Lower Intermediate Level A

IEP210A Listening and Speaking
This entry intermediate (CEFR B1) listening and speaking course develops the listening skills of identifying main ideas, understanding a speaker's purpose, making inferences, and taking notes using various strategies. Students practice listening for examples, definitions, and reasons. Speaking and presentation activities include introducing and speaking about oneself, expressing failure to understand, clarifying, telling a story, agreeing and disagreeing, using signal words, and asking follow-up questions. This course addresses vocabulary and critical thinking skills as well as the pronunciation topics of question intonation, syllable and word stress, and –ed verb endings.

IEP220A Reading
This entry intermediate (CEFR B1) reading course concentrates on the reading and interpretation of informative articles, but also examines the literary elements of short stories. This course develops the skills of predicting, skimming, scanning for specific information, taking notes, categorizing, and summarizing. It emphasizes identifying examples, facts, speculations, and sequencing. This course helps students understand main ideas, supporting ideas, details, purpose, analogies, and idioms. This course also develops vocabulary as well as the critical reading skills of inferring, reflecting, synthesizing, evaluating, and applying ideas.

IEP230A Writing
This entry intermediate (CEFR B1) writing course focuses on skills for developing ideas and writing various types of paragraphs: narrative, process, definition, descriptive, and opinion. It includes academic vocabulary, sentence types and fragment errors, connecting expressions, unity, adding details, and various grammar points. This course also introduces strategies for avoiding plagiarism, locating sources, and using quotations.

IEP240A Grammar
This entry intermediate (CEFR B1) grammar course reviews and expands upon present simple and progressive, imperative, and past simple verb forms, as well as past time clauses. It introduces present perfect, present perfect progressive, and habitual past verb forms. It also presents count and noncount nouns, articles, pronouns, adjectives and adverbs, and prepositions.

Lower Intermediate Level B

IEP210B Listening & Speaking
This low intermediate (CEFR B1) listening and speaking course develops the ability to listen for main ideas and important details, reasons, and explanations. It promotes asking questions while listening, and taking notes using various strategies. Speaking and presentation activities include using the right volume, making eye contact, pausing, keeping a conversation going, giving reasons, making suggestions, asking for and giving an opinion, and asking for and giving clarification. This course builds vocabulary and critical thinking skills as well as the pronunciation skills of linking words together and stressing certain syllables and words.

IEP220B Reading
This low intermediate (CEFR B1) reading course concentrates on the reading and interpretation of informative articles, but also examines the literary elements of short stories. The following skills are emphasized: predicting; reflecting; understanding main ideas, details, processes, and sequencing; taking notes; and identifying and justifying opinions. This course also develops vocabulary and the critical reading skills of interpreting visual information, inferring meaning, synthesizing, analyzing problems and solutions, and evaluating an argument.

IEP230B Writing
This low intermediate (CEFR B1) writing course advances student writing from paragraphs to essays, examining descriptive and definition paragraphs as well as opinion, classification, and process essays. This course introduces academic vocabulary and connecting expressions, and explores ways of avoiding

plagiarism, such as paraphrasing and citing sources. It also covers various grammar points, coherence, unity, clarity, and sentence variety and errors.

IEP240B Grammar
This low intermediate (CEFR B1) grammar course presents future time clauses and future conditionals, adjective and adverb clauses, and conjunctions. It introduces a variety of modal verbs, transitive and intransitive verbs, and phrasal verbs. It also reviews and expands upon comparative and superlative adjectives and adverbs as well as gerunds and infinitives.

Upper Intermediate Level A

IEP310A Listening & Speaking
This intermediate (CEFR B2) listening and speaking course develops a variety of oral communication skills, as well as vocabulary and critical thinking skills. Listening skills include taking notes and recognizing examples and numerical data from an audio text. Speaking activities include participating in a discussion, summarizing, interrupting and returning to a topic, speaking at the right pace, and using transitions. This course develops presentation skills and addresses the pronunciation topics of syllable stress, thought groups, and intonation of sentences and questions.

IEP320A Reading
This intermediate (CEFR B2) reading course concentrates on the reading and interpretation of informative articles, but also examines the literary elements of short stories. The following skills are emphasized: scanning for specific information and identifying main ideas, details, relevant information, and pros and cons. This course also develops vocabulary and the critical reading skills of inferring meaning; evaluating arguments, evidence, and sources for credibility; understanding metaphors and similes; synthesizing; applying textual information; and differentiating theories from facts.

IEP330A Writing
This intermediate (CEFR B2) writing course develops the skills of taking notes, paraphrasing, synthesizing, and evaluating and citing sources. It focuses on writing comparison and contrast, summary-response, and argument essays. This course also includes academic vocabulary, connecting expressions, unity, parallel structure, sentence variety and errors, faulty logic, and various grammar points.

IEP340A Grammar
This intermediate (CEFR B2) grammar course reviews and expands upon the twelve verb tenses and aspects in English plus habitual past structures, time clauses, and modal verbs; nouns, pronouns, articles, and quantifiers; and the use of gerunds and infinitives.

Upper Intermediate Level B

IEP310B Listening & Speaking
This high intermediate (CEFR B2) listening and speaking course develops a variety of oral communication skills. Listening skills include identifying main ideas and details, recognizing a speaker's attitude as well as digressions, and taking notes. Speaking and presentation activities involve using statistics; asking indirect and rhetorical questions; suggesting; persuading; and expressing probability, agreement and disagreement, and an opinion. This course also continues to develop critical thinking skills and vocabulary, and covers the pronunciation topics of intonation, syllable and word stress, and linking.

IEP320B Reading
This high intermediate (CEFR B2) reading course concentrates on the reading and interpretation of informative articles, but also examines the literary elements of short stories. The following skills are emphasized: identifying and understanding main ideas, details, purpose, processes, pros and cons, referencing, and sequence; and inferring

meaning. This course also develops vocabulary and the critical reading skills of summarizing, synthesizing, categorizing, analyzing, evaluating, and applying textual and visual information and evidence.

IEP330B Writing
This high intermediate (CEFR B2) writing course further develops skills to conduct research and avoid plagiarism. It focuses on writing narrative, comparison and contrast, cause and effect, problem-solution, summary-response, and argument essays, as well as timed writing for test taking. This course also includes academic vocabulary, connecting expressions, paraphrasing and summarizing, coherence, parallel structure, sentence variety and errors, counterargument and refutation, and various grammar points.

IEP340B Grammar
This high intermediate (CEFR B2) grammar course presents noun clauses, adjective clauses, and adverb clauses; and connecting information with conjunctions, prepositions, and transitions. It also explores negative questions and tag questions, indirect speech, real and unreal conditionals, and passive voice.

