its equivalent, from an accredited institution of higher education. A cumulative grade point average (CGPA) of 3.0 or higher is preferred. Applicants with a CGPA below 3.0 may still be considered for admission and will be reviewed on a case-by-case basis.

2. Consideration of Graduate-Level Academic Performance
   Applicants who have completed, or are currently pursuing, a master's or doctoral degree must provide official transcripts for all graduate-level coursework. Graduate-level academic performance may be considered as part of the overall credential assessment.

Note: Applicants whose undergraduate CGPA is below 3.0 may demonstrate academic readiness through strong performance in subsequent graduate-level studies. For example, when an applicant's graduate academic record demonstrates significant improvement, and the combined CGPA from applicable undergraduate and graduate studies is 3.0 or higher, the applicant may qualify for admission, subject to a comprehensive review of their academic credentials.

All academic records submitted by the applicant may be considered in determining whether the applicant demonstrates the academic preparation necessary for successful graduate-level study.

Credential Evaluation Requirement

Applicants who have earned their bachelor's credentials at a foreign institution must provide a course-by-course credential evaluation analysis. This credential evaluation must be completed by a member of the National Association of Credential Evaluation Services (NACES), the Association of International Credential Evaluators (AICE), or the American Association of Collegiate Registrars and Admissions Officers (AACRAO) International Education Services. This credential evaluation must be in the original sealed envelope; if it is a hard copy, an electronic copy may be sent directly from the evaluation agency to SFBU. Note: International schools/colleges accredited by U.S. regional accrediting bodies are exempt from this requirement.

General Background Requirements

Each individual graduate program may require additional background preparation requirements before acceptance into the program. Background preparation requirements and information on how to clear those requirements are found under the graduate program sections of the Catalog.

Experiential Learning: SFBU does not award credit for prior experiential learning.

Application Requirements

In addition to the following requirements, as supplementary indicators of potential success at SFBU, applicants are encouraged to provide evidence of one or more of the following:

- Additional undergraduate or graduate degrees and certifications

- Previous coursework or training in the intended field of study
- Work experience
- Achievement in sports, music, or other creative pursuits
- Involvement in community/volunteer services
- Fluency in multiple foreign languages
- Personal statement with background and purpose for seeking the degree
- Other special skills

Graduate program admission follows a holistic review process. Academic and non-academic achievements are considered while assessing an applicant's ability to succeed in the master's programs. An interview with the Academic team may also be conducted if necessary.

To apply for admission into a master's degree program, the applicant is required to complete the application form online and submit the following to the SFBU Office of Admissions:

1. Copy of passport or a government-issued I.D.
2. Official transcripts from ALL previously attended institutions.
3. A document certifying completion of a bachelor's degree; a transcript printed with degree completion information will suffice.
4. For non-native English speakers, an English proficiency document. An official transcript with English course records or TOEFL/IELTS/ iTEP/PTE Academic/Duolingo/Cambridge B2 First score report or equivalent will suffice. See the English Proficiency Requirement below for details on the English entrance requirement.

Entrance Assessment Test: A GRE test score is optional. Applicants may submit GRE or other national-level exam scores to strengthen their application. SFBU's institution code for reporting the GRE score is 5485.

F-1 International Students: In addition to the above general application requirements, an international applicant is required to submit the following documents:

1. A financial support document. Provide a recent financial support document indicating a minimum amount of $40,000 available to pursue study in the first academic year at SFBU. One of the following would be acceptable:
    - A current bank letter and bank statement
    - A loan letter from a lending institution
    - Copies of fixed deposits

An affidavit of support or sponsor letter is required if the funds are not in the applicant's name.

2. An international student transferring from a U.S. institution is required to submit a photocopy of their
    - Previous I-20 form
    - Visa
    - I-94 (U.S Department of Homeland Security issued arrival and departure form)

Scholarships: Applicants interested in applying for scholarships need to provide additional documents. Please refer to the section on Scholarships in this catalog and the website.

English Proficiency Requirement

Non-native English speakers are considered to meet the entrance English proficiency requirement if they meet any of the following requirements:

- An official IELTS (Academic), TOEFL (iBT), TOEFL Essentials, iTEP Academic, PTE Academic, Cambridge B2 First, or Duolingo test score report with minimum scores as follows:
    - IELTS (Academic): 5.5 band
    - TOEFL (iBT): 59
    - TOEFL Essentials: 6.5 band
    - iTEP Academic: 3.7
    - PTE Academic: 50
    - Cambridge B2 First: 168
    - Duolingo: 100
- Successful completion of IEP Upper Intermediate Level B with a grade of B or better in all four courses.
- An English assessment report from a few U.S. English language institutions recognized by major universities in the U.S.
- A degree earned or a college-level English credit course passed at an institution in the U.S., U.K., Ireland, Australia, New Zealand, or Canada.
- A degree earned at an institution in which the language of instruction is strictly English(as determined solely by SFBU). Applicants from the following countries meet this criteria: Anguilla, Antigua & Barbuda, Ascension, Australia, Bahamas, Barbados, Belize, Bermuda, Botswana, British Virgin Islands, Canada (except Quebec), Cayman Islands, Dominica, England, Eritrea, Fiji, Gambia, Ghana, Gibraltar, Grenada, Guyana, Ireland, Jamaica, Kenya, Kiribati, Lesotho, Liberia, Malawi, Mauritius, Namibia, New Zealand, Nigeria, Papua New Guinea, Saint Helena, Saint Kitts & Nevis, Saint Lucia, Saint Vincent & The Grenadines, Scotland, Sierra Leone, Singapore, Solomon Islands, Swaziland, Tanzania, Tonga, Trinidad & Tobago, Tuvalu, Uganda, Wales, Zambia, and Zimbabwe.

Transfer of Credit from Other Institutions

Graduate course credit earned at other accredited institutions of higher education may be transferable to meet the student's graduation requirements if the courses are closely related to the engineering course requirements in the student's intended program of study and the grade earned meets the requirement stated below. Such course credits are considered *qualified transfer credits*. Credit transfer is made on a case-by-case basis by the admission evaluators while conducting the admission evaluation or by formal transfer agreement between institutions.

The following statements apply to qualified transfer credits:

- The SFBU Admissions office must receive all official transcripts before the student joins a degree program. Without preapproval, transcripts received after the student joins SFBU cannot be used in transferring credits, except for records from the term immediately preceding the student's starting semester at SFBU.
- The student was officially enrolled in the course.

- Courses eligible for transfer will be evaluated based on the comparability in content, quality, and rigor with SFBU's courses. The transfer evaluation will include, but is not limited to, course descriptions, course syllabi, or public information. Students may be asked to provide course catalogs or syllabi if needed. Note the following limitations:
    - For the MSCS program, no more than **12 credit hours** of qualified graduate-level course credits may be transferred. Students must take at least 24 credit hours at SFBU.
    - For the MSDS program, no more than **9 credit hours** of qualified graduate-level course credits may be transferred. Students must take at least 21 credit hours at SFBU.

- Without prior approval, courses for transfer to SFBU may not be completed concurrently at another institution while a student is matriculated in an SFBU degree program.
- The credits under consideration for transfer must be earned at (1) institutions approved by the Bureau for Private Postsecondary Education, (2) public or private institutions of higher learning accredited by an accrediting association recognized by the U.S. Department of Education, or (3) foreign institutions of higher learning. Credits earned at a foreign institution must be evaluated by a member of the National Association of Credential Evaluation Services (NACES), Association of International Credential Evaluators (AICE), or American Association of Collegiate Registrars and Admissions Officers (AACRAO) International Education Services.
- Professional Development Units (PDUs) offered by professional/industry organizations cannot be transferred to SFBU for academic credit.
- Continuing Education Units (CEUs) offered on a nonacademic basis by other academic institutions cannot be transferred to SFBU for academic credit.
- Credits transferred at the time of admission evaluation will reduce program length. Credit transferred from any outside institution has no effect on the calculation of the student's GPA or CGPA.

Credit Hour Transfer Conversion: One semester credit hour equals, at a minimum, 15 contact classroom hours of lecture, 30 contact hours of laboratory, or 45 contact hours of practicum.

Grades Required for Transfer Credit: In the master's degree programs, applicable courses completed with an equivalency of a letter grade of "B" or better are transferable. Courses completed with Pass/No Pass are not transferable unless the transcript states that the general grading policy is not based on letter grades. This policy must be submitted in writing from the institution (transcript key or a verification letter).

Access to Computers

Students taking courses from the SFBU School of Engineering are required to have computers on which they will install various software packages, applications, microphones, and cameras, connect to cloud applications, implement course assignments, and take examinations. Students should expect some courses to require software use/licensing fees comparable to the cost of a classic textbook. Example computer uses include a web server, a relational database, the Python/JavaScript/PHP programming language, data visualization and analytics tools, making a

business website, creating analytical models, performing statistics on data sets, machine learning, use for oral presentations, downloading of course materials and project templates, uploading of assignments, accessing the student portal and course learning management systems, use of cloud-based applications, virtual office meetings with the professor, delivery of student services, interaction with the administration and staff, and so on. For interactive online/hybrid classroom meetings and group video conferencing, the recommended bandwidth is ≥ 3 Mbps in both the upstream and downstream directions.

Remote students are expected to have their web cameras on during any interactive online virtual class meeting and examinations. For individual peer-to-peer video conferencing, 1 Mbps is the recommended minimum bandwidth. For an improved video experience, a wired connection/adapter can reduce interaction latency and the number of dropped packets compared to a Wi-Fi connection.

Graduation Requirements

The Master of Science in Computer Science (MSCS) and Master of Science in Electrical Engineering (MSEE) degree programs require **36 credit hours**. The Master of Science in Data Science (MSDS) degree program requires **30 credit hours.**

The following conditions must also be met for a student to be eligible for graduation:

- Maintain a grade of C or better for all courses taken toward the degree requirements.
- Maintain an overall GPA of 3.0 or better.
- Maintain good standing with the University—with clear financial, library, and other school records.
- Receive approval to graduate after filing a petition for graduation.

Course Numbers. Courses numbered from 450G to 499G are cross-listed specialized courses taken for graduate-level credits; courses numbered in the 500s and above are graduate-level courses. Students should expect graduate-level 4xxG courses to have noticeably higher-level assignments compared to 4xx undergraduate workloads. Refer to the Engineering – Graduate Programs Course Numbering and Descriptions section for individual course descriptions.

Prerequisites/Corequisites. Students are responsible for determining their readiness and ability to address graduate-level academics successfully.

Capstone Course

The capstone course in each engineering master's degree program is intended to integrate the knowledge and hands-on experience that the student has acquired from the coursework taken in the respective program. The Capstone course instructor determines the course objectives and scope based on the degree curriculum and technology trend. With this learning experience, the student is prepared to pursue their career in the high-technology industry.

The student shall take the capstone course near the end of their program of study.

Career Planning

Students are encouraged to gain real-world experience by engaging in curricular practicum training (internship) when applicable. For career planning, students meet one-on-one with the Career Center staff in their first term of enrollment. Students learn to prepare their resumes and participate in job searches and other activities. The students may utilize the online e-Career Center from their portal for job listings and off-campus job fairs.

Master of Science in Computer Science (MSCS)

The following are descriptions of the master's engineering degree programs, with a statement of objectives, learning outcomes, and curriculum.

PROGRAM OBJECTIVES. The MSCS degree program is designed to provide advanced knowledge and hands-on experience in computer science to students who are interested in gaining expertise in software engineering as well as modern Internet technologies and applications. Through the learning process, the students not only acquire knowledge of modern computer technologies but also cultivate abilities in software design, development, deployment, and integration aspects of professional learning. They are encouraged to apply their knowledge and skills to course projects that match industry trends.

PROGRAM LEARNING OUTCOMES. Students graduating with an MSCS degree are expected to demonstrate the following program learning outcomes:

Written and Oral Communication: Effectively present the concepts, designs, and outcomes for software development projects in written and oral forms.

Quantitative Reasoning and Problem-Solving: Employ current computer science technologies, methodologies, and quantitative analysis to examine modern industry challenges and formulate suitable solutions.

Information Literacy: Demonstrate proficiency and resourcefulness in utilizing multiple sources of information to research, design, or implement complex programming projects.

Critical Thinking, Analysis, and Creative Thinking: Apply critical thinking and problem-solving skills to analyze computing problems and derive solutions based on evidence and practicality.

Specialized Knowledge, Integrative Learning, and Creative Thinking: Practice specialized knowledge relevant to the area of expertise and the skills attained in the program study to complete required tasks in a professional manner.

Background Preparation

Students admitted into the MSCS degree program are required to have a bachelor's degree (BS, BA, or BE) in computer science/engineering or another field with a sufficient background in computer science and mathematics, including coursework or experience equivalent to (as deemed appropriate by the Academic team) all the following subjects:

- Mathematics: calculus, linear algebra, and statistics/probability
- Introduction to Python Programming Language and programming logic
- Data structures

The Academic team may request additional documents or an interview to assess and validate the qualification of an applicant who did not complete an undergraduate degree in Computer Science/Engineering.

A student who lacks any of the background preparation requirements listed above is expected to clear them by taking the course at SFBU or another approved institution/organization that is

comparable in subject matter, quality, and rigor as SFBU and earning a grade of at least C or higher. The student must have clear background preparation requirements before being accepted into the MSCS program.

Graduation Requirements

A minimum of **36 semester credit hours of graduate study** are required for the MSCS program. They include coursework in the following categories:

1. Foundation courses (11 credit hours)
2. Specialization courses based on the student's selection of technical pursuits (12 credit hours)
3. Elective courses (10 credit hours)
4. Computer Science Capstone Course (3 credit hours)

The software engineering coursework is for developing technical skills that benefit the student for career planning; elective courses outside of computer science are for broadening the student's skill set.

The student must meet prerequisite requirements before enrolling in any course. On clearing background preparation work, the student starts to take courses to meet the degree requirements, beginning with the subjects listed in the Foundation Requirements section.

1. Foundation Requirements (11 credit hours; required subjects)

CS455G	Algorithms & Structured Programming ***or***
CS501	Practical Application of Algorithms ***and***
CS457G	Data Modeling and Implementation Techniques
CS457LG	Database Technologies Lab
CS500	Object-Oriented Design in Python
CS500L	Object-Oriented Design in Python Lab

2. Specialization Requirements (12 credit hours)

The student is advised to consider industry trends and career choices when selecting computer science courses. Before taking the Computer Science Capstone Course near the end of the program, the student will have taken at least 12 credit hours of graduate-level software engineering courses (or those corresponding to one of the chosen concentrations below) and 10 credit hours of electives.

Concentration

The student may choose one of the four concentrations shown below and complete 12 credit hours of the associated courses listed under the concentration. After completing these selected courses, the student can request that the concentration area be specified on the transcript and the diploma to highlight the field of specialization.

Cybersecurity

CS535	Network Security Fundamentals
CS571	Cloud Computing Infrastructure
CS581	Cloud Security
CS477G	Ethical Hacking and Penetration Testing (taken as an Elective course)

Data Science

CS550	Machine Learning and Business Intelligence
CS570	Big Data Processing & Analytics
CS587	Individual Research Project
CS481G	Introduction to Data Science (taken as an Elective course)

Network Engineering

CS515	UNIX/Linux Network Programming
CS535	Network Security Fundamentals
CS565	Advanced Network Management
CS575	Network Analysis and Testing

Artificial Intelligence

CS483	Fundamentals of AI
DS520	Deep Learning
DS535	Large Language Models
DS540	Natural Language Processing (NLP)
DS565	GenAI-Driven Intelligent Apps Development

Cluster Courses

The following are examples of cluster courses that the student may select to strengthen the knowledge and skills related to an area of interest without declaring a concentration for their MSCS degree. Selecting any four (4) courses from the lists will meet the Specialization course requirements.

Cloud Computing and Big Data

CS550	Machine Learning and Business Intelligence
CS570	Big Data Processing & Analytics

CS571 Cloud Computing Infrastructure

Mobile Application Technologies

CS548 Web Services Techniques and REST Technologies
CS551 Mobile Computing for Android Mobile Devices
CS556 Mobile Applications on the iPhone Platform

QA Engineering

CS521 Software Project Management
CS522 Software Quality Assurance and Test Automation
CS548 Web Services Techniques and REST Technologies
CS575 Network Analysis and Testing

Each semester, when the course offering list is published, instructions on graduate-level courses belonging to various areas of interest are also published along with the course offering list. Every graduate student is advised to refer to these instructions to select courses and build their expertise area.

Other CS5xx level courses offered by the School of Engineering may also be taken to complement the knowledge and skills desired. A cross-disciplinary study of areas of interest can be desirable as the changing computer industry has become more demanding for engineers with multidisciplinary skill sets.

3. *Electives (10 credit hours)*

The student may take any graduate-level courses, including those outside of software engineering, to meet the electives requirement of 10 credit hours. At least 6 credit hours must comprise courses with numbers at or higher than 500. When applicable, the student may take Curricular Practicum courses and engage in practical training to work on company projects related to the student's course of study. No more than 6 credit hours of practicum coursework may be counted towards graduation.

4. *Capstone Course (3 credit hours; required)*

On completing all or most coursework for the MSCS program, the student must take the CS595 Computer Science Capstone Course and, under the guidance of the course instructor, integrate the knowledge and skills learned from all the courses taken during the program.

Master of Science in Data Science (MSDS)

PROGRAM OBJECTIVES. The MSDS program focuses on exploring, processing, and analyzing large-scale data sources from the perspectives of computer science, data representation, data analytics, mathematics, and applied statistics. Students learn the theory and acquire practical, hands-on skills in algorithm development, software design and programming, data management, data mining, trend analysis, and data visualization. The program incorporates real-world data science applications in various disciplines, such as artificial intelligence, computer vision, data-driven engineering, business intelligence, and the Internet of Things (IoT).

PROGRAM LEARNING OUTCOMES. Upon completion of the MSDS program, the students are expected to demonstrate the following learning outcomes:

Written and Oral Communication: Effectively communicate the results of data analysis to both technical and nontechnical audiences.

Quantitative Reasoning and Creative Thinking: Collect, clean, and organize data from various sources and apply statistical and machine learning techniques to data.

Information Literacy: Demonstrate proficiency and resourcefulness in utilizing multiple sources of information to research, design, or implement solutions to problems.

Critical Thinking and Problem-Solving: Apply critical thinking about data, identify patterns and trends, and solve problems using data analysis.

Specialized Knowledge and Integrative Learning: Analyze and draw meaningful insights from complex datasets using advanced statistical and computational techniques.

Ethical Reasoning: Identify and address ethical challenges related to data collection, privacy, bias in data analysis, and how to use data responsibly.

Background Preparation

Students admitted into the MSDS degree program are required to have a bachelor's degree (BS, BA, or BE) in computer science, data science, or engineering or in another field with a sufficient background in computer science, data science, and mathematics, including coursework or experience equivalent to (as deemed appropriate by the Academic team) the following subjects:

- Mathematics: calculus, linear algebra, and statistics/probability
- Introduction to Python Programming Language and programming logic
- Data structures

The Academic team may request additional documents or an interview to assess and validate the qualification of an applicant who did not complete an undergraduate degree in Computer Science/Engineering.

A student who lacks any of the background preparation requirements listed above is expected to clear them by taking the course at SFBU or another approved institution/organization that is comparable in subject matter, quality, and rigor as SFBU and earning a grade of at least C or

higher. The student must have clear background preparation requirements before acceptance into the MSDS program.

Graduation Requirements

A minimum of **30 semester credit hours of graduate study** are required for the MSDS program. They include coursework in the following categories:

1. Foundation courses (9 credit hours)
2. Specialization courses in data science (12 credit hours)
3. Elective courses (6 credit hours)
4. Data Science Capstone Course (3 credit hours)

The student must meet prerequisite requirements before enrolling in any course. On clearing background preparation work, the student starts to take courses to meet the degree requirements, beginning with the subjects listed in the Foundation Requirements section.

1. Foundation Course Requirements (9 credit hours; required subjects)

CS481G	Introduction to Machine Learning and Data Science
DS500	Mathematics and Statistics for Data Science
DS501	Python Programming for Data Science

2. *Specialization Requirements (12 credit hours)*

The student is advised to consider industry trends and career choices when selecting data science courses. Before taking the Data Science Capstone Course near the end of the program, the student will have taken at least 12 credit hours of graduate-level courses shown below and 6 credit hours of electives. The following are examples of cluster courses for each area of interest. Selecting any four (4) courses from the list will meet the Specialization Course requirements.

CS550	Machine Learning and Business Intelligence
CS570	Big Data Processing & Analytics
DS512	Data Engineering
DS520	Deep Learning
DS535	Large Language Models (LLM)
DS540	Natural Language Processing (NLP)
DS565	Generative AI-Driven Intelligent Apps Development
DS589	Special Topics (related to Data Science)

Each semester, when the course offering list is published, instructions on graduate-level courses belonging to various areas of interest are also published along with the course offering list. Every graduate student is advised to refer to these instructions to select courses and build their expertise area.

3. *Electives (6 credit hours)*

Students may select 6 credit hours (a combination of 1, 2, or 3- courses) of subjects that earn graduate-level credits in data science or other majors to fulfill the elective requirement.

When applicable, the student may take Curricular Practicum courses and engage in practical training to work on company projects related to the student's course of study. CPT501 (part-time internship) and CPT502 (full-time internship) courses, which earn one credit hour and two credit hours, respectively, may be counted as elective courses. No more than 3 credit hours of practicum coursework may be counted towards graduation.

4. *Capstone Course (3 credit hours; required)*

On completing all or most coursework for the MSDS program, the student must take the DS595 Data Science Capstone course and, under the guidance of the course instructor, integrate the knowledge and skills learned from all of the courses taken during the program.

Master of Science in Electrical Engineering (MSEE)

PROGRAM OBJECTIVES. The MSEE degree program is designed to provide students with advanced knowledge and hands-on experience in electronics and embedded system engineering, emphasizing the Internet of Things (IoT). Through the learning process, the students not only acquire knowledge of modern electronics and embedded system technologies but also cultivate abilities in designing, simulating, and integrating the engineering subjects learned. They are encouraged to apply their knowledge and skills to course projects that match industry trends.

PROGRAM LEARNING OUTCOMES. Students graduating with an MSEE degree are expected to demonstrate the following program learning outcomes:

Written Communication and Critical Thinking: Create reports for engineering projects that demonstrate an advanced level of proficiency and evidence-based decision-making ability.

Quantitative Reasoning: Prepare engineering prototype models, conduct experiments, collect measurements, analyze the data, and effectively interpret the results.

Information Literacy: Demonstrate expertise and resourcefulness in utilizing multiple sources of information to research and strategize solutions necessary to complete engineering projects.

Integrative Learning, Problem-Solving, and Creative Thinking: Produce robust hardware/software solutions to meet industry needs in modern technology areas by utilizing existing technology in a novel manner.

Specialized Knowledge: Apply the specialized skills relevant to graduate-level work to examine problems, synthesize the data/information, and communicate the requirements and the solutions effectively.

Background Preparation

Students admitted into the MSEE degree program are required to have a bachelor's degree (BS, BA, or BE) in electrical or another field with a sufficient background in engineering, mathematics, and science, including coursework or experience equivalent to (as deemed appropriate by the Academic team) all of the following subjects:

- Mathematics: calculus, linear algebra, and statistics/probability
- Sciences: Physics
- Electrical and Computer Engineering Subjects: C Programming, Python Programming, circuit theory, and logic Design

The Academic team may request additional documents or an interview to assess and validate the qualification of an applicant who did not complete an undergraduate degree in Electrical Engineering.

A student who lacks any of the background preparation requirements listed above is expected to clear them by taking the course at SFBU or another approved institution/organization that is comparable in subject matter, quality, and rigor as SFBU and earning a grade of at least C or higher. The student must clear background preparation requirements before acceptance to the MSEE program.

Graduation Requirements

A minimum of **36 semester credit hours of graduate study** are required for the MSEE program. They include coursework in the following categories:

1. Foundation courses (11 credit hours)
2. Specialization courses in engineering (12 credit hours)
3. Elective courses (10 credit hours)
4. Electrical Engineering Capstone Course (3 credit hours)

The student must meet prerequisite requirements when taking any course. On clearing background preparation work, the student starts to take courses to meet the degree requirements, beginning with the subjects listed in the Foundation Requirements section.

1. Foundation Requirements (11 credit hours; required subjects)

CE450G	Fundamentals of Embedded Engineering
CE450LG	Embedded Engineering Lab
EE461G	Digital Design and HDL
EE461LG	Digital Design and HDL Lab
EE488G	Computer Architecture

2. ***Engineering Course Requirements (12 credit hours)***

The student is advised to consider industry trends when selecting electronic and computer engineering courses. Before taking the Electrical Engineering Capstone Course near the end of the program, the student will have taken a minimum of 12 credit hours of graduate-level engineering courses and 10 credit hours of electives. Choices of field of study include the Internet of Things (IoT), embedded systems, multicore computing, and modern IC technologies. The following are examples of cluster courses for each area of interest:

Internet of Things (IoT) and Embedded Systems

EE517	Introduction to the Internet of Things (IoT)
CE521	Real-time Systems and Programming
CE522	Embedded Design in Networking Environment
CE523	Embedded Design in Device Driver Environment
CE530	Embedded Software Design in Linux

Multicore Computing

EE504	Advanced Computer Architecture
EE553	System on Chip (SoC) Design

Modern IC Technologies

EE505	Advanced Digital IC Design
EE511	Advanced Analog IC Design
EE520	Advanced FPGA Design and Implementations
EE577	Design Verification with System Verilog

Each semester, when the course offering list is published, instructions on graduate-level courses belonging to various areas of interest are also published along with the course offering list. Every graduate student is advised to refer to these instructions to select courses and build their expertise area. In addition, a cross-disciplinary study of engineering areas of interest can be desirable as the fast-changing electronics and computer industries have become more demanding for engineers with multidisciplinary skill sets.

3. Electives (10 credit hours)

The student may take any graduate-level courses, even outside of engineering, to meet the electives requirement of 10 credit hours. When applicable, the student may take Curricular Practicum courses and engage in practical training to work on company projects related to the student's field of study. No more than 6 credit hours of practicum coursework may be counted towards degree requirements.

4. Capstone Course (3 credit hours; required)

On completing all or most of the coursework for the MSEE program, the student is required to take the EE595 Electrical Engineering Capstone Course and, under the guidance of the course instructor, integrate the knowledge and skills learned from all of the courses taken during the program.

PROGRAMS IN BUSINESS

San Francisco Bay University's School of Business offers the following degree programs:

- **Undergraduate:** Bachelor of Science in Business Administration (BSBA) (CIP: 52.0101)
- **Graduate:** Master of Business Administration (MBA) (CIP: 52.0299) and Master of Science in Business Analytics (MSBAn) (CIP:30.7012)
- **Certificate Program (Graduate):** Graduate Certificate in Management (CIP: 52.0201)

Purpose

These educational programs in the business administration and management disciplines are intended to prepare individuals to make sustained contributions to organizations and society in a global, diverse, and dynamic environment. They focus on developing an individual's interdisciplinary problem-solving skills, interpersonal and communication skills, ability to adapt to changing information technology and business environments, entrepreneurial innovations, and ethical and professional values. Successful completion of a program requires an understanding of not only the required business subjects but also modern information analytics and internet technology pertinent to e-business applications.

Faculty

All business faculty members possess the following: advanced degrees earned in business, computer science, or mathematics disciplines; work experience relevant to their teaching subjects; and enthusiasm for teaching and helping the students. To increase the students' learning effectiveness, they bring their real-world experience into the classrooms and use case studies to stimulate their minds and exemplify various lecture topics.

Objectives

- The course offerings and hands-on experiences of the business programs aim to achieve the following objectives: To prepare students for professional careers in modern-day businesses.
- To equip students with not only business knowledge but also the ability to make use of the best practices for decision-making, analytics, and technology in the business environment.
- To provide a simulated enterprise environment and professional development opportunities for those who wish to practice the profession of business administration, management, marketing, and business analytics with increased competence.
- The undergraduate program also develops the students' communication skills, analytical skills, and understanding of organizational and cross-culture issues and increases their awareness of business and social issues so that they can be thoroughly grounded in ethical principles.

- To provide graduate students an opportunity to pursue advanced training and professional development to practice their profession with increased competence.

Undergraduate Program in Business

SFBU offers one undergraduate business degree program: the Bachelor of Science in Business Administration (BSBA), a 4-year, 120-semester credit hour program.

Concentrations: The BSBA program offers the option to select a concentration in Business Analytics of 12 credit hours (typically 4 courses of 3 credit hours each). See the description of the BSBA program for details about the concentration.

Concentrations are open to both on-campus classroom and distance learning modality students. Students may have only one formal concentration, and choosing a concentration of study is not necessary. Courses counting towards the concentration credit hour requirement may be taken as either Majors or Electives. An approved concentration will appear on the student's official transcript. If no concentration is selected, the transcript will show the program title without any concentration notation.

Committee Oversight

The responsibility for developing, modifying, and maintaining the undergraduate degree program is performed by the School of Business Curriculum Committee, which is led by a faculty group, and its recommendations are reviewed and approved by the chief academic officer of the university (the Provost). Input from other stakeholders, such as qualified students, the Department Chairs, librarians, assessment coordinators, administrators, and employers, is welcomed.

Distance Learning

The BSBA program is approved for distance learning. Students may mix and match on-site and online courses or take 100% online courses. Online courses may be offered in a synchronous or asynchronous modality.

Credential Requirements

The undergraduate program accepts qualified high school graduates and college transfer students. Undergraduate applicants who have not completed at least **30** semester credit hours of college credit are considered **first-year applicants.**

California Community College Applicants: Graduates from California community colleges who have earned associate degrees designed for transfer (ADT, AA-T, AS-T) with a CGPA of 2.0 will be guaranteed admission to the BSBA program, providing they have met the program's other admissions requirements (such as English proficiency, etc.).

Credential Evaluation Requirement

Applicants who have earned their high school or college credentials at a foreign institution must provide a course-by-course credential evaluation analysis. This credential evaluation must be completed by a member of the National Association of Credential Evaluation Services (NACES),

Association of International Credential Evaluators (AICE), or American Association of Collegiate Registrars and Admissions Officers (AACRAO) International Education Services. If it is a hard copy, this credential evaluation must be in the original sealed envelope; an electronic copy may be sent directly from the evaluation agency to SFBU. Note: International schools/colleges accredited by U.S. regional accrediting bodies are exempt from this requirement.

General Background Requirements

Remedial Courses: Remedial courses are not offered at SFBU.

Experiential Learning: SFBU does not award credit for prior experiential learning.

Application Requirements

In addition to the following requirements, as supplementary indicators of potential success at SFBU, applicants are encouraged to provide evidence of one or more of the following:

- Additional undergraduate or graduate degrees and certifications
- Previous coursework or training in the intended field of study
- Work experience
- Achievement in sports, music, or other creative pursuits
- Involvement in community/volunteer services
- Fluency in multiple foreign languages
- Personal statement with background and purpose for seeking the degree
- Other special skills

To apply for admission into the BSBA program, the applicant is required to complete the application form online and submit the following to the SFBU Office of Admissions:

1. Unofficial or official transcripts from ALL previously attended institutions. First-year applicants are required to submit their official high school transcript upon high school graduation. Applicants must have been in good academic standing at the last institution attended. A high school/college CGPA below 2.0 does not qualify for admission.
2. For non-native English speakers, an English proficiency document. An official transcript with English course records or TOEFL/ IELTS/iTEP/PTE Academic/Duolingo/Cambridge B2 First test score report or equivalent will suffice. See the English Proficiency Requirement subsection below for details on the English entrance requirement.

F-1 International Students: In addition to the above general application requirements, an international applicant is required to submit the following documents:

1. Copy of passport.
2. A financial support document. Provide a recent financial support document indicating a minimum amount of $40,000 available to pursue study in the first academic year at SFBU. One of the following would be acceptable:
    - A current bank letter and bank statement
    - A loan letter from a lending institution
    - Copies of fixed deposits

An affidavit of support or sponsor letter is required if the funds are not in the applicant's name.

3. An international student transferring from a U.S. institution is required to submit a photocopy of their
    - Previous I-20 form
    - Visa
    - I-94 (U.S Department of Homeland Security issued arrival and departure form)

Also note that foreign transcripts must be evaluated by a member of the National Association of Credential Evaluation Services (NACES), Association of International Credential Evaluators (AICE), or American Association of Collegiate Registrars and Admissions Officers (AACRAO) International Education Services.

HiSET/HSE, CPP, GED: SFBU recognizes the High School Equivalency (HiSET), the California Proficiency Program (CPP), and General Educational Development (GED) qualifications and accepts such graduates. A GED score of 456 or above is recommended. Lower scores may require an interview with a member of the admissions committee.

Applicants interested in applying for scholarships need to provide additional documentation. Please refer to the section on Scholarships in this catalog and the website.

English Proficiency Requirement

Non-native English speakers are considered to meet the entrance English proficiency requirement if they meet any of the following requirements:

- An official IELTS (Academic), TOEFL (iBT), TOEFL Essentials, iTEP Academic, PTE Academic, Cambridge B2 First, or Duolingo test score report with minimum scores as follows:
    - IELTS (Academic): 5.5 band
    - TOEFL (iBT): 59
    - TOEFL Essentials: 6.5 band
    - iTEP Academic: 3.7
    - PTE Academic: 50
    - Cambridge B2 First: 168
    - Duolingo: 100
- Successful completion of IEP Upper Intermediate Level B with a grade of B or better in all four courses.
- An English assessment report from a few U.S. English language institutions recognized by major universities in the U.S.
- A high school diploma or a college-level English credit course passed at an institution in the U.S., U.K., Ireland, Australia, New Zealand, or Canada.
- A degree earned at an institution in which the language of instruction is strictly English (as determined solely by SFBU). Applicants from the following countries meet this criteria: Anguilla, Antigua & Barbuda, Ascension, Australia, Bahamas, Barbados, Belize, Bermuda, Botswana, British Virgin Islands, Canada (except Quebec), Cayman Islands, Dominica, England, Eritrea, Fiji, Gambia, Ghana, Gibraltar, Grenada, Guyana, Ireland, Jamaica, Kenya,

Kiribati, Lesotho, Liberia, Malawi, Mauritius, Namibia, New Zealand, Nigeria, Papua New Guinea, Saint Helena, Saint Kitts & Nevis, Saint Lucia, Saint Vincent & The Grenadines, Scotland, Sierra Leone, Singapore, Solomon Islands, Swaziland, Tanzania, Tonga, Trinidad & Tobago, Tuvalu, Uganda, Wales, Zambia, and Zimbabwe.

Transfer of Credit from Other Institutions

Course credit earned at other institutions of higher education may be transferable. Credit transfer is made by the admission evaluators while conducting the admission evaluation or by formal transfer agreement between institutions. Credit transfer is done at the program-of-study level, general education topic level, and major levels, as well as on a case-by-case basis.

