GENERAL CATALOG

January 1, 2026, to December 31, 2027



SAN DIEGO
GLOBAL KNOWLEDGE
UNIVERSITY

Instruction provided at 1095 K Street, Suite B, San Diego, CA 92101
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Date Last Revised | September 4, 2026

Dear Student or Prospective Student:

It is my pleasure to welcome you to San Diego Global Knowledge University (SDGKU), and to introduce you to our Catalog. SDGKU's student-centered, video-based instructional approach makes it possible for you to pursue a degree, certificate, training or professional development program with maximum flexibility of time and location anywhere in the world. Our robust website www.sdgku.edu and learning management systems are available 24/7 for students to access conveniently from anywhere in the world, thus providing a virtual classroom with a global outreach. It is our mission to offer educational programs that help students develop global skills and competencies to achieve their personal success and advance their careers.

The general catalog has two purposes: to acquaint you with the regulations and accepted practices of the University and to serve as a comprehensive guide to its courses and programs. It will help you find answers to many of your questions about SDGKU. It also outlines the vision and mission that justify this new generation "technology-based" university based in San Diego.

I extend to you my sincere wishes for a successful and enriching educational experience at our university.

Sincerely,

Miguel A. Cardenas, Ph.D.
President

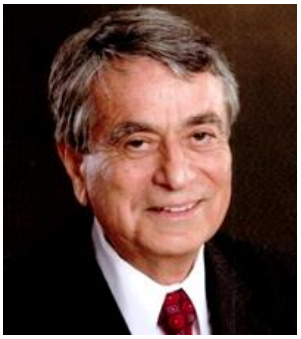


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INTRODUCTION

Academic Calendar 2026-2027

Year-round excluding Holidays. See Appendix for specific holidays and class sessions, as well as start and end dates.

Special Programs

Certain courses or programs have specific starting and ending dates. These dates will be clearly announced when such offerings are made.

Leadership and Administration

The following persons are members of our university governing board, executive team and staff.

Governing Board

- Jorge A. Cardenas (Chairman)
- Lynn Hijar
- Miguel A. Cardenas Jr.
- Connie de la Rosa
- Miguel A. Cardenas (Secretary)

Executive and Administration Team

- Miguel A. Cardenas, Ph.D., Founder/President, CEO, and COO
- Ilian Rosales, Chief Administration Officer
- Miguel A. Cardenas Jr., Ph.D., Chief Academic Officer
- Tonya Parker-Jones, Chief Compliance Officer
- Devahn Parker, Director of Admissions and Registrar
- Beatriz Escobedo, Chief Student Services Officer
- Farah Palomas, Bookkeeper/Accounting
- Briana Ochoa, Librarian
- Lidia Ramirez, Human Resources
- Caroline P. Cardenas, Counseling and Advising
- Samantha Jimenez, Ph.D., Technology Coordinator
- Cecilia Rico, Ph.D., Career Services
- Veronica Bolaños, DAR Assistant
- Wendy Navas, DAR Assistant
- Abdullah Shamari, Financial Advisor
- Evelyn Hernandez, Student Services Assistant
- Jason Ramirez, Student Services Assistant

Hours of Operation

Business hours and office faculty and staff availability:

Monday – Friday, 9AM-5PM Pacific Standard Time (except holidays)

Statement of Legal Control

SDGKU is a California for-profit corporation. Its officers are Miguel A. Cardenas, President and Miguel A. Cardenas Jr, Secretary/Treasurer. Legal control of the corporation is held by Miguel A. Cardenas, majority shareholder.

History of the University

SDGKU was constituted as a for-profit S-corporation under the laws of the State of California in December 2007 and was granted Approval to Operate as a degree granting institution by the Bureau for Private Postsecondary Education (BPPE) in April 2011. Approval to Operate means compliance with state standards as set forth in the California Private Postsecondary Education Act of 2009.

Dr. Miguel Cardenas created the institution with the intent of sharing global knowledge and developing global competencies through the use of technology.

Vision, Mission and Goals

Vision

To be the leading university dedicated to the technology-supported delivery of "new generation" global knowledge and the development of competencies essential for a more prosperous and responsible society.

Mission

To offer quality distance educational programs at the undergraduate and graduate levels focused on information technology (IT) and business that help students develop global skills and competencies to achieve their personal success and advance their careers.