Advanced Level A

IEP410A Listening & Speaking
This pre-advanced (CEFR B2) listening and speaking course develops a variety of oral communication skills and expands upon vocabulary and critical thinking skills. It develops the ability to understand inferences, referents, and a speaker's purpose. This course promotes listening for supporting details and consequences as well as taking notes. Speaking and presentation activities involve introducing a talk, using body language, making comparisons and analogies, using descriptive language, presenting a process, defending an opinion, and interacting with the audience. Pronunciation topics include tag question intonation, pausing, and stress patterns in phrasal verbs.

IEP420A Reading
This pre-advanced (CEFR B2) reading course concentrates on the reading and interpretation of informative articles, but also examines the literary elements of short stories, emphasizing predicting; summarizing; identifying arguments, counterarguments, and sequencing; understanding main ideas, supporting ideas, details, referencing, certainty, effects, and problems and solutions; inferring meaning, attitude, and purpose; and interpreting and evaluating visual information. This course also develops vocabulary and the ability to apply ideas and synthesize and analyze arguments.

IEP430A Writing
This pre-advanced (CEFR B2) writing course leads the student through the steps of writing a college-level research paper: choosing a research question; evaluating, taking notes from, and citing sources; paraphrasing and summarizing; creating a detailed outline; writing all parts of the research paper in several drafts; integrating evidence from reliable sources to support ideas; and building cohesion.

IEP440A Grammar
This pre-advanced (CEFR B2) grammar course explores sentence structure and combining ideas using coordinators, subordinators, and transitions, as well as parallel construction. It reviews and expands upon real and unreal conditionals; adjective, adverb, and time clauses; comparatives and superlatives; demonstratives, articles, and quantifiers; time signals; past perfect simple and progressive; and past modals. It also introduces common patterns and expressions, as well as –ing participle phrases and complex noun phrases.

Advanced Level B

IEP410B Listening & Speaking
This advanced (CEFR C1) listening and speaking course develops various listening skills, including understanding the introduction to a lecture and listening for specific information, for shifts in topic, and for clarification. It reviews various note-taking strategies and enhances vocabulary and critical thinking skills. Speaking and presentation activities include debating and responding to an argument, defining terms, emphasizing important information,

referencing research studies, asking rhetorical questions, managing nervousness, and handling audience questions. Pronunciation topics include intonation for clarification and various types of linking.

IEP420B Reading

This advanced (CEFR C1) reading course concentrates on the reading and interpretation of informative articles, but also examines the literary elements of short stories, emphasizing annotating texts; asking questions while reading; understanding main ideas, supporting ideas, details, and purpose; summarizing; identifying problems, reasons, and solutions; inferring meaning and author's attitude; and recognizing cohesion, chronology, and levels of formality. This course also develops vocabulary and the ability to apply ideas and synthesize, analyze evidence and point of view, interpret visual data, and evaluate sources.

IEP430B Writing

This advanced (CEFR C1) writing course guides the writing of a research paper on a topic of the student's choice. It develops the skills of reading and writing critically, examines various problematic grammatical, syntactical, lexical, and writing style points, and considers issues of coherence, cohesion, and use of supporting evidence, to sharpen the advanced writer's command of research writing.

IEP440B Grammar

This advanced (CEFR C1) grammar course reviews and expands upon passive voice; present perfect and present perfect progressive as well as ways of expressing future actions; adjective, adverb, and noun clauses; noun and adverb phrases; appositives; past unreal conditionals; and a variety of phrases and transitions useful in the rhetorical modes of academic writing.

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UNIVERSITY MILESTONES

The university 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 the 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 April 2005, ACICS recognized the university to award two doctorate degree programs: Doctor of Business Administration and Doctor of Computer Engineering. 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, WASC Senior College and University Commission (WSCUC) recognized the university as a Candidate for Accreditation. On July 8, 2020, the university received accreditation from the WASC Senior College and University Commission (WSCUC). On December 17, 2020, the Intensive English Program (IEP) received programmatic accreditation from the Commission on English Language Program Accreditation (CEA). On February 25, 2021, the Master of Business Administration (MBA) program was approved for distance education modality by the WASC Senior College and University Commission (WSCUC). Effective 2021 Summer, the Bachelor of Business Administration and Information Sciences (BBAIS) degree name was changed to the Bachelor of Science in Business Administration (BSBA). On January 20, 2022, the Master of Science in Computer Science (MSCS) program was approved for distance education modality by the WASC Senior College and University Commission (WSCUC). On February 11, 2022, the Bachelor of Science in Business Administration (BSBA) program was approved for distance education modality by the WASC Senior College and University Commission (WSCUC). On April 14, 2022, the Intensive English Program (IEP) was approved for synchronous online course delivery by the Commission on English Language Program Accreditation (CEA).

BOARD OF DIRECTORS

Mr. Hanno Sander (Chairman)
Founder
OneRobot
Christchurch, NZ

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SOA Projects
Cool, CA

Ms. Ann Bishop
Operations Director
Vermont Public Utility Commission
Montpelier, VT

Mr. Jay Borges
Business Development/Sales Consultant
Livermore, CA

Mr. Carlton Brown Ed.D.
Senior Fellow, Governance and JDEI Consulting Lead
Association of Governing Boards Universities and Colleges: Institutional Strategies
Savannah, GA

Ms. Elena Frost
RN
Stanford Health Care
Pleasanton, CA

Mr. Gunjan Patel
Senior Manager of Cloud Architecture
Palo Alto Networks
Santa Clara, CA

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CPA
Concord, CA

Mr. Johnny Yeh
Partner
Emergent LLP
San Francisco, CA

Dr. Nicholas Ladany
President, SFBU
Fremont, CA

ADMINISTRATION

Nicholas Ladany, *President*
Ph.D.: Doctor of Philosophy, Counseling Psychology, University of Albany, NY
B.S.: Bachelor of Science, Psychology, University of Maryland, MD

Anne Sutardji, *Chief Financial Officer*
B.S.: Bachelor of Science, Finance, San Francisco State University, CA

Nelly Mangarova, M.D., *Vice-President of Academic Affairs, Chief Academic Officer*
Doctor of Medicine, Medical University, Bulgaria

John Fraire, *Vice-President of Enrollment Management*
B.A.: Bachelor of Arts Government, Harvard University, MA
M.Ed.: Master of Education, Educational Administration, Harvard University, MA
M.A.: Master of Arts, History, Western Michigan University, MI
Ph.D.: Doctor of Philosophy, History and Humanities, Union Institute and University, OH