The following statements apply to all transfer credits:

- The SFBU Office of Admissions must receive all official transcripts prior to the student's joining a degree program. Without preapproval, transcripts received after the student joins SFBU cannot be used in transferring credits, except for records from the term immediately preceding the student's starting semester at SFBU.
- The student was officially enrolled in the course.
- Courses eligible for transfer by prearranged transfer or articulation agreement shall follow the details contained in the agreement. Courses eligible for one-to-one matching course transfer will be evaluated based on the comparability in content, quality, and rigor with SFBU's courses. Required courses require a closer comparability match. Courses eligible for topic area transfer may be mapped to the program's relevant topic area credit hour requirements without the need for exact one-to-one course matching and may have their credit hours used in lieu of required credit hours with the approval of the Registrar and Department Chair. The transfer evaluation will include, but is not limited to, course descriptions, course syllabi, or public information. Students may be asked to provide course catalogs or syllabi if needed. Up to 90 semester credit hours of courses that have been reviewed and approved as part of a formal SFBU articulation/transfer agreement are guaranteed to transfer.
- When evaluating any foreign transcript, the admission evaluators may accept the transfer of credit based on their knowledge of the course content compared to similar courses offered in the U.S.
- Without prior approval, courses for transfer to SFBU may not be completed concurrently at another institution while a student is matriculated in an SFBU degree program.
- College English courses taken at an institution where English is not an official language cannot be transferred for general education credit.
- The credits under consideration for transfer must be earned at (1) institutions approved by the Bureau for Private Postsecondary Education, (2) public or private institutions of higher learning accredited by an accrediting association recognized by the U. S. Department of Education, or (3) foreign institutions of higher learning. Credits earned at a foreign institution must be evaluated by a member of the National Association of Credential Evaluation Services (NACES), Association of International Credential Evaluators (AICE), or American Association of Collegiate Registrars and Admissions Officers (AACRAO) International Education Services.

- Professional Development Units (PDUs) offered by professional/industry organizations cannot be transferred to SFBU for academic credit.
- Continuing Education Units (CEUs) offered on a nonacademic basis by other academic institutions cannot be transferred to SFBU for academic credit.
- The total number of credits transferred from other institutions to meet the student's undergraduate program requirements is limited to 90 semester credit hours. Students must take at least 30 credit hours at SFBU.
- Credits transferred at the time of admission evaluation will reduce program length. Credit transferred from any outside institution has no effect on the calculation of the student's GPA or CGPA.
- Credits transferred from any outside institution are excluded from the maximum attempted credit hours for the program.

General Education: SFBU recognizes that transfer students have had the opportunity to demonstrate a similar breadth of knowledge and experience in general education through their prior post-secondary coursework. To facilitate more seamless transfer opportunities, the following policies apply to students admitted as transfer students:

Students Holding Previously Earned AA, AS, and/or Bachelor's Degrees: Students seeking an undergraduate degree at SFBU with a previously earned AA, AS, and/or bachelor's degree from other accredited institutions recognized by the U.S. Department of Education are considered to have met SFBU's requirements for general education. Students are still required to satisfy all other graduation requirements, including any remaining prerequisite courses and major requirements.

Credit Hour Transfer Conversion: One semester credit hour equals, at a minimum, 15 contact classroom hours of lecture, 30 contact hours of laboratory, or 45 contact hours of practicum.

Grades Required for Transfer Credit: In the bachelor's degree programs, applicable courses completed with an equivalency of a letter grade of "C" or better are transferable. Courses completed with Pass/No Pass are not transferable unless the transcript states that the general grading policy is not based on letter grades. This policy must be submitted in writing from the institution (transcript key or a verification letter).

Other Types of Undergraduate Transfer Credit: The following other types of credit may be transferable:

- **AP/IB course credit earned** is equivalent to college credit.
- **Credit by Examination (CLEP).** SFBU grants credit to those students who pass examinations in English, natural sciences, humanities, and social science subjects offered by the College Level Examination Program (CLEP). Only General Education credits will be granted. Students should consult with the Office of Admissions for information on acceptable CLEP scores and credit hours. **The CLEP Institution Code for SFBU is 7569.**
- **Transfer of Credit from Defense Activity for Nontraditional Education Support (DANTES) and Military Services.** Credits will be allowed for DANTES Subject Standardized Tests and professional military education evaluated by the American Council on Education (ACE). The maximum transferable credits follow the same policies as specified above. SFBU's

evaluation of an application is made before the student's admission to a program unless otherwise approved by the authorizing VA office. **The DANTES Institution Code for SFBU is 9670.**

Transfer of Credit from California Community Colleges

General Education: *All graduates* from California community colleges (CCC) who have earned associate degrees designed for transfer (ADT, AA-T, AS-T) or a verified GE/IGETC certification may maximize their credit transfer via a "topic area" style transfer based on credit hours, rather than exact course matching.

Business Major Courses: CCC graduates with a designated transferable Business Administration degree can expect almost all or all their major courses to transfer, although some may transfer as electives.

Required BSBA Major Courses: Credit transfers are done course-by-course (for example, CCC microeconomics for SFBU BSBA microeconomics).

Major Related but Non-Exact-Matching CCC Courses: SFBU's BSBA program contains a pool of major courses that students may select from. CCC courses that are related to topics contained within the BSBA's major pool may be transferred on a credit-hour basis. Example: Based on credit hours, CCC CS123, the Java Programming Language, can be transferred to satisfy the BSBA's selectable major course pool requirement that contains the Python Programming Language even though it is not an exact match. Both are computer languages that use the imperative programming paradigm, and both are used in a similar manner to implement various general-purpose business applications.

General Education and Electives: Courses from the BSBA's major selectable course pool are distinct from and should not be confused with general education courses or electives. More broadly, electives may also include nonrelated and non-exact matching.

Access to Computers

Students taking courses from the SFBU School of Business are required to have computers on which they will install various software packages, applications, microphones, and cameras, connect to cloud applications, implement course assignments, and take examinations. Students should expect some courses to require software use/licensing fees comparable to the cost of a classic textbook. Example computer uses include a web server, a relational database, the Python/JavaScript/PHP programming language, data visualization and analytics tools, making a business website, creating analytical models, performing statistics on data sets, machine learning, use for oral presentations, downloading of course materials and project templates, uploading of assignments, accessing the student portal and course learning management systems, use of cloud-based applications, virtual office meetings with the professor, delivery of student services, interaction with the administration and staff, and so on. For interactive online/hybrid classroom meetings and group video conferencing, the recommended bandwidth is ≥ 3 Mbps in both the upstream and downstream directions.

Remote students are expected to have their web cameras on during any interactive online virtual class meeting and during examinations. For individual peer-to-peer video conferencing, 1 Mbps is

the recommended minimum bandwidth. For an improved video experience, the use of a wired connection/adapter can reduce interaction latency and the number of dropped packets compared to a Wi-Fi connection.

Please note that this estimate includes tuition, fees, and health insurance premiums, which are subject to change. All students are required to pay current rates for tuition and fees each semester. Additional **fees may apply, depending on the services requested (see Tuition and Fee section). The cost of course materials,** including textbooks and course-related software, is estimated to be approximately $150 per course. The actual cost of course materials can vary significantly from course to course.

Graduation Requirements

The BSBA degree program requires coursework in the following areas:

1. General education
2. Major study
3. Electives

A minimum of 120 semester credit hours are required for graduation. No more than 75 credit hours may be transferred. An overall GPA of 2.0 or better (on a scale of 4) and a D grade or higher on all courses toward the degree are required. The student must be in good standing with the university and have an approved petition to graduate on file.

Course Numbers: Courses numbered in the 100s and 200s are **lower-division** courses; courses numbered in the 300s and 400s are **upper-division** courses.

Prerequisites/Corequisites: Prerequisites must be met before taking a course. Corequisites may be taken at the same time as the course is taken. For the purposes of meeting prerequisites or corequisites, lower-division status means undergraduate students with fewer than 60 completed semester credit hours, and upper-division status means undergraduate students with 60 or more completed semester credit hours.

1. *General Education Requirements*

All students entering under the University Catalog for 2025–2026 must complete at least 30 semester credit hours in general education (GE).

General Education Student Learning Outcomes

SFBU has determined that the first five institutional learning outcomes (refer to pp. 9–10) also serve as *general education outcomes*, with one modification: The general education outcome for critical thinking has been modified as shown below to allow for a clear mapping between general education courses in natural sciences, social sciences, communications, and humanities.

All undergraduate students are expected to demonstrate the following general education student learning outcomes:

Written Communication: Write sustained, coherent arguments or explanations.

Oral Communication: Utilize effective oral communication strategies.

Quantitative Reasoning: Utilize mathematical concepts and methods to analyze and explain issues quantitatively.

Information Literacy: Identify, locate, evaluate, and effectively and responsibly use and share information in support of academic, personal, and professional needs.

Critical Thinking: Utilizing various disciplinary perspectives, explore and analyze issues, ideas, artifacts, and events to formalize an opinion or conclusion.

2. *Major Study Requirements*

The BSBA curriculum aims to provide the students with a foundation and training in business administration, analytics, and information technology. Students are encouraged to use computers to gain hands-on experience in online business, analytics, and computation.

Professional Development. The Career Development course P450 prepares the students for their professional careers.

3. *Electives*

Electives are built into the program to promote breadth and depth in the study program. The student must complete enough elective courses to meet the graduation requirements in the program.

4. *Business School Accreditation and Memberships*

San Francisco Bay University (SFBU) Business School has been approved for membership with the prestigious AACSB, joining a distinguished cohort of over a thousand university business programs worldwide. The AACSB, or Association to Advance Collegiate Schools of Business, is a global organization that provides accreditation to business schools, ensuring high standards in education and continuous improvement.

Additionally, the Business School is now an Accredited IIPER Provider. This means our students, upon completing the requisite courses, will be eligible to sit for the CQRM (Certified in Quantitative Risk Management) certification. The International Institute of Professional Education and Research (IIPER) is dedicated to global certification training and offers exclusive designations to professionals, scholars, universities, academic courses, and training programs that meet their high standards. Their mission is to share knowledge, promote innovation, and prepare professionals in decision-making analytics and quantitative risk management across various sectors. IIPER's programs are accredited by the Institute of Risk Management (IRM, UK), Project Management Institute (PMI, USA), National Association of State Boards of Accountancy (NASBA, USA), Institution of Chemical Engineers (IChemE, EU), and others. For further information, please contact Dr. J. Mun, Professor and Chair of Business.

Bachelor of Science in Business Administration (BSBA)

The following is a description of the BSBA degree program, which includes a statement of its objectives, learning outcomes, illustrative degree program maps for academic planning, and curriculum.

PROGRAM OBJECTIVES. The Bachelor of Science in Business Administration program is designed to help students navigate the intersection where business, technology, and people come together. With a balanced mixture of business knowledge and information science, students will be able to holistically blend modern management principles, best professional practices, data management techniques, business analytics, and computer scripting to address business needs in the age of ubiquitous data, e-commerce, and automation.

The BSBA program allows students to select a concentration in Business Analytics of 12 credit hours (typically 4 courses). Choosing a specific concentration is not required.

PROGRAM LEARNING OUTCOMES. Students graduating with a BSBA degree are expected to demonstrate the following program learning outcomes:

Written Communication: Use written language to communicate complex business concepts and their enabling-technology approaches.

Oral Communication: Orally explain to one's peers the complex business and supporting technology concepts.

Quantitative Reasoning: Apply (computer and noncomputer-assisted) quantitative methods in a comprehensive manner in a business setting.

Information Literacy: Access, review, and apply information meaningfully in business and management decision-making.

Critical Thinking: Analyze business issues and recommend solutions that apply business concepts and technology practices.

Specialized Knowledge: Apply business concepts in the areas of management, finance, accounting, marketing, and information technology to various business scenarios. Evaluate and propose information technology solutions to improve an organization's operational efficiency.

CONCENTRATIONS. Concentrations are open to both on-campus classroom and distance learning modality students. Students may have only one formal concentration, and choosing a concentration of study is unnecessary. Courses counting towards the concentration credit hour requirement may be taken as either Majors or Electives. An approved concentration will appear on the student's official transcript. If no concentration is selected, the transcript will show the program title without any concentration notation.

*Business Analytics Concentration***.** Students who complete their BSBA with 12 credit hours or more of Business Analytics specialization (BAN, including MGT460/L and 500-level BAN courses) may request the Registrar's office to have their transcripts marked with "Concentration in Business Analytics."

Students are advised to complete the 12 credit hours applicable to their concentration before meeting with the Registrar's office to request their desired concentration formally. Due to logistics and diploma printing time requirements spanning multiple months, last-minute concentration requests and changes may not be approved at the discretion of the Registrar's Office.

Courses Applicable to the BSBA Business Analytics Concentration

BAN223 SQL & Relational Databases
BAN335 Python Introduction for Commerce
BAN337 JavaScript
BAN452 Excel for Finance, Accounting & Analytics
BAN455 Server-Side Data Processing Using Python/PHP
BAN460* Introduction to Business Analytics
BAN463 Data Visualization
BAN470 Introduction to Machine Learning-Based Forecasting
BAN472 Introduction to Artificial Intelligence (AI)
BAN501 Business Analytics
BAN520 Business Analytics for Dashboards
BAN524 Intermediate Business Analytics
BAN572 Process Management for Analytics
BAN589 Special Topics: Quantitative Risk Management (CQRM)
MGT501 Agile Project Management
MGT460 Production and Operations Management

*BAN460 is a Major Requirement and in the Business Analytics Concentration. This means that after taking BAN460, an additional 12 credits in Business Analytics courses are required for the concentration.

Graduation Requirements (4 years - 120 credit hours)

A minimum of **120 credit hours** are required for graduation. They include the following:

1. **30 credit hours of general education courses,** including 6 credit hours in English language communication and critical thinking (Area A), 9 credit hours in mathematics and natural sciences (Area B), 6 credit hours in arts and humanities (Area C), and 9 credit hours in social sciences (Area D).
2. **60 credit hours of major courses (33 required and 27 selectable from the major pool).**
3. **30 credit hours of electives.**

1. General Education (minimum 30 credit hours)

The purpose of general education is to give breadth to the student's education. With an interdisciplinary mixture of English language communication and critical thinking, mathematics and

natural sciences, arts and humanities, and the social sciences, the student will be prepared for their roles both in society and at work.

Agility Praxis Pathway: The SFBU APP—Agility Praxis Pathway—is the foundation of our academic approach, reflecting our commitment to a modern paradigm of higher education. Grounded in Universal Design for Learning (UDL) principles, the SFBU APP centers on student needs, addressing evolving demands from students, employers, and global challenges. It fosters adaptability, bridges academic traditions with practical creativity, and offers flexible pathways to achieve goals and seize new opportunities.

Whole Person Interdisciplinary (credit hours listed in parentheses)

Area A: English Language Communication and Critical Thinking (6 credit hours)		
APP101	How to Tell Your Story	(3)
APP103	How to Communicate in a Global Context	(3)
Area B: Mathematics and Natural Sciences (9 credit hours)		
APP201	How to Use Math in Real Life	(3)
APP202	How Your Brain Works	(3)
APP301	How Can We Thrive? Scientific Inquiry & The Future of Sustainability	(3)
Area C: Arts and Humanities (6 credit hours)		
APP102	How to Design Your Life	(3)
APP203	How to "Be Creative" in Partnership with Computation and Machine Learning	(3)
Area D: Social Sciences (9 credit hours)		
APP104	How to Lead	(3)
APP204	How to Use Data Science and Game Thinking for Social Impact	(3)
APP302	How to Design Social Innovation/Impact Solutions to Thrive	(3)

2. Major Requirements (minimum 60 credit hours: 33 required course credit hours + 27 credit hours selectable from the major pool listed below)

The purpose of the major courses is to provide students with specialized topic knowledge, including business administration and information technology courses, as well as professional career development.

ACC110	Financial Accounting	(3)
BLAW310	Introduction to Business Law	(3)
BUS450	Professional & Technical Writing	(3)
BUS493	Senior Project	(3)
ECON201	Principles of Macroeconomics	(3)
ECON202	Principles of Microeconomics	(3)
FIN310	Fundamentals of Finance	(3)
MGT310	Principles of Management	(3)
MGT480	Entrepreneurship	(3)

MKT310	Principles of Marketing	(3)
BAN460*	Introduction to Business Analytics	(3)

Plus 27 student selectable credit hours from the major pool list below

ACC120	Managerial Accounting	(3)
ACC450	Cost Accounting	(3)
ACC451	Intermediate Accounting – I	(3)
ACC452	Intermediate Accounting – II	(3)
ACC490	Introduction to Taxation	(3)
BAN223*	SQL & Relational Databases	(3)
BAN335*	Python Introduction for Commerce	(3)
BAN337*	JavaScript	(3)
BAN452	Excel for Finance, Accounting, & Analytics	(3)
BAN455*	Server-Side Data Processing Using Python/PHP	(3)
BAN463*	Data Visualization	(3)
BAN470	Intro to Machine Learning-Based Forecasting	(3)
BAN472*	Introduction to Artificial Intelligence (AI)	(3)
CPT401	Curricular Practicum I	(1)
CPT402	Curricular Practicum II	(2)
ECON470	The Economics of Money, Banking, and Financial Markets	(3)
MATH208	Probability and Statistics	(3)
MGT450	Organizational Behavior and Management	(3)
MGT460*	Production and Operations Management	(3)
MGT482	Launching Innovative Startups	(3)
MGT483	Business Innovation – A Historical and Cultural Perspective	(3)
MGT491	Agility-Based Leadership	(3)
MKT221	HTML & CSS Web Page Construction	(3)
MKT450	Marketing Management	(3)
MKT483	Monetizing Intellectual Property	(3)
MKT491	The Art of Negotiation	(3)
P450**	Career Development	(1)
SOC501	Emotional Intelligence Essentials	(1)

*Applicable to Business Analytics Concentration; BAN5xx courses may also be used (applied as electives).

**SOC501 may be used as a substitute for P450.

Note: Major course credit hours not applied to the major credit hour requirement may be used towards the free electives credit hour requirement.

3. *Electives (minimum 30 credit hours)*

Electives include any course offered for academic credit that the student has not already applied for in the BSBA General Education or Major credit hour requirements. Electives may include courses from General Education, the School of Business, or the School of Engineering, courses

bearing graduate-level credit, and courses transferred in. Major courses not applied to the major credit hour requirement may be used towards the elective credit hour requirement.

Prerequisite/corequisite requirements must be met when taking any course. Recommendations are optional.

BSBA students who are more interested in business administration may select courses in any field from the Business programs to fulfill this requirement and are encouraged to take management and marketing courses.

BSBA students who are more interested in information science are encouraged to take computer science courses from the Engineering program as electives. They are also encouraged to take business analytics electives such as BAN455 Server-Side Data Processing Using Python**/**PHP.

BSBA students who are considering a future career as a Certified Public Accountant (CPA) should seek additional advising, study the numerous requirements of the California Board of Accountancy (CBA – www.dca.ca.gov/cba/), and, from the start of their studies, focus where possible **all** electives and general education choices towards meeting the CBA's numerous academic requirements. The CBA requires substantial additional academic education and professional training outside the scope of the BSBA program.

When applicable, the student may take Curricular Practicum Training (CPT) courses, CPT401 or CPT402, and engage in practical internship training to gain work experience on company projects that are related to the student's course of study. The student must observe the rules required for taking the practicum courses. No more than 6 credit hours of practicum coursework may be counted towards graduation in the 120-credit-hour BSBA program.

BSBA Study Plan Recommendations

Study Plans are guides for outlining a pathway toward degree completion. A Study Plan highlights one way, but not the only way, to complete a degree. When developing their Study Plans, students should meet with their advisors and the School of Business to identify any additional requirements (such as grade minimums) that may affect them.

First, it is recommended that students target scheduling flexibility by prioritizing general education (English Language Communication and Critical Thinking, Mathematics and Natural Sciences, Arts and Humanities, and Social Sciences) and program requirements early on, followed by taking most of their electives towards the end of their studies.

Second, it is recommended that strong BSBA students plan for a fast-paced course load of 15 credit hours per semester to prioritize the reduction of elapsed calendar time. Reducing the elapsed calendar time will both reduce associated living costs and pull forward the rewards of potential employment opportunities. Undergraduate students must take a minimum 12 credit-hour course load to maintain full-time status. Students may take courses during the summer semester to reduce the elapsed calendar time needed for degree completion.

Third, SFBU undergraduate students planning on directly progressing into the MBA or MSBAn program immediately upon graduation are advised to acquire up to 12 credit hours or 9 credit hours, respectively, of graduate-level (4xxG or 5xx) course work in their undergraduate course

load, excluding the Business Capstone Course (BUS595). Courses registered for graduate-level credit are priced at the graduate fee level. Courses registered for undergraduate-level credit are priced at the undergraduate level. Up to 12/9 credit hours of graduate-level work from either the School of Business or the School of Engineering may be counted in the MBA/MSBAn program. The result of direct progression can be considerable time savings for the student.

Fourth, SFBU undergraduate students planning on directly progressing into the academic Graduate Certificate in Management program are advised to meet with an academic advisor to discuss acquiring graduate-level (4xxG or 5xx) School of Business coursework in their undergraduate course load, excluding the Business Capstone Course (BUS595). Courses registered for graduate-level credit are priced at the graduate fee level.

Students are expected to review their Study Plan each semester because not all courses are offered every term, nor are they offered in all modalities every term. It is recommended that students meet with their advisors every semester for compliance with requirements and scheduling optimization.

Students transferring credit into the BSBA program are issued a customized Study Plan during the admissions process that will be available on their student portal.

After consulting with their advisors and getting preapprovals, students may take some courses from either the Master of Business Administration (MBA) or the Master of Science in Business Analytics (MSBAn) program or from the School of Engineering.

Graduation Requirements (3 years - 90 credit hours)

A minimum of **90 credit hours** is required for graduation. They include the following:

1. **30 credit hours of general education courses,** including 6 credit hours in English language communication and critical thinking (Area A), 9 credit hours in mathematics and natural sciences (Area B), 6 credit hours in arts and humanities (Area C), and 9 credit hours in social sciences (Area D).
2. **33 credit hours of major courses**
3. **27 credit hours of selectable major courses**

General Education (30 credit hours)

The purpose of general education is to give breadth to the student's education. With an interdisciplinary mixture of English language communication and critical thinking, mathematics and natural sciences, arts and humanities, and the social sciences, the student will be prepared for their roles both in society and at work.

Agility Praxis Pathway: The SFBU APP—Agility Praxis Pathway—is the foundation of our academic approach, reflecting our commitment to a modern paradigm of higher education. Grounded in Universal Design for Learning (UDL) principles, the SFBU APP centers on student needs, addressing evolving demands from students, employers, and global challenges. It fosters adaptability, bridges academic traditions with practical creativity, and offers flexible pathways to achieve goals and seize new opportunities.

Whole Person Interdisciplinary (credit hours listed in parentheses)

Area A: English Language Communication and Critical Thinking (6 credit hours)

APP101	How to Tell Your Story	(3)
APP103	How to Communicate in a Global Context	(3)

Area B: Mathematics and Natural Sciences (9 credit hours)

APP201	How to Use Math in Real Life	(3)
APP202	How Your Brain Works	(3)
APP301	How Can We Thrive? Scientific Inquiry & The Future of Sustainability	(3)

Area C: Arts and Humanities (6 credit hours)

APP102	How to Design Your Life	(3)
APP203	How to "Be Creative" in Partnership with Computation and Machine Learning	(3)

Area D: Social Sciences (9 credit hours)

APP104	How to Lead	(3)
APP204	How to Use Data Science and Game Thinking for Social Impact	(3)
APP302	How to Design Social Innovation/Impact Solutions to Thrive	(3)

Major Requirements (33 credit hours)

The purpose of the major courses is to provide students with specialized topic knowledge, including business administration and information technology courses, as well as professional career development.

ACC110	Financial Accounting	(3)
BAN460	Introduction to Business Analytics	(3)
BLAW310	Introduction to Business Law	(3)
BUS450	Professional & Technical Writing	(3)
BUS493	Senior Project	(3)
ECON201	Principles of Macroeconomics	(3)
ECON202	Principles of Microeconomics	(3)
FIN310	Fundamentals of Finance	(3)
MGT310	Principles of Management	(3)
MGT480	Entrepreneurship	(3)
MKT310	Principles of Marketing	(3)

Selectable Major Courses (27 credit hours)

ACC120	Managerial Accounting	(3)
ACC450	Cost Accounting	(3)
ACC451	Intermediate Accounting - I	(3)
ACC452	Intermediate Accounting - II	(3)
ACC490	Introduction to Taxation	(3)
BAN223	SQL & Relational Databases	(3)
BAN452	Excel for Finance, Accounting & Analytics	(3)
BAN463	Data Visualization	(3)

BAN470	Introduction to Machine Learning Based Prediction Modeling and Forecasting	(3)
BAN472	Introduction to Artificial Intelligence (AI)	(3)
CPT401	Curricular Practicum (CPT 6 units max)	(1)
CPT402	Curricular Practicum (CPT 6 units max)	(2)
ECON470	The Economics of Money, Banking and Financial Markets	(3)
MATH208	Probability and Statistics	(3)
MGT450	Organizational Behavior and Management	(3)
MGT451	Project Management	(3)
MGT460	Production and Operations Management	(3)
MGT482	Launching Innovative Startups	(3)
MGT491	Lean Business – Creating Efficient Business	(3)
MKT221	HTML & CSS Web Page Construction	(3)
MKT450	Marketing Management	(3)
MKT483	Monetizing Intellectual Property	(3)
MKT491	The Art of Negotiation	(3)
P450	Career Development	(1)
SOC501	Emotional Intelligence Essentials	(1)

Three Year BSBA Study Plan Recommendations

Study Plans are guides for outlining a pathway toward degree completion. A Study Plan highlights one way, but not the only way, to complete a degree. When developing their Study Plans, students should meet with their advisors and the School of Business to identify any additional requirements (such as grade minimums) that may affect them.

First, it is recommended that students target scheduling flexibility by prioritizing general education (English Language Communication and Critical Thinking, Mathematics and Natural Sciences, Arts and Humanities, and Social Sciences) and program requirements early on, followed by taking most of their electives towards the end of their studies.

Second, it is recommended that strong BSBA students plan for a fast-paced course load of 15 credit hours per semester to prioritize the reduction of elapsed calendar time. Reducing the elapsed calendar time will both reduce associated living costs and pull forward the rewards of potential employment opportunities. Students may take courses during the summer semester to reduce the elapsed calendar time needed for degree completion.

Third, SFBU undergraduate students planning on directly progressing into the MBA or MSBAn program immediately upon graduation are advised to acquire up to 12 credit hours or 9 credit hours, respectively, of graduate-level (4xxG or 5xx) course work in their undergraduate course load, excluding the Business Capstone Course (BUS595). Courses registered for graduate-level credit are priced at the graduate fee level. Courses registered for undergraduate-level credit are priced at the undergraduate level. Up to 12/9 credit hours of graduate-level work from either the School of Business or the School of Engineering may be counted in the MBA/MSBAn program. The result of direct progression can be considerable time savings for the student.

Fourth, SFBU undergraduate students planning on directly progressing into the academic Graduate Certificate in Management program are advised to meet with an academic advisor to discuss acquiring graduate-level (4xxG or 5xx) School of Business coursework in their

undergraduate course load, excluding the Business Capstone Course (BUS595). Courses registered for graduate-level credit are priced at the graduate fee level.

Students are expected to review their Study Plan each semester because not all courses are offered every term. It is recommended that students meet with their advisors every semester for compliance with requirements and scheduling optimization.

Students transferring credit into the BSBA program are issued a customized Study Plan during the admissions process that will be available on their student portal.

After consulting with their advisors and getting preapprovals, students may take some courses from either the Master of Business Administration (MBA) or the Master of Science in Business Analytics (MSBAn) program or from the School of Engineering.

Academic Certificate Program in Business

The School of Business offers one academic certificate program: the Graduate Certificate in Business Management (GCM). This 18-credit-hour (6 graduate courses) program provides an extensive foundation in management, equivalent to the first academic year of SFBU's 36-credit-hour MBA program utilizing actual SFBU MBA courses and university faculty. Students earn graduate-level credit on an official SFBU transcript and an official certificate diploma on successfully completing the program.

The GCM program may be completed in two semesters (one academic year) by taking 9 credit hours (3 courses of 3 credit hours each) during each semester.

The GCM utilizes SFBU's MBA applicable courses and follows the MBA program's 15-week spring, summer, and fall semester calendar, course start and time, course modality (on-campus, online, hybrid), grading, etc.

GCM students have full campus and e-library access. Students also enjoy convenient access to the greater San Francisco Bay and San José Silicon Valley areas.

All courses completed with a B grade or better may be transferred into SFBU's MBA program.

Committee Oversight

The responsibility for developing, modifying, and maintaining the graduate certificate program is performed by the Business Curriculum Committee, which is led by a faculty group, and its recommendations are reviewed and approved by the chief academic officer of the university (the Provost). Input from other stakeholders, such as qualified students, the Department Chair, librarians, assessment coordinators, administrators, and employers, is welcomed.

Distance Learning

The GCM programs are accredited for distance learning. Students may mix and match on-site and online courses or choose to take 100% online courses. Online courses may be offered in a synchronous, hybrid, or asynchronous modality. Not all courses are offered, or offered by all modalities, each term.

General Background Requirements

Remedial Courses: Remedial courses are not offered at SFBU.

Proficiency Exams: The GCM program does not offer proficiency exams.

Experiential Learning: SFBU does not award credit for prior experiential learning.

Application Requirements

Students must be over 18 years of age. Applicants are recommended to have previously earned a high school diploma and possess an associate's, bachelor's, master's, or doctoral-level degree. Having at least a bachelor's degree is highly recommended.

Admission to the Graduate Certificate in Business Management program follows an open and inclusive admissions process, with students taking responsibility for determining their readiness and ability to address graduate-level academic courses successfully.

F-1 International Students: The GCM is currently not accepting F-1 international students. Interested students are advised to consider the MBA program that does support F-1 international student applications.

Transfer of Credit from Other Institutions

The GCM program does not accept transfer credit from other institutions. Undergraduate SFBU students may transfer up to **9 credit hours of SFBU graduate-level business credit hours** into the GCM.

Access to Computers

Students taking courses from the SFBU School of Business are required to have computers on which they will install various software packages, applications, microphones, and cameras, connect to cloud applications, implement course assignments, and take examinations. Students should expect some courses to require software use/licensing fees comparable to the cost of a classic textbook. Example computer uses include a web server, a relational database, the Python/JavaScript/PHP programming language, data visualization and analytics tools, making a business website, creating analytical models, performing statistics on data sets, machine learning, use for oral presentations, downloading of course materials and project templates, uploading of assignments, accessing the student portal and course learning management systems, use of cloud-based applications, virtual office meetings with the professor, delivery of student services, interaction with the administration and staff, etc. For interactive online/hybrid classroom meetings and group video conferencing, the recommended bandwidth is ≥ 3 Mbps in both the upstream and downstream directions.

Remote students are expected to have their web cameras on during any interactive online virtual class meeting and during examinations. For individual peer-to-peer video conferencing, 1 Mbps is the recommended minimum bandwidth. For an improved video experience, use of a wired connection or adapter can reduce interaction latency and the number of dropped packets compared to a Wi-Fi connection.

Graduation Requirements

The following are required for graduation:

- Maintain a grade of C or better for all courses taken toward the certificate requirements.
- Maintain an overall GPA of 3.0 or better.
- Maintain good standing with the university with clear financial, library, and other school records.
- Receive approval to graduate after filing a petition for graduation.

Notes: Not more than 3 credit hours of practicum coursework may be counted towards the GCM. The GCM program does not offer formal concentrations.

The GCM requires a minimum of **18 credit hours of graduate-level business courses earned at SFBU** from (1) core required courses (6 credit hours) and (2) major courses selectable from a pool (12 credit hours).

Course Numbers: Courses that are numbered from 450G to 499G are cross-listed specialized courses taken for graduate-level credits; courses numbered in the 500s and above are graduate-level courses. Students should expect graduate-level 4xxG courses to have noticeably higher-level assignments compared to 4xx undergraduate workloads.

Refer to the Business – Graduate Programs Course Numbering and Descriptions section for individual course descriptions.

Prerequisites/Corequisites: Students are responsible for determining their readiness and ability to address graduate-level academics successfully. Therefore, course prerequisites or corequisites are not enforced for GCM students.

Career Planning

For career planning, students are advised to meet one-on-one with the Career Center staff in their first term of enrollment.

Graduate Certificate in Business Management (GCM)

The following is the description of the GCM program, with a statement of its objectives, learning outcomes, and curriculum.

PROGRAM OBJECTIVE. The GCM shares the MBA program's objective to provide aspiring leaders with a broad base of field-proven interdisciplinary business concepts in management, marketing, human resources, finance, analytics, and technology that will enable them to launch their professional careers to the next level. Program graduates will have acquired the flexibility of thought to make wise decisions in today's complex, diverse, multicultural, and global business settings and to enhance their careers.

PROGRAM LEARNING OUTCOMES. GCM shares the MBA program's learning outcomes. Graduating students are expected to demonstrate the following program learning outcomes:

Written Communication: In a contextually appropriate manner, write strategic business plans and tactical implementation plans.

Oral Communication: In a business setting, craft and deliver compelling messages based on logic and a variety of supporting materials.

Quantitative Reasoning: Convert relevant information into insightful mathematical portrayals and apply them across various business situations.

Information Literacy: Determine, acquire, and analyze data needed from multiple sources to create recommendations for complex business situations.

Critical Thinking: Methodically solve multicriteria business and managerial problems.

Specialized Knowledge: Synthesize concepts in management, finance, accounting, and marketing to resolve complex business challenges.

Graduation Requirements

A minimum of **18 semester credit hours of graduate study** earned at SFBU are required for the GCM program. The GCM curriculum includes MBA-acceptable coursework. Students must have a CGPA of 3.0 to earn the Certificate. Graduates can also apply for and enter the MBA program at SFBU as part of their continuing education (the 18 earned credits will be applied to the MBA program).

As previously noted, GCM requires coursework in the following categories:

1. Required Core Courses (6 credit hours)
2. Major courses selectable from a pool (12 credit hours)

1. Required Core Management Courses (6 credit hours)

Students must take at least **two of the three** following courses to gain a knowledge base of business theories and techniques:

FIN501	Financial Management
BAN501	Business Analytics
MGT510	Strategic Management & Leadership

The third course, if taken, will be counted towards fulfillment of the required credit hours of major courses selectable from the pool as described below.

2. Major Courses Selectable from the MBA Acceptable Pool (12 credit hours)

Beyond core requirements, students must take at least 12 credit hours of graduate-level business (major) coursework (courses numbered 4xxG, 5xx). Courses must be from the School of Business or curricular practicum (CPT501 or CPT502). The Career Development (P450G) course and the emotional intelligence courses (SOC450G and SOC501) are also acceptable. Courses taken at the School of Engineering are not acceptable.

Refer to the Business – Graduate Programs Course Numbering and Descriptions section for individual course descriptions.

Curricular Practicum. Not more than 3 credit hours of practicum coursework may be counted towards the GCM. When applicable, the student may take Curricular Practicum courses (CPT501 or

CPT502) and engage in practical training to work on company projects that are related to the student's course of study. The student must observe the rules required for taking the practicum courses.

Career Development. The P450G Career Development course (1 credit hour) is designed for students to take in preparation for becoming working professionals. Topics include effective communication strategies, emotional intelligence, diversity and cultural awareness, professional behavior, resume writing, job searching skills, and interviewing skills.