Goals

- Support learning and teaching with a global perspective.
- Allocate human and financial resources for student support services, educational programs, and library materials.
- Provide flexible scheduling to ensure access to education to working adult students.
- Seek external funding to help economically disadvantaged students with partial tuition and scholarships.
- Incorporate technology to strengthen instruction, student services, and administration for planning and decision-making purposes.
- Provide programs that support the admission, retention and education of under-represented groups that have had limited access to education.
- Encourage free scholarly inquiry and protect the university as a forum for discussion and critical examination of ideas.
- Preserve and transmit the pluralistic, multilingual, and multicultural heritage of our global society.
- Recruit and retain highly qualified and culturally diverse faculty and staff.
- Maintain a safe working environment for staff and faculty.
- Sustain long and short-range planning as an integral part of the institution.

Operating Status

San Diego Global Knowledge University is a private institution that is approved to operate by the Bureau for Private Postsecondary Education (BPPE), under School Code 76587244. Approval to operate refers to compliance with minimum standards set forth in the Education Code.

Statement of Accreditation

San Diego Global Knowledge University is accredited by the Distance Education Accrediting Commission (DEAC) to award certificates, bachelor's degrees, and master's degrees. DEAC is recognized as an accrediting agency by the United States Department of Education. DEAC is located at 1101 17th Street NW, Suite 808, Washington, D.C. 20036, telephone (202) 234-5100.

Notice: Students should be aware that if they request to transfer credits to another university or college, the receiving institution may or may not accept the units of credit. Graduates of SDGKU degree programs are not subject to licensure exams in California and other States.

Financial Solvency

San Diego Global Knowledge University does not have a pending petition in bankruptcy, nor is operating as a debtor in possession, nor has filed a petition within the preceding five years, nor or has had a petition in bankruptcy filed against it within the preceding five years that

resulted in reorganization under Chapter 11 of the United States Bankruptcy Code (11 U.S.C. Sec. 1101 et seq.).

2026-2027 General Catalog

The San Diego Global Knowledge University General Catalog is updated and published annually. The current catalog is in effect from January 1, 2026 to December 31, 2027. Prospective students and any interested person are provided a General Catalog electronically or in writing. Though care is given to assure information in this publication is an accurate description of programs, policies, procedures, facilities, personnel, and other matters relevant to the operation of the San Diego Global Knowledge University, there may be additions and deletions. The catalog is a contract between SDGKU and its students. As changes in the schedule, programs, policies, personnel, and other matters are affected; they may supersede the descriptions found in this edition. Changes may occur in fees, courses, and announcements after the printing of the catalog.

Any questions a student may have regarding this catalog that have not been satisfactorily answered by SDGKU may be directed to the Bureau for Private Postsecondary Education at 1747 North Market Blvd., Ste. 225, Sacramento, CA 95834, www.bppe.ca.gov, (916) 574-8900, toll-free telephone number (888) 370-7589 or by fax (916) 263-1897.

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

Code of Conduct Policy

When a person joins the university community either as a student, faculty member, or staff member, he or she agrees to participate meaningfully in the life of the university and to share in the obligation to promote and preserve its educational endeavors. Students, faculty, and staff are expected to abide by ethical standards both in their conduct and in their exercise of responsibility towards other members of the community.

The following prohibitions apply to students, faculty, and staff of SDGKU:

- No misuse, alteration or mutilation of university property.
- No stealing of any kind.
- No physical or verbal abuse of faculty, administration, or fellow students is permitted, as well as inappropriate conduct that can threaten or endanger anyone at the university.
- No obstruction or interference of movement on university property, or disruption of activities on university property.
- No unlawful possession use or distribution of illegal drugs, or abuse of alcohol on university property during any student activities.
- No violation of any federal, state, or local ordinance.
- No aiding, abetting, encouraging, inciting, or participating in a riot.

- No use or possession of any dangerous weapons, firearms, ammunition, substances, materials, bombs, explosives, or incendiary devices prohibited by law.
- No misrepresentation or falsification of materials leading to the awarding of any degree. If this violation, which has serious legal and personal consequences, is discovered, the degree will be revoked.
- No unauthorized use of university facilities or personnel.
- No disregard of or violation of university policies or regulations.
- No forgery or misuse of university documents, records, or identification.
- No disorderly, lewd, indecent, or obscene conduct or expression in or on university property.
- No defamatory statements, undocumented allegations, attack upon personal integrity, or harassment of any kind.
- No failure to comply with directions of university officials acting in the performance of their duties.
- No conducting personal business for gain while teaching or participating in other university activities in or on university property or facilities.
- No failure to maintain the highest ethical standards in interactions with students, staff, and faculty with regard to confidentiality and personal privacy.