Heather Herrera, *Vice-President of Strategy and Innovation*
Ph.D.: Doctor of Philosophy, English Education, New York University, NY
M.A., Master of Arts, Language and Literacy, City University of New York, NY
B.A., Bachelor of Arts, English Literature, Mills College, CA

Thawi Iwagoshi, *Dean, School of Engineering; Co-Chair General Studies*
Ph.D.: Doctor of Philosophy, Material Science & Engineering, Ohio State University, OH
M.S.C.S: Master of Science in Computer Science, San Francisco Bay University, CA
M.S.: Master of Science, Ceramic Engineering, Ohio State University, OH

James Connor, *Dean, School of Business; Co-Chair, General Studies*
M.B.A.: Master of Business Administration, California State University-East Bay, CA
B.S.: Bachelor of Science, Electrical Engineering, Worcester Polytechnic University, MA

Jennie O'Connor, *English as a Second Language Administrator*
M.Ed.: Master of Education, Curriculum and Instruction, Teaching English to Speakers of Other Languages (TESOL), Cleveland State University, OH
M.A.: Master of Arts, English, Cleveland State University, OH

Monica Sinha, Senior *Director of Admissions and Special Projects*
M.B.A.: Master of Business Administration, San Francisco Bay University, CA
B.A.: Bachelor of Arts, Political Science, University of Delhi, India

Judy Weng, *Registrar and Senior Academic Advisor*
D.C.E.: Doctor of Computer Engineering, San Francisco Bay University, CA
M.S.C.S.: Master of Science in Computer Science, San Francisco Bay University, CA
M.B.A.: Master of Business Administration, San Francisco Bay University, CA
M.S.: Master of Applied Mathematics, Bejing University of Technology, China
B.S.: Bachelor of Science, Computer Application, Bejing University of Technology, China

Mariam Ghazvini, *Director of Career Services and Counseling*
Ed.D.: Doctor of Education, University of Southern California, CA
M.B.A.: Master of Business Administration, San Francisco Bay University, CA

M.A.: Master of Arts, Counseling, Santa Clara University, CA
M.A.: Master of Arts, Higher Education, San Jose State University, CA
B.A.: Bachelor of Arts, Sociology, San Jose State University, CA

Elton Li, Senior *Director of IT & Computing Services*
D.C.E.: Doctor of Computer Engineering, San Francisco Bay University, CA
M.S.C.S.: Master of Science in Computer Science, San Francisco Bay University, USA
B.C.E.: Bachelor of Computer Engineering, Beihua Hangtian Industry College, China

Joy Gao, *Librarian*
M.A.: Master of Library & Information Science, Kent State University, OH
B.A.: Bachelor of Arts, English Literature, Nanjing University, China

SFBU FACULTY

School of Engineering

Samane Abdi
Ph.D.: Doctor of Philosophy, Computer Science, University College Cork, Ireland, 2015
Cybersecurity, Cryptography, Threat Analysis, AI/Machine Learning, Fraud Analytics, Network Security.

Ahmed Banafa
M.S.: Master of Science, Electrical Engineering, Lehigh University, PA, 1993
Internet of Things, cloud computing, big data, robotics.

Vidhyacharan Bhaskar
Ph.D.: Doctor of Philosophy, Electrical Engineering, University of Alabama in Huntsville, AL, 2002
Wireless communications systems, digital signal processing, cyber security systems.

Henry Chang
D.C.E.: Doctor of Computer Engineering, San Francisco Bay University, CA, 2008
M.B.A.: Master of Business Administration, San Francisco Bay University, CA, 2010
M.A.: Master of Arts, Computer Science, University of Texas - Austin, TX, 1983
B.S.: Bachelor of Science, Electrical Engineering, Tatung Institute of Technology, Taiwan, 1974
Network security, embedded engineering, wireless engineering, image processing, object-oriented design and analysis, and internet software development and applications.

Ken Cheung
D.C.E.: Doctor of Computer Engineering, San Francisco Bay University, CA, 2015
M.S.: Master of Science, Computer Systems Engineering, San Francisco Bay University, CA, 1997
B.S.: Production and Industrial Engineering, Hong Kong Polytechnic University, Hong Kong, 1988
Algorithms analysis and design, computer systems design and simulations, e-commerce, database design, networking applications, MS Windows system and .NET applications.

Pragati Dharmale

M.S.: Master of Science, Information Technology, Southern New Hampshire University, NH, 2016

M.E.: Masters of Engineering, Digital Electronics, Amravati University, India, 2010

B.E.: Bachelors of Engineering, Electronics and Telecommunications, Amravati University, India, 2000

Python Programming, Java Programming, JDBC, C#, Web Designing, AI, Machine Learning and Data Science, Database

Murat A. Genc

D.P.S.: Doctor of Professional Studies, Computer Science, Pace University, NY, 2017

M.S.: Master of Science, Information-Network and Computer Security, New York Institute of Technology, NY, 2012

B.S.: Bachelor of Science, Computer Science, New York Institute of Technology, NY, 2008

CyberSecurity, Artificial Intelligence, Java/Python/C++, Dynamic Web Applications, Research in CS

Chester He

D.C.E.: Doctor of Computer Engineering, San Francisco Bay University, CA, 2014

M.S.: Master of Science, Computer Science, San Francisco Bay University, CA, 2001

B.S.: Bachelor of Science, Northeast University of China, China, 1986

Computer networks and network security, web technology, database applications, software testing.

Jack Ho

M.B.A.: Master of Business Administration, University of Massachusetts, MA, 2011

M.E.: Master of Engineering, Electrical Engineering, Santa Clara University, CA, 1999

B.E.: Bachelor of Engineering, Electrical Engineering, Rensselaer Polytechnic Institute, NY, 1996

ASIC, semiconductors, embedded systems, product management

Thawi Iwagoshi

Ph.D.: Doctor of Philosophy, Material Science & Engineering, Ohio State University, OH, 1996

M.S.: Master of Science, Computer Science, San Francisco Bay University, CA, 1999

M.S.: Master of Science, Ceramic Engineering, Ohio State University, OH, 1990

B.S.: Bachelor of Science, Ceramic Engineering, Ohio State University, OH, 1987

Web-based applications, structured programming, Java applications.

Arun Jagota

Ph.D.: Doctor of Philosophy, Computer Science, SUNY Buffalo, NY, 1993

Data Science, Machine Learning, Neural Networks, Algorithms Design, Python.

Michelle Liang

Ph.D.: Doctor of Philosophy, Computer Science, Fudan University, China, 2013

M.S.: Master of Science, Computer Engineering, University of Minnesota, MN, 1999

B.S.: Bachelor of Science, Computer Science, Fudan University, China, 1995

Project Management, IoT Management, Cloud Computing Management, Object-Oriented Analysis and Design (OOAD), Web Services

Charles Mori

M.S.: Master of Science, Computer Science, San Francisco Bay University, CA, 2001

Software design and development, software quality assurance.