Emotional Intelligence. Emotional intelligence courses SOC501 (1 credit hour) Emotional Intelligence Essentials and SOC450G (3 hours) Emotional Intelligence are considered major pool courses and are acceptable for the GCM as either major or electives. Emotional intelligence is essential for successfully managing and controlling interpersonal relations and is therefore helpful to those aspiring to management and decision-making positions.

Note: The **BUS595 MBA Capstone Course** does not apply to the GCM program and is unavailable for GCM student enrollment.

BSBA to GCM to MBA Study Plan Sequence

Continuing **SFBU** undergraduate students can enroll in the GCM at any time. Undergraduate students planning to enroll in the MBA program may first enter the GCM program and then transfer the earned credits into the SFBU MBA after receiving their bachelor's degree, which is required for the MBA program.

SFBU BSCS or SFBU BSBA students who completed SFBU MBA graduate-level credits as electives can transfer those credit hours, but engineering credit hours are not transferable. For example, SFBU students may earn a BSBA/BSCS degree, then a GCM, and finally an MBA. Required GCM core and selectable courses do not need to be retaken and will be credited within the MBA program.

Even if they have not completed their SFBU MBA program, actively enrolled SFBU MBA students may request, after paying the GCM graduation fee, a certificate on completing all GCM graduation requirements. Students are advised to take core courses whenever they are offered, as not all courses are offered every term.

Graduate Programs in Business

The School of Business offers two master's degree programs:

- Master of Business Administration (MBA)
- Master of Science in Business Analytics (MSBAn)

Concentrations: Concentrations are open to both on-campus classroom and distance learning modality students. Students may have only one formal concentration, and choosing an area of study concentration is not required. Courses counting towards the concentration credit hour requirement may be taken as either Majors or Electives. An approved concentration will appear

on the student's official transcript. If no concentration is selected, the transcript will show the program title without any concentration notation.

Students are advised to complete the 12 credit hours applicable to their concentration before meeting with the Registrar's office to request their desired concentration formally. Due to logistics and diploma printing time requirements spanning multiple months, last-minute concentration requests and changes may not be approved at the discretion of the Registrar's Office.

The MBA program offers the option to select a 12-hour concentration (typically four courses) in Marketing Management, Management, or Business Analytics. See the description of the MBA program for details about the concentration. The MSBAn does not offer any areas of concentration.

Objective

The objective of the master's degree programs is to provide advanced training to those who wish to practice their profession with increased competence in the global business industries. Each program emphasizes both mastery of subject matter and an understanding of related research and research methodology. This emphasis implies developing the student's ability to integrate and apply the subject matter.

Committee Oversight

The responsibility for developing, modifying, and maintaining each master's degree program is performed by the Business Curriculum Committee, which is led by a faculty group, and its recommendations are reviewed and approved by the chief academic officer of the university (the Provost). Input from other stakeholders, such as qualified students, the Department Chairs, librarians, assessment coordinators, administrators, and employers, is welcomed.

Distance Learning

The MBA program is approved for distance learning. Students may mix and match on-site and online courses or choose to take 100% online courses. Online courses may be offered in a synchronous or asynchronous modality.

The 2025–2026 University Catalog has the MSBAn approved only for in-person on-campus learning. MSBAn students must take over 50% of their course credit hours in the on-campus modality.

Credential Requirements

Applicants to a master's degree program are evaluated based on their academic credentials and overall academic performance. The following criteria apply:

1. Bachelor's Degree Requirement
   Applicants must hold a valid bachelor's degree, or its equivalent, from an accredited institution of higher education. A cumulative grade point average (CGPA) of 3.0 or higher is

preferred. Applicants with a CGPA below 3.0 may still be considered for admission and will be reviewed on a case-by-case basis.

2. Consideration of Graduate-Level Academic Performance
   Applicants who have completed, or are currently pursuing, a master's or doctoral degree must provide official transcripts for all graduate-level coursework. Graduate-level academic performance may be considered as part of the overall credential assessment.

Note: Applicants whose undergraduate CGPA is below 3.0 may demonstrate academic readiness through strong performance in subsequent graduate-level studies. For example, when an applicant's graduate academic record demonstrates significant improvement, and the combined CGPA from applicable undergraduate and graduate studies is 3.0 or higher, the applicant may qualify for admission, subject to a comprehensive review of their academic credentials.

All academic records submitted by the applicant may be considered in determining whether the applicant demonstrates the academic preparation necessary for successful graduate-level study.

Credential Evaluation Requirement

Applicants who have earned their bachelor's credentials at a foreign institution must provide a course-by-course credential evaluation analysis. This credential evaluation must be completed by a member of the National Association of Credential Evaluation Services (NACES), the Association of International Credential Evaluators (AICE), or the American Association of Collegiate Registrars and Admissions Officers (AACRAO) International Education Services. This credential evaluation must be in the original sealed envelope; if it is a hard copy, an electronic copy may be sent directly from the evaluation agency to SFBU. Note: International schools/colleges accredited by U.S. regional accrediting bodies are exempt from this requirement.

General Background Requirements

Each individual graduate program may require additional background preparation requirements before acceptance into the program. Background preparation requirements and information on how to clear those requirements are found under the graduate program sections of the Catalog.

Note: It is recommended that applicants considering the MSBAn program feel confident and comfortable with probability, statistics, and programming in at least one computer language.

Experiential Learning: SFBU does not award credit for prior experiential learning.

Application Requirements

In addition to the following requirements, as supplementary indicators of potential success at SFBU, applicants are encouraged to provide evidence of one or more of the following:

- Additional undergraduate or graduate degrees and certifications
- Previous coursework or training in the intended field of study
- Work experience
- Achievement in sports, music, or other creative pursuits
- Involvement in community/volunteer services
- Fluency in multiple foreign languages

- Personal statement with background and purpose for seeking the degree
- Other special skills

Graduate program admission follows a holistic review process. Academic and non-academic achievements are considered while assessing an applicant's ability to succeed in the master's programs. An interview with the Academic team may also be conducted if necessary.

To apply for admission into a master's degree program, the applicant is required to complete the application form online and submit the following to the SFBU Office of Admissions:

1. Copy of passport or a government-issued I.D.
2. Official transcripts from ALL previously attended institutions.
3. A document certifying completion of degrees earned (bachelor's/master's/doctoral-level degrees); a transcript printed with degree completion information will suffice.
4. For non-native English speakers, an English proficiency document. An official transcript with English course records or TOEFL/IELTS/ iTEP/PTE Academic/Duolingo/Cambridge B2 First score report or equivalent will suffice. See the English Proficiency Requirement subsection below for details on the English entrance requirement.

F-1 International Students: In addition to the above general application requirements, an international applicant is required to submit the following documents:

1. A financial support document. Provide a recent financial support document indicating a minimum amount of $40,000 available to pursue study in the first academic year at SFBU. One of the following would be acceptable:
    - A current bank letter and bank statement
    - A loan letter from a lending institution
    - Copies of fixed deposits

An affidavit of support or sponsor letter is required if the funds are not in the applicant's name.

2. An international transfer student (from a U.S. institution) is required to submit a photocopy of their
    - Previous I-20 form
    - Visa
    - I-94 (U.S. Department of Homeland Security issued arrival/departure form).

Scholarships: Applicants interested in applying for scholarships need to provide additional documents. Please refer to the section on Scholarships in this catalog and on the website.

English Proficiency Requirement

Non-native English speakers are considered to meet the entrance English proficiency requirement if they meet any of the following requirements:

- An official IELTS (Academic), TOEFL (iBT), TOEFL Essentials, iTEP Academic, PTE Academic, Cambridge B2 First, or Duolingo test score report with minimum scores as follows:

    - IELTS (Academic): 5.5 band
    - TOEFL (iBT): 59
    - TOEFL Essentials: 6.5 band
    - iTEP Academic: 3.7
    - PTE Academic: 50
    - Cambridge B2 First: 168
    - Duolingo: 100

- Successful completion of IEP Upper Intermediate Level B with a grade of B or better in all four courses.
- An English assessment report from a few U.S. English language institutions recognized by major universities in the U.S.
- A degree earned or a college-level English credit course passed at an institution located in the U.S., U.K., Ireland, Australia, New Zealand, or Canada.
- A degree earned at an institution in which the language of instruction is strictly English (as determined solely by SFBU). Applicants from the following countries meet this criteria: Anguilla, Antigua & Barbuda, Ascension, Australia, Bahamas, Barbados, Belize, Bermuda, Botswana, British Virgin Islands, Canada (except Quebec), Cayman Islands, Dominica, England, Eritrea, Fiji, Gambia, Ghana, Gibraltar, Grenada, Guyana, Ireland, Jamaica, Kenya, Kiribati, Lesotho, Liberia, Malawi, Mauritius, Namibia, New Zealand, Nigeria, Papua New Guinea, Saint Helena, Saint Kitts & Nevis, Saint Lucia, Saint Vincent & The Grenadines, Scotland, Sierra Leone, Singapore, Solomon Islands, Swaziland, Tanzania, Tonga, Trinidad & Tobago, Tuvalu, Uganda, Wales, Zambia, and Zimbabwe.

Transfer of Credit from Other Institutions

Graduate course credit earned at other accredited institutions of higher education may be transferable to meet the student's graduation requirements if the courses are closely related to the business management course requirements in the MBA, MBA Pro+, or MSBAn programs, and the grade earned meets the requirement stated below. Such course credits are considered *qualified transfer credits*. Credit transfer is made on a case-by-case basis by the admission evaluators while conducting the admission evaluation or by formal transfer agreement between institutions.

The following statements apply to qualified transfer credits:

- The SFBU Admissions office must receive all official transcripts before the student joins a degree program. Without preapproval, transcripts received after the student joins SFBU cannot be used in transferring credits, except for records from the term immediately preceding the student's starting semester at SFBU.
- The student was officially enrolled in the course.
- Courses eligible for transfer will be evaluated based on the comparability in content, quality, and rigor with SFBU's courses. The transfer evaluation will include, but is not limited to, course descriptions, course syllabi, or public information. Students may be asked to provide course catalogs or syllabi if needed. Note the following limitations:
    - For the MBA and MBA Pro+ Program, no more than **12 credit hours** of qualified graduate-level course credits may be transferred. Students must

take at least 24 credit hours at SFBU.

  - For the MSBAn program, no more than **9 credit hours** of qualified graduate-level course credits may be transferred. Students must take at least 21 credit hours at SFBU.

- Without prior approval, courses for transfer to SFBU may not be completed concurrently at another institution while a student is matriculated in an SFBU degree program.
- The credits under consideration for transfer must be earned at (1) institutions approved by the Bureau for Private Postsecondary Education, (2) public or private institutions of higher learning accredited by an accrediting association recognized by the U.S. Department of Education, or (3) foreign institutions of higher learning. Credits earned at a foreign institution must be evaluated by a member of the National Association of Credential Evaluation Services (NACES), Association of International Credential Evaluators (AICE), or American Association of Collegiate Registrars and Admissions Officers (AACRAO) International Education Services.
- Professional Development Units (PDUs) offered by professional/industry organizations cannot be transferred to SFBU for academic credit.
- Continuing Education Units (CEUs) offered on a nonacademic basis by other academic institutions cannot be transferred to SFBU for academic credit.
- Credits transferred at the time of admission evaluation will reduce program length. Credit transferred from any outside institution has no effect on the calculation of the student's GPA or CGPA.
- Credits transferred from any outside institution are excluded from the maximum attempted credit hours for the program.

Credit Hour Transfer Conversion: One semester credit hour equals, at a minimum, 15 contact classroom hours of lecture, 30 contact hours of laboratory, or 45 contact hours of practicum.

Grades Required for Transfer Credit: In the master's degree programs, applicable courses completed with an equivalency of a letter grade of "B" or better are transferable. Courses completed with Pass/No Pass are not transferable unless the transcript states that the general grading policy is not based on letter grades. This policy must be submitted in writing from the institution (transcript key or a verification letter).

Transfer of Credit from SFBU's Graduate Certificate in Business Management

Graduate course credit earned in the GCM program is transferable to meet the MBA graduation requirements if transferred within 7 years of completing the GCM.

Graduate course credit earned in the GCM **MAY** be transferable to meet the student's MSBAn graduation requirements if transferred within 7 years of completing the GCM and the courses to be transferred overlap with the MSBAn course pool (BAN, MGT, and MKT courses, electives). Courses not within the current MSBAn course pool cannot be transferred.

Access to Computers

Students taking courses from the SFBU School of Business are required to have computers on which they will install various software packages, applications, microphones, and cameras,

connect to cloud applications, implement course assignments, and take examinations. Students should expect some courses to require software use/licensing fees comparable to the cost of a classic textbook. Example computer uses include a web server, a relational database, the Python/JavaScript/PHP programming language, data visualization and analytics tools, making a business website, creating analytical models, performing statistics on data sets, machine learning, use for oral presentations, downloading of course materials and project templates, uploading of assignments, accessing the student portal and course learning management systems, use of cloud-based applications, virtual office meetings with the professor, delivery of student services, interaction with the administration and staff, and so on. For interactive online/hybrid classroom meetings and group video conferencing, the recommended bandwidth is ≥ 3 Mbps in both the upstream and downstream directions.

Remote students are expected to have their web cameras on during any interactive online virtual class meeting and during examinations. For individual peer-to-peer video conferencing, 1 Mbps is the recommended minimum bandwidth. For an improved video experience, use of a wired connection/adapter can reduce interaction latency and the number of dropped packets compared to a Wi-Fi connection.

Graduation Requirements

The Master of Business Administration degree programs (MBA and MBA Pro+ Program) require at least **36 credit hours of graduate-level courses**. The Master of Science in Business Analytics (MSBAn) degree program requires at least **30 credit hours of graduate-level courses**.

The MBA, MBA Pro+ Program, and MSBAn degree programs require coursework in the following categories:

1. Core required courses
2. Major courses selectable from a pool
3. Electives
4. The Business Capstone Course

The following must also be met for a student to be eligible for graduation:

- Maintain a grade of C or better for all courses taken toward the degree requirements.
- Maintain an overall GPA of 3.0 or better.
- Maintain good standing with the university with clear financial, library, and other school records.
- Receive approval to graduate after filing a petition for graduation.

Capstone Course

The Business Capstone Course (BUS595) is intended to integrate the knowledge and skills that the student has acquired from the courses taken in the respective program. The capstone course instructor determines the course objectives and scope based on the program curriculum and business trends. With this learning experience, the student is prepared to pursue their career in the changing global business arena.

The student shall take the capstone course near the end of their program of study.

Career Planning

Students are encouraged to gain real-world experience by engaging in curricular practicum training (internship) when applicable. For career planning, students meet one-on-one with the Career Center staff in their first term of enrollment. Students learn to prepare their resumes and participate in job searches and other activities. The students may utilize the online e-Career Center from their portal for job listings and off-campus job fairs.

Master of Business Administration (MBA)

The following are descriptions of the master's business degree programs, with a statement of objectives, learning outcomes, and program curriculum.

PROGRAM OBJECTIVE. The objective of the MBA program is to provide aspiring leaders with a broad base of field-proven interdisciplinary business concepts in management, marketing, human resources, finance, analytics, and technology that will enable them to launch their professional careers to the next level. Program graduates will have acquired the flexibility of thought to make wise decisions in today's complex, diverse, multicultural, and global business settings.

PROGRAM LEARNING OUTCOMES. Students graduating with an MBA degree are expected to demonstrate the following program learning outcomes:

Written Communication: In a contextually appropriate manner, write strategic business plans and tactical implementation plans.

Oral Communication: In a business setting, craft and deliver compelling messages based on logic and various supporting materials.

Quantitative Reasoning: Convert relevant information into insightful mathematical portrayals and apply them across various business situations.

Information Literacy: Determine, acquire, and analyze data needed from multiple sources to create recommendations for complex business situations.

Critical Thinking: Methodically solve multicriteria business and managerial problems.

Specialized Knowledge: Synthesize concepts in management, finance, accounting, and marketing to resolve complex business challenges.

Background Preparation

Students admitted into the MBA or MSBAn degree programs are required to have the proper background for taking graduate-level coursework. For non-native English language speakers, English proficiency is required (refer to the English Proficiency Requirement for MBA and MSBAn Programs subsection above for details).

For students who lack college-level mathematics, statistics (preferred), business math, or the equivalent, it is recommended that they take SFBU course BAN460G Introduction to Business Analytics (3 credit hours). BAN460G is considered an elective in the MBA or MSBAn programs.

For students who lack professional career experience or a career planning course such as P450 or the equivalent, it is recommended that they take the SFBU course P450G Career Development (1 credit hour). P450G is considered an elective in the MBA and MSBAn programs.

Graduation Requirements

A minimum of **36 semester credit hours of graduate study** are required for the MBA program. They include coursework in the following categories:

1. Core required courses (9 credit hours)
2. Major required courses (12 credit hours)
3. Elective courses (12 credit hours)
4. The Business Capstone Course (3 credit hours)

Several areas of interest are shown in the Major Requirements section; each is listed with a cluster of courses. Students taking courses in an area of interest will gain in-depth knowledge and skills in the corresponding business professional field of business. Additionally, taking courses in an area of interest can benefit the student for career planning. The student must meet prerequisite/corequisite requirements when taking any course.

MBA students who are considering a future career as a Certified Public Accountant (CPA) should seek additional advising, study the numerous requirements of the California Board of Accountancy (CBA – www.dca.ca.gov/cba/), and, from the start of their studies, focus where possible **all** core and elective choices towards meeting the CBA's numerous academic requirements. The CBA requires substantial additional academic education and professional training outside the scope of the MBA program.

Course Numbers: Courses ranging from 450G to 499G are cross-listed specialized courses taken for graduate-level credits; courses numbered in the 500s and above are graduate-level courses. Students should expect graduate-level 4xxG courses to have noticeably higher-level assignments compared to 4xx undergraduate workloads. Cross-listed specialized courses and graduate-level courses are taken to meet the graduation requirements.

Prerequisites/Corequisites: Prerequisites must be met before taking a course. Corequisites may be taken at the same time as the course is taken.

1. Core Required Courses (9 credit hours)

The following required courses provide a knowledge base of interdisciplinary business theories and techniques. Core courses may be taken at any time during the program.

FIN501	Financial Management
BAN501	Business Analytics
MGT510	Strategic Management & Leadership

Note that in the previous catalog of study, HRM531 (Human Resource Management) and MGT530 (Logistics and Operations Management) were the two required courses, which have now been replaced by BAN501 and MGT510. For existing students, any combination of three out of these five courses would satisfy the core required courses. For new students starting with this version of the course catalog, please follow the three required courses listed above.

2. Major Courses Selectable from the School of Business Graduate Course Pool (12 credit hours)

Beyond core requirements, students must take at least **12 credit hours of 500-level business (major) coursework**. Although not required, the student can select a concentration or an area of interest and take courses in the chosen area to meet the major requirements. Taking enough courses in a concentration or an area of interest benefits the student in entering the corresponding business profession.

Concentrations (Optional)

The student may choose one of the five (5) concentrations shown below and complete 12 credit hours of the associated courses listed under the concentration. After completing these selected courses, the student will be able to request that the concentration area be specified on the transcript and the diploma to highlight the field of specialization.

(1) Management

Students who complete their MBA with 12 credit hours or more of Management, Green Business Management, or Human Resource Management (MGT, GBM, HRM, SOC) specialization may request the Registrar's office to have their transcripts and printed diploma marked with "Concentration in Management." Note that MGT510 is a required core course and counts as 3 credits towards the 12 credits required for the management concentration.

MGT450G	Organizational Behavior and Management
MGT451G	Project Management
MGT460G	Production and Operations Management
MGT480G	Entrepreneurship
MGT483G	Business Innovation – A Historical and Cultural Perspective
MGT491G	Agility-Based Leadership
MGT500	Risk Management
MGT501	Agile Project Management
MGT510	Strategic Management & Leadership
MGT530	Logistics & Operations Management
MGT538	International Business Management
MGT540	Management of Innovation
MGT542	Technology and Product Management
MGT550	Global Outsourcing and Vendor Management
GBM500	Green and Socially Responsible Management
HRM531	Human Resource Management
HRM532	Strategic Workforce Planning

(2) Marketing

Students who complete their MBA with 12 credit hours or more of Marketing (MKT, SOC) specialization may request the Registrar's office to have their transcripts and printed diploma marked with "Concentration in Marketing Management."

MKT450G	Marketing Management
MKT483G	Monetizing Intellectual Property
MKT491G	The Art of Negotiation
MKT541	Strategic Marketing
MKT542	Global Marketing
MKT545	Global Trade and Operations
MKT550	Consumer and Buyer Behavior
MKT551	Sales Management in the Age of AI
MKT552	Brand Management and Marketing
MKT553	Digital Marketing and Social Media
MKT554	Search Engine Optimization (SEO)

(3) Business Analytics

Students who complete their MBA with 12 credit hours or more of Business Analytics (BAN, including MGT460) specialization may request the Registrar's Office to have their transcripts marked with "Concentration in Business Analytics." Note that BAN501 is a required core course and counts as 3 credits towards the 12 credits required for the business analytics concentration.

AI510	Data Science Using AI
AI511	Multiagent Development in AI
AI520	Building an AI Business: From Idea to VC Funded Startup Launch
BAN452G	Excel for Finance, Accounting, and Analytics
BAN455G	Server-Side Data Processing Using Python/PHP
BAN460G	Introduction to Business Analytics
BAN463G	Data Visualization
BAN470G	Intro to Machine Learning-Based Forecasting
BAN472G	Introduction to Artificial Intelligence (AI)
BAN501	Business Analytics
BAN520	Business Analytics for Dashboards
BAN524	Intermediate Business Analytics
BAN572	Process Management for Analytics
BAN589	Special Topics: Quantitative Risk Management (CQRM)

(4) Finance

Students who complete their MBA with 12 credit hours or more of Finance (FIN, including ECON470) specialization may request the Registrar's Office to have their transcripts marked with "Concentration in Finance." Note that FIN501 is a required core course and counts as 3 credits towards the 12 credits required for the business analytics concentration.

ECON470	The Economics of Money, Banking, and Financial Markets
ECON588	Managerial Economics
FIN501	Financial Management **(required core course)**
FIN510	Investment Analysis
FIN512	Financial Risk Management
FIN522	International Trade and Investment
FIN568	Corporate Finance
FIN580	Portfolio Management
FIN585	International Finance
FIN588	Advanced Financial Economics and Econometrics

(5) Artificial Intelligence (AI)

Students who complete their MBA with 12 credit hours or more of Artificial Intelligence (AI) specialization may request the Registrar's Office to have their transcripts marked with "Concentration in Business AI."

AI450	AI in Modern-Day Society: A Survey
AI501	Management and Leadership in AI
AI505	AI in Business: From Strategy to Impact
AI510	Data Science Using AI
AI515	Leveraging AI and Emerging Technologies for Startups
AI520	Building an AI Business: From Idea to VC Funded Startup Launch
BAN472G	Introduction to Artificial Intelligence

Areas of Interest

Unlike concentrations, areas of interest are informal and are <u>not</u> shown on a student's transcript or printed diploma. Each semester, when the course offering list is published, instructions on graduate-level courses belonging to various areas of interest are also published along with the

course offering list. Every graduate student is advised to refer to these instructions to select courses and build his/her expertise area.

Accounting

ACC450G	Cost Accounting
ACC451G	Intermediate Accounting – I
ACC452G	Intermediate Accounting – II
ACC490G	Introduction to Taxation
ACC501	Managerial Accounting
ACC512	Federal Taxation of Business Enterprises
ACC530	Auditing

Note: Emotional intelligence courses SOC501 (1 credit hour) Emotional Intelligence Essentials and SOC450G (3 credit hours) Emotional Intelligence are considered major pool courses and are acceptable for electives. Emotional intelligence is essential for successfully managing and controlling interpersonal relations and is therefore helpful to those aspiring to management positions and decision-making positions.

3. Electives (12 credit hours)

The student may choose any graduate-level courses (courses numbered 4xxG, 5xx) to meet the electives requirement. Electives may include courses from the School of Business, the School of Engineering, CPT, Career Development, and courses transferred in.

Curricular Practicum. When applicable, the student may take curricular practicum courses (CPT501 or CPT502) and engage in practical training to work on company projects that are related to the student's course of study. The student must observe the rules required for taking the practicum courses. No more than 6 credit hours of practicum coursework may be counted towards the MBA's graduation requirements.

Career Development. The P450G Career Development (1 credit hour) course is designed for students to take in preparation for becoming working professionals. Topics include effective communication strategies, emotional intelligence, diversity and cultural awareness, professional behavior, resume writing, job searching skills, and interview skills.

4. Capstone Course (3 credit hours; required)

On completing most of the coursework for the MBA program, the student is required to take theBUS595 Business Capstone course and, under the guidance of the course instructor, integrate the knowledge and skills learned from all the courses taken during the program to form a complete business plan as the class project.

Note: If a new graduate business student took accounting or business law courses in a foreign country and desired to professionally work in areas requiring detailed American accounting or law knowledge, then they are strongly advised to take the equivalent topic area American courses.

MBA Study Plan Recommendations

Study Plans are guides for outlining a pathway toward degree completion. A Study Plan highlights one way, but not the only way, to complete a degree. When developing their Study Plans, students should meet with their advisor to identify any additional requirements (such as grade minimums) that may affect them.

First, it is recommended that students target scheduling flexibility at the end of their study plan by prioritizing program requirements early on, followed by taking most of their electives toward the end of their studies.

Second, it is recommended that strong MBA students plan for a target course load of 12 credit hours per semester to prioritize the reduction of elapsed calendar time. Reducing the elapsed calendar time will both reduce associated living costs and pull forward the rewards of potential employment opportunities. Graduate students must take a minimum 9 credit-hour course load to maintain full-time status. Students may take courses during the summer semester to reduce the elapsed calendar time needed for degree completion.

Third, SFBU undergraduate students planning on directly progressing into the MBA program immediately upon graduation are advised to acquire up to 12 credit hours of graduate-level (4xxG or 5xx) coursework in their undergraduate course load, excluding the Business Capstone Course (BUS595). Courses registered for graduate-level credit are priced at the graduate fee level. Courses registered for undergraduate-level credit are priced at the undergraduate level.

Up to 12 semester credit hours of graduate-level work from either the School of Business or the School of Engineering may be counted in the MBA program. The result of direct progression can be considerable time savings for the student. The undergraduate student must meet the admissions criteria for the MBA program, including CGPA requirements.

Students are expected to review their Study Plan each semester because not all courses are offered every term, nor are they offered in all modalities every term. It is recommended that students meet with their advisors to comply with requirements and optimize scheduling.

Students transferring credit into the MBA program are issued a customized Study Plan during the admissions process that will be available on their student portal.

PRO+ PROGRAM Study Plan Recommendations

Study Plans are guides for outlining a pathway toward degree completion. A Study Plan highlights one way, but not the only way, to complete a degree. When developing their Study Plans, students should meet with their advisor.

First, it is recommended that students target scheduling flexibility at the end of their study plan by prioritizing program requirements early on, followed by taking most of their electives toward the end of their studies.

Second, it is recommended that students take the first four classes one at a time. When they reach the fifth class and onwards, they should take two electives at a time. Finally, the capstone course should be taken towards the end of their coursework.

Up to 12 semester credit hours of graduate-level work from either Business or Electrical and Computer Engineering may be counted in Pro+ Program. The result of direct progression can be considerable time savings for the student. The undergraduate student must meet the admissions criteria for Pro+ Programs, including CGPA requirements.

It is recommended that students meet with their advisors to comply with requirements and optimize scheduling. Students transferring credit into Pro+ Programs are issued a customized Study Plan during the admissions process that will be available on their student portal.

Master of Science in Business Analytics (MSBAn)

PROGRAM OBJECTIVE. The objective of the MSBAn program is to enable aspiring business analysts, modelers, operational managers, and expert advisors to solve business challenges by bringing optimized quantitative-driven recommendations into decision-making and forecasting processes. Successful students will learn to use a combination of probability-based methods, high-speed computational processing, and visual analytics in conjunction with modern management, marketing, and logistics strategies.

PROGRAM LEARNING OUTCOMES. Students graduating with an MSBAn degree are expected to demonstrate the following program learning outcomes:

Written Communication: For the intended audience, skillfully communicate focused insights and recommendations in the context of the wider business situation and challenges while illustrating fluency in supporting quantitative analysis and mastery of the underlying data.

Oral Communication: Create a cohesive presentation with messages that are precisely stated and delivered in a compelling manner with supporting visual analytics, polished language, and appropriate technical detail.

Quantitative Reasoning: Convert relevant business factors and data sets into insightful multivariable analytical models suitable for computerized processing with optimized processing steps to fit given business restrictions such as the value of expected information/decisions, available time, budget, and computational resources.

Information Literacy: For the business challenge at hand, proactively determine the scope of needed information and data from multiple sources, determine optimal search approaches, filter and organize the resulting information and data for the chosen analysis methods, and properly handle the information in terms of legal, ethical, and confidentiality restrictions.

Critical Thinking: For the issue at hand, develop a clear situation statement, systematically analyze the involved assumptions, evaluate and interpret the available information to form a comprehensive analysis, assign value weights, develop a specific position, and state the limits of the created position and its perspective to other positions.

Specialized Knowledge: Innovatively synthesize competitive advantages and situation-dependent optimal solutions/positions using relevant business theories, modern decision-making techniques, and quantitative-based analytics.

Graduation Requirements
A minimum of 30 semester credit hours of graduate study are required for the MSBAn program. They include coursework in the following categories:

1. Core required courses (9 credit hours)
2. Major required courses (12 credit hours)
    a. Quantitative: 6 credit hours
    b. Business Analysis: 6 credit hours
3. Elective courses (6 credit hours)
4. The Business Capstone Course (3 credit hours)

Course Numbers: Courses that are numbered from 450G to 499G are cross-listed specialized courses taken for graduate-level credits; courses numbered in the 500s and above are graduate-level courses. Students should expect graduate-level 4xxG courses to have noticeably higher-level assignments compared to 4xx undergraduate workloads. Cross-listed specialized courses and graduate-level courses are taken to meet the graduation requirements.

Prerequisites/Corequisites: Prerequisites must be met before taking a course. Corequisites may be taken at the same time as the course is taken.

1. *Core Required Courses (9 credit hours)*

The following required courses provide a knowledge base of interdisciplinary business theories and techniques. Core courses may be taken at any time during the program.

BAN501	Business Analytics
FIN501	Financial Management
MGT10	Strategic Management & Leadership

Note that in the previous catalog of study, FIN510 (Investment Analysis) and MGT530 (Logistics and Operations Management) were the two required courses, which have now been replaced by FIN501 and MGT510. For existing students, any combination of three out of these five courses would satisfy the core required courses. For new students starting with this version of the course catalog, please follow the three required courses listed above.

2. *Major Courses Selectable from the Pool listed below (12 credit hours)*

Beyond core requirements, the student must take at least 6 credit hours of 500-level business analytics (BAN5xx major) coursework and an additional 6 credit hours of major courses (for a total of 12 credit hours) from the lists below.

These courses, if not already counted towards the major requirement, may be used towards the elective requirement.

GROUP A QUANTITATIVE ANALYTICS: REQUIRED (6 CREDITS)

AI510	Data Science Using AI
BAN520	Business Analytics for Dashboards
BAN524	Intermediate Business Analytics
BAN572	Process Management for Analytics
BAN589	Special Topics: Quantitative Risk Management (CQRM)
BUS587	Independent Research

GROUP B BUSINESS ANALYSIS: REQUIRED (6 CREDITS)

AI450	AI in Modern Day Society: A Survey
AI501	Management and Leadership in AI
AI505	AI in Business: From Strategy to Impact

AI511	Multiagent Development in AI
BAN452G	Excel for Finance, Accounting & Analytics
BAN455G	Server-Side Data Processing Using Python/PHP
BAN460G	Introduction to Business Analytics
BAN463G	Data Visualization
BAN470G	Intro to Machine Learning-Based Forecasting
BAN472G	Introduction to Artificial Intelligence (AI)
FIN510	Investment Analysis
FIN512	Financial Risk Management
FIN522	International Trade and Investment
FIN568	Corporate Finance
FIN580	Portfolio Management
FIN585	International Finance
FIN588	Advanced Financial Economics and Econometrics
MGT450G	Organizational Behavior and Management
MGT451G	Project Management
MGT460G	Production and Operations Management
MGT480G	Entrepreneurship
MGT500	Risk Management
MGT501	Agile Project Management
MGT530	Logistics & Operations Management
MGT540	Management of Innovation
MGT542	Technology and Product Management
MKT541	Strategic Marketing
MKT542	Global Marketing
MKT545	Global Trade and Operations
MKT550	Consumer and Buyer Behavior
MKT552	Brand Management and Marketing
MKT553	Digital Marketing and Social Media

3. ***Electives (6 credit hours)***

The student may choose any graduate-level courses (courses numbered 4xxG, 5xx) to meet the electives requirement. Electives may include courses from the School of Business, the School of Engineering, CPT, Career Development, and courses transferred in.

It is recommended that MSBAn students consider taking BAN, computer science, and data science courses related to data and information processing. For example, MSBAn students may find it interesting as an elective CS478 Blockchain Technology and Applications. Blockchain technology is the foundation for cryptocurrency and blockchain-enabled digital business contracts. Other courses that may interest MSBAn students include CS481 Introduction to Data Science, DS512 Data Engineering, DS520 Deep Learning, DS540 Natural Language Processing, etc.

Curricular Practicum. When applicable, the student may take curricular practicum courses (CPT501 or CPT502) and engage in practical training to work on company projects that are related to the student's course of study. The student must observe the rules required for taking the practicum courses. No more than 3 credit hours of practicum coursework may be counted towards the MSBAn graduation requirements.

Career Development. The P450G Career Development (1 credit hour) course is designed for students to take in preparation for becoming working professionals. Topics include effective communication strategies, emotional intelligence, diversity and cultural awareness, professional behavior, resume writing, job searching skills, and interview skills.

Emotional intelligence. Emotional intelligence courses SOC501 (1 credit hour) Emotional Intelligence Essentials and SOC450G (3 credit hours) Emotional Intelligence are considered acceptable as electives. Emotional intelligence is essential for successfully managing and controlling interpersonal relations and is therefore helpful to those aspiring to management and decision-making positions.

4. *Capstone Course (3 credit hours; required)*

On completing most of the coursework for the MSBAn program, the student is required to take the BUS595 Business Capstone Course and, under the guidance of the course instructor, integrate the knowledge and skills learned from all the courses taken during the program.

MSBAn Study Plan Recommendations

Study Plans are guides for outlining a pathway toward degree completion. A Study Plan highlights one way, but not the only way, to complete a degree. When developing their Study Plan, students should meet with their advisor to identify any additional requirements (such as grade minimums) that may affect them.

First, it is recommended that students target scheduling flexibility at the end of their study plan by prioritizing program requirements early on, followed by taking most of their electives toward the end of their studies.

Second, it is recommended that strong MSBAn students plan for a fast-paced course load with upwards of 12 credit hours per semester to prioritize the reduction of elapsed calendar time. Reducing the elapsed calendar time will both reduce associated living costs and pull forward the rewards of potential employment opportunities. Graduate students must take a minimum 9 credit-hour course load to maintain full-time status. Students may take courses during the summer semester to reduce the elapsed calendar time needed for degree completion.