ADMISSIONS

Application to the University

The Office of Admissions and Records is supervised by the University Director of Admissions and Registrar (DAR). The DAR is responsible for processing applications, determining admission eligibility, registering students, posting grades, evaluating transcripts and producing official transcripts. Individuals interested in registering at San Diego Global Knowledge University may apply online at www.sdgku.edu, using the online application function. Students must complete all application and enrollment requirements, submitting all necessary documents via the online application function.

Students must supply complete and accurate information and must request official transcripts from the high school, community colleges, or universities they have attended. Official transcripts must be sent directly from the institution to the DAR. The DAR will accept transcripts issued to students only if they are certified by a public notary or other authority. Failure to file complete and authentic documents may result in denial of admission, cancellation of academic credit, suspension or expulsion. All records submitted to the DAR become the property of the University and are placed in the students' permanent file. No confidential information will be released without students' authorization. If students do not complete the admission application process, the DAR will keep their records as prescribed by state regulations.

The Office of Admissions and Records accepts applications on a continuous basis. The university does not set deadlines for accepting applications nor documents. Nevertheless, before students can register and attend classes, they must have a complete file and their transcripts evaluated. For transcript evaluation, the DAR can accept unofficial transcripts while waiting for the official transcripts to arrive. Students should submit a copy of the "Request for Transcript" form or a letter demonstrating that transcripts were ordered. When the file is complete, the DAR adds the "Determination of Eligibility" stamp to the application. After all official transcripts and other documents have been reviewed; students complete the enrollment agreement and will be registered for classes. A non-refundable fee of $40.00 USD is required for admission. Checks should be made payable to "San Diego Global Knowledge University."

*Georgia Residents are charged a $140 Application Fee.

Applicants must complete all registration requirements prior to accessing or attending the first instructional session of the course or program of study. In addition, all tuition and fees balances must be paid, except in instances where satisfactory payment arrangements have been made with the university. The university reserves the right to terminate an enrollment if full payment is not received within 15 days into the first payment period. For non-degree and degree programs, students must pay a registration fee of $100.00 USD.

Application Acknowledgment

The Director of Admissions and Registrar (DAR) will notify the student when the application process is complete. If students have not received notification within three weeks, they should contact the Office of Admissions and Records office to seek information. Applicants are not officially admitted until the DAR sends a formal admissions letter.

Student Identity Verification Policy

Student Portal Access/Identity Verification

SDGKU provides a confidential and unique Username and Password to each student. This verifies the student's identity throughout their program of study. Only the student has access to this confidential information to protect his/her privacy. No additional fees or charges will be assessed associated with the verification of student identity.

Student portal access is permanently deactivated upon graduation, withdrawal or Leave of Absence. The information and records in the student account will remain an exclusive property of the university until deleted or erased permanently at the discretion of the university.

Upon enrollment, the SDGKU IT Coordinator issues a confidential username and password to students. These login credentials allow them to securely access Canvas LMS to complete their coursework and assessments.

In addition, SDGKU has and Exam Proctoring Policy which describes the steps in the proctoring process to verify student identity for both online and hybrid students.

Exam Proctoring Policy

For the certificate programs (Full Stack Development Immersive with AI Tools, Mobile Development Immersive 1 and 2, and the AS in Software Development software development courses, both online and hybrid students are required to complete a proctored assessment every 5 courses (1 credit each). For degree programs (As in Software Development general education courses, BS in Global Management, MS in International Management, and MS in Communication and Technology), both online and hybrid students are required to complete a proctored assessment during the last week of every 3-credit course. The following steps describe the proctoring process to verify student identity for both online and hybrid students:

1. At the time of enrollment, the Director of Admissions and Registrar (DAR) verifies student identity by comparing their submitted government issued photo ID to their digital photo (both are required for enrollment).
2. The DAR will send the assigned course faculty a roster of students before the start of a course.
3. The DAR submits the digital student photo as part of the roster for the faculty to use to verify student identity. Faculty compare the digital photo provided to the student present in class.
4. Both hybrid and online students are verified for identity in the same manner during roll call. In the case of hybrid students, their identity is verified by the faculty present at the facility. Online students' identity is verified by the same faculty through live videoconference.

5. If at any time the DAR or faculty suspect the identity of the student and the documentation provided to not match, then the student will be asked to provide additional forms of identification to evaluate student identity using the process described above.

For the FSDI, ASSD software development courses, MDI-1 and MDI-2 certificate programs, both online and hybrid students are required to complete a proctored assessment every 5, 1-unit courses. For the ASSD General Education Courses, BSGM, MSIM and MSCT, both online and hybrid students are required to complete a proctored assessment during the last week of every 3-credit course.