Gunjan Patel

M.S.: Master of Science, Computer Science, Santa Clara University, CA, 2017

B.S.: Bachelor of Science, Electrical Engineering, San Francisco Bay University, CA, 2012

Java, Python, Go (Golang), Cloud Computing, Cybersecurity, Kubernetes, CNI, Docker, AWS, Open Source Projects

Yingli Ren

D.C.E.: Doctor of Computer Engineering, San Francisco Bay University, CA, 2015

M.S.: Master of Science, Electrical Engineering, Santa Clara University, CA, 1995

B.S.: Bachelor of Science, Electrical Engineering, Stanford University, CA, 1987

Logic design and synthesis, CAD tools, Verilog and HDL, ASIC and PLD design techniques, and software design tools development.

Nels Vander-Zanden

Ph.D.: Doctor of Philosophy, Computer Science, University of Illinois - Urbana-Champaign, IL, 1991

M.S.: Master of Science, Computer Science, University of Illinois- Urbana-Champaign, IL, 1986

B.S.: Bachelor of Science, Computer and Information Science, Ohio State University, OH, 1984

Software design and development, hardware/software co-design automation, microarchitecture optimization, and VHDL synthesis.

Chris White

D.C.E.: Doctor of Computer Engineering, San Francisco Bay University, CA, 2015

M.S.: Master of Science, Electrical Engineering, San Francisco Bay University, CA, 1999

B.S.: Bachelor of Science in Electrical Engineering, San Francisco Bay University, CA, 1997

Logic design, microprocessor and digital systems, EDA tools, logic synthesis, computer architecture.

Alex Yang

M.B.A.: Master of Business Administration, San Francisco Bay University, CA, 2014

M.S.: Master of Science, Electrical Engineering, San Francisco Bay University, CA, 2004

B.S.: Bachelor of Science, Mechatronics, Northeastern University, China, 1993

Digital/Analog IC design, logic design & functional verification in verilog/system verilog, embedded system design, board level design (PCB Design).

School of Business

Michael Aquilina

M.B.A.: Master of Business Administration, San Jose State University, CA, 1998

B.S.: Bachelor of Science, Computer Science, San Francisco State University, CA, 1989

Product marketing and positioning, e-commerce, strategic marketing.

Michael Bailey

Degree of Engineer: Electrical Engineering, Stanford University, Stanford, CA, 1992

M.B.A.: Master of Business Administration, Finance, Santa Clara University, CA, 2001

M.A.: Master of Arts, Physics, University of California, Santa Barbara, CA, 1981

B.A.: Bachelor of Arts, Physics, University of California, San Diego, CA, 1979

Semiconductor physics, RF/microwave design, product management, finance.

Flora Chu
D.B.A.: Doctor of Business Administration, San Francisco Bay University, CA, 2013
M.B.A.: Master of Business Administration, Chadwick University, AL, 1996
B.S.: Bachelor of Science, Accounting, Biola University, CA, 1990
Accounting, payroll services, human resources management.

James Connor
M.B.A.: Master of Business Administration, California State University - East Bay, CA, 1983
B.S.: Bachelor of Science, Electrical Engineering, Worcester Polytechnic University, MA, 1981
Marketing management, product and project management, new business development, computer networks, communication engineering, Unix/Linux systems, cloud computing.

Reginald Duhe
Ed.D Candidate: Doctor of Education, Organizational Leadership, Northeastern University, Boston, MA, 2020
M.A.: Master of Arts, Management, Organizational Leadership, Gonzaga University, Spokane, WA
B.A.: Bachelor of Arts, Political Science, University of California, Berkeley, CA
Marketing, Consumer Science, Organizational Behavior, and Business Communications

Steven Fichera
J.D.: Juris Doctor, Law, Rutgers School of Law, NJ, 1998
M.S.: Master of Science, Business Administration, Rutgers School of Business, NJ, 1998
B.A.: Bachelor of Arts, History, Rutgers University, NJ, 1992
Business law, copyright law, business management.

Mariam Ghazvini
Ed.D.: Doctor of Education, University of Southern California, CA, 1997
M.B.A.: Master of Business Administration, San Francisco Bay University, CA, 2014
M.A.: Master of Arts, Counseling, Santa Clara University, CA, 2004
M.A.: Master of Arts, Higher Education, San Jose State University, CA, 1994
B.A.: Bachelor of Arts, Sociology, San Jose State University, CA, 1983
Organizational behavior, leadership development, career planning, counseling, communication.

Arshad Khan
MBA, Marketing Management, Pace University, New York, NY, 1976
ME, Chemical Engineering, Stevens Institute of Technology, Hoboken, NJ, 1977
B.E., Chemical Engineering, NIT, Srinagar, India, 1973
Strategic and tactical analytics, performance improvement, business process redesign, supply chain and operations consulting, enterprise software training, as well as authoring books, including 6 on analytics.

James Nysather
D.B.A.: Doctor of Business Administration, San Francisco Bay University, CA, 2015
M.B.A.: Master of Business Administration, International Management, Thunderbird School of Global Management, AZ, 1999
B.S.: Bachelor of Science, Marketing, St. Cloud State University, MN, 1988
Business development, marketing, business management.

Gul Sabit
M.S.: Master of Science, Finance and Economics, West Texas A&M University, TX, 2021
M.P.A.: Master of Public Administration, California State University East Bay, CA, 2006
B.S.B.A.: Bachelor of Science in Business Administration, Berea College, KY, 1999

International finance and banking, strategy and policy development, risk management, accounting, payment systems, compliance, project management, public financial management, international trade, and public administration

Tahereh (Sonia) Saheb
Ph.D.: in Science and Technology Studies, Rensselaer Polytechnic Institute, NY, USA, 2015
M.S.: Science and Technology Studies, Rensselaer Polytechnic Institute, NY, USA, 2010
M.A.: Communication Studies, Allameh Tabatabayi University, Iran, 2003
B.A.: Communication Studies, Allameh Tabatabayi University, Iran, 2000
Barriers and enablers of adopting digital technologies including data science and AI at national, enterprise and individual levels, ecommerce, information economics, analytics and evidence-based business models, and strategic transformation

Swapna Sinha
D.B.A.: Doctor of Business Administration, Golden Gate University, CA, 2006
B.A.: Bachelor of Arts, History, University of Lucknow, India, 1986
Business development, marketing, finance, strategic management.