Third, SFBU undergraduate students planning on directly progressing into the MSBAn program immediately upon graduation are advised to acquire up to 9 credit hours of graduate-level (4xxG or 5xx) coursework in their undergraduate course load, excluding the Business Capstone Course (BUS595). Courses registered for graduate-level credit are priced at the graduate fee level. Courses registered for undergraduate-level credit are priced at the undergraduate level.

Up to 9 credit hours of graduate-level work from either the School of Business or the School of Engineering may be counted in the MSBAn program. The result of direct progression can be considerable time savings for the student. The undergraduate student must meet the admissions criteria for the MSBAn program, including CGPA requirements.

Students are expected to review their Study Plan each semester because not all courses are offered every term, nor are they offered in all modalities every term. It is recommended that students meet with their advisors to comply with requirements and optimize scheduling.

Students transferring credit into the MSBAn program are issued a customized Study Plan during the admissions process that will be available on their student portal.

PROGRAMS IN PSYCHOLOGY

San Francisco Bay University's School of Psychology offers degree programs in the following areas:

- **Undergraduate:** Bachelor of Science in Psychology (BSPSY)

The University Provost, Program Chair for Psychology and program advisory committees, as well as the faculty members of the School of Psychology, are responsible for the School of Psychology's academic affairs. The program advisory committees comprise industry professionals, potential employers, and community leaders who advise, review, and provide recommendations on the undergraduate programs. Practical applications are emphasized throughout the student's learning process, although the theoretical background is taught in each course subject as a fundamental requirement.

Purpose

The undergraduate psychology program at San Francisco Bay University is designed to cultivate a deep understanding of human behavior. We take a culturally responsive and technology-driven approach grounded in the American Psychological Association's undergraduate guidelines. Our commitment to fostering a growth mindset and developing key skills promotes emotional intelligence, well-being, and social justice. The curriculum integrates scientific inquiry with practical applications across diverse sociocultural contexts. Students gain competencies in digital transformation, leadership, and collaborative problem-solving, equipping them to address contemporary challenges in mental and behavioral health. Through this holistic and future-oriented lens, the program prepares graduates to be adaptive leaders who apply data-driven psychological science to promote equity and innovation in their professional and personal lives, hallmarks of an SFBU student and graduate.

Faculty

The Psychology faculty at SFBU bring together diverse academic expertise, professional experience, and a shared commitment to student success. All faculty members hold advanced degrees in psychology or closely related scientific disciplines and possess industry, research, or clinical experience that enriches their teaching with real-world perspectives. They are dedicated educators who foster intellectual curiosity, critical thinking, and the personal and professional growth of their students.

Psychology is a broad and interdisciplinary field that encompasses multiple areas of specialization, and our faculty reflect this diversity. Some faculty emphasize the practical application of psychological principles, guiding students in developing problem-solving skills, integrating research and theory, and designing evidence-based solutions to complex human and organizational challenges.

Others approach psychology from a scientific and research-oriented perspective, engaging students in rigorous inquiry, empirical investigation, and the application of quantitative and qualitative research methods to better understand human behavior, cognition, emotion, and social processes. Together, our faculty provide students with a comprehensive educational experience that prepares them for graduate study, research, and careers across a wide range of psychology-related professions.

Objectives

The Bachelor of Science in Psychology (BSPSY) curriculum is designed to provide students with a comprehensive, evidence-based education that integrates psychological theory, scientific inquiry, and practical application. Through coursework, research experiences, and applied learning opportunities, the program seeks to achieve the following objectives:

- **Provide a strong foundation in psychological science** by developing students' understanding of the major theories, concepts, and principles that explain human behavior, cognition, emotion, and social interaction.
- **Cultivate critical thinking and scientific inquiry** by training students to evaluate psychological research, apply research methodologies, analyze data, and draw evidence-based conclusions.
- **Offer hands-on learning experiences** through research projects, laboratory activities, case studies, and experiential learning that connect classroom knowledge to real-world psychological practice.
- **Promote interdisciplinary and culturally informed perspectives** by examining biological, cognitive, developmental, social, and cultural influences on human behavior and mental processes.
- **Develop ethical and professional competencies** by emphasizing integrity, ethical decision-making, effective communication, and respect for diversity in academic, research, and professional settings.
- **Prepare students for diverse career pathways and graduate study** by equipping them with the analytical, research, interpersonal, and problem-solving skills needed for success in psychology-related professions, graduate education, and lifelong learning.

Undergraduate Program in Psychology

SFBU offers one undergraduate psychology degree program: the Bachelor of Science in Psychology (BSPSY).

Committee Oversight

The responsibility for developing, modifying, and maintaining the undergraduate degree program is performed by the School of Psychology Curriculum Committee, which is led by a faculty group, and its recommendations are reviewed and approved by the chief academic officer of the university (the Provost). Input from other stakeholders, such as qualified students, the Department Chairs, librarians, assessment coordinators, administrators, and employers, is welcomed.

Credential Requirements

The undergraduate program accepts qualified high school graduates and college transfer students. Undergraduate applicants who have not completed at least **30** semester hours of college credit are considered **first-year applicants**.

Credential Evaluation Requirement

Applicants who have earned their high school or college credentials at a foreign institution must provide a course-by-course credential evaluation analysis. This credential evaluation must be completed by a member of the National Association of Credential Evaluation Services (NACES), the Association of International Credential Evaluators (AICE), or the American Association of Collegiate Registrars and Admissions Officers (AACRAO) International Education Services. If it is a hard copy, this credential evaluation must be in the original sealed envelope; an electronic copy may be sent directly from the evaluation agency to SFBU. Note: International schools/colleges accredited by U.S. regional accrediting bodies are exempt from this requirement.

General Background Requirements

Remedial Courses: Remedial courses are not offered at SFBU.

Experiential Learning: SFBU does not award credit for prior experiential learning.

Application Requirements

In addition to the following requirements, as supplementary indicators of potential success at SFBU, applicants are encouraged to provide evidence of one or more of the following:

- Additional undergraduate or graduate degrees and certifications
- Previous coursework or training in the intended field of study
- Work experience
- Achievement in sports, music, or other creative pursuits
- Involvement in community/volunteer services
- Fluency in multiple foreign languages
- Personal statement with background and purpose for seeking the degree
- Other special skills

To apply for admission into the BSPSY degree program, the applicant is required to complete the application form online and submit the following to the SFBU Office of Admissions:

1. Unofficial or official transcripts from ALL previously attended institutions. First-year applicants are required to submit their official final high school transcript upon high school graduation. Applicants must have been in good academic standing at the last institution attended. A high school/college CGPA below 2.0 does not qualify for admission.
2. For non-native English speakers, an English proficiency document. An official transcript with English course records or TOEFL/IELTS/iTEP/PTE Academic/Duolingo/Cambridge B2 First score report or equivalent will suffice. See the English Proficiency Requirement subsection below for details on the English entrance requirement.

Note: The BSPSY program does *not* support F-1 international student visas.

HiSET/HSE, CPP, GED: SFBU recognizes the High School Equivalency (HiSET), the California Proficiency Program (CPP), and General Educational Development (GED) qualifications and accepts such graduates. A GED score of 456 or above is recommended. Lower scores may require an interview with a member of the admissions committee.

Applicants interested in applying for scholarships need to provide additional documentation. Please refer to the section on Scholarships in this catalog and the website.

English Proficiency Requirement

Non-native English speakers are considered to meet the entrance English proficiency requirement if they meet any of the following requirements:

- An official IELTS (Academic), TOEFL (iBT), TOEFL Essentials, iTEP Academic, PTE Academic, Cambridge B2 First, or Duolingo test score report with minimum scores as follows:
    - IELTS (Academic): 5.5 band
    - TOEFL (iBT): 59
    - TOEFL Essentials: 6.5 band
    - iTEP Academic: 3.7
    - PTE Academic: 50
    - Cambridge B2 First: 168
    - Duolingo: 100
- Successful completion of IEP Upper Intermediate Level B with a grade of B or better in all four courses.
- An English assessment report from a few U.S. English language institutions recognized by major universities in the U.S.
- A high school diploma or a college-level English credit course passed at an institution located in the U.S., U.K., Ireland, Australia, New Zealand, or Canada.
- A degree earned at an institution in which the language of instruction is strictly English (as determined solely by SFBU). Applicants from the following countries meet these criteria: Anguilla, Antigua & Barbuda, Ascension, Australia, Bahamas, Barbados, Belize, Bermuda, Botswana, British Virgin Islands, Canada (except Quebec), Cayman Islands, Dominica, England, Eritrea, Fiji, Gambia, Ghana, Gibraltar, Grenada, Guyana, Ireland, Jamaica, Kenya, Kiribati, Lesotho, Liberia, Malawi, Mauritius, Namibia, New Zealand, Nigeria, Papua New Guinea, Saint Helena, Saint Kitts & Nevis, Saint Lucia, Saint Vincent & The Grenadines, Scotland, Sierra Leone, Singapore, Solomon Islands, Swaziland, Tanzania, Tonga, Trinidad & Tobago, Tuvalu, Uganda, Wales, Zambia, and Zimbabwe.

Transfer of Credit from Other Institutions

Course credit earned at other institutions of higher education may be transferable. Credit transfer is made by the admission evaluators while conducting the admission evaluation or by formal transfer agreement between institutions. Credit transfer is done at the program-of-study level, topic area level, the major and major selectable levels, and on a case-by-case basis.

The following statements apply to all transfer credits:

- The SFBU Admissions office must receive all official transcripts before the student joins a degree program. Without preapproval, transcripts received after the student joins SFBU cannot be used in transferring credits, except for records from the term immediately preceding the student's starting semester at SFBU.
- The student was officially enrolled in the course.
- Courses eligible for transfer by prearranged transfer or articulation agreement shall follow the details contained in the agreement. Courses eligible for one-to-one matching course transfer will be evaluated based on the comparability in content, quality, and rigor with SFBU's courses. Required courses require a closer comparability match. Courses eligible for topic area transfer may be mapped to the program's relevant topic area credit hour requirements without the need for one-to-one course matching and may have their credit hours used in lieu of required credit hours with the approval of the Registrar and Department Chair. The transfer evaluation will include, but is not limited to, course descriptions, course syllabi, or public information. Students may be asked to provide course catalogs or syllabi if needed. Up to 90 semester credit hours of courses that have been reviewed and approved as part of a formal SFBU articulation/transfer agreement are guaranteed to transfer.
- When evaluating any foreign transcript, the admission evaluators may accept the credit transfer based on their knowledge of the course contents compared to similar courses offered in the U.S.
- Without prior approval, courses for transfer to SFBU may not be completed concurrently at another institution while a student is matriculated in an SFBU degree program.
- College English courses taken at an institution where English is not an official language cannot be transferred for general education credit.
- The credits under consideration for transfer must be earned at (1) institutions approved by the Bureau for Private Postsecondary Education, (2) public or private institutions of higher learning accredited by an accrediting association recognized by the U. S. Department of Education, or (3) foreign institutions of higher learning. Credits earned at a foreign institution must be evaluated by a member of the National Association of Credential Evaluation Services (NACES), Association of International Credential Evaluators (AICE), or American Association of Collegiate Registrars and Admissions Officers (AACRAO) International Education Services.
- Professional Development Units (PDUs) offered by professional/industry organizations cannot be transferred to SFBU for academic credit.
- Continuing Education Units (CEUs) offered on a nonacademic basis by other academic institutions cannot be transferred to SFBU for academic credit.
- The total number of credits transferred from other institutions to meet the student's

undergraduate program requirements is limited to 90 semester credit hours. Students must take at least 30 credit hours at SFBU.

- Credits transferred at the time of admission evaluation will reduce program length. Credit transferred from any outside institution has no effect on the calculation of the student's GPA or CGPA.
- Credits transferred from any outside institution are excluded from the maximum attempted credit hours for the program.

General Education: SFBU recognizes that transfer students have had the opportunity to demonstrate a similar breadth of knowledge and experience in general education through their prior post-secondary coursework. To facilitate more seamless transfer opportunities, the following policies apply to students admitted as transfer students:

Students Holding Previously Earned AA, AS, and/or Bachelor's Degrees: Students seeking an undergraduate degree at SFBU with a previously earned AA, AS, and/or bachelor's degree from other accredited institutions recognized by the U.S. Department of Education are considered to have met SFBU's requirements for general education. Students are still required to satisfy all other graduation requirements, including any remaining prerequisite courses and major requirements.

Credit Hour Transfer Conversion: One semester credit hour equals, at a minimum, 15 contact classroom hours of lecture, 30 contact hours of laboratory, or 45 contact hours of practicum.

Grades Required for Transfer Credit: In the bachelor's degree program, applicable courses completed with an equivalency of a letter grade of "C" or better are transferable. Courses completed with Pass/No Pass are not transferable unless the transcript states that the general grading policy is not based on letter grades. This policy must be submitted in writing from the institution (transcript key or a verification letter).

Other Types of Undergraduate Transfer Credit: The following other types of credit may be transferable:

- **AP/IB course credit earned** is equivalent to college credit.

- **Credit by Examination (CLEP).** SFBU grants credit to those students who pass examinations in English, natural sciences, humanities, and social science subjects offered by the College Level Examination Program (CLEP). Only General Education credits will be granted. Students should consult with the Admissions Office for information on acceptable CLEP scores and credit hours. **The CLEP Institution Code for SFBU is 7569.**

- **Transfer of Credit from Defense Activity for Nontraditional Education Support (DANTES) and Military Services.** Credits will be allowed for DANTES Subject Standardized Tests and professional military education evaluated by the American Council on Education (ACE). The maximum transferable credits follow the same policies as specified above. SFBU's evaluation of an application is made before the student's admission to a program unless otherwise approved by the authorizing VA office. **The DANTES Institution Code for SFBU is 9670.**

Access to Computers

Students taking courses from the SFBU School of Psychology are required to have computers on which they will install various software packages, applications, microphones, and cameras, connect to cloud applications, implement course assignments, and take examinations. Students should expect some courses to require software use/licensing fees comparable to the cost of a classic textbook. Example computer uses include a web server, a relational database, the Python/JavaScript/PHP programming language, data visualization and analytics tools, making a business website, creating analytical models, performing statistics on data sets, machine learning, use for oral presentations, downloading of course materials and project templates, uploading of assignments, accessing the student portal and course learning management systems, use of cloud-based applications, virtual office meetings with the professor, delivery of student services, interaction with the administration and staff, and so on. For interactive online/hybrid classroom meetings and group video conferencing, the recommended bandwidth is ≥ 3 Mbps in both the upstream and downstream directions.

Remote students are expected to have their web cameras on during any interactive online virtual class meeting and examinations. For individual peer-to-peer video conferencing, 1 Mbps is the recommended minimum bandwidth. For an improved video experience, a wired connection/adapter can reduce interaction latency and the number of dropped packets compared to a Wi-Fi connection.

Graduation Requirements

Each program requires coursework in the following three areas:

1. General Education
2. Major (Foundation, Breadth, Diversity, and Capstone)
3. Electives

An overall GPA of 2.0 or better and a D grade or higher on all courses toward the degree are required. The student must be in good standing with the University and have an approved petition to graduate on file.

Course Numbers: Courses numbered in the 100s and 200s are **lower-division** courses; courses numbered in the 300s and 400s are **upper-division** courses.

Prerequisites/Corequisites: Prerequisites must be met before taking a course. Corequisites may be taken at the same time as the course is taken. To meet prerequisites or corequisites, lower-division status means undergraduate students with fewer than 60 completed semester credit hours, and upper-division status means undergraduate students with 60 or more completed semester credit hours.

1. General Education Requirements

All undergraduate students in the psychology programs must complete at least 30 semester credit hours in general education (GE). GE courses cover subjects in the following areas: English language communication and critical thinking (Area A), mathematics and natural sciences (Area B), arts and humanities (Area C), and social sciences (Area D).

Examples of courses that fall under each area of general education are as follows:

- Area A: English Language Communication and Critical Thinking: Expository Writing, Critical Thinking, Public Speaking, Small Group Communication, Intercultural Communication, American Literature.
- Area B: Mathematics and Natural Sciences: Calculus, Linear Algebra, Probability & Statistics, Physical Sciences, Physics.
- Area C: Arts and Humanities: Introduction to Philosophy, Art/Music Appreciation, Principle of Ethics.
- Area D: Social Sciences: American Experience, American/California History, Emotional Intelligence, Introduction to Psychology, Multiculturalism, Public Administration, Sociology.

General Education Student Learning Outcomes

SFBU has determined that the first five institutional learning outcomes also serve as *general education outcomes*, with one modification: The general education outcome for critical thinking has been modified as shown below to allow for a clear mapping between general education courses in natural sciences, social sciences, communications, and humanities.

All undergraduate students are expected to demonstrate the following general education student learning outcomes:

Written Communication: Write sustained, coherent arguments or explanations.

Oral Communication: Utilize effective oral communication strategies.

Quantitative Reasoning: Utilize mathematical concepts and methods to analyze and explain issues quantitatively.

Information Literacy: Identify, locate, evaluate, and effectively and responsibly use and share information in support of academic, personal, and professional needs.

Critical Thinking: Utilizing various disciplinary perspectives, explore and analyze issues, ideas, artifacts, and events to formalize an opinion or conclusion.

2. *Major Study Requirements*

The BSPSY program is structured around a comprehensive sequence of major coursework designed to provide students with both foundational knowledge and advanced competencies in psychology. The curriculum is organized into three core major categories: **Foundation**, **Breadth**, and **Diversity** courses. Together, these categories equip students with a strong understanding of psychological theories, research methods, and the diverse perspectives necessary to analyze human behavior across a variety of contexts. The program culminates in a student-driven **Capstone Project**, which provides an opportunity for students to integrate and apply the knowledge and skills acquired throughout the program. Under faculty mentorship, students develop, execute, and present a scholarly project that demonstrates critical thinking, scientific inquiry, and the practical application of psychological principles.

3. *Electives*

Electives are built in each program to promote diversity and depth in the study program. The student must complete enough elective courses to meet the graduation requirements.

Bachelor of Science in Psychology (BSPSY)

The following is the description of the BSPSY program, with a statement of its objectives, learning outcomes, and curriculum.

PROGRAM OBJECTIVES. The Bachelor of Science in Psychology at San Francisco Bay University prepares students to become ethical, culturally responsive, and technologically proficient professionals with a strong foundation in psychological science. Guided by the American Psychological Association's undergraduate learning outcomes, the program develops students' understanding of human behavior through scientific inquiry, evidence-based practice, and the application of psychological principles across diverse cultural and social contexts. Students cultivate critical thinking, emotional intelligence, leadership, digital literacy, and collaborative problem-solving skills while embracing a growth mindset and a commitment to equity, inclusion, and social justice. By integrating research, technology, and experiential learning, the program equips graduates to address contemporary challenges in mental and behavioral health, pursue advanced study or professional careers, and serve as adaptive leaders who use data-informed psychological science to improve individuals, organizations, and communities.

LEARNING OUTCOMES. The Program Learning Outcomes for the B.S. in Psychology are:

1. Critical Thinking: Apply scientific reasoning to interpret and evaluate psychological phenomena using empirical evidence.
2. Quantitative Fluency: Analyze, interpret, and clearly explain quantitative data relevant to psychological research
3. Ethics: Apply ethical standards to evaluate psychological practices and research.
4. Information Literacy: Locate, evaluate, and effectively use credible information sources in psychology.
5. Written Communication: Communicate psychological concepts effectively through clear and well-organized written work.
6. Oral Communication: Deliver oral presentations that clearly and effectively communicate psychological concepts to a variety of audiences.
7. Specialized Knowledge 1: Describe and apply foundational psychological concepts, theories, and methods within core domains of the discipline.
8. Specialized Knowledge 2: Apply psychological principles to explain and evaluate personal, social, and organizational issues.

Graduation Requirements (3-Year Program – 90 credit hours)

A minimum of **90 credit hours** is required for graduation. They include the following:

1. **30 credit hours of general education courses,** including 6 credit hours in English language communication and critical thinking (Area A), 9 credit hours in mathematics and natural sciences (Area B), 6 credit hours in arts and humanities (Area C), and 9 credit hours in social sciences (Area D).

2. **36 credit hours of major courses** apportioned as follows:
    a. 15 credit hours of major foundation courses
    b. 12 credit hours of major breadth courses
    c. 6 credit hours of major diversity courses
    d. 3 credit hours of capstone courses

3. **24 credit hours of free elective coursework,** allowing students to customize their academic experience by exploring areas of personal interest, pursuing interdisciplinary studies, or gaining additional depth in psychology or related fields. These electives provide flexibility to support students' academic, professional, and career goals while broadening their knowledge and skill set.

General Education (Agility Praxis Pathway; 30 credit hours)

The purpose of general education is to give breadth to the student's education. With an interdisciplinary mixture of English language communication and critical thinking, mathematics and natural sciences, arts and humanities, and the social sciences, the student will be prepared for their roles both in society and at work.

Agility Praxis Pathway: The SFBU APP—Agility Praxis Pathway—is the foundation of our academic approach, reflecting our commitment to a modern paradigm of higher education. Grounded in Universal Design for Learning (UDL) principles, the SFBU APP centers on student needs, addressing evolving demands from students, employers, and global challenges. It fosters adaptability, bridges academic traditions with practical creativity, and offers flexible pathways to achieve goals and seize new opportunities.

Composed of 10 interdisciplinary courses (areas A, B, C, and D) that ask big questions, the SFBU APP prepares students for academic success and lifelong intellectual exploration, professional achievement, and creative contribution. It embodies our vision of a responsive, experiential, and forward-looking education paradigm.

Area A: English Language Communication and Critical Thinking (6 credit hours)

APP101	How to Tell Your Story	(3)
APP103	How to Communicate in a Global Context	(3)

Area B: Mathematics and Natural Sciences (9 credit hours)

APP201	How to Use Math in Real Life	(3)
APP202	How Your Brain Works	(3)
APP301	How Can We Thrive? Scientific Inquiry & The Future of Sustainability	(3)

Area C: Arts and Humanities (6 credit hours)

APP102	How to Design Your Life	(3)
APP203	How to "Be Creative" in Partnership with Computation and Machine Learning	(3)

Area D: Social Sciences (9 credit hours)

APP104	How to Lead	(3)
APP204	How to Use Data Science and Game Thinking for Social Impact	(3)
APP302	How to Design Social Innovation/Impact Solutions to Thrive	(3)

Major Requirements (36 credit hours)

The purpose of the major coursework is to provide students with both a strong foundation in psychological science and advanced competencies across the discipline. The curriculum is organized into three core categories: **Foundation**, **Breadth**, and **Diversity** courses. This comprehensive preparation culminates in a **student-driven Capstone Project**, where students integrate and apply their knowledge to investigate a meaningful psychological question or issue through scholarly inquiry.

Foundation Courses (15 credit hours)		***Credit Hours***
PSY101 / PSY210	Introduction to Psychology	(3)
PSY102	Writing Through a Psychological Lens	(3)
PSY103	Biopsychology	(3)
PSY104	Statistical Methods in Psychology	(3)
PSY105	Research Design, Methods and Evaluation	(3)

Breadth Courses (12 credit hours)

PSY260	Social Psychology	(3)
PSY240	Lifespan Development	(3)
PSY280	Personality Theory	(3)
PSY220	Abnormal Psychology	(1)
PSY281	Cognitive Psychology	(3)
PSY260	Social Psychology	(1)

Diversity Courses (6 credit hours)

PSY310	Principles and Methods of Counseling	(3)
PSY257	Psychology of Death, Dying, and Bereavement	(3)
PSY312	Psychology of Gender and Sexuality	(3)
PSY379	Cross-cultural Psychology	(3)
PSY345	Group Models of Counseling	(3)
PSY341	Organizational Leadership Psychology	(3)

Capstone Course (3 credit hours)

PSY495	Capstone	(3)

Free Elective Requirements (24 credit hours)

The purpose of the free elective coursework is to provide students with the flexibility to personalize their academic experience by exploring areas of individual interest, pursuing interdisciplinary learning opportunities, or developing additional expertise in psychology or

related disciplines. These electives enable students to align their coursework with their academic, professional, and career aspirations while broadening their knowledge, enhancing transferable skills, and fostering intellectual curiosity.

Free Elective Courses (24 credit hours)		***Credit Hours***
PSY230	Psychology and Modern Literature	(3)
PSY453	Artificial Intelligence and Psychology	(3)
PSY325	Motivation and Emotion	(3)
PSY275	Psychology of Aging	(3)
PSY341	Psychology of Women in Organizations	(3)
PSY342	Culture and the Formation of the Self	(3)
PSY245	Health Psychology	(3)
PSY321	Psychology of Trauma and Post-traumatic Growth	(3)
PSY450	Cyberpsychology: Understanding Human Behavior in the Digital Age	(3)
PSY150	Psychology of Happiness	(3)

POLICY ON MINOR PROGRAM OF STUDY (Effective Spring 2027)

Purpose

This policy defines the requirements and procedures for the declaration and completion of a Minor Program of Study at San Francisco Bay University (SFBU).

Scope

This policy applies to all undergraduate students matriculated at SFBU and to all academic units offering approved minor programs. Students eligible to declare a minor must be concurrently enrolled in a 120-credit program. Students enrolled in a 90-credit degree program are ineligible to declare a minor. Also, students enrolled in Pro+ programs are not eligible to declare a minor.

Catalog Authority and Governing Terms

Students must complete all requirements for the minor and may not combine requirements from multiple catalog years. All policies herein are subject to the general academic regulations, degree requirements, and residency requirements published in the SFBU Academic Catalog.

Definition of a Minor

A minor is a structured set of courses within a discipline or interdisciplinary field, outside of the student's major, and appears on the student's official transcript upon completion. A minor is not awarded independently of a bachelor's degree.

Eligibility and Declaration

Students may declare a minor after successfully completing 12 credits at SFBU and achieving good academic standing (minimum cumulative GPA of 2.0). Students must submit a Minor Declaration Form through their student portal to the Office of the Registrar. 5.3 Students may declare one minor. Additional minors require approval by the Provost or designee.

Unit, Residency, and Course Requirements

A minor requires a minimum of 18 semester credits. At least 50% of the required credits for the minor must be completed at SFBU. A minimum of 6 courses from within an undergraduate discipline. A grade of C (2.0) or higher is required in each course applied toward the minor. Courses taken on a Pass/No Pass basis may not be applied unless explicitly permitted. Courses used to satisfy major requirements may not be applied to the minor. All prerequisite and sequencing requirements listed in the catalog must be satisfied.

Time to Completion and Currency of Coursework

All coursework applied to the minor must comply with SFBU policies on currency and time limits for degree completion. Once all degree requirements have been satisfied, a student must graduate and may not continue coursework toward the minor.

Advising and Degree Audit

Students are responsible for reviewing their degree audit and consulting with student success counselors to ensure completion of all minor requirements. Student success counselors shall provide advising support and the Office of the Registrar shall verify completion of minor requirements before degree conferral.

Governance and Approval of Minor Programs

All minors must be approved through the SFBU curriculum governance process and published in the Academic Catalog prior to implementation.

Minor Completion

The minor is awarded upon completion of all requirements and the concurrent award of a bachelor's degree. The minor is recorded on the official transcript. The diploma reflects only the degree and major. Students must apply for graduation by the published deadline and indicate completion of the minor.

Restrictions

A minor may not be earned in the same field as the major. Enrollment in minor courses may be limited based on prerequisites, course availability, and program capacity. Certain programs may not offer minors due to accreditation, licensure, or regulatory constraints.

Sample Minor Listings (Illustrative Only)

Business Administration Minor (18 units)

ACC110	Financial Accounting	(3)
BAN460	Introduction to Business Analytics	(3)
BLAW310	Introduction to Business Law	(3)
BUS450	Professional & Technical Writing	(3)
BUS493	Senior Project	(3)
ECON201	Principles of Macroeconomics	(3)

Computer Science Minor (18 units)

CS453	Compiler Design	(3)
CS470	Network Engineering and Management	(3)
CS477	Ethical Hacking and Penetration Testing	(3)
CS478	Blockchain Technology and Applications	(3)
CS483	Fundamentals of Artificial Intelligence	(3)
CS485	JavaScript and Internet Programming	(3)

Psychology Minor (18 units)

PSY230	Psychology and Modern Literature	(3)
PSY453	Artificial Intelligence and Psychology	(3)

PSY325	Motivation and Emotion	(3)
PSY275	Psychology of Aging	(3)
PSY341	Psychology of Women in Organizations	(3)
PSY342	Culture and the Formation of the Self	(3)

AI Minor (18 units)

Authority

Issued by the Office of the Provost and approved by the Faculty Assembly in accordance with SFBU governance procedures.

Related Catalog Policies

Undergraduate Degree Requirements

Academic Standing

Residency Requirements

Graduation Requirements

COURSE NUMBERS AND DESCRIPTIONS

Agility Praxis Pathway (General Education Requirements)

OVERVIEW

The APP Model—Agility Praxis Pathways— serves as the backbone of our academic approach, reflecting our commitment to a new paradigm of higher education. Infused with the principles of Universal Design for Learning (UDL) and a commitment to all students at the center of the learning conversation, the APP model is a response to the evolving, multifaceted needs of students, employers, and the broader global challenges at hand. As such, this model is designed to foster agility to not only adaptively navigate but flourish amidst change, honor praxis - bridging the rich traditions of academic inquiry with the imperative of pragmatic creativity, and offer flexible, clear pathways to make progress toward goals and respond to new opportunities. Here's how it unfolds in our academic environment:

Think: At the onset, the "Think" stage immerses students in a rich tapestry of texts and multimodal resources, broadening perspectives and sparking curiosity about the subjects at hand. This phase introduces students to a wide range of materials—from guest speaker insights to flipped classroom videos, and diverse reading assignments—designed to stoke vibrant discussions and healthy debate. It emphasizes increasing intellectual friction while decreasing social friction, fostering an environment where visible thinking routines and self-inquiry flourish. This foundational step ensures students are not just passive recipients of information but active participants in their learning journey.

Do: The "Do" phase emphasizes the deliberate practice of the skills, mindsets, and behaviors pivotal to the course's goals and student learning outcomes. Academic disciplines act as lenses through which students engage with content, allowing them to apply domain-specific skills consistently. It is about learning by doing, where knowledge meets practice in a dynamic interplay. Whether it's through sustained writing exercises, hands-on experiments, or iterative design processes, this stage is about deep engagement with the material and the cultivation of practical skills. By encouraging students to apply what they learn in real-time, we bridge the gap between theoretical knowledge and practical application.

Create: Finally, the "Create" stage empowers students to synthesize their learning and skills into tangible outputs. Building on their acquired knowledge and practiced abilities, students craft projects, artifacts, written works, and presentations that demonstrate their progress and mastery of course objectives. This creative application not only serves as evidence of their learning journey but also as a portfolio showcasing their capabilities and readiness to tackle real-world challenges. It's here that the full cycle of the APP Model comes to fruition, encapsulating the essence of our academic philosophy: to think deeply, act purposefully, and create meaningfully.

Through the APP Model, we commit to preparing students not only for academic success but for a lifetime of intellectual exploration, professional achievement, and creative contribution. This approach embodies our vision of the education paradigm we need – one that is responsive, experiential, and forward-looking.

SFBU Promise Statement, Student & Faculty Competencies

SFBU equips students with the competencies and skills to thrive and inspire the common good in an ever-changing world. As such, graduates stand out. They are tenacious leaders, interpersonally gifted, global navigators, technology trendsetters, and enlightened thinkers.

COURSES

APP 101: How To Tell Your Story:
Cornerstone Course I (3 credit hours)

How to Tell Your Story weaves together the art of writing with the principles of design thinking to explore the transformative power of story in both self-discovery and academic discourse. In this course, you will explore and consistently practice the multifaceted process of writing, from the initial stages of brainstorming and outlining to the nuanced tasks of drafting, revising, and editing. Emphasizing the strategic crafting of thesis statements, the development of persuasive arguments, and the integration of evidence, you will learn to communicate your ideas with clarity, coherence, and compelling engagement. Digital tools, including those powered by AI, will be embraced with intentional use cases and explorations throughout the course, allowing you to build marketable skills and develop, refine, and amplify your voice.

Through this introspective journey, you and your classmates will unpack your stories, research and identify recurring themes, and cultivate the ability to articulate your unique narratives. This exploration serves as a cornerstone for developing a nuanced understanding of one's path and potential, bridging the gap between personal insight and academic expression.

APP 102: How to Design Your Life: A Journey Through Personal Epistemology
Cornerstone Course II (3 credit hours)

This course empowers you to become the architect of your own life by critically examining the beliefs, values, and assumptions that shape your choices. You will reflect deeply on how your worldview is influenced by factors such as family, culture, education, media, and lived experience. Through guided self-inquiry and practical exercises, you'll clarify your understanding of what success, meaning, and purpose look like in your life. You'll explore eight essential life domains: physical health, mental health, spiritual health, relationships, finances, play, growth, and career. In each domain, you will design and conduct mini experiments to discover what genuinely supports your well-being, growth, and fulfillment. Applying design thinking principles, including empathy, ideation, prototyping, and iteration, you'll develop strategies to navigate life's challenges with creativity, resilience, and intention. The course culminates in the creation of a personalized, balanced, and evolving four-year life plan that integrates your insights across all life domains.

Throughout the course, you will strengthen critical thinking and analytical skills, enabling you to thoughtfully engage with diverse perspectives and make informed decisions as you intentionally design your future at SFBU and beyond.

APP 103: How to Communicate in a Global Context (3 credit hours)

This course delves into the complexities of communication in a globalized world, examining cultural nuances, technological advancements, and cross-cultural communication strategies. You'll

develop skills to effectively communicate and collaborate across diverse cultural and linguistic contexts. Building from foundational communication practices to nuanced cultural navigation and interaction skills for impact and influence, you'll consistently grow your skills to communicate in multiple methods and modalities (e.g., public speaking, written communication, visual communication, debate). This course experience will include deliberate practice experiences (in varied cultural settings), and feedback loops with a small community of practice to accelerate skill development.

APP 104: How to Lead: Transforming Insights from History into Modern Movements (3 credit hours)

This course offers a comprehensive exploration of modern leadership theories, contemporary approaches to leadership, and timeless lessons from a historical survey of influential leaders. Through the analysis of case studies, contemporary examples, and impactful social movements (spanning figures from Mahatma Gandhi to Colin Kaepernick), you will explore the complexities of leadership in today's world and examine the role of leaders in driving meaningful change. The course will address the timeless questions such as the following: What does it truly mean to lead? What defines a great leader? How do movements take shape and gain momentum? How have perceptions of leadership and its methods evolved over time? Predicated on lessons learned in the course, you will develop a deeper understanding of your own leadership style, explore movements that resonate with you, and apply your insights in a final project. This project will challenge you to design a movement, identify the leadership skills and strategies necessary to support it, and create a model campaign to launch your vision into action.

APP 201: How to Use Math in Real Life: The Mathematical Mindsets that Shape Our World (3 credit hours)

Reimagine what it means to be mathematically empowered. In this course, we move beyond rote procedures and isolated rules and instead explore mathematics as a flexible, conceptual, and creative way of thinking — a way to make sense of the world, solve meaningful problems, and shape a more just and informed society.