Admission Requirements

The following admission requirements are mandatory for all non-academic and academic programs. Regularly enrolled students, as well as Title IV eligible students, must meet these requirements. Ability-to-benefit (ATB) students are not eligible for enrollment or to receive Title IV funding. SDGKU has not entered into articulation or transfer agreements with any other college or university. SDGKU does not accept credits earned through challenge examinations and achievement tests, as well as prior experiential learning.

San Diego Global Knowledge University admits as regular students only persons who:

- Have a high school diploma or a recognized equivalent of a high school diploma, and
- Are beyond the age of compulsory school attendance in the State in which the institution is physically located or have proof of secondary school completion.

San Diego Global Knowledge University has procedures to evaluate the validity of a student's high school completion if the institution or the Secretary has reason to believe that the high school diploma is not valid or was not obtained from an entity that provides secondary school education.

For Academic Non-degree programs, students qualify for regular admission if they submit:

- The corresponding SDGKU on-line Application for Admission through www.sdgku.edu.
- A copy of a government-issued identification card or equivalent document.
- Proof of high school completion (or equivalent) or higher.
- All students with foreign transcripts must have them translated and evaluated by a member of the Association of International Credential Evaluators (AICE) or National Association of Credential Evaluation Services (NACES) prior to admission.

For Associate's and Bachelor's Degree programs, students qualify for regular admission if they submit:

- The corresponding SDGKU on-line Application for Admission through www.sdgku.edu.
- A copy of a government-issued identification card or equivalent document.
- Official transcripts of record from a high school recognized by the United States Department of Education or equivalent, including established foreign high schools, if the institution offering the program documents that its minimum required courses of study,

credits and content rigor are the same as those of a high school from an institution approved by the United States Department of Education.
- Transfer students must submit official transcripts from any university where they have earned academic credit. Only credits from a United States Department of Education accredited university will be accepted. If a transfer student has earned credits from an internationally based university, the university must be recognized by government or higher educational authority from the country where the university is located.
- All students with foreign transcripts must have them translated and evaluated by a member of the Association of International Credential Evaluators (AICE) or National Association of Credential Evaluation Services (NACES) prior to admission.

For Master's degree programs, students qualify for regular admissions if they submit:

- The corresponding SDGKU on-line Application for Admission through www.sdgku.edu.
- A copy of a government-issued identification card or equivalent document.
- Official transcripts of undergraduate record of a relevant bachelor's degree from a public or private institution of higher learning approved by an accrediting association recognized by the United States Department of Education, or any institution of higher learning, including established foreign institutions, if the institution offering the bachelor's degree program documents that its minimum required courses of study, credits and content rigor are the same as those of a bachelor's degree from an institution approved by an accrediting association recognized by the United States Department of Education.
- Transfer students must submit official transcripts form any university where they have earned academic credit. Only credits from a United States Department of Education accredited university will be accepted. If a transfer student has earned credits from an internationally based university, the university must be recognized by government or higher educational authority from the country where the university is located.
- All students with foreign transcripts must have them translated and evaluated by a member of the Association of International Credential Evaluators (AICE) or National Association of Credential Evaluation Services (NACES) prior to admission.

Admission Acceptance and Denial

The Director of Admissions and Registrar (DAR) informs applicants if they have been accepted for admissions. A signed Enrollment Agreement by the student and acceptance letter signed by the University President is a secondary document that demonstrates acceptance to the program. The DAR informs applicants if they have been denied for admissions to SDGKU by issuing a denial letter signed by the University.

Applicants may be denied admission if they do not submit the required documentation for admission. This includes submitting original transcripts meeting program standards, personal identification without discrepancies, accurate legal name, a signed enrollment agreement among other key documents.

Non-native English-speaking students enrolled in programs taught in the English language

Prospective students whose native language is not English and who have not earned a degree from an appropriately accredited institution where English is the principal language of instruction must demonstrate college-level proficiency in English through one of the following for admission:

1. Certificate, Associate's, or Bachelor's Degree: A minimum total score of 57 on the paper-delivered Test of English as a Foreign Language (TOEFL PBT), or 61 on the Internet Based Test (iBT); 6.0 on the International English Language Test (IELTS); 44 on the Pearson Test of English Academic Score Report; 95 on the Duolingo English Test; or 53 on the 4-skill Michigan English Test (MET), or 650/LP on the Michigan Examination for the Certificate of Competency in English (ECCE), or 650/LP on the Michigan Examination for the Certificate of Proficiency in English (ECPE), or a high school diploma completed at an accredited/recognized high school (where the medium of instruction is English).