Samir Yelne
M.S.: Computer Engineering, Wright State University, OH, 2016
B.S. Information Technology, Nagpur University, India, 2014
Business analytics, exploratory data analysis, data visualization, AI, yield predictive modeling, and e-commerce behavior

General Studies

Michael Bailey
Degree of Engineer: Electrical Engineering, Stanford University, Stanford, CA, 1992
M.B.A.: Master of Business Administration, Finance, Santa Clara University, CA, 2001
M.A.: Master of Arts, Physics, University of California, Santa Barbara, CA, 1981
B.A.: Bachelor of Arts, Physics, University of California, San Diego, CA, 1979
Semiconductor physics, RF/microwave design, product management, finance.

Wayne Chow
D.M.A.: Doctor of Musical Arts, Music Composition, Louisiana State University, Louisiana, 1987
M.M.: Master of Music, Music Theory, Pittsburg State University, Kansas, 1984
B.M.: Bachelor of Music, Piano, Pittsburg State University, Kansas, 1983
Music composition, music theory and history.

Mariam Ghazvini
Ed.D.: Doctor of Education, University of Southern California, CA, 1997
M.B.A.: Master of Business Administration, San Francisco Bay University, CA, 2014
M.A.: Master of Arts, Counseling, Santa Clara University, CA, 2004
M.A.: Master of Arts, Higher Education, San Jose State University, CA, 1994
B.A.: Bachelor of Arts, Sociology, San Jose State University, CA, 1983
Organizational behavior, leadership development, career planning, counseling, communication.

Michael Leinhos
M.E.: Master of Education, Temple University, PA, 1994
B.A.: Bachelor of Arts, Political Science, Temple University, PA, 1993
Social sciences, communication, humanities.

Intensive English Program

Natalia Monteiro
M.A: Master of Arts, Teaching English to Speakers of Other Languages (TESOL), San Francisco State University, CA, 2022
English as a Second Language, Materials Development

Jennie O'Connor
M.Ed.: Master of Education, Curriculum and Instruction, Teaching English to Speakers of Other Languages (TESOL), Cleveland State University, OH, 2008
M.A.: Master of Arts, English, Cleveland State University, OH, 2006
English as a second language (ESL)

George Shamshayooadeh
Ph.D: Doctor of Philosophy, English, Old Dominion University, VA, 2018
English as a second language (ESL) reading and writing, English composition, English literature

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

1. **Main Campus (Building 1)**   161 Mission Falls Lane, Fremont, CA 94539

SFBU Campus Map

SAN FRANCISCO BAY UNIVERSITY

AMENDMENTS TO CATALOG

Bold – addition
Strikethrough – removal

Location	Change	Date
Page 12, 14, 17	Scholarships and Grants Terms: • The student is eligible to receive this scholarship only once (per degree level). **Exception: this requirement does not apply to U.S. domestic students.**	05/01/2023
Page 14	President's Scholarship (Masters) Terms: • The student is required to enroll in a minimum of 9 credits per trimester (unless eligible for a trimester break) and maintain a minimum trimester GPA of 3.30. In addition, a minimum grade of "B-" is required in all courses. (Exception: if the student is a working professional and is unable to enroll in a full-time course load, a part-time course load may be approved at the discretion of the Academic Team. **After approval, this student must register for at least one course per term).** • The program must be completed within 4 trimesters, excluding breaks, by students enrolled in a full-time course load. ~~Part-time students must complete the program within 6 consecutive trimesters.~~ **Part-time students must complete the program within 12 trimesters from the term of enrollment. These students must pay full tuition for any credits enrolled beyond 12 trimesters.**	05/01/2023
Page 54, 73, 99, 134	• 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 National Association of Credential Evaluation Services (NACES), Association of International Credential Evaluators (AICE), or American Association of Collegiate Registrars and Admissions Officers (AACRAO)'s 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.**	05/01/2023
Page 78,79	MSCS Curriculum • Specialization Requirements (12 units) The student is advised to consider industry trends **and career choices** when selecting computer science courses. Before taking the Capstone Course near the end of the program, the student will have taken a minimum of 12 units of graduate level software engineering courses**, (or those corresponding to one of the chosen concentrations below),** and 10 units of electives. ~~Choices of field of study include the following: cloud computing and big data, mobile application technologies, QA engineering, and network engineering.~~ **Concentrations** **The student may choose one of the three concentrations shown below and complete 12 units 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.** **Cybersecurity:** **CS535 Network Security Fundamentals** **CS571 Cloud Computing Infrastructure** **CS581 Cloud Security** **CS589 Special Topics (related to Cybersecurity)** **CS477G Ethical Hacking and Penetration Testing (taken as an Elective course)** **Data Science:** **CS550 Machine Learning and Business Intelligence** **CS570 Big Data Processing & Analytics** **CS589 Special Topics (related to Data Science)** **CS481G Introduction to Data Science (taken as an Elective course)** **Network Engineering:** **CS515 UNIX/Linux Network Programming** **CS535 Network Security Fundamentals**	05/01/2023

	CS565 **Advanced Network Management** **CS575** **Network Analysis and Testing** The following are examples of cluster courses ~~for each area~~ **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:** Cloud Computing and Big Data: CS550 Machine Learning and Business Intelligence CS570 Big Data Processing & Analytics CS571 Cloud Computing Infrastructure ~~Cybersecurity:~~ ~~CS535~~ ~~Network Security Fundamentals~~ ~~CS571~~ ~~Cloud Computing Infrastructure~~ ~~CS581~~ ~~Cloud Security~~ ~~CS589~~ ~~Special Topics (related to Cybersecurity)~~ ~~CS477G~~ ~~Ethical Hacking and Penetration Testing (taken as an Elective course)~~ Mobile Application Technologies: CS548 Web Services Techniques and REST Technologies CS551 Mobile Computing for Android Mobile Devices CS556 Mobile Applications on 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 ~~Network Engineering:~~ ~~CS515~~ ~~UNIX/Linux Network Programming~~ ~~CS535~~ ~~Network Security Fundamentals~~ ~~CS565~~ ~~Advanced Network Management~~ ~~CS575~~ ~~Network Analysis and Testing~~	
Page 101, 126, 132	Access to Computers **Remote students are expected to have their web cameras on during any interactive online virtual class meeting and during exams.**	05/01/2023
Page 105, 106	BSBA - Major Requirements ~~IT221~~ **MKT221** HTML & CSS Web Page Construction ~~IT223~~ **BAN**223 SQL & Relational Databases ~~IT335~~ **BAN**335 Python Introduction for Commerce ~~IT337~~ **BAN**337 JavaScript ~~IT461~~ ~~Interaction Design (IxD)~~ Free Electives BSBA students who are more interested in Information Science are encouraged to take Computer Science courses from the School of Engineering as electives. They are also encouraged to take ~~BLAW482 Information Policy, Governance, and Compliance, and~~ business analytics ~~IT~~ electives such as BAN~~IT~~455 Server-Side Infrastructure Using PHP~~., and IT461 Interaction Design (IxD).~~	05/01/2023
Page 112, 119, 147, 152	Course Descriptions ~~IT~~ ~~Information Technology~~ Courses listed under Information Technology removed/updated to Marketing or Business Analytics	05/01/2023
Page 113	**ACC110L Financial Accounting Lab (1 unit)** This lab course (**ACC110L**) is designed to be taken concurrently with ~~course~~ ACC110 Financial Accounting course ~~Topics..~~ **However, this is a separate course with its own separate syllabus and topics**. **This lab** includes an introduction to software accounting tools such as QuickBooks **(or alternative as designated by the instructor). This course will teach students about** ~~and using~~ software accounting tools to manage **business accounting tasks such as** the sales process, tracking revenue, **tracking** expenses, **inventory,** bank reconciliation, reports and graphs, company file set up, and maintenance.	05/01/2023
Page 114	**BAN223 SQL and Relational Databases (3 units)**	05/01/2023