This course cultivates mathematical mindsets that prioritize curiosity, connection-making, and conceptual understanding. Further, this course equips you to explore the power of productive struggle, solve problems creatively, and develop resilience in mathematical problem-solving. Through engaging explorations, deep analysis, deliberate practice, and immersive real-world applications, you will discover the mathematical mindsets that shape our world as you develop your own and put them to work in meaningful ways.

Whether exploring how strong quantitative reasoning helps us flexibly interpret and estimate with numbers, uncovering the power of linear equations to model relationships, or investigating how data can both reveal and distort truth, you'll gain tools for navigating and influencing the world around you. Along the way, you'll recalibrate common cultural fears of "being wrong" and come to see struggle and mistakes as vital, generative steps in mathematical thinking.

Together, we'll analyze how math shapes key fields that address societal needs— as well as its role in social justice, public decision-making, and innovation. You'll also explore the ethical dimensions of mathematical applications, learning how to question assumptions, interpret data with skepticism, and advocate for the responsible use of quantitative reasoning.

By the end of the course you'll be able to think like a mathematician with flexibility, critical analysis, creativity, and connection.

APP 202: How Your Brain Works (3 credit hours)

This course invites you to discover the inner workings of your brain. At its core is a unique learning experience architecture that blends foundational neuroscience with applied psychology, helping you understand how your brain works and how to use it.

You will learn about the underlying mechanisms that enable your brain to sense your surroundings, control your behavior, make decisions, form memories and learn from experience. After examining the brain's structures and functions and exploring how cognitive processes like attention, memory, and learning agility operate beneath the surface, you'll critically evaluate how these mechanisms influence your habits, decisions, and behaviors and learn how to shift them intentionally.

Rather than stop at studying science, you'll become an active participant, designing and conducting personal experiments to test learning strategies, build better habits, and deepen metacognitive awareness. You'll demonstrate your understanding by articulating key neuroscientific insights and their real-world applications through collaborative projects, reflective writing, and interactive experimentation.

By course end, you'll be equipped not only with the knowledge to understand your brain but with the practical skills to optimize its performance in a world of distraction, complexity, and change.

APP 203: How to "Be Creative" in Partnership with Computation & Machine Learning (3 credit hours)

What makes creativity uniquely human and how is that definition evolving in the age of AI?

This course invites you to explore the evolving relationship between human and computational creativity by examining your own creative process and learning how to use AI as a tool for creative problem-solving. You'll reflect on the cognitive, emotional, and environmental factors that influence your creativity, and develop strategies for working through ambiguity, setbacks, and the nonlinear nature of creative thinking.

At the same time, you'll engage with the world of computational creativity through hands-on experimentation with generative tools, machine learning, and algorithmically driven media. You'll explore how technology can be used not just to replicate creativity, but to extend it—helping you push through blocks, generate new possibilities, and reimagine what's possible in your personal and professional work.

Throughout the course, you'll design and evaluate original creative products using a 360-degree feedback process, consider how creative practice supports mental wellness and self-awareness, and explore how to shape environments that support creative flow.

Whether you're prototyping ideas, designing creative outputs, or reflecting on how you think, this course is about deepening your creative identity and exploring how human and machine creativity can complement one another in meaningful, future-focused ways.

APP 204: How to Use Data Science & Game Thinking for Social Impact (3 credit hours)

This course navigates the intersection of data science, game theory, and social sciences to tackle pressing societal challenges. Through a transdisciplinary lens, this course explores the methodologies of systems and framework thinking, providing you with the tools to analyze complex social issues such as poverty alleviation, healthcare access, environmental sustainability, and social justice.

The course revolves around the central question: How can we create a framework for addressing critical social challenges? You will engage in hands-on projects that integrate critical problem-solving methodologies from interdisciplinary fields such as critical thinking, information sciences, data modeling, and research methods. By applying these methodologies to real-world scenarios, you'll gain practical experience in analyzing data, identifying key variables, devising strategic interventions and considering the ethical implications of interventions to address social issues. The final application project in this course will be to work with a collaborative group to create a framework addressing a critical social challenge, informed by your exploration of data science and thinking methodologies.

APP 301: How Can We Thrive? Scientific Inquiry & the Future of Sustainability (Collective Capstone) (3 credit hours)

This course examines the delicate balance required for Earth's sustainability through the lens of physical and biological sciences. You'll gain a deep understanding of and appreciation for the interconnectedness of natural systems and the critical role they play in our planet's health alongside emerging interdisciplinary innovations aimed at solving and preventing sustainability challenges.

Applying a systems thinking approach throughout your investigations, you'll consistently seek balance and awareness of the interactions amongst the three central concepts for sustainability: environmental integrity, economic viability, and social equity.

With these three key sustainability concepts in constant consideration, you'll explore both longstanding and emerging topics crucial to sustainable development. This includes renewable energy, sustainable materials, and circular economy principles, as well as emerging practices in bio-inspired design—where engineering and technology mimic biological processes; understanding the implications of climate change on global biodiversity; and investigating how nanotechnology can reduce pollution and enhance energy efficiency. We'll consider possibilities in sustainable agriculture practices that ensure food security without damaging the environment and explore the critical ecosystem services, such as water purification and carbon sequestration, vital for maintaining biodiversity.

As we confront some of the most significant challenges facing our planet and society today, this course invites your curiosity, passion, and creativity to identify and prepare to address a sustainability issue. You'll integrate the knowledge and skills acquired to propose innovative solutions—solutions that you can develop from concept to testable prototype in your capstone project next semester.

APP 302: How to design social innovation/impact solutions to thrive | SFBU Capstone (3 credit hours)

If you want to incubate a social impact entrepreneurial venture during your university experience SFBU has a unique/ unparalleled social impact entrepreneurship pathway available. As a part of the core curriculum, each student will go through the design thinking process of user research, defining the problem they aim to solve, challenging assumptions, ideation, and prototyping (*empathize, define, ideate, prototype, test*).

If a student chooses to move to a cycle of testing and refining their prototype, SFBU offers a unique opportunity to not only earn university credit hours but also receive a comprehensive set of support and multiple meaningful relationships with industry experts and mentors to give it a go, launching an LLC or 501(C)3 during their university experience.

In alignment with the SFBU Student Experience Pillars (Career Readiness, Academics, Life Literacy, Wellness, Multiple Meaningful Relationships, Financial Support) SFBU's social impact entrepreneurship pathway will offer a unique program teaching at the intersection of social impact/citizenship, business administration, and wellness. How to do good (impact), while doing good (financially), and feeling good (wellness).

General Education Requirements prior to Fall 2024

Undergraduate Course Numbers and Descriptions

For general education, lower-division courses are numbered in the 100s and 200s, and upper-division courses are numbered in the 300s and 400s.

Course No.	Description
100–199	Freshman-level courses
200–299	Sophomore-level courses
300–399	Junior-level courses
400–499	Senior-level courses
450–499	Senior-level specialized skills courses taken for undergraduate-level credit

Courses are listed by subject: English, Humanities, Mathematics, Physics and Physical Sciences, and Social Science. Each course description is followed by any prerequisite or corequisite information.

Each **1-credit-hour lab** course requires at least 2 contact hours of lab work each week.

English

(GE in English and Communication area)

ENGL100 English Structure and Composition (0 credit hours)

This course focuses on the structural components of academic writing, starting with the parts of speech, the parts of a sentence, and the building blocks of phrases and clauses. It covers sentence types and variety, parallelism, proper word usage and punctuation, and avoiding sentence errors. This course also emphasizes unity and coherence, as well as the structure of paragraphs and standard academic essays.

ENGL101 Expository Writing (3 credit hours)

This fundamental-level college writing course is based on a systematic approach to addressing students' needs in acquiring knowledge and skills in written communication. It explores an integrated approach to the mechanics of communication, encompassing a full range of basic concerns in informative writing, going from processes to its forms to the popular techniques writers have used to make their works outstanding. Students enhance their writing skills through the process of prewriting, organizing, drafting, revising, and editing expository essays. By the end of the semester, students should have functional knowledge of English grammar, sentence structure, and punctuation and be able to write effective academic expository and persuasive essays.

ENGL102 Critical Thinking (3 credit hours)

This course focuses on becoming an effective provider and consumer of ideas in our information-saturated society. Students will learn to identify the intent of the message, judge the soundness of the argument, and evaluate the validity of the evidence. Rigorous training will help learners go beyond feelings and personal biases to clear, impartial, and accurate problem-solving and decision-making that are essential to all human communication: speaking, writing, debating, and persuading.

ENGL115 Public Speaking (3 credit hours)

This course is designed to develop effective skills in extemporaneous speaking, formal presentations, and listening. Students will learn about nonverbal communication, cultural differences in communication, and research methodology.

ENGL220 Small Group Communication (3 credit hours)

This course is designed to accomplish the following learning goals: 1) to help the students understand theories and principles of small group decision-making and problem-solving, 2) to provide students with hands-on experience working in small groups, the most powerful tool in modern industry, and 3) to offer students opportunities to observe the development and operation of real-life task-oriented groups.

ENGL320 Intercultural Communication (3 credit hours)

This course introduces theories and practices regarding intercultural relationships and communication. It helps students adapt to a rapidly diversified workforce both in Silicon Valley and in other parts of the world. From the vantage point of this course, students will see the forces that shape cultures and influence intercultural contacts. They will be enabled to build harmonious and productive relationships with individuals from all national, ethnic, and linguistic backgrounds.

ENGL425 Modern American Literature (3 credit hours)

This course examines fiction and nonfiction writing produced by American authors in the 20th and 21st centuries. It will cover the themes, styles, and content of modern American authors. Genres such as drama, action, and science fiction will be investigated. Students will be asked to analyze context, culture, time, and structure. This course requires critical thinking on essays written about various readings.

Prerequisite: ENGL101

Humanities (GE in Humanities area)

HU210 Introduction to Philosophy (3 credit hours)

This course is an introduction to the great questions of philosophy using a historical approach. The class covers Western and non-Western traditions from pre-Socratic and Confucian times to modern times.

HU230 Art Appreciation (3 credit hours)

A crash course in Western art aesthetics from ancient art to post-modernism, this course gives the student a historical Western art background that makes comparisons to the East, as well as the tools to analyze paintings through their own cultural point of view.

HU240 Music Appreciation (3 credit hours)

This course is designed for students to explore the fundamentals of music through easy-listening examples from all aspects of sound: tone, color, harmony, rhythm, mood, dynamics, tempo, themes, and forms. Students will analyze music with respect to the historical and cultural context as well as to daily life.

HU280 Principles of Ethics (3 credit hours)

This course is designed to reveal ethical principles and problems applicable to their lives. Topics include the application of ethical principles, background and philosophical principles of ethics, ethical practices, and practical ethical problems and solutions.

HU420 Critical Analysis of Film (3 credit hours)

This course examines the impact of film on society and vice versa. Students will review, critique, and analyze several films throughout the semester. It also examines the content, meaning, history and culture of American and foreign films. Various genres and film movements will be viewed and discussed. Knowledge, insight, and critical analysis will be required to demonstrate how the selected films reflect and impact cultures.

HU450 Information Literacy for Academics, Life, and the Workplace (3 credit hours)

This course will give students a skill that they will be able to use and benefit from for the rest of their lives: the ability to read, evaluate and understand newspapers, magazines, websites, journalistic materials, business writing, and journals. Students will learn to evaluate and analyze bias, propaganda, agenda, point-of-view, and misinformation. They will be able to interpret, organize and synthesize information from various sources to achieve a specific purpose with clarity and depth.

Prerequisite: ENGL101

Mathematics

MATH201 Calculus – I (3 credit hours)
(GE in Mathematics area)

This course is the first of a series in calculus designed for students to build a fundamental background in calculus and to learn its applications to basic problems. Topics include functions, limits, continuous functions, derivatives and applications, antiderivatives, composite functions and chain rules, graphing techniques using derivatives, implicit differentiation, finite integrals, and fundamental theorems of calculus.

Prerequisite: Pre-calculus subjects

MATH202 Calculus – II (3 credit hours)

This course is the second of the calculus series designed for students to understand integration techniques and extend the differentiation notion and methods to functions of multiple variables. Topics include logarithmic and exponential functions and their derivatives, inverse trigonometric functions, derivatives, as well as L'Hopital's rule, integration techniques and their applications, sequence, series, partial derivatives, and improper integrals.

Prerequisite: MATH201

MATH203 Linear Algebra (3 credit hours)

Linear algebra is one of the topics necessary to prepare students for higher-level math courses such as differential equations. It is also relevant to computer science and business students interested in data science since linear problems are often the simplest models of the natural world. In this course, students will learn the language, concepts, and techniques from the ground up, beginning with the geometric representation of systems by equations and progressing to the manipulation of abstract ideas such as singular value decomposition.

Prerequisite: MATH201

MATH208 Probability and Statistics (3 credit hours)

(GE in Mathematics area)

This course is designed for students to understand the concepts, theory, and applications of probability and statistics. Topics include permutation, combination, random variables, distribution, means and variance, normal distribution, random sampling, estimation, confidence interval, hypothesis testing, linear correlation, and regression.

Prerequisite: Pre-calculus subjects

Physics and Physical Sciences

PHYS101 Introduction to Physical Sciences (3 credit hours)

(GE in Sciences area)

This is an introductory course to expose the students to physical science subjects, including the basics of astronomy, chemistry, earth science, and physics.

***Prerequisite*:** Pre-calculus subjects

PHYS201 Physics – I (3 credit hours)

This course is designed to be the first of a series in physics for engineering students. Topics include vectors, motion and Newton's laws, gravitation, work and energy, momentum, mechanics of rigid bodies, oscillations, kinetic theory of gases, waves and sound, and thermodynamics. Laboratory practices are conducted formally each week.

Prerequisite/Corequisite: MATH201/PHYS201L

PHYS201L Physics Lab – I (1 credit hour)

This course is designed to be taken concurrently with the PHYS201 Physics - I course. The student first learns to use the general measuring equipment, the proper experimental procedures, and lab safety issues. The student is expected to gain skills in data analysis and lab report writing throughout the semester. Lab topics include measurements of position and velocity, kinematics, Newton's laws of motion, energy, momentum, conservation laws of energy and momentum, collisions, torque, rotational dynamics, waves, and thermodynamic behaviors.

Prerequisite/Corequisite: MATH201/PHYS201

PHYS202 Physics – II (3 credit hours)

This course is the second of a series in physics for engineering students. Topics include Coulomb's law and electric fields, currents and DC circuits, magnetic fields, time-varying EM fields, AC circuits, optics, interference, diffraction, and an introduction to modern physics. Laboratory practices are conducted formally each week.

Prerequisite/Corequisite: PHYS201/PHYS202L

PHYS202L Physics Lab – II (1 credit hour)

This course is designed to be taken with the PHYS202 Physics – II course. The student learns to use electrical measuring equipment to conduct the first of several experiments related to electromagnetism. Lab safety, as well as skills in data analysis and lab report writing, are stressed. Lab topics include measurement of electric field and potential, simple circuits, resistors, DC circuits, Kirchhoff's laws, capacitors, RC circuits, magnetic effects, inductors, AC circuits, electromagnetic induction, RLC circuits, geometrical optics, lenses, and light as a wave.

Prerequisite/Corequisite: PHYS201L/PHYS202

Social Science

(GE in Social Sciences area)

SOC201 California History (3 credit hours)

This course is designed to expose the students to the uniqueness of California's history and its evolution. Topics include the social, economic, and political development of the “Golden State” over the last three centuries, spanning the Native American, Spanish, Mexican, and American periods. Forms of study include lectures, case studies, and field trips for research.

PSY210 Introduction to Psychology (3 credit hours)

This psychology course reflects on theories and concepts of behavior and processes of the mind. Students will be introduced to topics such as motivation, emotion, personality, social behavior, perception, learning, and development. Different areas of psychology will be examined, such as cognitive, forensic, social, and developmental psychology. Additional topics may include environmental and biological factors affecting behavior, adaptation to stress and adversity, common disorders, experimental methods, and current research trends, among others.

PSY450 Cyberpsychology: Understanding Human Behavior in the Digital Age

Explore how digital technologies shape human behavior identity, relationships, mental health, and society. This interdisciplinary course examines online behavior through psychological and ethical lenses, covering topics like social media, cyberbullying, digital addiction, AI, VR, UX, and algorithmic bias. Students engage in weekly reflections, discussions, and hands-on projects, culminating in a final design promoting digital well-being or equity. Open to students from all disciplines; no prerequisites.

SOC215 Introduction to Sociology (3 credit hours)

This course provides a study of culture, social organization, and social relations. Additional topics include the major social problems in society, with an emphasis on how those problems are interrelated and the role of society in their creation and perpetuation. Issues and problems related to cross-culture and diversity will also be addressed.

SOC235 Multiculturalism in the United States (3 credit hours)

This course looks into various aspects of multiculturalism in American society, exploring issues related to race, ethnicity, gender, sexual orientation, disability, and other social group identities.

SOC250 Public Administration (3 credit hours)

This course serves as an introduction to public administration. Early key thinkers in the development of public administration will be examined. During the semester, topics such as public policy formation, public management, human resources, reinvention, privatization, e-government, public finance, performance measurement, and ethics will be reviewed. Students will become familiar with the primary issues and challenges facing public administrators today.

SOC260 Civilization and Urbanization (3 credit hours)

This is an introductory course designed to cover the 5,000-year shift from rural to urban throughout the world. The city is civilization's greatest work of art, but it has many challenges. The ancient walled cities, utopian writings, urban theories, religious experiments, English Garden Cities and new towns, American Greenbelt Towns, company towns, flight to the suburbs, neo-traditional planning, the New Urbanism, and current sustainable development, Smart Growth, and the more recent Greening and Healthy Cities will be described, and the actual city and regional planning practices shown.

SOC275 The American Experience (3 credit hours)

This course is designed to guide the students in examining the 20th-century rise of the United States as a modern multiethnic society with emphasis on the socioeconomic and political forces that have shaped its development.

HIST340 Modern American History (3 units)

This course covers the development of the United States from post–Civil War (1865) to the present. Students will further develop their historical research, writing, critical thinking, and presentation skills throughout this course. Covered topics start with the 1800's Reconstruction, immigration, industrialization, western expansion, and American urbanization, followed by the 20th century's World War I, the Great Depression, the New Deal, World War 2, Korean War, baby boom generation, Vietnam War, civil rights movement, and globalization. The course concludes with the 21st century, including the impact of September 11, 2001, terrorism, and modern technology.

HIST400 Early American History (3 credit hours)

This course is designed to lead the students to examine the early periods of American history that shaped the development of the nation, including America before Columbus, European expansion, the founding era and Revolution, the Constitution and the New Republic, and subsequent periods of civic and political growth up to the Civil War.

Prerequisite: ENGL101

SOC450 Emotional Intelligence (3 credit hours)

Emotional intelligence (EI), or emotional quotient (EQ), defines the skills or capacity to recognize one's own emotions and those of others and how to control these emotions. In this course, the students will learn about EQ and how to manage interpersonal relations and why it is important in their life and career because, in recent years, EQ has become a major indicator of achievement. They will learn how to increase their EQ by developing their abilities to perceive, use, understand, and manage emotions. EQ is a type of intelligence that, unlike IQ, can be increased, and its benefits are apparent in one's life and career. Knowing yourself is the essence of EQ. Students will learn about themselves by assessing their EQ at the beginning of the class and at the end of the term to see if any improvement took place.

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Engineering – Undergraduate Program Course Numbering and Descriptions

For general education, lower-division courses are numbered in the 100s and 200s, and upper-division courses are numbered in the 300s and 400s.

Course No.	Description
100–199	Freshman-level courses
200–299	Sophomore-level courses
300–399	Junior-level courses
400–499	Senior-level courses
450–499	Senior-level specialized skills courses taken for undergraduate-level credit

Courses are listed by subject: Business, Computer Systems Engineering, Computer Science, Curricular Practicum, and Professional Development. Each course description is followed by any prerequisite or corequisite information.

Each **1-credit-hour lab** course requires at least 2 contact hours of lab work each week. Each **1 credit hour of a practicum course** requires at least 45 contact hours of practical experience related to the student's program curriculum.

Business

BUS450 Professional and Technical Writing (3 credit hours)

This course presents students with practical instructions about communicating in different kinds of academic and workplace environments, as well as professional/technical communities. Students will learn how to organize and produce common professional writing work, such as technical reports, white papers, proposals, and theses. The course also covers different forms of effective writing, writing styles, approaches, formats, and citations of referenced materials.

Computer Systems Engineering

CE305 Computer Organization (3 credit hours)

This course is designed to provide a fundamental understanding of the issues and challenges involved in designing and implementing modern computer systems. The primary goal is to help students become more skilled in their understanding of computer systems, including how the hardware and software interact with each other. This course will also provide an understanding of where computers come from and where they are going, as well as an understanding of their strengths and weaknesses, such as why compiled code will always execute faster than JAVA code. Subjects will include RISC vs. CISC CPU design approach, instruction sets, pipelining, instruction scheduling (branch prediction, speculative and out-of-order execution, etc.), cache, and storage hierarchy design. Additional key focuses will be on modern I/O architectures such as PCI, PCI-X, SATA, SCSI, and USB, among others, and their importance for performance and compatibility.

CE450 Fundamentals of Embedded Engineering (3 credit hours)

This is the first in a series of embedded systems courses designed for students who are interested in learning real-time embedded systems and practicing real-time programming of embedded systems. Topics include hardware issues such as platform, microprocessors commonly used in these systems and how a microprocessor works in such systems; the concept of memory, registers, I/O; interrupt generation and handling in an embedded system; the concept of real-time programming, multitasking, concurrency, mutual exclusion; overview of real-time kernel/OS, drivers; system initialization and startup, and debug issues. Hands-on exercises are required.

Prerequisite/Corequisite: CS250/CE450L

CE450L Embedded Engineering Lab (1 credit hour)

This is a drill course designed to be taken concurrently with the CE450 Fundamentals of Embedded Engineering course. The students gain hands-on experience with embedded systems programming and design. They are also guided to work on projects involving control systems.

Prerequisite/Corequisite: CS250L/CE450

Computer Science

CS200 Discrete Logic (3 credit hours)

This course is designed to introduce students to discrete-logic concepts related to computer science and a broad spectrum of applications. Topics include logic, set theory, functions, relations, graph theory, mathematical proof methods (induction, contraposition, contradiction), counting methods (permutations, combinations), and recurrences.

Prerequisite: Pre-calculus subjects

CS230 Linux & Shell Scripting (3 credit hours)

This course is designed to familiarize the students with the Linux environment. Topics include concepts of the Linux operating system, Shell commands, Visual editor, file manipulation and securities, Linux utility commands, shell features and shell environment, online manual, controlling user processes and managing jobs, the introduction of regular expression and its usage with grep, sed, and awk power utilities, basic shell programming techniques, large file management, and the user programming environment customization. Students are also introduced to Linux shells (bash, Bourne, and Korn), shell programming, basic Linux file systems, and resource management. The students will be able to write shell scripts to accomplish routine tasks for software development and testing. Hands-on exercises are required.

Corequisite: CS230L

CS230L Linux & Shell Scripting Lab (1 credit hour)

This course is designed to be taken concurrently with the CS230 Linux & Shell Scripting course. The students gain hands-on experience with Unix/Linux commands, vi editor, Linux utility, shell

scripting/programming, security issues, managing long files, and customization of user environment.

Corequisite: CS230

CS250 Introduction to Programming (3 credit hours)

This course is an introduction to computer science using Python programming language. Major topics covered include defining and analyzing problems, developing algorithms, implementation, debugging, documentation of programs, coverage of basic algorithms, programming concepts, and data types. Students will write computer programs that include control structures, iteration, methods, argument passing, and classes.

Corequisite: CS250L

CS250L Introduction to Programming Lab (1 credit hour)

This course is designed to be taken concurrently with the CS250 Introduction to Programming course. It is aimed at students new to the Python language who may or may not have experience with other programming languages. Students will learn (a) how Python works and its place in the world of programming languages, (b) to work with and manipulate strings, (c) to perform math operations, (d) to work with Python sequences, (e) to collect user input and output results, (f) flow control processing, (g) to write to, and read from files, (h) to write functions, and (i) to handle exceptions.

Corequisite: CS250

CS350 Data Structures (3 credit hours)

This course is designed to teach efficient use of data structures and algorithms to solve problems. Students study the logical relationship between data structures associated with a problem and physical representation. Topics include introduction to algorithms and data organization, arrays, stacks, queues, trees, graphs, sorting, hashing, and heap structures. Hands-on exercises are required.

Prerequisite/Corequisite: CS250/CS350L

CS350L Data Structures Lab (1 credit hour)

This course is designed to be taken concurrently with CS 350: Data Structures. Python is the primary language used for instruction and laboratory work. Students apply structured programming concepts to data structures and algorithms, including references, classes and objects, stacks, queues, linked lists, sorting, binary trees, and heaps.

Prerequisite/Corequisite: CS250L/CS350

CS360 Programming in C and C++ (3 credit hours)

This course is designed to develop students' skills in designing, coding, and documenting application programs using the C and C++ programming languages. Emphasis is placed on defining design objectives, criteria, and specifications, as well as the processes of synthesis, analysis, construction, testing, and evaluation of open-ended programming problem

Topics include an introduction to procedural programming in C and object-oriented programming in C++. Key concepts covered are data types, expressions, statements, functions, program scope, run-time memory allocation, function overloading, template functions, class mechanisms, inheritance, and transitioning from C to C++.***Prerequisite/Corequisite:*** CS250/CS360L

CS360L Programming in C and C++ Lab (1 credit hour)

This course is designed to be taken concurrently with the CS360 Programming in C and C++ course to practice and develop programming skills in both C and C++.

Prerequisite/Corequisite: CS250L/CS360

CS380 Operating Systems (3 credit hours)

This course covers the fundamental concepts and implementation techniques of modern operating systems. Topics include processes, threads, concurrency, memory management, file systems, I/O systems, security, and OS virtualization. Popular operating systems will be selected for case studies, including Linux/UNIX, Windows, Android, and VMWare hypervisors. Hands-on exercises and projects are required.

Prerequisite: CS250

CS387 Individual Research Project (1-3 credit hours)

The Individual Research Project course offers students a one-on-one mentorship opportunity to undertake a focused research study under faculty guidance. Students will refine research questions, perform literature reviews, design methodologies, analyze data, and write a publication-quality paper. The course supports the development of independent research skills, critical thinking, and scholarly writing.

Prerequisite: Chair Approval

CS453 Compiler Design (3 credit hours)

This course is designed to give students a fundamental knowledge of compilers and interpreters for modern computer languages. Topics include a study of modern computer languages, regular expressions, lexical analysis, parsing techniques, context-free grammar, and syntax-directed translation. Hands-on exercises and semester projects are required.

Prerequisite: CS350

CS455 Algorithms & Structured Programming (3 credit hours)

This course introduces students to the design, analysis, and implementation of algorithms to solve engineering problems using an object-oriented programming language. It covers the common algorithms, algorithmic complexity, and data structures used to solve these problems. The course concentrates on the design of algorithms and the analysis of their efficiency.

Prerequisite: CS350

CS457 Data Modeling and Implementation Techniques (3 credit hours)

This is the first of a series of courses designed to teach relational database concepts, design, and applications. Topics include database architecture, relational model, structured query language (SQL), data manipulation language (DML), data definition language (DDL), database design, ER modeling, database normalization, denormalization, and physical database design. Popular database systems, such as Oracle and Microsoft SQL servers, are used for hands-on exercises and projects.

Prerequisite/Corequisite: CS250/CS457L

CS457L Database Technologies Lab (1 credit hour)

This is a drill course designed to be taken concurrently with the CS457 Data Modeling and Implementation Techniques course. The students gain hands-on experience in database applications using popular database systems, including Oracle and Microsoft SQL servers. They are also guided in working on database design projects.

Prerequisite/Corequisite: CS250L/CS457

CS470 Network Engineering and Management (3 credit hours)

This course is designed to introduce network communications. Topics include network-layered models (OSI, TCP/IP), architecture, principles, service models and protocols, data communication basics, switching, routing, security, network management, and wireless and mobile networks. Modern Internet technologies and implementations are presented in case studies. Hands-on exercises are required.

***Prerequisite*:** CS250

CS477 Ethical Hacking and Penetration Testing (3 credit hours)

An ethical hacker is usually employed by an organization that trusts him or her to attempt to penetrate networks or computer systems, using the same methods as a hacker, for the purpose of finding and fixing computer security vulnerabilities. This course goes into computer hacking techniques in depth. The students leave with the ability to quantitatively assess and measure threats to information assets and discover where the organization is most vulnerable to hacking. This knowledge allows system administrators to deploy proactive countermeasures, stay ahead of information security developments, and exploit vulnerabilities.

Prerequisite: CS250

CS478 Blockchain Technology and Applications (3 credit hours)

This course explores the fundamentals and applications of blockchain technology, which is the transparent, secure, immutable, and distributed database used currently as the underlying technology for cryptocurrency. Types of blockchain will be introduced and studied with real-life cases. Through practical cases and research assignments, this course will introduce students to the workings and applications of this potentially disruptive technology and its potential impact on all aspects of the business world and society.

CS480 Java and Internet Applications (3 credit hours)

This course introduces students to programming in Java, with an emphasis on object-oriented concepts, graphical user interface (GUI) design, and the use of core Java libraries. Students will learn fundamental Java language features, including syntax, classes, inheritance, interfaces, and reflection. Additional topics include graphics programming, event handling, Swing-based UI components, Java applets, exception handling, and working with streams and files.

Prerequisite/Corequisite: CS250 or CS360/CS480L

CS480L Java Programming Lab (1 credit hour)

This is a drill course designed to be taken concurrently with the CS480 Java and Internet Applications course. The students gain Java programming skills in this weekly lab course through hands-on exercises that normally correspond with the lecture material offered each week.

Prerequisite/Corequisite: CS250L or CS360L/CS480

CS481 Introduction to Machine Learning and Data Science (3 credit hours)

Data science is an interdisciplinary field that combines mathematics, statistics, programming languages, and specific domain knowledge. This course describes (1) the process of gaining knowledge and insights from data in both a structured and an unstructured way and (2) scientific methods, processes, algorithms, and systems that can be employed to analyze, design, develop, and implement solutions to challenging novel and existing data science problems.

Prerequisite: MATH208

CS483 Fundamentals of Artificial Intelligence (3 credit hours)

This course covers artificial intelligence (AI) applications in problem-solving, reasoning, planning, natural language understanding, computer vision, autonomous car navigation, machine learning, business intelligence, robot design, and so on. In order to solve AI problems, the major algorithms include machine learning, search, Markov decision processes, constraint satisfaction, graphical models, and logic. The main goal of this course is to equip students with the tools in the Python library to tackle a variety of AI problems in industries.

Prerequisite: CS250 and MATH208

CS483L Artificial Intelligence & Machine Learning Lab (1 credit hour)

Students will learn Python programming in the Google Colab platform with numpy, pandas, matplotlib, scikit-learn, seaborn, tensorflow models, and Keras API to implement algorithms covered in the lecture from different raw dataset sources. And they will have the chance to build systems for several hands-on design projects. In a two-hour lab session, students will become familiar with algorithm functions in the aforementioned libraries to implement different data processes in machine learning, search, Markov decision processes, constraint satisfaction, graphical models, and logic and to optimize design systems by plotting data process curves and error analysis in the model.

Prerequisite: CS250L and MATH208

CS484 Generative AI & Prompt (3 credit hours)

This comprehensive course on Prompt Engineering is designed for individuals interested in exploring the cutting-edge field of Generative AI and its applications. Throughout this course, students will dive into the foundational principles and advanced techniques of crafting effective prompts that guide AI models in generating precise, relevant, and contextually aware responses. From mastering essential prompting patterns to exploring the intricacies of risk mitigation and the future of prompt engineering, this curriculum offers a deep dive into the strategies and methods that enhance AI interactions. Participants will learn through a mix of theoretical concepts and practical exercises, enabling them to harness the power of AI models for a wide range of applications, including content creation, problem-solving, and interaction design**.**

CS485 JavaScript and Internet Programming (3 credit hours)

This course is designed to provide students with advanced programming knowledge and skills for application development on the Internet. Students study both client-side and server-side scripting, including HTML, JavaScript, and CSS, to develop interactive and responsive websites. Other topics covered include jQuery, Bootstrap, Node.js Express Framework, RESTful API, MongoDB (NoSQL), and various JavaScript frameworks such as Angular and React. Hands-on exercises are required.

Prerequisite: CS250

CS487 Object-Oriented Design and Implementations (3 credit hours)

This course is designed to use an object-oriented programming language to achieve the goal of teaching the students the design methodology for algorithm development. The objective is to develop the students' programming ability with proper logical and object-oriented thinking processes, as well as basic design patterns. The course covers two main topics: (1) problem specification and analysis: understand the problem, analyze it, and translate human thinking into a computer program, and (2) object-oriented design and analysis: understand data abstraction, encapsulation, aggregation, and inheritance. These concepts are the foundation for object-oriented programming languages such as Python, Java, C++, and C#. Hands-on practice using Python is required.

Corequisite: CS250

CS494 Senior Capstone Project – I (3 credit hours)

This is the first part of the senior capstone project series. The senior capstone project course is designed to develop the creativity of every senior graduating in computer science through the exercise of the design effort and implementation skills of a self-selected project. The design approach must employ modern design techniques and methodologies in the related fields that were acquired during the course of the program study. Completion of the project entails (1) proper research on relevant topics, (2) formulation of a design problem statement, (3) design specifications, (4) consideration of alternative solutions, (5) a development plan, (6) actual implementation, and (7) submission of a final report. The student must discuss with and follow the guidelines provided by the instructor through the period of research, implementation, testing, report writing, and related procedures.

***Prerequisite*:** Must be in the senior year of the program.

CS495 Senior Capstone Project – II (3 credit hours)

This is the second part of the senior capstone project series. The student may choose to continue to work on the project developed during the CS494 Senior Capstone Project - I course. The goal is to allow students to enhance or expand their projects to gain more experience in product development, as well as apply additional knowledge/skills acquired during the course of program study or through individual research. On completion of the project, the student is required to conduct an open-forum presentation of the project and submit a professional report.

Prerequisite: CS494

Curricular Practicum

CPT401 Curricular Practicum (1 credit hour)

Curricular practicum, or curricular practical training, is a supervised practical experience that is the application of previously studied theory. The curricular practicum must provide students with valuable learning experience and must significantly increase their knowledge in their program of study. It is defined as alternative work/study, internship, cooperative education, or any other type of required internship or practicum that is offered by sponsoring employers through cooperative agreements with the school, and the course is an integral part of an established curriculum. At least three hours of work in a practical setting has the credit equivalency of one hour of classroom lecture (1 credit hour). To be eligible to take this course, the student must be in good standing, have completed at least two semesters of coursework required in their degree program, and have obtained a written agreement that outlines the arrangement between the institution and the practicum site (including specific learning objectives, course requirements, and evaluation criteria), and received approval by a designated advisor. F-1 international students must follow additional rules required by the U.S. Immigration and Customs Enforcement. The student must use SFBU's online tool to submit their application to take this course before meeting with a designated advisor to assess eligibility. Information and instructions concerning this course are provided in the application form. This is a part-time practicum course taken by the undergraduate student to work no more than twenty hours each week during the approved practicum period. Failure in this course will prevent the student from taking any curricular practicum course afterward. *Note: Beginning in Fall 2026, CPT for F-1 students is paused indefinitely, until further notice.*

Prerequisite: Refer to the instructions on the application and agreement documents.