The course emphasis is using SQL/RDMSs as a tool in support of business & 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, sorting data, calculating statistics, and modify the structure of the internal data storage tables. Time permitting, use of a programming language to establish remote connections will also be covered.

BAN335 Python Introduction for Commerce (3 units)
Python is a popular and flexible general-purpose programming language with a vast variety of libraries ranging from database interfaces, mathematical & Stochastic modeling, functions for business analytics supporting decision making, graphical interface toolkits for visual analytics, image handlers, HTTP based dashboard support, and so much more. This course takes a balanced approach with students learning the core mechanics of the language and how to apply Python to analytics and commercial applications via instructor led course assignments and projects.

Note 1: It is suggested that analytical students wishing to use Python in the future for database connections first take BAN223.
Note 2: School of Business students may substitute BAN335 with CS250 with CS250L counting towards BSBA selectable or elective units.

~~Python is a popular and flexible general-purpose programming language with a vast variety of libraries ranging from database interfaces, mathematical, functions for business analytics, graphical interface toolkits, image handlers, HTTP support, and so much more. This course takes a balanced approach with students learning the core mechanics of the language and how to apply Python to commercial applications via instructor led course assignments and projects.~~

BAN337 JavaScript (3 units)
JavaScript is a versatile dynamic programming language with a high degree of interoperability making it ideal for front-end information handling, clean data assurance, and implementation of light weight front-end algorithms. After this course students will have a working knowledge of JavaScript's core, client-side, and time permitting server-side functionality. Students will be able to use their JavaScript skills to present visual analytics, check and process customer data, preprocess client files before sending to backend for additional analysis and processing, add interactivity to customer facing websites, provide connections to backend databases, and call other languages. Course examples and assignment will include examples from the field of business analytics.
Prerequisite/Corequisite: MKT221 or BAN335 or Knowledge of a Computer Programming Language (excluding SQL)

~~JavaScript is a versatile dynamic programming language with a high degree of interoperability. After this course students will have a working knowledge of JavaScript's core, client-side, and time permitting server-side functionality. Students will be able to use their JavaScript skills to check customer data entered into HTML forms, preprocess client files before sending to backend for analysis, modify internal applications, add interactivity to customer facing web sites, provide connections to backend databases, and call other languages.~~
~~Prerequisite/Corequisite: MKT221 or BAN335 or Knowledge of a Computer Programming Language (excluding SQL)~~

BAN455 Server-Side Data Processing ~~Infrastructure~~ Using Python/PHP (3 units)
After completing this course students will be able to implement industrial scale business algorithms, process complex data sets and business models with active code to 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 upon which they will install a web server, database, instructor determined Python or PHP for the programming language.
Recommendation: A working knowledge of HTML and a procedural programming language is recommended.

~~After completing this course students will be able to make web sites process complex information sets with active code and secure links to powerful backend analytics and relational databases used at the enterprise level. Students will learn how to add smart logic and information passing connections using server-side languages/scripts such as PHP. Students are expected to have access to a computer or cloud account upon which they will install a web server, database, the PHP programming language, and make a business web site.~~
~~Prerequisite/Corequisite: BAN335, or BAN337, or Knowledge of a Computer Programming Language (excluding SQL)~~

~~BLAW482 Information Policy, Governance, Security, and Compliance (3 units)~~
~~Robust information policies, ensuring privacy of data, and regulatory compliance are critical in modern corporate governance. Students completing this course will be able to explain common operational concerns, in the areas of; legal and regulatory requirements, U.S. privacy laws, personally identifiable information, auditing, and incident response. Students will be able to describe several security and~~

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	cryptography concepts, detect and explain weak points in a company's various information policies. School of Engineering and computer science students are welcome in this business course. Prerequisite: Upper Division/Graduate Level Status Recommendation: It is suggested that School of Business undergraduate students take BLAW310 Introduction to Business Law before taking BLAW482.	
Page 119	**MKT221 HTML & CSS Web Page Construction (3 units) - 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 that surrounds 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.** 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 that surrounds 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.	05/01/2023
Page 126	**Emotional Intelligence:** **Emotional Intelligence courses SOC501 (1 unit) Emotional Intelligence and SOC450G (3 units) Emotional Intelligence are considered major pool courses and are acceptable to be taken in the GCM as either major or electives. Emotional Intelligence (EI/EQ) is essential for successfully managing and controlling interpersonal relations and therefore helpful to those aspiring to management positions.**	05/01/2023
Page 126	BSBA to GCM to MBA Program Pathway Sequence: Through carefully planning, u Undergraduate **SFBU** students planning on enrolling into the MBA program may first enter the GCM program on their way to earning their MBA at SFBU and transfer the earned credits into the SFBU MBA. All **Continuing undergraduate students can enroll into the GCM at any time. Only students with bachelor degrees can transfer the GCM earned credit into the SFBU MBA program. The SFBU MBA program requires a bachelor's degree**. Without loss SFBU graduate level units accepted into the GCM program and may in turn be counted by MBA students at the next level towards their MBA (core, major or electives), with the effect of making the GCM a stepping stone towards the MBA. **SFBU** BSCS or **SFBU** BSBA students who took elective SFBU business courses earning MBA graduate level credits **as electives** can transfer those MBA units, but engineering units are not transferable. For example, SFBU students may earn BSBA/BSCS **degrees**, 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. Joint MBA and GCM Actively enrolled **SFBU** MBA students may request after paying the GCM graduation fee, a Graduate Certificate in Business Management certificate upon completing all GCM graduation requirements, even if they have not completed their **SFBU** MBA program.	05/01/2023
Page 128	**Concentrations** **The MBA program offers students the option to select a single concentration of 12-units (typically 4 courses). Choosing a concentration is not required.** **The three concentrations students may choose from are:** • **Marketing Management** • **Management** • **Business Analytics**	05/01/2023
Page 133	**MBA Concentrations:** The MBA program offers three concentration choices. Choosing a concentration is not required. Marketing Management Concentration: Students who complete their MBA with 12 units 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." Management Concentration: Students who complete their MBA with 12 units or more of Management, Green Business Management, and/or Human Resource Management (MGT, GBM, HRM, SOC) specialization **(excluding MGT530 and HRM531 core required courses)** may request the Registrar's office to have their transcripts and **printed** diploma marked with "Concentration in Management." **Business Analytics Concentration: Students who complete their MBA with 12 units or more of Business Analytics (BAN, including MGT460/L) specialization may request the Registrar's office to have their transcripts and printed diploma marked with "Concentration in Business Analytics."**	05/01/2023

	An approved concentration will appear on the student's official transcript and printed diploma. If no concentration is selected the transcript will show MBA without any concentration notation. **Students may have only one formal concentration.** **Concentrations are open to both on-campus classroom and distance learning modality students.** **Courses counting towards the concentration unit requirement may be taken as either Major or Electives. Required Core courses and the Capstone course do not count towards a concentration.** ~~Students may have only one formal concentration. Students may have only one formal concentration.~~ **Students are advised to complete the 12-units applicable to their concentration before meeting with the Registrar's Office to formally request their desired concentration. 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.** ~~Students electing not to request a concentration will have will MBA on their transcript without any concentration notation.~~ ~~Concentrations are formal and if formally approved both MBA and the concentration will appear on the student's transcript.~~ ~~Areas of Interest are informal and are not shown on a student's transcript.~~	
Page 135, 136	Major Courses Selectable from a Pool (12 units) Beyond Core Requirements, the student is required to take at least 12 units of 500 level business (major) coursework. Although not required, the student has the opportunity to select **a concentration or** an area of interest and take courses in the chosen area to meet the major requirements. Taking a sufficient number of courses in **a concentration or** an area of interest is beneficial to the student for entering the corresponding business profession. **Concentrations (Optional)** **Management:** **MGT450G** **Organizational Behavior and Management** **MGT451G** **Project Management** **MGT460G** **Production and Operations Management** **MGT460LG** **Production and Operations Management Lab** **MGT480G** **Entrepreneurship** **MGT500** **Risk Management** **MGT501** **Agile Project Management** **MGT540** **Management of Innovation** **MGT542** **Technology and Product Management** **MGT550** **Global Outsourcing Project Management** **GBM500** **Green Business Management** **HRM532** **Strategic Workforce Planning** **SOC450G** **Emotional Intelligence** **SOC501** **Emotional Intelligence Essentials** **Marketing:** **MKT450G** **Marketing Management** **MKT541** **Strategic Marketing** **MKT542** **Global Marketing** **MKT545** **Global Trade and Operations** **MKT550** **Consumer and Buyer Behavior** **MKT551** **Sales Management** **MKT552** **Brand Management and Marketing** **MKT553** **Digital Marketing and Social Media** **MKT554** **Search Engine Optimization (SEO)** **SOC450G** **Emotional Intelligence** **SOC501** **Emotional Intelligence Essentials** **Business Analytics:** **BAN455G** **Server-Side Data Processing Using Python/PHP** **BAN460G** **Introduction to Business Analytics** **BAN460LG** **Introduction to Business Analytics Lab** **BAN470G** **Introduction to Machine Learning Based Prediction Modeling and Forecasting** **BAN501** **Quantitative Methods for Business** **BAN520** **Business Analytics for Dashboards**	05/01/2023

	BAN524	Intermediate Business Analytics	
	BAN589	Special Topics on Analytics, Strategy, and Applied Information	
	MGT501	Agile Project Management	
	MGT460G	Production and Operations Management	
	MGT460LG	Production and Operations Management Lab	
	Areas of Interest		
	Finance:		
	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	
	Accounting:		
	ACC450G	Cost Accounting	
	ACC451G	Intermediate Accounting - I	
	ACC452G	Intermediate Accounting – II	
	ACC490G	Introduction to Taxation	
	ACC501	Advanced Accounting	
	ACC512	Federal Taxation of Business Enterprises	
	ACC530	Auditing	
	MBA students who are considering a future career as a Certified Public Accountant (CPA) should; seek additional advising, study the California Board of Accountancy's (CBA – www.dca.ca.gov/cba/) numerous requirements, 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.		
	Unlike concentrations, areas of interest are informal and are not shown on a student's transcript or printed diploma.		
	Note: Emotional Intelligence courses SOC501 (1 unit) Emotional Intelligence Essentials and SOC450G (3 units) Emotional Intelligence are considered major pool courses and are also acceptable to be taken as electives. Emotional Intelligence (EI / EQ) is essential for successfully managing and controlling interpersonal relations and, therefore helpful to those aspiring to management positions.		
Page 141	**BAN455G Server-Side Data Processing Using Python/PHP (3 units)** **After completing this course students will be able to implement industrial scale business algorithms, process complex data sets and business models with active code to 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 upon which they will install a web server, database, instructor determined Python or PHP for the programming language.** **Recommendation: A working knowledge of HTML and a procedural programming language is recommended.**		05/01/2023
Page 142	**BAN520 Business Analytics for Dashboards (3 units)** **This course will teach you how to display data analysis results in dashboards. You will learn 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 project 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** ~~Business Law~~ ~~BLAW482G Information Policy, Governance, Security, and Compliance (3 units)~~ ~~Robust information policies, ensuring privacy of data, and regulatory compliance are critical in modern corporate governance. Students completing this course will know how to detect and explain weak points in a company's various information policies. Students will also be able to explain common operational concerns; in the areas of; software licensing, intellectual property ownership, internal & customer data security, access controls, finance & accounting & ecommerce systems, and other aspects of modern cyber law. School of Engineering and computer science students are welcomed in this business course.~~ ~~Prerequisite: Upper Division/Graduate Level Status~~ **BAN524 Intermediate Business Analytics (3 units)**		05/01/2023