CPT402 Curricular Practicum (2 credit hours)

Curricular practicum, or curricular practical training, is a supervised practical experience that is the application of previously studied theory. The curricular practicum must provide students with valuable learning experience and must significantly increase their knowledge in their program of study. It is defined as alternative work/study, internship, cooperative education, or any other type of required internship or practicum that is offered by sponsoring employers through cooperative agreements with the school, and the course is an integral part of an established curriculum. At least three hours of work in a practical setting has the credit equivalency of one hour of classroom lecture (1 credit hour). To be eligible to take this course, the student must be in good standing, have completed at least two semesters of coursework required in their degree program, and

have obtained a written agreement that outlines the arrangement between the institution and the practicum site (including specific learning objectives, course requirements, and evaluation criteria), and received approval by a designated advisor. F-1 International students must follow additional rules required by the U.S. Immigration and Customs Enforcement. The student must use SFBU's online tool to submit their application to take this course before meeting with a designated advisor to assess eligibility. Information and instructions concerning this course are provided in the application form. This is a full-time practicum course taken by the undergraduate student to work more than twenty hours but not to exceed forty hours each week during the approved practicum period. Failure in this course will prevent the student from taking any curricular practicum course afterward. *Note: Beginning in Fall 2026, CPT for F-1 students is paused indefinitely, until further notice.*

Prerequisite: Refer to the instructions on the application and agreement documents.

Professional Development

P450 Career Development (1 credit hour)

This course is designed for the students to take in preparation for becoming working professionals. Topics include effective communication strategies, emotional intelligence, diversity and cultural awareness, professional behavior, and interview skills.

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Engineering – Graduate Programs Course Numbering and Descriptions

Master's degree courses are numbered in the 500s. Each master's degree program allows for a limited number of credits for 400-level courses with a "G" suffix.

Course No.	*Description*
450G–499G	Cross-listed specialized skills courses taken for graduate-level credits
500–599	Graduate-level courses

For information on prerequisite subjects numbered below 450, refer to the section Engineering — Undergraduate Programs Course Numbering and Descriptions.

Courses are listed by subjects: Embedded Systems Engineering, Computer Science, Curricular Practicum, Data Science, Electrical Engineering, and Professional Development. Each course description is followed by any prerequisite or corequisite information.

Each **1-credit-hour lab course** requires at least 2 contact hours of lab work each week. Each **1 credit hour of a practicum course** requires at least 45 contact hours of practical experience related to the student's program curriculum.

Embedded Systems Engineering

CE450G Fundamentals of Embedded Engineering (3 credit hours)

This is the first in a series of embedded systems courses designed for students who are interested in learning real-time embedded systems and practicing real-time programming of embedded systems. Topics include hardware issues such as platform, microprocessors commonly used in these systems and how a microprocessor works in such systems; the concept of memory, registers, I/O; interrupt generation and handling in an embedded system; the concept of real-time programming, multitasking, concurrency, mutual exclusion; overview of real-time kernel/OS, drivers; system initialization and startup, and debug issues. Hands-on exercises are required.

Prerequisite/Corequisite: CS250/CE450LG

CE450LG Embedded Engineering Lab (1 credit hour)

This is a drill course designed to be taken concurrently with the CE450G Fundamentals of Embedded Engineering course. The students gain hands-on experience with embedded systems programming and design. They are also guided to work on projects involving control systems.

Prerequisite/Corequisite: CS250L/CE450G

CE521 Real-Time Systems and Programming (3 credit hours)

This is the second in the embedded systems series designed for students who are interested in learning real-time embedded systems and practicing real-time programming of embedded systems. By examining an off-the-shelf real-time operating system, students will gain hands-on experience in real-time operating system programming and implementations. Specific topics include a review of embedded system design, the concept of real-time systems, real-time specification and design techniques, real-time kernels, system performance analysis, memory management, task management, time management, synchronization of inter-task communication, queuing models, real-time operating system tools for embedded systems, and real-time programming examples. Hands-on exercises are required.

Prerequisite: CE450

CE522 Embedded Design in Networking Environment (3 credit hours)

This course is designed for the students to learn protocol stack implementation/porting in a real-time operating system (RTOS) kernel environment. Students learn the concept of network protocol stack implementation/porting, embedded real-time system software architecture, and real-time operating systems. They also learn to design and write programs as a collection of independent and concurrent tasks, non-preemptive and preemptive multitasking, task scheduling, and task synchronization and intertask communication, including semaphores and message queues. Industry-standard RTOS will be used for practice and projects.

Prerequisites: CE450

CE523 Embedded Design in Device Driver Environment (3 credit hours)

This course investigates the operating system (Windows NT, Linux, or Unix) components that interact with device drivers, the device driver building and debugging process, device driver architecture, functionality, and the relevant kernel APIs. Topics include operating system architecture; I/O API; operating system kernel; building, loading, and debugging device drivers; device driver entry points; device driver data structures; I/O request processing; plug, play and power management; interrupt-timers; memory management; direct memory access; and timing. The goal of the course is to present comprehensive coverage of the operating system kernel, HAL, device drivers, and the related APIs. On completion of the course, the student should be able to develop, build, install, and test basic device drivers, as well as to port existing drivers from one operating system to another. Hands-on practice is required.

Prerequisite: CE450

CE530 Embedded Software Design in Linux (3 credit hours)

This course prepares students to enter the challenging world of embedded Linux. It covers the following key topics: comparing Linux and traditional embedded environments, comparing leading embedded Linux processors, understanding the details of the Linux kernel initialization process, learning the basic concepts about Linux drivers, learning about the special role of bootloaders in embedded Linux systems with specific emphasis on U-Boot, using embedded Linux file systems, understanding the Memory Technology Devices subsystem for flash (and other) memory devices, mastering debugging tools such as gdb, KGDB, learning many tips and techniques for debugging within the Linux kernel, learning how to maximize productivity in cross-development environments, learning to prepare an entire development environment (including TFTP, DHCP, and NFS target servers), and learning to configure, build, and initialize BusyBox to support a set of unique requirements. Hands-on exercises are required.

***Prerequisite*:** CE450

Computer Science

CS453G Compiler Design (3 credit hours)

This course is designed to give students a fundamental knowledge of compilers and interpreters for modern computer languages. Topics include a study of modern computer languages, regular expressions, lexical analysis, parsing techniques, context-free grammar, and syntax-directed translation. Hands-on exercises and semester projects are required.

Prerequisite: CS350

CS455G Algorithms & Structured Programming (3 credit hours)

This course introduces students to the design, analysis, and implementation of algorithms to solve engineering problems using an object-oriented programming language. It covers the common algorithms, algorithmic complexity, and data structures used to solve these problems. The course concentrates on the design of algorithms and the analysis of their efficiency.

Prerequisite: CS350

CS457G Data Modeling and Implementation Techniques (3 credit hours)

This is the first of a series of courses designed to teach relational database concepts, design, and applications. Topics include database architecture, relational models, structured query language (SQL), data manipulation language (DML), data definition language (DDL), database design, ER modeling, database normalization, denormalization, and physical database design. Popular database systems, such as Oracle and Microsoft SQL servers, are used for hands-on exercises and projects.

Prerequisite/Corequisite: CS250/CS457LG

CS457LG Database Technologies Lab (1 credit hour)

This drill course is designed to be taken concurrently with the CS457 Data Modeling and Implementation Techniques course. The students gain hands-on experience in database applications using popular database systems, including Oracle and Microsoft SQL servers. They are also guided to work on database design projects.

Prerequisite/Corequisite: CS250L/CS457G

CS470G Network Engineering and Management (3 credit hours)

This course is designed to introduce network communications. Topics include network-layered models (OSI, TCP/IP), architecture, principles, service models and protocols, data communication basics, switching, routing, security, network management, and wireless and mobile networks. Modern Internet technologies and implementations are presented in case studies. Hands-on exercises are required.

***Prerequisite*:** CS250

CS477G Ethical Hacking and Penetration Testing (3 credit hours)

An ethical hacker is usually employed by an organization that trusts him or her to attempt to penetrate networks or computer systems, using the same methods as a hacker, for the purpose of finding and fixing computer security vulnerabilities. This course goes into computer hacking techniques in depth. The students leave with the ability to quantitatively assess and measure threats to information assets and discover where the organization is most vulnerable to hacking. This knowledge allows system administrators to deploy proactive countermeasures, stay ahead of information security developments, and exploit vulnerabilities.

Prerequisite: CS250

CS478G Blockchain Technology and Applications (3 credit hours)

This course explores the fundamentals and applications of blockchain technology, which is the transparent, secure, immutable, and distributed database used currently as the underlying technology for cryptocurrency. Types of blockchain will be introduced and studied with real-life cases. Through practical cases and research assignments, this course will introduce students to the workings and applications of this potentially disruptive technology and its potential impact on all aspects of the business world and society.

CS480G Java and Internet Applications (3 credit hours)

This course introduces students to the Java language, programming with object-oriented construct, GUI design and graphics programming, and core Java libraries. Students will learn Java language basics such as syntax and classes, inheritance, interfaces, reflection, graphics programming, event handling, user-interface components with Swing, Java applets, exception handling, stream, and files. Hands-on exercises are required.

Prerequisite/Corequisite: CS250 or CS360/CS480LG

CS480LG Java Programming Lab (1 credit hour)

This is a drill course designed to be taken concurrently with the CS480 Java and Internet Applications course. The students gain Java programming skills in this weekly lab course through hands-on exercises that normally correspond with the lecture material offered each week.

Prerequisite/Corequisite: CS250 or CS360L/CS480G

CS481G Introduction to Machine Learning and Data Science (3 credit hours)

Data science is an interdisciplinary field that combines mathematics, statistics, programming languages, and specific domain knowledge. This course describes (1) the process of gaining knowledge and insights from data in both a structured and an unstructured way and (2) scientific methods, processes, algorithms, and systems that can be employed to design, develop, and implement solutions to challenging novel and existing data science problems.

Prerequisite: MATH208

CS483G Fundamentals of Artificial Intelligence (3 credit hours)

This course covers artificial intelligence (AI) applications in problem-solving, reasoning, planning, natural language understanding, computer vision, autonomous car navigation, machine learning, business intelligence, robot design, and so on. In order to solve (AI) problems, the major algorithms include machine learning, search, Markov decision processes, constraint satisfaction, graphical models, and logic. The main goal of this course is to equip students with the tools in the Python library to tackle a variety of AI problems in industries.

Prerequisite: CS250

CS483LG Artificial Intelligence & Machine Learning Lab (1 credit hour)

Students will learn Python programming in the Google Colab platform with numpy, pandas, matplotlib, scikit-learn, seaborn, tensorflow models and Keras API to implement algorithms covered in the lecture from different raw dataset sources. And they will have the chance to build systems for several hands-on design projects. In a two-hour lab session, students will become familiar with algorithm functions in the aforementioned libraries to implement different data processes in machine learning, search, Markov decision processes, constraint satisfaction, graphical models, and logic and to optimize design system by plotting data process curves and error analysis in the model.

Prerequisite: CS250L

CS485G JavaScript and Internet Programming (3 credit hours)

This course is designed to provide students with advanced programming knowledge and skills for application development on the Internet. Students study both client-side and server-side scripting, including HTML, JavaScript, and CSS, to develop interactive and responsive websites. Other topics covered include jQuery, Bootstrap, Node.js Express Framework, RESTful API, MongoDB (NoSQL), and various JavaScript frameworks such as Angular and React. Hands-on exercises are required.

Prerequisite: CS250

CS500 Object-Oriented Design in Python (3 credit hours)

This course is designed to use object-oriented programming language to achieve the goal of teaching the students the object-oriented design methodology for software development. The objective is to develop the students' programming ability with proper logical and object-oriented thinking processes, as well as software design patterns. The course covers three main topics: (1) object-oriented design and analysis: requirement analysis, design process, data abstraction, encapsulation, aggregation, and inheritance; (2) design patterns: reusable solutions to commonly occurring problems such as Abstract Factory, Observer, Command, Decorator, Adaptor, Iterator, and State; and (3) Python language: data types, control structures, functions, parameter passing, library functions, lists, tuples and dictionaries, I/O, modules, functional programming, and advanced python syntax. Hands-on practices are required.

Prerequisite/Corequisite: CS250/CS500L

CS500L Object-Oriented Design in Python Lab (1 credit hour)

This course is designed to be taken concurrently with the CS500 Object-oriented Analysis and Design in Python course to practice object-oriented design and develop programming skills in Python.

Prerequisite/Corequisite: CS250/CS500

CS501 Practical Application of Algorithms (3 credit hours)

This course is designed to expand a student's knowledge of algorithms by concentrating on the practical application to solve real-world computational problems. Students will be trained in the process of "Algorithmic Thinking," allowing them to develop a good conceptual understanding and improve their ability to solve challenging problems. Students will learn how to implement abstract algorithmic thoughts in programs, explain them to others, and formulate simpler, more efficient solutions to real-life problems faced during an interview or in the workplace.

Prerequisite: CS250

CS510 Advanced UNIX/Linux Programming (3 credit hours)

This course is designed for students to gain fundamental knowledge of and hands-on experience with programming in the UNIX/Linux environment. Students will learn to program in C with UNIX/Linux system calls and will learn about other advanced topics such as the UNIX file system, process control, signals, and inter-process communications. Students are required to do a term project with a substantial amount of programming. On completion of this course, students should

be able to develop real-world UNIX/Linux applications. Hands-on practice and projects are required.

Prerequisites: CS230 and CS250

CS515 UNIX/Linux Network Programming (3 credit hours)

This course is designed for graduate students to gain hands-on experience in UNIX/Linux network programming. The students will learn to develop UNIX/Linux network applications using a number of UNIX/Linux network programming interface techniques including Sockets, XTI, and RPC. Topics include an overview of transport layer (TCP/UDP), TCP sockets, UDP sockets, threads, and client-server design, XTI, RPC, and Streams. Hands-on exercises and projects are required.

***Prerequisites*:** CS230 and CS250

CS521 Software Project Management (3 credit hours)

This course teaches students to apply current software development approaches to managing complex modern software projects. Practical strategies, tactics, and designs are discussed together with realistic exercises. Topics include software development process, project planning, requirements definition, design specification, usability engineering, verification and validation, project and change management, and process quality improvement. Students are required to participate in all course activities to develop a real-world software product.

***Prerequisite*:** CS250

CS522 Software Quality Assurance and Test Automation (3 credit hours)

This course teaches students to learn practical static and dynamic techniques that allow software development teams to engineer high-quality products. The course begins with an overview of modern software development approaches. It then introduces quality management and test development based on preventive and agile principles as well as quality risk analysis. It covers system, integration, performance, and automated testing techniques. Quality improvement models for software development and testing are discussed. Several test automation tools are demonstrated in class. Students gain hands-on experience through assignments and exercises and learn to evaluate real-world applications.

***Prerequisite*:** CS250

CS526 Advanced Web Programming (3 credit hours)

This course teaches students how to build modern web applications with web application frameworks. It helps students understand how the web application framework performs and shows students how to use various features of the framework to solve many problems in real-world development scenarios they are likely to face. In the process, students will learn how to work with HTML, CSS, JavaScript, the Object-relational Mapping Framework, and other web technologies. Students will start by learning core concepts such as the Model-View-Controller architectural pattern and then work their way toward advanced topics as well as mobile web development techniques.

Prerequisite: CS250 or CS480

CS531 Python Applications Programming (3 credit hours)

This course introduces the fundamental and advanced features of Python programming language and how to utilize them to develop Python applications. The students will start by learning about the development environment, basic syntax, variable types, basic operators, control flows and loops, functions, modules, files I/O, and exceptions. The course goes on to include advanced topics such as classes/objects, object-oriented programming, regular expressions, multithreading, interface with Linux commands, and C programs. On completion, the students will be able to develop Python applications that involve CGI programming, database access, networking, XML processing, GUI programming, and functional programming.

Prerequisites: CS230 and CS500

CS532 Advanced Java Programming (3 credit hours)

This course is designed to give the students an in-depth understanding of Java programming techniques. The course focuses on advanced Java language features and packages that are essential for building a variety of application architectures. Topics include Java techniques of XML, JNI, thread, network programming, generic programming concepts, and internalization. On completion of this course, the students should be well prepared to create enterprise-wide, Java-centric solutions to client/server problems involving Java and networks. Each technology topic will cover its uses, implementation, and language issues. Students are required to implement a project for each Java technique. Hands-on exercises are required.

Prerequisite: CS480

CS535 Network Security Fundamentals (3 credit hours)

This course deals with security issues on the Internet and the web. Major topics include issues related to Internet infrastructure and applications running on the Internet, techniques to reduce security risks, and an introduction to the role of security as an enabling technology for electronic commerce. The course includes an overview of Internet and web security, its applications and legal issues, encryption and cryptography, SSL and browsers, web servers, and Java security.

Prerequisite: CS250

CS540 Advanced Database Administration (3 credit hours)

This course provides an in-depth understanding of the Oracle Database Management System. The emphasis is on the latest Oracle database architecture, database configuration and administration. Topics include logical/physical database layout, database server processes, database creation, various database physical objects, client/server configuration, multithreaded server configuration, database storage management, database security, database utilities, database monitoring, partitions, and database backup/recovery methods. Hands-on practice is required.

Prerequisite: CS457

CS547 Advanced Database Design and Analysis (3 credit hours)

This course is intended for graduate students to further explore database server development and database tuning. The course specifically details procedural extensions to SQL to develop stored

procedures, functions, packages, and database triggers. In addition, it covers database performance tuning from an application development point of view by exploring query optimizers, database hints, and various database access methods. Hands-on exercises are required.

***Prerequisite*:** CS457

CS548 Web Services Techniques and REST Technologies (3 credit hours)

This course covers the fundamental concepts of the 3-tier model commonly used in Enterprise Application development. Topics include the Spring Framework, JDBC with database applications, JPA (Java Persistence API), Hibernate, Spring MVC, Java Servlets, and JavaBeans. In addition, the students will learn the best-practice development approach using the Sprint Framework with JDBC or ORM (Object Relational Mapping) tools to map business domain object models to the underlying relational database. At the end of this course, the students shall have a fresh view of both the fundamental and advanced skills needed to implement large-scale enterprise systems. Hands-on exercises are an integral part of the course.

Prerequisite: CS480

CS550 Machine Learning and Business Intelligence (3 credit hours)

This course introduces methods and techniques for using stored business data to make business decisions. The student will learn data types, including operational or transactional data, such as data for sales, cost, and inventory; nonoperational data, such as forecast data and macroeconomic data; and metadata, as well as learn their patterns, associations, or relationships, and how to use this information for decision-making. Modern data warehouse concepts will also be introduced. Specific examples of businesses using data mining techniques will be given in the course. The student is required to work on course projects by using modern data analysis software and referring to cases studied.

Prerequisite: CS457

CS551 Mobile Computing for Android Mobile Devices (3 credit hours)

Google's Android mobile phone software platform may be the next major opportunity for application software developers. Android has the potential to remove the barriers to successful development and sales of a new generation of mobile phone application software. Just as PCs have created the markets for desktop and server software, Android will create a new market for mobile applications by providing a standard mobile phone application environment. This hands-on course focuses on developing applications for Android, including map-based applications, camera-based applications, SMS, and the like. Advanced development topics are also covered, including security, IPC, and certain advanced graphics and user interface techniques.

Prerequisite: CS500

CS556 Mobile Applications on iPhone Platform (3 credit hours)

This course provides an in-depth study of the design, development, and publication of object-oriented applications for the iPhone platform using Apple SDK. Students will learn to utilize Xcode, SwiftUI, and UIKit to create iOS apps for iPhones.

Prerequisite: CS360 or CS500

CS565 Advanced Network Management (3 credit hours)

This course is designed to give graduate students an in-depth understanding of and hands-on experience in the management of network systems and applications. Emphases are on simple network management protocol (SNMP) management, MIB, management tools, systems, and applications. Current widely used industry applications will be used to demonstrate management concepts. Computer-based training software will be used to check/verify the students' network management skills in order to ensure they are prepared for the industry challenges. Topics include Network Management fundamentals; OSIMAN, SNMP, and TMN standards; RMON and ITU TMN architecture; inside structure and practical applications of SNMP, SNMP2, SNMP3, RMON, RMON2, and MIBs. Hands-on exercises are required.

Prerequisite: CS470

CS570 Big Data Processing & Analytics (3 credit hours)

This course aims to provide students with an understanding of the operating principles and hands-on experience with mainstream big data computing systems such as MapReduce, Hadoop, and, most recently, Apache Spark, a fast, in-memory distributed collections framework written in Scala. Applying these techniques to big data processing and analytic problems, such as PageRank, machining learning, and social network graph mining, will be discussed.

***Prerequisite*:** CS500

CS571 Cloud Computing Infrastructure (3 credit hours)

This course provides a comprehensive introduction to cloud computing infrastructure, covering key concepts such as cloud frameworks, design patterns, virtualization, and cloud-based applications. It then explores modern container technologies, with a focus on Docker and its role in application deployment.

Building on this foundation, the course delves into Kubernetes, a leading open-source container orchestration platform that has transformed how applications are built, deployed, and managed in the cloud. Students will examine how Kubernetes supports scalable, resilient application development and why it has become a critical tool in cloud-native computing.

***Prerequisite*:** CS500

CS572 Blockchain Development (3 credit hours)

This course introduces the fundamentals of blockchain technology and the foundational concepts required to design and develop decentralized applications. Students will explore the principles of distributed ledgers, consensus mechanisms, smart contracts, and the architecture of decentralized systems.

Through a series of guided exercises, students will learn how to design, implement, deploy, and evaluate decentralized applications that interact with smart contracts. The course emphasizes hands-on experience, allowing students to gain practical skills in building secure and functional blockchain-based solutions.

***Prerequisite*:** CS500

CS575 Network Analysis and Testing (3 credit hours)

This course covers computer network analysis, testing techniques, and experience-based strategies to isolate and solve network problems. Topics include wiring and cable testing issues, transmission encoding techniques, dissecting the IEEE 48-bit MAC address, the impact of different types of broadcast traffic, operational details and analysis considerations for switches, Ethernet and Token Ring operational details and analysis, the IEEE 802.2 LLC protocol, datagrams and routing, IP specifics, protocol analysis and troubleshooting, baselining throughput, and latency. Hands-on exercises using a protocol analyzer are required to reinforce the topics.

Prerequisite: CS250

CS581 Cloud Security (3 credit hours)

This course covers the basics of cloud infrastructure technologies such as computers, storage, containers, serverless, IAM, asset management, and more. Challenges of scalability and security in multi-cloud and hybrid-cloud environments are examined. Students will learn how various cybersecurity principles apply to cloud technology, such as Least Privilege, Defense in Depth, Attack Vector, Trust Boundaries, and Shared Responsibility Model, among others.

***Prerequisite*:** Cloud Computing Fundamentals

CS582 Agentic AI (3 credit hours)

This course introduces Agentic AI, a paradigm where AI systems act as autonomous, goal-driven agents capable of reasoning, planning, decision-making, tool usage, collaboration, and continuous learning. Students will learn how to design, build, deploy, and evaluate AI agents that operate independently or collaboratively to solve real-world problems.

The course emphasizes practical implementation, including LLM-powered agents, multi-agent systems, tool-calling, memory, planning, orchestration, and deployment in academic, administrative, and enterprise contexts.

CS583 Enterprise AI (3 credit hours)

This course focuses on the design, deployment, governance, and scaling of AI solutions in enterprise environments. Students will learn how Artificial Intelligence is applied across business functions, operations, decision-making, and digital transformation, emphasizing real-world constraints such as data governance, security, integration with legacy systems, ethics, and organizational readiness.

Enterprise AI is the deployment of AI technologies—like AI, Agentic AI, machine learning, NLP, computer vision, LLM and the like —across large organizations to model & and get insights, enhance business functions, automate processes, workflows, customer support and other functions, and derive strategic insights. Since AI needs are growing fast due to AI and Digital Transformation, this course will help AI transformed Enterprises providing all key benefits of AI.

CS587 Individual Research Project (1-3 credit hours)

The Individual Research Project course offers students a one-on-one mentorship opportunity to undertake a focused research study under faculty guidance. Students will refine research questions, perform literature reviews, design methodologies, analyze data, and write a publication-quality paper. The course supports the development of independent research skills, critical thinking, and scholarly writing.

Prerequisite: Chair Approval

CS589 Special Topics (3 credit hours)

Special topics courses are offered to graduate students in the Computer Science program by current faculty members or invited guest speakers to expose the students to emerging technologies related to their studies. These courses are conducted the same way as regular courses.

Prerequisite: Depending on topic

CS595 Computer Science Capstone Course (3 credit hours)

Under the guidance of the course instructor, the capstone course is intended to integrate the knowledge and hands-on experience that the student has acquired from the foundation, core, and elective coursework required for the program in the course. The instructor determines the course objectives and scope based on the computer science curriculum and technology trend and guides the students to develop their integration ability. The student shall take the capstone course near the end of their program of study.

***Prerequisite*:** Must be in the final semester of the program.

Curricular Practicum

CPT501 Curricular Practicum (1 credit hour)

Curricular practicum, or curricular practical training, is a supervised practical experience that is the application of previously studied theory. The curricular practicum must provide students with valuable learning experience and must significantly increase their knowledge in their program of study. It is defined as alternative work/study, internship, cooperative education, or any other type of required internship or practicum that is offered by sponsoring employers through cooperative agreements with the school, and the course is an integral part of an established curriculum. At least three hours of work in a practical setting has the credit equivalency of one hour of classroom lecture (1 credit hour). To be eligible to take this course, the student must be in good standing, have completed at least two semesters of coursework required in their degree program, and have obtained a written agreement that outlines the arrangement between the institution and the practicum site (including specific learning objectives, course requirements, and evaluation criteria), and received approval by a designated advisor. F-1 international students must follow additional rules required by the U.S. Immigration and Customs Enforcement. Information and instructions concerning this course are provided in the online application form.

This is a part-time practicum course taken by the graduate student to work no more than twenty hours each week during the approved practicum period. Failure in this course will prevent the student from taking any curricular practicum course afterward. *Note: Beginning in Fall 2026, CPT for F-1 students is paused indefinitely, until further notice.*

Prerequisite: Refer to the instructions on the application and agreement documents.

CPT502 Curricular Practicum (2 credit hours)

Curricular practicum, or curricular practical training, is a supervised practical experience that is the application of previously studied theory. The curricular practicum must provide students with valuable learning experience and must significantly increase their knowledge in their program of study. It is defined as alternative work/study, internship, cooperative education, or any other type of required internship or practicum that is offered by sponsoring employers through cooperative agreements with the school, and the course is an integral part of an established curriculum. At least three hours of work in a practical setting has the credit equivalency of one hour of classroom lecture (1 credit hour). To be eligible to take this course, the student must be in good standing, have completed at least two semesters of coursework required in their degree program, and have obtained a written agreement that outlines the arrangement between the institution and the practicum site (including specific learning objectives, course requirements, and evaluation criteria), and received approval by a designated advisor. F-1 international students must follow additional rules required by the U.S. Immigration and Customs Enforcement. Information and instructions concerning this course are provided in the online application form.

This is a full-time practicum course taken by the graduate student to work more than twenty hours but not to exceed forty hours each week during the approved practicum period. Failure in this course will prevent the student from taking any curricular practicum course afterward. *Note: Beginning in Fall 2026, CPT for F-1 students is paused indefinitely, until further notice.*

Prerequisite: Refer to the instructions on the application and agreement documents.

Data Science

DS500 Mathematics and Statistics for Data Science (3 credit hours)

This course is designed to provide students with a solid foundation in the fundamental mathematical and statistical concepts essential for success in the field of data science. It aims to equip students with the necessary quantitative skills to analyze and interpret data, make informed decisions, and derive meaningful insights from complex datasets.

Prerequisite: MATH208

DS501 Python Programming for Data Science (3 credit hours)

In this foundation course, students will embark on a journey to master the fundamental programming skills required for effective data analysis and manipulation using the Python programming language. Throughout the course, the instructor will engage students in hands-on coding exercises and projects to reinforce their learning. Students will be equipped with the skills necessary to tackle data science challenges and develop programs to perform data analysis using Python.

Prerequisite: **CS250**

DS512 Data Engineering (3 credit hours)

This course is designed to provide students with a comprehensive understanding of the key principles, techniques, and tools involved in data engineering. As organizations increasingly rely on data-driven decision-making, the role of data engineers has become critical in managing, processing, and transforming raw data into valuable insights. Students will explore various data storage solutions, data processing and integration, data warehousing, data security, and scalability/performance optimization.

DS515 Data Mining (3 credit hours)

This course introduces techniques for discovering useful patterns, relationships, trends, and anomalies in large-scale structured, semi-structured, and graph-based data. Topics include data quality assessment, data cleaning and preparation, association rule mining, clustering, anomaly detection, graph analytics, social network analysis, recommendation systems, graph embeddings, and graph machine learning, along with data privacy, anonymization, and the ethical use of data. Students use Python and modern analytics frameworks to implement data mining solutions for real-world applications.

Prerequisites: CS457G or CS 547, DS501 (or CS500), and DS500.

DS520 Deep Learning (3 credit hours)

This course is designed to provide students with a solid understanding of the core concepts, techniques, and applications of deep learning (DL). Deep learning, a subset of machine learning, has revolutionized the field of artificial intelligence and has become an impetus behind advancements in various domains, including computer vision, natural language processing, and

speech recognition. Students will learn the concepts of neural networks (CNNs & RNNs), the development of generative models, and applications of DL in artificial intelligence.

Prerequisite: CS500 or DS501

DS535 Large Language Models (LLM) (3 credit hours)

This course is designed to provide students with a solid understanding of the core concepts, techniques, and applications of large language models (LLMs). Large language models are a major development in artificial intelligence and natural language processing, enabling systems to generate, understand, retrieve, reason over, and interact with human language. Students will learn the foundations of language modeling, tokenization, embeddings, attention and Transformer architectures; the processes used to pretrain, adapt, evaluate, and deploy LLMs; and modern application techniques including prompting, retrieval-augmented generation (RAG), fine-tuning, alignment, reasoning, tool use, and LLM agents. The course combines conceptual understanding with practical implementation and responsible use of generative AI systems.

DS540 Natural Language Processing (NLP) (3 credit hours)

Natural language processing (NLP) is the subfield within data science involving supervised and unsupervised learning of textual data. This course presents the fundamental concepts, methods, and applications of NLP. It covers tokenization, syntactic and semantic analysis, named entity recognition, part-of-speech tagging, text classification, machine translation, sentiment analysis, and language models. It also covers different models and algorithms, such as n-grams, Hidden Markov Models, text classifiers, and recurrent neural networks. Practical assignments and projects allow students to apply their knowledge to real-world applications and use cases such as sentiment analysis, chatbot development, and search engine relevance.

Prerequisite: DS500

DS565 Generative AI-Driven Intelligent Apps Development (3 credit hours)

In the fast-changing world of technology, the demand for intelligent applications powered by AI and ML is rapidly increasing. This course aims to provide students with the necessary expertise to develop cutting-edge applications and harness the potential of generative AI technology. Intelligent apps using generative AI technology stand apart from traditional apps by offering enhanced creativity, adaptive learning, personalized user experiences, automation, and decision-making capabilities, and human-like conversational abilities.

This course equips students with the skills to develop innovative apps that leverage the power of AI. Topics include an introduction to generative AI, deep learning, and machine learning techniques; implementing generative models for various domains; ethical considerations; and deploying AI-driven apps. Through hands-on projects and real-world case studies, students gain practical experience in designing and deploying generative AI models within a development framework. By the end of the course, students are prepared to contribute to the field of intelligent app development with a strong understanding of AI ethics.

Prerequisite: CS500 or DS501

DS589 Special Topics (3 credit hours)

Special topics courses are offered to graduate students in the Data Science program by current faculty members or invited guest speakers to expose the students to emerging technologies related to their studies. These courses are conducted the same way as regular courses.

Prerequisite: Depending on the topic

DS595 Data Science Capstone Course (3 credit hours)

Under the guidance of the course instructor, the capstone course is intended to integrate the knowledge and hands-on experience that the student has acquired from the foundation, core, and elective coursework required for the program in the course. The instructor determines the course objectives and scope based on the data science curriculum and technology trend and guides the students to develop their integration ability. The student shall take the capstone course near the end of their program of study.

***Prerequisite*:** Must be in the final semester of the program.

Electrical Engineering

EE461G Digital Design and HDL (3 credit hours)

This course develops the student's ability to design commonly used basic building blocks of modern digital systems and provides them with a fundamental knowledge of state-of-the-art design methodology, design considerations, and verification strategies for complicated digital hardware design. Topics include Verilog HDL basics, logic modeling, state machine design, and memory modeling using Verilog HDL. Additional topics on FPGA architecture, device vendors, FPGA design tools, FPGA applications, and the latest trends in the programmable logic industry are also covered. Students can use Verilog tools such as Synopsys VCS, Mentor Modelsim, Cadence NC Verilog, and Silo III Verilog Simulator from SimuCAD for their homework and design projects. Hands-on practice is required. Students are encouraged to take the HDL-based sequence of courses EE461 and EE512 to gain knowledge and experience in semicustom IC design using industry-grade EDA design tools.

Prerequisite/Corequisite: Logic Design/EE461LG

EE461LG Digital Design and HDL Lab (1 credit hour)

This is a drill course designed to be taken concurrently with the EE461G Digital Design and HDL course. The students gain hands-on experience with Verilog simulation tools to learn logic design. They will have the chance to work on several design projects. They will also learn the essentials of several popular scripting languages: Perl, Python, and Unix/Linux Shell.

Prerequisite/Corequisite: Logic Design/EE461G

EE468G Microelectronics Circuit Design and Analysis (3 credit hours)

This course provides an in-depth understanding of electronic circuit design and analysis at the transistor level. It is taken in preparation for studying more advanced analog or digital courses. The topics include differential and multistage amplifiers, current source and bias circuits, amplifier frequency response and feedback, output stages, operational amplifiers, inverters, combinational logic, and sequential logic. The lab is run in conjunction with the course material, and industry-standard CAD tools are applied.

Prerequisite: Circuit Theory

EE488G Computer Architecture (3 credit hours)

This course introduces the organization, design, and applications of modern computer architecture from both the hardware and software perspectives. Topics include performance benchmarks, instruction sets (for both RISC and CISC), computer arithmetic, memory, parallelism (instruction, data, and thread levels), I/O and storage, multicore processors and programming, and GPU (graphics processing unit). Hands-on labs involving HDL and SPIM simulations, assemblers, linkers, and multithread programming are required to enhance classroom learning.

Prerequisites: EE461 and CS250

EE504 Advanced Computer Architecture (3 credit hours)

This course is designed to further investigate modern computer design introduced in course EE488G. Topics include an in-depth study of multiprocessor architecture and interconnection networks, pipelines, data flow, algorithm structures, memory system design, cache memory design, and a comparison of the performance and design among various computer architectures. Hands-on project experience is required.

Prerequisite: EE461

EE505 Advanced Digital IC Design (3 credit hours)

This advanced course in digital circuit design applies the knowledge of advanced circuit design concepts to digital IC in state-of-the-art CMOS technologies. It emphasizes the design and optimization of circuits/layouts for combinational logic gates, sequential logic circuits, arithmetic building blocks, and memory circuits. The challenges of today's digital integrated circuit design, such as scaling, process variation, signal integrity, timing issues, interconnectivity, and power consumption, will be addressed specially. The circuit simulation tool (HSPICE), layout design tool (Virtuoso), and schematic entry tool (Composer) are used for homework assignments and projects.

Prerequisite: EE461

EE508 VLSI Design - Place and Route (3 credit hours)

This course is the third in the VLSI design series and introduces ASIC place and route. The course introduces the students to state-of-the-art physical design automation tools and techniques. Topics include design flow, library review, tool graphical interface, floor planning, power planning, timing-driven placement, static time analysis (STA), CT-Gen, special routing, final routing, engineering change order (ECO), and run batch mode jobs. Hands-on exercises and projects are required.

Prerequisite: EE461

EE509 Mobile and Wireless Communication (3 credit hours)

This course covers the concepts of frequency reuse, wireless communication channel characteristics, modulation and demodulation for wireless communications, equalization and channel coding, speech coding, multiple access techniques such as FDMA, TDMA, CDMA, FDD and TDD, and commercial wireless communication standards such as AMPS, GSM, IS136 (TDMA), and IS-95 (CDMA). Hands-on simulations are used to help students gain an in-depth understanding of wireless communication. Familiarity with communication theory and simulation tools such as MATLAB or System View is required.

Note: This is an introductory course on wireless technologies. Any topic, such as GSM, TDMA, or CDMA, can be expanded to a full-semester course under Special Topics offerings.)

Prerequisite: CE450

EE511 Advanced Analog IC Design (3 credit hours)

This course offers students extensive exposure to concepts and techniques in the analysis and design of analog IC, including device modeling, basic circuit building blocks, feedback system, frequency response, and noise. EDA tools may be used in homework assignments and projects.

Prerequisite: EE461

EE512 Application Specific Integrated Circuit Design (ASIC) (3 credit hours)

In connection with EE461, this course is designed for students who intend to become logic designers using HDL-based design methodologies. Topics include ASIC/CPLD/FPGA Library modeling, cell characterization, static timing analysis, place and route algorithms, design for testability, fault modeling, industry-standard formats for design information interchange, and a survey of the most popular EDA tools. Industry-grade design tools such as Synopsys Design Compiler, Cadence Verilog-XL, Synopsys DesignTime (under dc_shell), Synopsys Prime Time, Cadence Silicon Ensemble, Mentor Calibre LVS/DRC, and Synplicity Synplify are used for homework assignments and projects.

Prerequisite: EE461

EE517 Introduction to the Internet of Things (IoT) (3 credit hours)

The Internet of Things (IoT) promises to make “things,” including consumer electronic devices or home appliances, such as refrigerators, security cameras, and temperature sensors, part of the Internet environment. To realize the full potential of the IoT paradigm, this introductory course will address challenges and the various solutions available. The course content will cover IoT concepts and architecture, IoT enablers and solutions, IoT data and knowledge management, and IoT security and reliability. The students will need to complete a term project to demonstrate the concept of IoT for a chosen application based on an embedded system or a development platform.

Prerequisites: CS230 and CS250

EE520 Advanced FPGA Design and Implementations (3 credit hours)

Digital design using FPGAs is a particularly important activity in industries due to reduced costs, compared with ASIC design, and faster time-to-market. To design a digital system using FPGA, the designers must understand the architecture of the FPGA as well as the accompanying CAD tools. The course will cover two major Xilinx FPGA architectures in detail. The student will learn to build various digital blocks such as combinational logic, sequential logic, finite state machines, RAM, and DSP by studying the architectures of the FPGAs. Hands-on exercises are required.

Prerequisite: EE461

EE553 System on Chip (SoC) Design (3 credit hours)

System on Chip (SoC) is composed of many functional modules such as processor, memory, digital IPs, analog/mixed-signal modules, RF, and interfaces on a single chip. This course will focus on ARM-based on-chip bus platforms, digital IP verification, and the trend and integration of SoC.

Prerequisite: EE488

EE577 Design Verification with System Verilog (3 credit hours)

This course is designed to cover the design verification methodologies commonly used in system-on-chip (SoC) design. Topics include design verification basics, introduction of various verification strategies, verification of soft and hard IP blocks, verification for networking/communication ASIC, verification for audio/video signal processing ASIC, how to build an efficient and effective verification platform, automation of verification flow, test case coverage, how to create design models using PLI routine, formal verification, and more. The students will also be informed that design verification is becoming the bottleneck in modern ASIC design cycles, especially in system-on-chip (SoC) design. The verification cycle could consume 70% of the design cycle.

Prerequisite: EE461

EE589 Special Topics (3 credit hours)

Special topics courses are offered to graduate students in the Electrical Engineering program by current faculty members or invited guest speakers to expose the students to emerging technologies related to their studies. These courses are conducted the same way as regular courses.

Prerequisite: Depending on topic

EE595 Electrical Engineering Capstone Course (3 credit hours)

Under the guidance of the course instructor, the capstone course is intended to integrate the knowledge and hands-on experience that the student has acquired from the foundation, core, and elective coursework required for the program. The instructor determines the course objectives and scope based on the electrical engineering curriculum and technology trend and guides the students to develop their integration ability. The student shall take the capstone course near the end of their program of study.

***Prerequisite*:** Must be in the final semester of the program.

Professional Development

P450G Career Development (1 credit hour)

This course is designed for graduate students to take in preparation for becoming working professionals. Topics include effective communication strategies, emotional intelligence, diversity and cultural awareness, professional behavior, and interview skills.

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Business — Undergraduate Programs Course Numbering and Descriptions

For the undergraduate program, lower-division courses are numbered in the 100s and 200s, and upper-division courses are numbered in the 300s and 400s. For information on subjects numbered 500 and above, refer to the Business – Graduate Programs Course Numbering and Descriptions section.

Course No.	Description
100–199	Freshman-level courses
200–299	Sophomore-level courses
300–399	Junior-level courses
400–499	Senior-level courses
450–499	Senior-level specialized skills courses taken for undergraduate-level credit
450G–499G	Cross-listed specialized skills courses taken for graduate-level credits
500–599	Graduate-level courses

Courses are listed by subjects: Accounting, Artificial Intelligence, Business Analytics, Business Law, Curricular Practicum, Economics, Finance, General Business, Management, Marketing, and Career Development. Each course description is followed by any prerequisite or corequisite information.

Each **1-credit-hour lab course** requires at least 2 contact hours of lab work each week. Each **1 credit hour of a practicum course** requires at least 45 contact hours of practical experience related to the student's program curriculum.

Accounting (3 credit hours required)

ACC110 Financial Accounting (3 credit hours; required)

This is the study of accounting as an information system, examining why it is important and how it is used by investors, creditors, and others to make decisions. The course covers the accounting information system, including recording and reporting of business transactions with a focus on the accounting cycle, the application of Generally Accepted Accounting Principles (GAAP), financial statements, and statement analysis. It includes issues relating to assets, liability, and equity valuation; revenue and expense recognition; cash flow; internal controls; and ethics.

ACC120 Managerial Accounting (3 credit hours)

This course studies how managers use accounting information in decision-making, planning, directing operations, and controlling. It focuses on cost terms and concepts, cost behavior, cost structure, and cost-volume-profit analysis. Issues relating to cost systems, cost control, profit planning, and performance analysis in manufacturing and service environments are included.

ACC450 Cost Accounting (3 credit hours)

This class applies the essentials of financial accounting to the practice of management. Students will understand cost definitions, cost concepts, cost behavior, and cost estimation. In addition, they will learn how cost accounting is applied to manufacturing and service organizations, the principles of planning and control for effective cost-related management, capital budgeting, and cash flow statements, and how to analyze financial statements.

> ***Prerequisite/Corequisite:*** ACC110 or ACC120 or equivalent, or upper-division/graduate-level status

ACC451 Intermediate Accounting - I (3 credit hours)

Designed for students who are interested in pursuing careers as accounting professionals, this course enhances the student's understanding of the principles of accounting. Topics include understanding financial accounting and accounting standards, financial statement preparation, required disclosures, and in-depth study of current assets, revenue recognition, and fixed assets.

> ***Prerequisite/Corequisite:*** ACC120 or ACC450 or equivalent

ACC452 Intermediate Accounting - II (3 credit hours)

This course is a continuation of Intermediate Accounting – I (ACC451). Subject matter includes current and long-term liabilities, stockholders' equity, investments, pension and postretirement benefits, leases, and cash flow statements.

> ***Prerequisite/Corequisite:*** ACC451 or equivalent

ACC490 Introduction to Taxation (3 credit hours)

This course covers taxation concepts applied to an individual's income, deductions, credits, property transactions, and tax accounting methods. An understanding of the concepts will enable students to prepare quality individual income tax returns as a professional. The course will also cover taxation rules governing financial planning.

> ***Prerequisite/Corequisite:*** Upper-division/graduate-level status

Artificial Intelligence (12 credit hours required for AI concentration)

Business Analytics (3 credit hours required; 12 credit hours required for BAN concentration)

Note: BAN5xx courses may also be used to meet BAN's 12 credit-hour concentration requirement.

BAN223 SQL and Relational Databases (3 credit hours)

The course emphasizes using SQL/RDMSs as a tool in support of business and data analytics. After completing this course, students will be able to explain the theory and best practices supporting relational database management systems (RDMSs) and be able to use SQL's (Structured Query Language) friendly approach for entering, retrieving, updating, and sorting data, calculating statistics, and modifying the structure of the internal data storage tables. Time permitting, using a programming language to establish remote connections will also be covered.

BAN335 Python Introduction for Commerce (3 credit hours)

This course introduces students to Python programming with an emphasis on practical applications in business and commerce. Students learn fundamental programming concepts, including variables, data types, conditional logic, loops, functions, and data structures, while applying these skills to business-related problems. Topics include importing and preparing business data, automating routine tasks, performing basic data analysis, and developing simple models to support business decision-making. Students also use artificial intelligence (AI) tools to assist with coding, debugging, code interpretation, and the development of business applications, while learning to evaluate and validate AI-generated outputs. Through hands-on exercises and projects, students use Python and AI-assisted development to address applications in areas such as finance, marketing, operations, accounting, and business analytics. No prior programming experience is required.

BAN337 JavaScript for Business Applications (3 credit hours)

This course introduces students to JavaScript programming and its use in developing interactive, web-based business applications. Students learn fundamental programming concepts, including variables, functions, conditional logic, loops, objects, events, and data manipulation, while exploring how JavaScript supports modern digital business environments. Emphasis is placed on using JavaScript to create interactive dashboards, web forms, data-driven interfaces, and other tools that support business processes, customer engagement, and managerial decision-making. Students also use artificial intelligence (AI) tools to assist with coding, debugging, application design, and code refinement, while developing the ability to assess and validate AI-generated solutions. Through practical exercises and projects, students develop AI-assisted applications relevant to areas such as marketing, e-commerce, finance, operations, and business analytics.

BAN452 Excel for Finance, Accounting & Analytics (3 credit hours)

Excel is a widely used tool, and its skillful use provides multiple benefits over one’s professional career. Students will learn to master many areas of Excel’s flexibility, including graphics, conditional formatting, sorting, pivot tables, conditional calculations, data loading, and the use of Excel’s powerful functions and Analysis Tool Pak/Solver extensions. Time permitting, business modeling will be introduced.

BAN460 Introduction to Business Analytics (3 credit hours) - Required

This course teaches the basics of business analytics. The students learn to use popular data analysis tools to analyze business data to understand business trends, make business forecasts, and improve an organization's decision-making and business strategies. The tools and methods taught include: Excel (VBA coding, custom functions, automation, forms, pivot tables, lookups, advanced functions, and statistical analysis); BizStats (multiple regression, nonlinear regression, exotic regressions, MANOVA, ANOVA, t/Z/F tests, consistency and reliability); Risk Simulator (Monte Carlo simulation, stochastic forecasting, portfolio optimization, and scenario analytics); PEAT Project Economics Analysis Technique (Project Cost Risk and Schedule Risk modeling, and portfolio optimization); Minitab / EViews / SPSS (statistical analytics); Microsoft Access (relational databases and SQL Queries); AI Machine Learning with ChatGPT and Julius AI (sentiment analysis and text scraping as well as automated econometrics); Power BI and Power Query (business

dashboards); Tableau (data visualization); R / R-Studio (advanced business analytics and econometrics); and LaTex (quality journal publication formatting).

Recommendation: A working knowledge of Excel and statistics

BAN463 Data Visualization (3 credit hours)

Students will learn how to explore data and provide insight to others using data visualization techniques. After completing this course, students will be able to design, develop, analyze, and interpret various types of visualizations. They will also be able to develop compelling presentations and insightful stories based on a given case study. The approach used will include theory as well as a hands-on component.

BAN470 Intro to Machine Learning-Based Forecasting (3 credit hours)

This course provides a comprehensive and hands-on application of machine learning (ML) to real-world business prediction, forecasting, and decision-making. The course is Python-based and covers both traditional forecasting methods (e.g., AR, ARIMA) and the more modern AI-based methods. Students will learn how to compare and contrast the benefits of various models/algorithms and select the best models for the task at hand, prepare and import data, address data anomalies, train their models, modify and optimize their models, perform final model evaluation, and make recommendations based on their model's predictions to decision makers. This course is open to computer science students.

BAN472 Introduction to Artificial Intelligence (AI) (3 credit hours)

This course provides a comprehensive introduction to artificial intelligence (AI), covering its history, fundamental concepts, applications, risks, and mitigation strategies. It offers insights into AI components and technologies, development processes, and ethical considerations, preparing students to understand the evolving world of AI.

Note: This course is not open to students enrolled in the School of Engineering without prior written approval from the Engineering Department Chair. Engineering students are encouraged to take CS483/CS483L Fundamentals of Artificial Intelligence.

Business Law (3 credit hours required)

BLAW310 Introduction to Business Law (3 credit hours; required)

This course is designed as an introductory-level course in U.S. business law. The focus will be on preparing students to spot potential legal issues in the operation of businesses so they can operate legally and know when to consult an attorney before taking action. The course begins with an overview of the fundamental structures and processes of the U.S. legal system. Topics include sources of law and ethics, contracts, torts, agency, criminal law, business organizations, and judicial and administrative processes. Emphasis is placed on fundamental legal principles pertaining to business transactions.

Business (3 credit hours required)

BUS387 Independent Research Project (variable 1-3 credit hours)

This course offers students a unique opportunity to engage in one-on-one mentorship with a faculty mentor to conduct in-depth research on a topic of their choice within the field of business. This course fosters independent research skills, critical thinking, and academic writing proficiency. The culmination of the course is a publication-quality research paper suitable for submission to a peer-reviewed academic journal.

BUS450 Professional and Technical Writing (3 credit hours; required)

This course presents students with practical instructions about communicating in different kinds of academic and workplace environments, as well as professional/technical communities. Students will learn how to organize and produce common professional writing work, such as technical reports, white papers, proposals, theses, and resumes. The course also covers different forms of effective writing, writing styles, approaches, formats, and citations of referenced materials.

BUS493 Senior Project (3 credit hours)

This instructor-driven course implements a senior project as a culminating undergraduate experience in a student's professional area of interest, wherein students successfully demonstrate mastery of specialized knowledge and effectively communicate their results in writing and in oral presentations. Projects may later be used to showcase a student's skills to potential industry employers or as material to support graduate-level studies.

Prerequisite: Open to School of Business undergraduate students who have earned 90 semester credit hours before starting their senior project.

Curricular Practicum

CPT401 Curricular Practicum (1 credit hour)

Curricular practicum, or curricular practical training, is a supervised practical experience that applies previously studied theory. The curricular practicum must provide students with valuable learning experience and must significantly increase their knowledge in their program of study. It is defined as an integral part of an established curriculum and an alternative work/study, internship, cooperative education, or any other type of required internship or practicum that is offered by sponsoring employers through cooperative agreements with the school. At least 3 hours of work in a practical setting have the credit equivalency of 1 hour of classroom lecture (1 credit hour). To be eligible to take this course, the student must be in good standing, have completed at least two semesters of coursework required in their degree program, and have obtained a written agreement that outlines the arrangement between the institution and the practicum site (including specific learning objectives, course requirements, and evaluation criteria), and received approval from a designated advisor. F-1 international students must follow additional rules required by the U.S. Immigration and Customs Enforcement. Students must use SFBU's online tool to submit their application to take this course before meeting with a designated advisor to assess eligibility.

Information and instructions concerning this course are provided in the application form. This is a part-time practicum course taken by the undergraduate student to work no more than 20 hours each week during the approved practicum period. Failure on this course will prevent the student from taking any other curricular practicum course. *Note: Beginning in Fall 2026, CPT for F-1 students is paused indefinitely, until further notice.*

Prerequisite: Refer to the instructions in the application and agreement documents.

CPT402 Curricular Practicum (2 credit hours)

Curricular practicum, or curricular practical training, is a supervised practical experience that applies previously studied theory. The curricular practicum must provide students with valuable learning experience and must significantly increase their knowledge in their program of study. It is defined as an integral part of an established curriculum and an alternative work/study, internship, cooperative education, or any other type of required internship or practicum that is offered by sponsoring employers through cooperative agreements with the school. At least 3 hours of work in a practical setting have the credit equivalency of 1 hour of classroom lecture (1 credit hour). To be eligible to take this course, the student must be in good standing, have completed at least two semesters of coursework required in their degree program, obtain a written agreement that outlines the arrangement between the institution and the practicum site (including specific learning objectives, course requirements, and evaluation criteria), and receive approval from a designated advisor. F-1 international students must follow additional rules required by the U.S. Immigration and Customs Enforcement. Students must use SFBU's online tool to submit their application for this course before meeting with a designated advisor to assess eligibility. Information and instructions concerning this course are provided in the application form. This is a full-time practicum course that requires the undergraduate student to work more than 20 hours but does not exceed 40 hours each week during the approved practicum period. Failure on this course will prevent the student from taking any other curricular practicum course. *Note: Beginning in Fall 2026, CPT for F-1 students is paused indefinitely, until further notice.*

Prerequisite: Refer to the instructions in the application and agreement documents.

Economics (6 credit hours required)

ECON201 Principles of Macroeconomics (3 credit hours; required)

This introductory course focuses on aggregate economic analysis. Topics include aggregate measures of economic activity, macroeconomic equilibrium, money and financial institutions, monetary and fiscal policy, international economics, and economic growth.

(Lower Division GE – Social Sciences area for nonbusiness majors)

ECON202 Principles of Microeconomics (3 credit hours; required)

This is an introductory course focusing on the choices of individual economic decision-makers. Topics include scarcity, specialization and trade, market equilibrium, elasticity, production and cost theory, market structures, factor markets, and market failure.

(Lower Division GE – Social Sciences area for nonbusiness majors)

Finance (3 credit hours required)

FIN310 Fundamentals of Finance (3 credit hours; required)

This course introduces students to the world of finance. Financial management is concerned with the efforts of the corporation's managers to raise and allocate capital in a manner that will maximize and stabilize the firm's future cash flow. This course examines the concepts and techniques available to financial managers as they address various aspects of financing and investment questions. Topics include financial background, a review of accounting, financial statements, and taxes, cash flow and financial analysis, the financial system and interest, time value of money, the valuation and characteristics of bonds, the valuation and characteristics of stocks, risk and return, capital budgeting, and international finance. A case study will be applied to assist students' learning.

Management

MGT310 Principles of Management (3 credit hours; required)

This course is designed for students to learn the basic skills, applications, and foundations of management. Specifically, students will learn organizational structure and environment, as well as develop skills in planning, organizing, leadership, motivation, decision-making, communication, negotiation, and managing information for decision-making. This course serves as a foundation for a more in-depth study of various aspects of management covered in other courses.

Preparation Recommendation: ECON201, ECON202

MGT450 Organizational Behavior and Management (3 credit hours)

This course explores the complex dimensions of organizational behavior, including examining experiential and conceptual approaches to communication, self-awareness, perception, motivation, problem-solving, and culture. Students apply interpersonal and intrapersonal exploration to manage change, leadership theories, and organizational issues.

MGT451 Project Management (3 credit hours; required)

This course introduces the principles of project and program management, the roles of project management, matrix organization in both private and public segments, and project management techniques leading to the efficient execution and completion of projects.

Proposal development, case studies, and independent projects are required.

MGT460 Production and Operations Management (3 credit hours)

This course balances the theory and practice of production and operations management, covering quantitative, qualitative, and behavioral aspects. Students will learn how to identify and apply strategies, business process design principles, and quantitative techniques. This knowledge will then be applied to optimize business operations, enhance efficiency, and improve competitiveness. Students will develop quantitative models and use software tools such as

Microsoft Excel Analysis Tool Pak and Solver to create solutions for multivariate operational constraints. Typical control cases include service and product design choices, sales forecasting, scheduling, metrics for production/inventory control, statistical quality control, and logistical constraints.

MGT480 Entrepreneurship (3 credit hours; required)

This course explores the full range of entrepreneurial processes, including the evaluation, development, and creation of a successful business. It will help potential entrepreneurs and professionals visualize and experience entrepreneurial development. The course explores the entrepreneurial approach to resources, such as developing an organizational structure, market analysis, financing entrepreneurial ventures, and screening venture opportunities. Individuals will experiment and evaluate what it takes to be an entrepreneur, including developing a plan for a new business.

MGT482 Launching Innovative Startups (3 credit hours)

From introduction to mastery, this hands-on project-based course is ideal for entrepreneurs, future entrepreneurs, business owners, and innovators alike. To put your dream into action, the logical entrepreneur development process will be covered from the ideation and business modeling phases through the funding and marketing launch phases. Discussions are flexible, with student-suggested topics welcome, such as design thinking, lean startup, validating the market opportunity, tips for successful startup team management, low-cost marketing tactics, pricing strategy, etc.

MGT483 Business Innovation – A Historical and Cultural Perspective (3 credit hours)

This course explores the evolution of business innovation through the lens of history, culture, and global influence. Students will examine how groundbreaking ideas, products, and business models have emerged across different eras—from the Industrial Revolution to the digital age—and how cultural contexts have shaped their development and adoption. Through case studies spanning diverse regions and industries, the course analyzes the social, economic, and technological forces that drive innovation, as well as the leadership strategies that enable its success. Topics include the role of entrepreneurship in economic transformation, cross-cultural approaches to problem-solving, and the interplay between tradition and disruption. By connecting past innovations to contemporary business challenges, students will gain the historical insight and cultural awareness needed to envision and lead future change.

MGT491 Agility-Based Leadership (3 credit hours)

Using Business Agility Institute's (BAI) best practices to cultivate adaptive and resilient organizations through cultural engagement, agile principles, and operational efficiency. Through real-world case studies and interactive projects, students will judge strategies for fostering a dynamic and engaged workforce for delivering value. We will explain the performance driven business models and designing optimized operations for driving continuous improvement to meet evolving market demands. By the end of this course, students will be equipped with the skills and knowledge necessary to design organizational framework for cultural transformation, operational flexibility, and workforce engagement.

Marketing (3 credit hours required)

MKT221 HTML & CSS Web Page Construction (3 credit hours; required)

Students completing this course will gain a deep and technically accurate understanding of how websites work, display and gather data, and become proficient using HTML & CSS to create, modify, and maintain user-facing (client side) web pages. Hypertext Markup Language (HTML) is the web page's working language surrounding content. Cascading Style Sheets (CSS) provide a consistent look and feel styling across the website. Time permitting, the instructor may also introduce other technologies, such as JavaScript and SQL, and explain how they bring advanced functionality to a website.

MKT310 Principles of Marketing (3 credit hours; required)

This course introduces the major marketing principles, marketing's role within the company, and its role in the global economy. Studies will focus on how to find marketing opportunities with market segmentation, how to get information for marketing decisions, the elements of product planning and new product development, wholesalers and retailers and their strategies, pricing, and promotion.

MKT450 Marketing Management (3 credit hours)

This course studies marketing management by analyzing real-world cases. Students will learn to implement and execute the marketing process through situation assessment, strategy formulation, marketing planning, and marketing implementation and evaluation.

Prerequisite/Corequisite: MKT310 or upper-division/graduate-level status

MKT483 Monetizing Intellectual Property (3 credit hours)

Intellectual property (IP) is a firm's most valuable asset. Ideal for social media content creators and going beyond traditional IP definition and usage, students in this course will learn innovative models and interesting strategies for generating capital and value from intangible assets. The rapidly growing U.S. market for leasing intellectual property is already greater than $63 billion per year. Course topics include Outright Sales, Third-Party Licensing, Royalty Securitizations, Bowie Bonds, Collateralization, Donations, Copyrights, Trademarks, Trade Secrets and Patents, etc. This course contains assignments with research and role-playing.

MKT491 The Art of Negotiation (3 credit hours)

This course will enable students to acquire comprehensive knowledge and develop advanced skills to navigate complex negotiation scenarios and influence various stakeholders, including customers, vendors, managers, peers, and direct reports. Throughout the course, students will analyze and apply theories and practical strategies to achieve mutually beneficial outcomes, commonly known as win-win solutions. The curriculum emphasizes the importance of a strategic mindset, disciplined preparation, and the development of key interpersonal skills that are crucial for achieving desired objectives in negotiations. Students will engage in real-world and practical applications through case studies and simulations relevant to Silicon Valley. They will analyze various negotiation contexts, including entertainment and sports, and participate in projects

focused on negotiating to maximize profitability. By integrating real-world examples with theoretical concepts, this course prepares students to apply negotiation skills effectively in diverse business environments.

Professional Development

P450 Career Development (1 credit hour; required)

This course is designed for students to take in preparation for becoming working professionals. Topics include effective communication strategies, emotional intelligence, diversity and cultural awareness, professional behavior, and interview skills.

Note: SOC501 Emotional Intelligence Essentials may be used as a substitute for P450.

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Business – Graduate Programs Course Numbering and Descriptions

Master's degree courses are numbered in the 500s. Each master's degree program allows for a limited number of credits for 400-level courses with a "G" suffix.

Course No.	*Description*
450G–499G	Cross-listed specialized skills courses taken for graduate-level credits
500–599	Graduate-level courses

For information on prerequisites, corequisites, or subjects numbered below 450, refer to the section Business — Undergraduate Programs Course Numbering and Descriptions above.

Courses are listed by subject: Accounting, Artificial Intelligence, Business Analytics, Business Law, Business, Curriculum Practicum, Finance, Green Business Management, Management, Marketing, Professional Development, and Social Science. Each course description is followed by any prerequisite or corequisite information or recommendations.

Each **1-credit-hour lab** course requires at least 2 contact hours of lab work each week. Each **1-credit hour of a practicum course** requires at least 45 contact hours of practical experience related to the student's program curriculum.

Accounting

ACC450G Cost Accounting (3 credit hours)

This class applies the essentials of financial accounting to the practice of management. Students will understand cost definitions, cost concepts, cost behavior, and cost estimation. In addition, they will learn how cost accounting is applied to manufacturing and service organizations, the principles of planning and control for effective cost-related management, capital budgeting, and cash flow statements, and how to analyze financial statements.

Prerequisite/Corequisite: ACC110, or ACC120, or upper-division/graduate-level status

ACC451G Intermediate Accounting – I (3 credit hours)

Designed for students who are interested in pursuing careers as accounting professionals, this course enhances the student's understanding of the principles of accounting. Topics include understanding financial accounting and accounting standards, financial statement preparation, required disclosures, and in-depth study of current assets, revenue recognition, and fixed assets.

Prerequisite/Corequisite: ACC120, or ACC450, or equivalent

ACC452G Intermediate Accounting – II (3 credit hours)

This course continues Intermediate Accounting – I (ACC451G). Subject matter includes current and long-term liabilities, stockholders' equity, investments, pension and postretirement benefits, leases, and cash flow statements.

Prerequisite/Corequisite: ACC451 or equivalent

ACC490G Introduction to Taxation (3 credit hours)

This course covers taxation concepts applied to an individual's income, deductions, credits, property transactions, and tax accounting methods. An understanding of the concepts will enable students to prepare quality individual income tax returns as a professional. The course will also cover taxation rules governing financial planning.

Prerequisite/Corequisite: Upper-division/graduate-level status

ACC501 Managerial Accounting (3 credit hours)

This course is designed for accounting graduate students who want to have a complete understanding of the concept of consolidation requirements, consolidated financial statements, and accounting techniques relating to particular types of business and non-business entities. The student will also explore various tax aspects of consolidated financial statements and participate in case studies.

Prerequisite/Corequisite: ACC451, or ACC452, or equivalent

ACC512 Federal Taxation of Business Enterprises (3 credit hours)

This course is designed to give students an understanding of the concepts of federal taxation of corporations, partnerships, estates, and trusts. An understanding of the concepts will enable students to prepare corporation and partnership tax returns in a professional environment. Also covered are rules governing trusts and estates.

Prerequisite/Corequisite: Upper-division/graduate-level status

ACC530 Auditing (3 credit hours)

In this course, students learn auditing techniques, procedures, practices, and programs based on Generally Accepted Accounting Principles (GAAP) in the United States; students will learn best practices for working document preparation and report writing.

> ***Prerequisite/Corequisite:*** ACC451, or ACC452, or ACC501, or upper-division/graduate-level status with the permission of the instructor

Artificial Intelligence

AI450 AI in Modern-Day Society: A Survey

This course explores the intersection of Artificial Intelligence (AI) and emerging technologies, including Web 3.0, the Metaverse, Blockchain, Cybersecurity, Quantum, Biotechnology, IoT, Edge Computing, Space technologies and Environmental, Social, and Governance (ESG) frameworks. It will also cover Physical AI and Agentic AI, as well as other emerging technologies. Students will analyze the transformational potential of these technologies and the ethical, security, and sustainability challenges they pose. By investigating real-world applications and industry case studies, students will understand how these innovations are reshaping businesses, communities, and global economies. This interdisciplinary course emphasizes practical skills, critical thinking, and collaboration to prepare students for leadership in a tech-driven future.

AI501 Management and Leadership in AI

This course delves into the dynamic intersection of leadership and artificial intelligence (AI), equipping future leaders with the skills to thrive in an AI-driven world. Students will master the art of leading teams—composed of AI agents and people—while driving impactful organizational transformation. Combining real-world case studies, interactive simulations, and practical applications, this course offers a balanced mix of theoretical frameworks and hands-on applications, rooted in organizational leadership, HR strategy, and AI-powered innovation. Leaders will build the strategic mindset necessary to address the AI era's unique ethical and cultural challenges while learning to cultivate organizational cultures where human talent and AI capabilities work in harmony. The curriculum incorporates global perspectives on AI ethics, governance, and cross-industry applications, empowering students to make informed decisions that fuel innovation, foster collaboration, and deliver sustainable results. By the end of this course, students will emerge with a future-ready leadership mindset and understand practical tools to excel in an AI-augmented business landscape.

AI505 AI in Business: From Strategy to Impact

Artificial Intelligence (AI) is no longer a siloed technical capability—it is a board-level imperative shaping competitive advantage across every industry. This graduate-level course equips current and aspiring business leaders with the strategic frameworks, governance principles, and organizational change levers needed to integrate AI at enterprise scale. Students will learn to diagnose value pools where AI creates defensible advantage in products, processes, and customer experience. We will also formulate portfolio, platform, and partnership strategies that align AI investments with corporate goals, then assess ethical, legal, and societal risks, designing guardrails for responsible AI. Students will learn how to mobilize cross-functional talent, data, and technology

infrastructures to accelerate adoption, as well as measure AI performance using financial and non-financial KPIs tied to strategic intent. Through case studies, simulations, and a capstone consulting project, participants develop an end-to-end AI strategy for a real or hypothetical organization, ready for C-suite review.

AI510 Data Science Using AI

This course provides a comprehensive foundation in data science and artificial intelligence, covering core concepts such as data preprocessing, statistical analysis, machine learning, and AI model development. Students will learn how to collect, clean, and analyze data using modern tools such as Python, R, and cloud-based platforms. Emphasis is placed on supervised and unsupervised learning, deep learning, and ethical considerations in AI. Through practical projects and case studies, students will gain hands-on experience applying data science and AI techniques to solve real-world problems across domains like healthcare, finance, and business operations.

AI511 Multiagent Development in AI

As Artificial Intelligence evolves from simple assistants to autonomous "Agentic Workflows," the nature of management is fundamentally changing. This course provides a hands-on, no-code deep dive into Multi-Agent Systems (MAS)—environments where multiple AI agents collaborate, negotiate, and execute tasks to achieve high-level business goals.

Students will move beyond simple prompting to master Agentic Orchestration. Through bi-weekly hands-on labs using 2026's leading no-code platforms (like CrewAI Studio and MindStudio), you will build "Digital Departments" capable of autonomous market research, supply chain crisis management, and competitive strategy. You will leave this course not just with a theoretical understanding of game theory and AI ethics, but with a portfolio of functional, multi-agent systems ready for enterprise deployment.

AI515 Leveraging AI and Emerging Technologies for Startups

This course explores how startups can harness the power of artificial intelligence and emerging technologies to build innovative, scalable, and competitive business models. Topics include AI-driven product development, cloud infrastructure, blockchain, IoT, and automation strategies. Students will examine case studies of successful tech startups and learn how to identify and evaluate market opportunities using AI. The course emphasizes agile methodologies, lean startup principles, and the ethical and regulatory landscape surrounding emerging technologies. A final project challenges students to pitch a tech-enabled startup idea with a clear AI value proposition.

AI520 Building an AI Business: From Idea to VC Funded Startup Launch

This course is for aspiring entrepreneurs and folks who want to work at cutting-edge AI startups, eager to harness AI to create value-driven products, streamline operations, and drive meaningful impact -- whether they're launching an idea or innovating from within an organization. Students will master the principles and possibilities of AI, learn how to apply them to their business challenges, and raise VC funding. By the end of this course, you will be equipped with a practical, future-facing skill set that sharpens your entrepreneurial edge, fundraising skills, and the ability to spot opportunities others miss. Whether pursuing a career in entrepreneurship, business development, or innovation management, this course will provide you with the tools to harness AI's full potential.

Business Analytics

BAN452 Excel for Finance, Accounting & Analytics (3 credit hours)

Excel is a widely used tool, and its skillful use provides multiple benefits over one's professional career. Students will learn to master many areas of Excel's flexibility, including graphics, conditional formatting, sorting, pivot tables, conditional calculations, data loading, and using Excel's powerful functions and Analysis Tool Pak/Solver extensions. Time permitting, business modeling will be introduced.

Recommendation: A working knowledge of statistics.

BAN455G Server-Side Data Processing Using Python/PHP (3 credit hours)

After completing this course, students will be able to implement industrial-scale business algorithms and process complex data sets and business models with active code for powerful backend analytics and relational database engines. Students will learn how to add smart logic and information-passing connections using server-side languages/scripts such as Python or PHP. Students are expected to have access to a computer or cloud account on which they will install a web server, database, and Python or PHP for the programming language as determined by the instructor.