	This course is designed to teach business analytics as applied by enterprises to utilize tools to make business data analysis in order 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, major models and application techniques used to achieve the purpose of making business decisions. The course will also introduce analytics trend by discussing the emerging role of big data and big analytics. Hands-on exercises are required. **BAN589 Special Topics on Analytics, Strategy, and Applied Information (3 units)** Special topics courses are offered by current faculty members or invited guest speakers to expose the students to emerging best practices and innovative technologies that apply data science to solve business challenges. Including such topics as; machine learning, optimization methods, computer algorithms, probability and stochastic models, information economics, logistics, strategy, consumer behavior, marketing, and visual analytics. These courses are conducted the same way as regular courses. **Prerequisite/Corequisite: Subject Dependent**	
Page 146	MGT538 International Business Management (3 units) **Students will begin by appraising and deconstructing the environment of international business by examining economic, financial, political, and cultural aspects of global trade. Next students will 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.** ~~This class reviews the classic five functions of management: planning, organizing, staffing, leading, and controlling. Students will compare managerial practices of Europe, Asia, and Latin America. The class also covers the importance of quality and continuous improvement for gaining a competitive edge. Students will learn practical aspects of management from actual case studies, the strategic considerations for management in the international environment, and the roles of the latest information technologies.~~	05/01/2023
Page 146	MKT542 Global Marketing (3 units) **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, in order to bring these marketing concepts to life.** ~~This course considers how the culture and environment of different countries affect marketing strategy, how to perform a comprehensive analysis of a country to support marketing plan formulation, the strategic implications of different market groups around the world, and special insights on international marketing from a study of special cases.~~ ~~Prerequisite/Corequisite: MKT450 or MKT541 or Equivalent~~	05/01/2023
Page 147	**SOC501 Emotional Intelligence Essentials (1 unit)** **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 student's skills at recognizing multi-variate EQ issues in others and in themselves. The second half of this course will focus on improving students' skills for synthesizing appropriate solutions in complex professional and personal relationships.**	05/01/2023
Page 148-158	Standard Occupational Classification (SOC) – 2010 & 2018 Additional SOC Codes and Titles added to the list	05/01/2023
Page 171	**Dr. Kemal M. Atkins** **Higher Education Leader, Senior Consultant, Associate Professor, Executive Coach** **Association of Governing Boards of Universities and Colleges (AGB)** **Glen Allen, VA** **Mr. Roy Bigge** **Retired - Senior Director of Business Development & Services** **SOA Projects** **Cool, CA** **Mr. Jay Borges** **Business Development/Sales Consultant** **Livermore, CA** **Mr. Carlton Brown Ed.D.** **Senior Fellow, Governance and JDEI Consulting Lead** **Association of Governing Boards Universities and Colleges: Institutional Strategies** **Savannah, GA** ~~Mr. Yu Han~~ ~~Retired~~	05/01/2023
Page 172-174	SFBU Faculty School of Engineering **Samane Abdi** **Ph.D.: Doctor of Philosophy, Computer Science, University College Cork, Ireland, 2015**	05/01/2023

	Cybersecurity, Cryptography, Threat Analysis, AI/Machine Learning, Fraud Analytics, Network Security. **Arun Jagota** **Ph.D.: Doctor of Philosophy, Computer Science, SUNY Buffalo, NY, 1993** **Data Science, Machine Learning, Neural Networks, Algorithms Design, Python.** ~~Kevin Lin~~ ~~M.S.: Master of Science, Computer Information Systems, University of Phoenix, AZ, 2001~~ ~~B.S: Bachelor of Science, Computer Science, California State University- Fresno, CA, 1999~~ ~~Java application projects, enterprise software, database solutions.~~ School of Business **Arshad Khan** **MBA, Marketing Management, Pace University, New York, NY, 1976** **ME, Chemical Engineering, Stevens Institute of Technology, Hoboken, NJ, 1977** **B.E., Chemical Engineering, NIT, Srinagar, India, 1973** **Strategic and tactical analytics, performance improvement, business process redesign, supply chain and operations consulting, enterprise software training, as well as authoring books, including 6 on analytics** **Tahereh (Sonia) Saheb** **Ph.D.: in Science and Technology Studies, Rensselaer Polytechnic Institute, NY, 2015** **M.S.: in Science and Technology Studies, Rensselaer Polytechnic Institute, NY, 2010** **M.A.: in Communication Studies, Allameh Tabatabayi University, Iran, 2003** **B.A.: In Communication studies, Allameh Tabatabayi University, Iran, 2000** **Barriers and enablers of adopting digital technologies including data science and AI at national, enterprise and individual levels, ecommerce, information economics, analytics and evidence-based business models, and strategic transformation** **Samir Yelne** **M.S.: in Computer Engineering, Wright State University, OH 2016** **B.S. Information Technology, Nagpur University, India 2014** **Business analytics, exploratory data analysis, data visualization, AI, yield predictive modeling, and e-commerce behavior**	
Page 171 & 172	Board of Directors & Administration **Nicholas Ladany, *President*** **Ph.D.: Doctor of Philosophy, Counseling Psychology, University of Albany, NY** **B.S.: Bachelor of Science, Psychology, University of Maryland, MD**	06/21/2023
Page 7	Fees: Health Insurance Premium ~~$452~~ **$495**	08/22/2023
Page 41	Sexual Harassment Policy – **Definition & Examples**	08/22/2023
Page 57, 102	Estimated Total Charges for On-time Completion of Entire Educational Program o Tuition: $39,600 o Fees: $4,000 o Graduation Petition Fee: $300 o Textbooks& Software Costs: $6000 o Health Insurance Premium: ~~$4,520~~ **$4,950** • BSCS/BSBA**: ~~$54,420~~ $54,850**	08/22/2023

Page 76, 132	Estimated Total Charges for On-time Completion of Entire Educational Program
	
	   o Tuition: $16,200
	   o Fees: $1,600
	   o Graduation Petition Fee: $300
	   o Textbooks & Software Costs: $1,800
	   o Health Insurance Premium: ~~$!, 808~~ **$1,980**
	
	      • MSCS/MSEE/MBA: ~~$21,708~~ **$21,880**
		08/22/2023

Page 136, 142	**BAN572 Process Management for Analytics (3 units)** **Students in this course 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.**	08/22/2023

Page 161	Minimum Entry Requirements IEP students must be at least 18 years of age by the first day of class**.** Students must have a proficiency level higher than a true beginner in the English language to be accepted into the IEP. Elementary Level is the upper elementary, or CEFR A2, level, within IELTS band 4, and it equates approximately to a TOEFL iBT score of 31 and a TOEFL Essentials band score of 3.5**. Online IEP students must have regular access to an electronic device with audio and video capabilities, and a reliable internet connection.**	08/22/2023
Page 165	**Adding and Dropping Courses** Students may add **or drop** an IEP course during the first week of class before the second class meeting. It is not possible to add an IEP course after it has had two class meetings. Students may drop an IEP course **with a grade of W after the second class meeting and** through the end of week 6. After the end of week 6, it is not possible to drop an IEP course.	08/22/2023