Recommendation: A working knowledge of HTML and a procedural programming language

BAN460G Introduction to Business Analytics (3 credit hours)

This course teaches the basics of business analytics. The students learn to use popular data analysis tools to analyze business data to understand business trends, make business forecasts, and improve an organization's decision-making and business strategies. The tools and methods taught include: Excel (VBA coding, custom functions, automation, forms, pivot tables, lookups, advanced functions, and statistical analysis); BizStats (multiple regression, nonlinear regression, exotic regressions, MANOVA, ANOVA, t/Z/F tests, consistency and reliability); Risk Simulator (Monte Carlo simulation, stochastic forecasting, portfolio optimization, and scenario analytics); PEAT Project Economics Analysis Technique (Project Cost Risk and Schedule Risk modeling, and portfolio optimization); Minitab / EViews / SPSS (statistical analytics); Microsoft Access (relational databases and SQL Queries); AI Machine Learning with ChatGPT and Julius AI (sentiment analysis and text scraping as well as automated econometrics); Power BI and Power Query (business dashboards); Tableau (data visualization); R / R-Studio (advanced business analytics and econometrics); and LaTex (quality journal publication formatting).

Recommendation: A working knowledge of Excel and statistics

BAN463G Data Visualization (3 credit hours)

Students will learn how to explore data and provide insight to others using data visualization techniques. After completing this course, students will be able to design, develop, analyze, and interpret several types of visualizations. They will also be able to develop compelling presentations and insightful stories based on a given case study. The approach used will include theory as well as a hands-on component.

BAN470G Intro to Machine Learning-Based Forecasting (3 credit hours)

This course provides a comprehensive and hands-on application of machine learning (ML) to real-world business prediction, forecasting, and decision-making. The course is Python-based and covers both traditional forecasting methods (e.g., AR, ARIMA) and the more modern AI-based methods. Students will learn how to compare and contrast the benefits of various models/algorithms and select the best models for the task at hand, prepare and import data, address data anomalies, train their models, modify and optimize their models, perform final model evaluation, and make recommendations based on their model's predictions to decision makers. This course is open to computer science students.

BAN472 Introduction to Artificial Intelligence (AI) (3 credit hours)

This course provides a comprehensive introduction to artificial intelligence (AI), covering its history, fundamental concepts, applications, risks, and mitigation strategies. It offers insights into AI components and technologies, development processes, and ethical considerations, preparing students to understand the evolving world of AI. ***Note:*** **This course is not open to students enrolled in the School of Engineering**… they are encouraged to take CS483/CS483L Fundamentals of Artificial Intelligence.

BAN501 Business Analytics (3 credit hours; required for MSBAn)

This course is designed to introduce students to contemporary business decision-making methodologies and develop the student's ability to analyze complex systems. It focuses on quantitative methods of management science and operations research using quantitative analysis. The students learn to evaluate models from real-world examples and techniques to analyze and solve problems. Students also learn to use quantitative analysis software, critically evaluate the results, and perform sensitivity analysis. Students will learn how to perform Monte Carlo simulations, stochastic forecasting and predictive modeling, portfolio optimization, dynamic project management with risk-based simulation of cost and schedule, VBA coding, Microsoft Excel-based forms with automation and pivots, Microsoft Access database, SPSS, Minitab, EViews, R, R-Studio, Risk Simulator, PEAT software applications.

BAN520 Business Analytics for Dashboards (3 credit hours)

This course will teach you how to display data analysis results on dashboards. It covers how to design and build dashboards, as well as the data visualizations to be displayed in them using a leading analytics tool. You will learn how to present data, using charts and other types of visualizations, in the most effective way by following the best practices for data visualization and dashboards. The assignments and projects will enable you to design, develop, and modify visualizations and dashboards. Out-of-class activities include reading assignments, case study analysis, and the project.

Prerequisite/Corequisite: Upper-division/graduate-level status

BAN524 Intermediate Business Analytics (3 credit hours)

This course is designed to teach business analytics as applied by enterprises to make business strategies and decisions for improving business performance. The students will learn the

foundations of business analytics, tools and methods of data analysis, and major models and application techniques used for making business decisions. The course will also introduce analytics trends by discussing the emerging role of big data and big analytics. Hands-on exercises are required.

BAN572 Process Management for Analytics (3 credit hours)

Students will learn how to design and implement a self-service analytics (SSA) business process pipeline to increase productivity and become self-sufficient for their reporting and analytics needs. They will gain the ability to make optimal trade-offs among various computer technologies using a ranking and selection methodology. Students will be able to apply their SSA pipeline to solve business challenges at the enterprise level.

BAN589 Special Topics: Quantitative Risk Management (CQRM) (3 credit hours)

This course provides the student with a comprehensive understanding of the principles and practices of applying data and decision analytics under risk and uncertainty to obtain actionable intelligence for optimal business decisions. We will explore key analytical and risk-based concepts such as Monte Carlo risk simulations, financial forecasting, predictive analytics, decision analytics, strategic real options, and capital portfolio allocation. We will use cloud-based computing, or students can bring personal laptops and install the requisite software applications. By the end of this course, you will be equipped with the skills and knowledge necessary to analyze economic, financial, and analytical data and results, develop decision strategies, and make sound, analytically based decisions. Completing this course allows students to register for and take the CQRM (Certified in Quantitative Risk Management) exam. *

**Note: This course follows the curriculum the International Institute of Professional Education and Research (IIPER) prescribes. It qualifies the student to take the CQRM (Certified in Quantitative Risk Management) certification exam. The course material follows the ISO31000 (International Standards Organization, standard number 31000), Institute of Risk Management in the United Kingdom (IRM-UK), and Basel IV Accords (Bank of International Settlements). Upon completion of the course, students are also eligible to receive 30 professional development units (PDU) applicable from the Project Management Institute; 30 continuing professional development (CPD) credits from the Energy Institute as well as from IChemE and the Institute of Risk Management; 39 continuing education (CE) credits from the CFA Institute; and 39 continuing professional education (CPE) units from the AICPA (American Association of Chartered Public Accountants) and NASBA (National Association of the State Boards of Accountancy). Credits will be assigned after students register for and attempt the CQRM certification exam. These are NOT academic credits at SFBU. These are professional continuing credits provided by various professional institutions. Additional information will be provided in the class.*

Business

BUS450G Professional and Technical Writing (3 credit hours)

This course presents students with practical instructions about communicating in various kinds of academic and workplace environments, as well as professional/technical communities. Students will learn how to organize and produce common professional writing work, such as technical reports, white papers, proposals, theses, and resumes. The course also covers different forms of effective writing, writing styles, approaches, formats, and citations of referenced materials.

BUS587 Independent Research Project (variable 1-3 credit hours)

This graduate course offers students a unique opportunity to engage in one-on-one mentorship with a faculty mentor to conduct in-depth graduate-level research on a topic of their choice within the field of business. This course fosters independent research skills, critical thinking, and academic writing proficiency. The culmination of the course is a publication-quality research paper suitable for submission to a peer-reviewed academic journal.

BUS589 Special Topics (3 credit hours)

Special topics courses are offered by current faculty members or invited guest speakers to expose the students to emerging business topics. These courses are conducted in the same way as regular courses.

> ***Prerequisite/Corequisite:*** Topic dependent

BUS595 Business Capstone Course (3 credit hours; required for both MBA and MSBAn)

The capstone course is intended to integrate the knowledge and hands-on experience that the student has acquired from the foundation, core, and elective coursework required for the program under the guidance of the course instructor. The instructor determines the course objectives and scope based on the business curriculum and trends and guides the students to develop their integration ability. The student shall take the capstone course near the end of their program of study.

> ***Prerequisite/Corequisite*:** 24 credit hours or more completed in the related graduate business program

Curricular Practicum

CPT501 Curricular Practicum (1 credit hour)

Curricular practicum, or curricular practical training, is a supervised practical experience that applies previously studied theory. The curricular practicum must provide students with valuable learning experience and must significantly increase their knowledge in their program of study. An integral part of an established curriculum is defined as an alternative work/study, internship, cooperative education, or any other type of required internship or practicum that is offered by sponsoring employers through cooperative agreements with the school. At least 3 hours of work in a practical setting have the credit equivalency of 1 hour of classroom lecture (1 credit hour). To be eligible to take this course, the student must be in good standing, have completed at least two semesters of coursework required in their degree program, and have obtained a written agreement that outlines the arrangement between the institution and the practicum site (including specific learning objectives, course requirements, and evaluation criteria), and received approval from a designated advisor. F-1 international students must follow additional rules required by the U.S. Immigration and Customs Enforcement. Students must use SFBU's online tool to submit their application for this course before meeting with a designated advisor to assess eligibility. Information and instructions concerning this course are provided in the online application form. This is a part-time practicum course that requires the graduate student to work no more than 20 hours each week during the approved practicum period. Failure on this course

will prevent the student from taking any other curricular practicum course. *Note: Beginning in Fall 2026, CPT for F-1 students is paused indefinitely, until further notice.*

Prerequisite: Refer to the instructions in the application and agreement documents.

CPT502 Curricular Practicum (2 credit hours)

Curricular practicum, or curricular practical training, is a supervised practical experience that applies previously studied theory. The curricular practicum must provide students with valuable learning experience and must significantly increase their knowledge in their program of study. An integral part of an established curriculum is defined as an alternative work/study, internship, cooperative education, or any other type of required internship or practicum that is offered by sponsoring employers through cooperative agreements with the school. At least 3 hours of work in a practical setting have the credit equivalency of 1 hour of classroom lecture (1 credit hour). To be eligible to take this course, the student must be in good standing, have completed at least two semesters of coursework required in their degree program, and have obtained a written agreement that outlines the arrangement between the institution and the practicum site (including specific learning objectives, course requirements, and evaluation criteria), and received approval from a designated advisor. F-1 international students must follow additional rules required by the U.S. Immigration and Customs Enforcement. Students must use SFBU's online tool to submit their application to take this course before meeting with a designated advisor to assess eligibility. Information and instructions concerning this course are provided in the online application form. This is a full-time practicum course that requires the graduate student to work more than 20 hours but does not exceed 40 hours each week during the approved practicum period. Failure on this course will prevent the student from taking any other curricular practicum course. *Note: Beginning in Fall 2026, CPT for F-1 students is paused indefinitely, until further notice.*

Prerequisite: Refer to the instructions on the application and agreement documents.

Economics

ECON470G The Economics of Money, Banking, and Financial Markets (3 credit hours)

This course brings a fresh perspective to today's major questions surrounding financial and monetary policies. Topics include the behavior of interest rates, monetary strategy and tactics, the demand for money, and an introduction to the work of Frederic Mishkin, former Governor of the Federal Reserve (predecessor to Jermone Powell), with his informed insight into the monetary policy process, the regulation and supervision of the financial system, and the internationalization of financial markets.

ECON588 Managerial Economics (3 credit hours)

This course provides a rigorous and integrative study of topics in microeconomics and macroeconomics, with a strong emphasis on business applications. Students will explore core areas of economic theory, including consumption-based models, market efficiency, behavioral economics, individual and firm decisions, cost curves, market structures, and extend to game theory applications. The course also investigates macro-financial linkages, monetary policy impacts on financial markets, and financial crises through an economic lens, open and closed economies,

and an introduction to economic history. In parallel, students will develop advanced econometric skills essential for analyzing financial and economic data.

Finance

FIN501 Financial Management (3 credit hours; required for MBA and MSBAn)

This course introduces modern financial theories, tools, and methods used to analyze financial problems. It assumes the point of view of corporate financial managers to interact with efficient capital markets. Therefore, while making the best use of constrained resources is necessary, maximizing shareholders' equity is also vitally important. The primary focus is on the analysis and forecast of internal operations and the use of short-term and long-term capital.

FIN510 Investment Analysis (3 credit hours)

This course covers the foundations of investment management. Topics include theory and empirical evidence related to portfolio theory, market efficiency, asset pricing models, factor models, and option pricing theory. Students are expected to create optimal investment strategies.

FIN512 Financial Risk Management (3 credit hours)

This course is designed to further introduce modern financial theories, tools, and methods for dealing with financial risks. Financial risk management has become an extremely important discipline for corporations, financial institutions, and many government enterprises, particularly in challenging economic times.

Prerequisite/Corequisite: FIN501 or equivalent

FIN522 International Trade and Investment (3 credit hours)

This course covers the theories of international trade through comparative advantage and related corporate strategies, the impacts of emerging regional economic blocks, the institutions of the multilateral trading system, and trade barriers. Students will learn the mechanics of international payment, shipping, and distribution.

FIN568 Corporate Finance (3 credit hours)

This course is in the accounting/finance area of interest. The first part of the course uses lectures, discussions, and case studies to cover essential corporate finance subjects, including executive compensation, corporate governance, and bankruptcy law. The second part of the course consists of discussions of corporate financing, such as mergers, acquisitions, and valuations; corporate restructuring; LBOs; MBOs; and merchant banking.

Prerequisite/Corequisite: FIN501 or equivalent

FIN580 Portfolio Management (3 credit hours)

This course teaches advanced portfolio decision-making. Topics include index models, portfolio performance measures, bond portfolio management and interest immunization, stock market anomalies, and market efficiency.

Prerequisite/Corequisite: FIN501 or equivalent

FIN585 International Finance (3 credit hours)

This course prepares the students for a career in international finance by discussing the financial environment in which a multinational firm and its managers must function. It focuses on foreign exchange management and financial management in a multinational firm. It points out to the students the basic principles of profit-seeking and risk-avoidance practices in the volatile global financial markets.

Prerequisite/Corequisite: FIN501 or equivalent

FIN588 Financial Economics and Econometrics (3 credit hours)

This graduate-level course provides an integrated exploration of financial economics and econometrics, designed for students at the advanced master's level and introductory PhD level. The first half of the course emphasizes managerial economics, covering both microeconomic and macroeconomic foundations essential for decision-making in complex, data-driven business and financial environments. Students will analyze firm behavior, market structures, pricing strategies, consumer theory, game-theoretic approaches to strategic interaction, and macroeconomic topics including business cycles, interest rates, inflation, monetary and fiscal policy, and the global financial system.

The second half of the course transitions into applied econometrics, focusing on estimation, inference, and model-building techniques tailored to real-world financial and economic data. Topics include linear and nonlinear regression models, panel data analysis, time series econometrics (e.g., ARIMA, ARCH/GARCH models), instrumental variables, and limited dependent variable models. Students will develop hands-on expertise using statistical software to conduct rigorous empirical analyses and assess the validity of economic and financial models.

Throughout the course, emphasis is placed on the intersection of economic theory and empirical practice, with applications in financial markets, corporate finance, risk management, and policy analysis. By the end of the course, students will be equipped to formulate, estimate, and interpret econometric models to address contemporary issues in financial economics.

Green Business Management

GBM500 Green and Socially Responsible Management (3 credit hours)

On completing this course, students will be able to (a) identify and explain multiple environmental and social responsibility demands being faced by modern businesses, (b) utilize socially responsible methodologies and best- practices in the production of products and the delivery of services to generate societal benefits beyond classic financial profit and (c) formulate enterprise-wide policies which integrate social responsibility and green sustainability values.

Human Resource Management

HRM531 Human Resource Management (3 credit hours)

This course provides students and practicing managers with a comprehensive overview of essential personnel management concepts and techniques. The focus is on essential topics such as job analysis, candidate screening, interviewing, testing, hiring, evaluating, training, motivating, promoting, and compensating and their associated legal constraints.

Additional topics covered include global HR, diversity awareness and training, and sexual harassment legal requirements. Practical applications such as how to appraise performance and benefits and handle grievances are explored. Additionally, developing independent work teams that foster creativity and innovation will be discussed.

HRM532 Strategic Workforce Planning (3 credit hours)

This course begins with discussing the need for workforce planning and gives samples of plans developed for various types of organizations such as manufacturing, high-tech, small business, and so on. This course provides students with an opportunity to learn about and develop a workforce plan as part of the business plan and also an ongoing dynamic document developed as a part of the strategic planning component of the organization. It also concerns scheduling, rosters, and succession planning, which is a process of identifying a long-term plan for the orderly replacement of key employees. The course also explores cases of developing a gap analysis to determine manpower needs and budgeting for the manpower needs. Developing new HR workforce configurations such as self-managed teams, telecommuting, outsourcing, temps-to-hire, and other methods to make companies more flexible and offer economical solutions to the high cost of knowledge workers. The course includes case studies and the actual writing of several workforce plans for various sizes of organizations.

Management

MGT450G Organizational Behavior and Management (3 credit hours)

This course explores the complex dimensions of organizational behavior, including the examination of experiential and conceptual approaches to communication, self-awareness, perception, motivation, problem-solving, and culture. Students apply interpersonal and intrapersonal exploration to manage change, leadership theories, and organizational issues.

MGT451G Project Management (3 credit hours)

This course introduces the principles of project and program management, the roles of project management, matrix organization in both private and public segments, and project management techniques leading to the efficient execution and completion of projects.

Proposal development, case studies, and independent projects are required.

MGT460G Production and Operations Management (3 credit hours)

This course balances the theory and practice of production and operations management, covering quantitative, qualitative, and behavioral aspects. Students will learn how to identify and apply strategies, business process design principles, and quantitative techniques. This knowledge will then be applied to optimize business operations, enhance efficiency, and improve competitiveness. Students will develop quantitative models and use software tools such as Microsoft Excel Analysis Tool Pak and Solver to create solutions for multivariate operational constraints. Typical control cases include service and product design choices, sales forecasting, scheduling, metrics for production/inventory control, statistical quality control, and logistical constraints.

MGT480G Entrepreneurship (3 credit hours)

This course explores the full range of entrepreneurial processes, including the evaluation, development, and creation of a successful business. It will help potential entrepreneurs and professionals visualize and experience entrepreneurial development. The course explores the entrepreneurial approach to resources, such as developing an organizational structure, market analysis, financing entrepreneurial ventures, and screening venture opportunities. Individuals will experiment and evaluate what it takes to be an entrepreneur, including developing a plan for a new business.

MGT482G Launching Innovative Startups (3 credit hours)

From introduction to mastery, this hands-on project-based course is ideal for entrepreneurs, future entrepreneurs, business owners, and innovators alike. To put your dream into action, the logical entrepreneur development process will be covered from the ideation and business modeling phases through the funding and marketing launch phases.

Discussions are flexible, with student-suggested topics welcome, such as design thinking, lean startup, validating the market opportunity, tips for successful start-up team management, low-cost marketing tactics, pricing strategy, and so on.

MGT483 Business Innovation – A Historical and Cultural Perspective (3 credit hours)

This course explores the evolution of business innovation through the lens of history, culture, and global influence. Students will examine how groundbreaking ideas, products, and business models have emerged across different eras—from the Industrial Revolution to the digital age—and how cultural contexts have shaped their development and adoption. Through case studies spanning diverse regions and industries, the course analyzes the social, economic, and technological forces that drive innovation, as well as the leadership strategies that enable its success. Topics include the role of entrepreneurship in economic transformation, cross-cultural approaches to problem-solving, and the interplay between tradition and disruption. By connecting past innovations to contemporary business challenges, students will gain the historical insight and cultural awareness needed to envision and lead future change.

MGT491G Agility-Based Leadership (3 credit hours)

Using Business Agility Institute's (BAI) best practices to cultivate adaptive and resilient organizations through cultural engagement, agile principles, and operational efficiency. Through real-world case studies and interactive projects, students will judge strategies for fostering a dynamic and engaged workforce for delivering value. We will explain the performance driven business models and designing optimized operations for driving continuous improvement to meet evolving market demands. By the end of this course, students will be equipped with the skills and knowledge necessary to design organizational framework for cultural transformation, operational flexibility, and workforce engagement.

MGT500 Risk Management (3 credit hours)

This course is designed to teach the students risk management concepts, processes, and strategy making and implementation in a corporate environment. Topics covered include the nature and concept of risks, risk management structure and process flow, information and gathering techniques, data analysis methodology and tools, and risk management techniques. Case studies and a project are required.

MGT501 Agile Project Management (3 credit hours)

Agility in management has been a hallmark factor behind many Silicon Valley success stories. The scrum-based agile approach stands in stark contrast to traditional approaches that rely on slow bureaucratic and paperwork-heavy planning approaches. After introducing scrum, students will master scrum's adaptive principles, plus its iterative and incremental methodologies and learn how to apply them from small projects to large programs.

Students as project managers will learn how to create "user stories," apply multiple estimation techniques, pivot appropriately to changing requirements, enhance customer collaborations, measure progress, measure value, reduce costs, and ensure technical excellence. Course knowledge also includes sprints, multilevel planning, estimation and velocity, product functionality backlog, and the roles of different team members roles (Scrum Master, Product Owner, and Development Team Member). To provide students with additional theoretical depth throughout the course, classical and alternative project management frameworks will be contrasted and trade-offs compared.

MGT510 Strategic Management & Leadership (3 credit hours; required for MBA and MSBAn)

The landscape across the business sector is in constant change. Adapting and succeeding to such changes to market demands requires an understanding of principles in strategic management and leadership. Students will explore and apply critical thinking in some of the key pillars of business: ethics, culture and leadership; effective job design; decision-making within a dynamic team environment; problem diagnosis and development of plans for change; and implementation and evaluation of change initiatives. Students will demonstrate their comprehensive learning through a team-based culminating project serving in the role of "consultants" of a business organization.

MGT530 Logistics and Operations Management (3 credit hours)

The field of logistics and operations management optimizes the management of continuous activities of the processes of production, warehousing, transportation of goods, and the delivery of services. The combination of e-commerce and globalization has created many challenges with new behaviors, increased product variety, technological advancement, and deep integration with other functional areas of the business (sales, marketing, finance, etc.). In this course, students will learn how to use quantitative-based analytical techniques to make logistics and operations decisions.

MGT538 International Business Management (3 credit hours)

In this course, students will begin by appraising and deconstructing the environment of international business by examining the economic, financial, political, and cultural aspects of global trade. They will then learn how to assess and critique global organizational design and international business management techniques for various situations. After examining business practices and opportunities in various regions around the world, students will prepare a country screening analysis or similar project as a way to apply their knowledge of strategic international business management concepts to real-world situations.

MGT540 Management of Innovation (3 credit hours)

This course is designed to equip the students with the knowledge and management skills to address the needs of new and innovative enterprises in a changing and uncertain environment. Topics include technology forecasting and assessment, program or product selection and control, market development, financial management, regulations, and ethics.

MGT542 Technology and Product Management (3 credit hours)

Designed to give students practical experience in product development, this course focuses on managing engineering and technology activities. Topics include technology product design, planning, production, marketing, sales, and maintenance; technological product life cycle from research and development through new product introduction; marketing requirement documentation (MRD); product positioning; channel inventory management; outbound communications; and the organizational role of the product marketing manager. Case studies and project presentations are required.

MGT550 Global Outsourcing and Vendor Management (3 credit hours)

In today's increasingly competitive and globalized business landscape, effective global outsourcing management has emerged as a critical area of focus for organizations. As companies strive to enhance their performance and gain a competitive edge, managing suppliers play a pivotal role in shaping overall costs and facilitating differentiation strategies. This course offers students a comprehensive understanding of the profound impact that sourcing and supply management have on the success and profitability of modern businesses. It delves into the intricacies of sourcing and supplier management decisions, considering factors such as costs, pricing dynamics, ethical considerations, globalization trends, and risk management strategies. Furthermore, it explores how sourcing and supply management practices interact with other organizational functional areas, including product design and inventory management. Through a blend of engaging lectures and in-depth case study discussions, students will gain practical insight into the

complexities of sourcing and supply management, equipping them with the knowledge and skills needed to navigate these challenges effectively in today's dynamic business environment.

Marketing

MKT450G Marketing Management (3 credit hours)

This course studies marketing management by analyzing real-world cases. Students will learn to implement and execute the marketing process through situation assessment, strategy formulation, marketing planning, and marketing implementation and evaluation.

MKT483G Monetizing Intellectual Property (3 credit hours)

Intellectual property (IP) is a firm's highly valuable asset. Ideal for social media content creators and going beyond traditional IP definition and usage, students in this course will learn innovative models and interesting strategies for generating capital and value from intangible assets. The rapidly growing U.S. market for leasing intellectual property is already greater than $63 billion per year. Course topics include Outright Sales, Third-Party Licensing, Royalty Securitizations, Bowie Bonds, Collateralization, Donations, Copyrights, Trademarks, Trade Secrets and Patents, etc. This course contains assignments with research and role-playing.

MKT491G The Art of Negotiation (3 credit hours)

This course will enable students to acquire comprehensive knowledge and develop advanced skills to navigate complex negotiation scenarios and influence various stakeholders, including customers, vendors, managers, peers, and direct reports. Throughout the course, students will analyze and apply theories and practical strategies to achieve mutually beneficial outcomes, commonly known as win-win solutions. The curriculum emphasizes the importance of a strategic mindset, disciplined preparation, and the development of key interpersonal skills that are crucial for achieving desired objectives in negotiations. Students will engage in real-world and practical applications through case studies and simulations relevant to Silicon Valley. They will analyze various negotiation contexts, including entertainment and sports, and participate in projects focused on negotiating to maximize profitability. By integrating real-world examples with theoretical concepts, this course prepares students to apply negotiation skills effectively in diverse business environments.

MKT541 Strategic Marketing (3 credit hours)

This course will teach the students fundamental concepts and practices in marketing research and marketing data analysis, as well as using data and financial analysis to set strategic positioning strategies. Emphasis will be on practical marketing research skills development and basic analysis mechanisms leading to strategic marketing. Students will learn both primary sources (such as surveys) and secondary sources (internet, publications, etc.) through research techniques. Students will also engage in their own marketing research projects. Although statistical analysis will be covered in the course, quantitative analysis skills will be the focus. The course also covers an overview of quantitative and qualitative tools for strategic marketing, market segmentation process, strategic positioning, and channel marketing issues. Case studies and marketing requirements reports are required.

MKT542 Global Marketing (3 credit hours)

From an international business perspective, students will learn how to develop global marketing strategies involving marketing research, segmentation, and positioning. Students will then incorporate global product policy decisions into a comprehensive market entry plan or similar project to bring these marketing concepts to life.

MKT545 Global Trade and Operations (3 credit hours)

The course is designed to develop the knowledge and understanding of the global marketing environment and of the concepts, tools, and theories that will prepare the students to take responsibility for successful global market penetration for their business organization. The perspective of the course is managerial, that is, the ability to identify opportunities, resolve problems, and implement solutions and programs.

MKT550 Consumer and Buyer Behavior (3 credit hours)

In this course, students guided by the instructor will gain insight into the minds of buyers. This course applies modern behavior theory to the complex purchasing decision-making processes used by consumers and organizations. Topics include the psychology of consumption, brand loyalty, group vs. individual decision-making, intuitive vs. rational decision-making, and the like. After completing this course, the student will be able to describe key motivations within individual purchasing decisions, explain situational influences on purchasing behavior, and explain how purchasing behaviors can be integrated into marketing and sales strategies to improve revenues.

MKT551 Sales Management in the Age of AI (3 credit hours)

Advancements in Artificial Intelligence (A.I.) are transforming sales management across industry and service sectors. This course explores contemporary selling strategies, sales force management, and strategic relationship building. Students examine the core principles of sales management and learn how emerging A.I. technologies can be applied to customer relationship development, channel management, pricing, forecasting, and the implementation, evaluation, and control of sales programs. A culminating team-based project enables students to apply course concepts and demonstrate their understanding of sales management as a key business function.

MKT552 Brand Management and Marketing (3 credit hours)

With a focus on corporate branding, this course covers building, measuring, and increasing brand equity. Topics include creating brand strategy, branding in the digital era, naming new products, building brand extensions, etc. After completing this course, the student will be able to explain the importance of brands to profitability, measure the equity value of a brand, map a brand's competitive market position, and apply brand equity to new business opportunities.

MKT553 Digital Marketing and Social Media (3 credit hours)

Using a robust combination of creativity, critical thinking, data analysis, and project tracking skills, this course will enable students to master digital marketing and social media influence. After completing this course, the student will be able to explain in detail the ASCOR digital marketing framework (assessment phase, strategy phase, channel and communication plan, digital marketing operations, refinement phase), optimize a firm's online value proposition by aligning its strengths with ever-changing market economics; and create a multistage digital marketing campaign from the initial activities through final deployment.

MKT554 Search Engine Optimization (SEO) (3 credit hours)

It is critical for your website/blog and the like to be highly ranked to achieve both high quantity and quality traffic. Compared to paid advertising, SEO is a significantly lower-cost way to build traffic. Throughout this course, students will gain insight into the algorithms and approaches used by search engines and then master common optimization techniques. Web scrapers, indexing, and other related concepts will be part of the classroom discussion. A working knowledge of HTML is assumed. Topics Include keyword research, selection of keywords, editing of website meta tags, alternatives to Google's search engine, and so on.

Professional Development

P450G Career Development (1 credit hour)

This course is designed for students to take in preparation for becoming working professionals. Topics include effective communication strategies, emotional intelligence, diversity and cultural awareness, professional behavior, and interview skills.

Social Science

SOC450G Emotional Intelligence (3 credit hours)

Emotional intelligence (EI), or emotional quotient (EQ), defines the skills or capacity to recognize one's own emotions and those of others and how to control these emotions. Unlike IQ, EQ can be increased. In this course, students will learn about EQ and its importance in their life and career. They will learn how to increase their EQ by developing their abilities to perceive, use, understand, and manage emotions. Knowing oneself is the essence of EQ. Students will learn about themselves by assessing their EQ at the beginning of the class and at the end to see if there is any improvement. In recent years, EQ has become a major indicator of achievement. Students completing this course will have the means to increase and manage their EQ.

SOC501 Emotional Intelligence Essentials (1 credit hour)

Mastery of emotional intelligence (EI), also known as emotional quotient (EQ), is essential for successfully managing and controlling interpersonal relations. The first half of this course will focus on enhancing the students' skills at recognizing multivariate EQ issues in others and themselves.

The second half of this course will focus on improving students' skills for synthesizing appropriate solutions in complex professional and personal relationships.

Although the writing, editing, and publishing of the University Catalog for 2025–2026 has been guided by an effort to attain accuracy, no responsibility can be assumed for editorial, clerical, or typographical errors or an error occasioned by an honest mistake.

All information contained in this catalog is subject to change without prior notice when approval is obtained in advance from the Provost of San Francisco Bay University. The 2025–2026 University Catalog does not constitute a legal agreement between the university and the student.

UNIVERSITY MILESTONES

San Francisco Bay University (SFBU) was founded on January 2, 1984, and incorporated as a California nonprofit, public-benefit institution on March 27, 1984. Because of the strong demand in Silicon Valley for qualified engineers, the School of Engineering began to offer the Bachelor of Science in Electrical Engineering degree in November 1984, followed by the Master of Science in Electrical Engineering in 1985. The university opened the Computer Systems Engineering programs at both the bachelor's and master's degree levels in 1987. Under high-spirited teamwork, the university grew quickly from a budding school of a few students and faculty in 1984 to a well-established school by 1989. February 23, 1989, marked a milestone for the university as it attained full institutional approval from the California Department of Education. When the entrepreneurial spirit in Silicon Valley demanded students with business training, the university established the School of Business and began to offer the Master of Business Administration and Bachelor of Business Administration and Information Sciences degrees in 1995. At the same time, the School of Engineering continued to expand its programs by offering bachelor's and master's degrees in computer science with curricula emphasizing computer software applications in various fields based on industry trends. In January 1998, the Accrediting Council for Independent Colleges, and Schools (ACICS) recognized the university to award bachelor's and master's degrees. In August 2018, ACICS renewed the university's accreditation until December 31, 2022. On November 21, 2018, the U.S. Department of Education issued a final decision to continue recognition of ACICS as a federally recognized accrediting agency. On March 4, 2019, the WASC Senior College and University Commission (WSCUC) recognized the university as a Candidate for Accreditation.

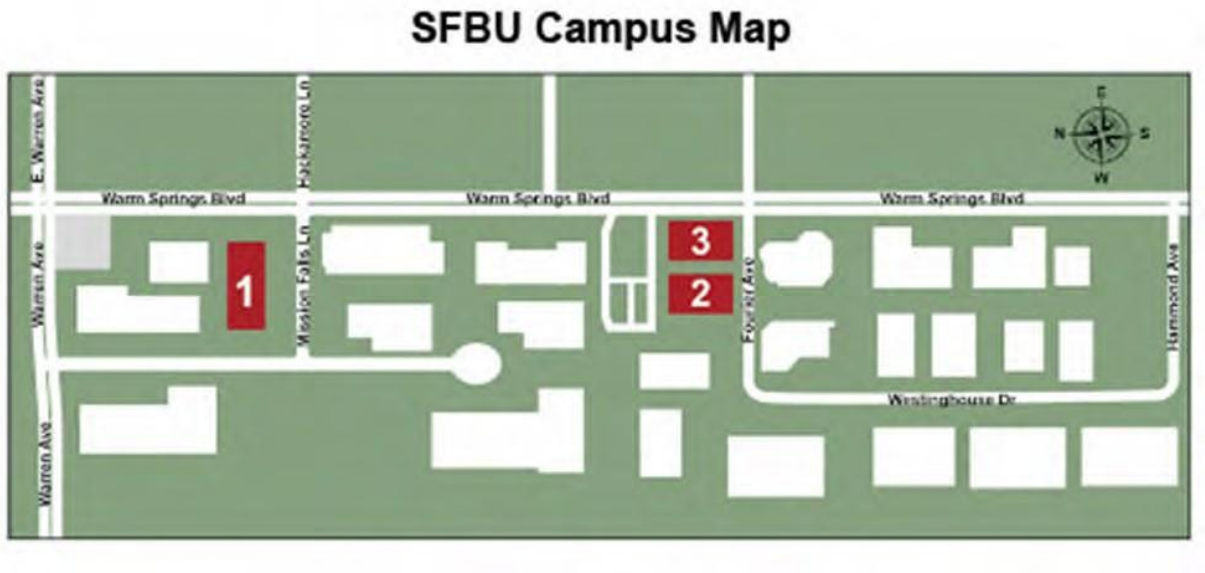
On July 8, 2020, the university received initial accreditation from WSCUC for a period of six years. On December 17, 2020, the Intensive English Program (IEP) received programmatic accreditation from the Commission on English Language Program Accreditation (CEA). In 2021, the Master of Business Administration (MBA) was approved for distance education and the Bachelor of Business Administration and Information Sciences (BBAIS) program was changed to a Bachelor of Science in Business Administration (BSBA). In 2022, the BSBA and the Master of Science in Computer Science (MSCS) programs were approved for distance education. In 2024, SFBU launched the Master of Science in Data Science (MSDS) and Master of Science in Business Analytics (MSBAn) programs. Starting Fall 2026, SFBU launched three-year, 90-credit undergraduate Bachelor of Science programs in Business Administration, Computer Science, and Psychology.

On July 9, 2026 SFBU successfully completed its first Reaffirmation of Accreditation with WSCUC and received accreditation for a period of six years. The University's next review will take place during the 2031-2032 academic year.

DIRECTIONS TO SFBU

From I-880: Exit I-880 at Mission Blvd.-Warren Ave. and take Mission Blvd. East (towards the hills). Turn right onto Warm Springs Blvd. Drive past Warren Ave. and turn right on Mission Falls Lane. Turn right again to enter the university parking lot.

From I-680: Exit I-680 at Mission Blvd.-Warm Springs District and drive west on Mission Blvd. (towards the Bay) to Warm Springs Blvd. Turn left onto Warm Springs Blvd. Drive past Warren Ave. and turn right on Mission Falls Lane. Turn right again to enter the university parking lot.

SFBU CAMPUS MAP

Main Campus (Building 1) 161 Mission Falls Lane, Fremont, CA 94539