2. Master's Degree: A minimum total score of 60 on the paper-delivered Test of English as a Foreign Language (TOEFL PBT), or 71 on the Internet Based Test (iBT); 6.5 on the International English Language Test (IELTS); 50 on the Pearson Test of English Academic Score Report; 100 on the Duolingo English Test; or 55 on the 4-skill Michigan English Test (MET), or 650/LP on the Michigan Examination for the Certificate of Competency in English (ECCE), or 650/LP on the Michigan Examination for the Certificate of Proficiency in English (ECPE).

3. A minimum score on the College Board Accuplacer ESL Exam Series as follows:

- ESL Language Use: Score of 85
- ESL Listening: Score of 80
- ESL Reading: Score of 85
- ESL Sentence Meaning: Score of 90
- ESL Writeplacer: Score of 4 Comprehensive Score for all exams of 350

4. A minimum grade of Pre-1 on the Eiken English Proficiency Exam;

5. A minimum B-2 English proficiency level identified within the Common European Framework of Reference (CEFR) standards and assessed through various ESOL examinations, including the University of Cambridge;

6. A transcript indicating completion of at least 30 semester credit hours with an average grade of "C" or higher at an institution accredited by an agency recognized by the United States Secretary of Education and/or the Council for Higher Education Accreditation (CHEA), or accepted foreign equivalent that is listed in the International Handbook of Universities where the language of instruction was English. A "B" or higher is required for master's degree.

Spanish Language Proficiency for students enrolled in programs taught in the Spanish Language

English Translation of Spanish Language Proficiency Policy

San Diego Global Knowledge University students whose native language is not Spanish must demonstrate college-level

proficiency in Spanish through one of the following for admission:

1. A high school diploma (or high school license) completed at an accredited/recognized high school where the medium of instruction is Spanish.

2. Official documentation of an earned degree from an appropriately accredited institution where Spanish is the principal language of instruction.

3. A transcript indicating completion of at least 30 semester credit hours with an average grade of "C" or higher at an appropriately accredited institution where Spanish is the principal language of instruction.

4. A minimum B-2 Spanish proficiency level on the Diplomas de Español Como Lengua Extranjera (DELE: Diploma of Spanish as a Foreign Language) test. See Cervantes Institute for more information.

5. A minimum Spanish proficiency score on the Servicio Internacional de Evaluación de la Lengua Española (SIELE: International Spanish Language Evaluation Service) test as follows. All four modules of the SIELE test must be taken and the student must earn at least the scores indicated below. See siele.org for more information.

a. Reading Comprehension – At least 178

b. Listening Comprehension – At least 164

c. Written Expression and Interaction – At least 167

d. Oral Expression and Interaction – At least 176

6. 95 on the Duolingo Spanish Test

7. A minimum B-2 Spanish proficiency level identified within the Common European Framework of Reference (CEFR) standards and assessed through any other Spanish proficiency examination (if using a test not named above, please confirm potential acceptance with institution staff).

Spanish Language Version of Spanish Language Proficiency Policy

Los estudiantes de San Diego Global Knowledge University cuyo idioma nativo no es el español deben demostrar un dominio del español a nivel universitario a través de uno de los siguientes métodos para ser admitidos:

1. Un diploma de escuela secundaria (o licencia de escuela secundaria) completado en una escuela secundaria acreditada/reconocida donde el español sea el medio de instrucción.

2. Documentación oficial de un título obtenido de una institución debidamente acreditada donde el español sea el principal idioma de instrucción.

3. Un expediente académico que indique la finalización de al menos 30 horas crédito semestrales con una calificación promedio de "C" o superior en una institución debidamente acreditada donde el español sea el principal idioma de instrucción.

4. Un nivel mínimo de competencia en español B-2 en el examen Diplomas de Español Como Lengua Extranjera (DELE). Consulte el Instituto Cervantes para obtener más información.

5. Una puntuación mínima de competencia en español en el examen del Servicio Internacional de Evaluación de la Lengua Española (SIELE) de la siguiente manera. Se deben tomar los cuatro módulos del examen SIELE y el estudiante debe obtener al menos las puntuaciones indicadas a continuación. Consulte siele.org para obtener más información.

a. Comprensión de lectura – Al menos 178

b. Comprensión auditiva – Al menos 164

c. Expresión e interacción escritas – Al menos 167

d. Expresión e interacción orales – Al menos 176

6. 95 en el Examen de Español de Duolingo

7. Un nivel mínimo de competencia en español B-2 identificado dentro de los estándares del Marco Común Europeo de Referencia (MCER) y evaluado a través de cualquier otro examen de competencia en español (si utiliza un examen no mencionado anteriormente, por favor confirme la aceptación potencial con el personal de la institución).

Foreign Students

A foreign student is one who holds a United States visa as a student, an exchange visitor, or other nonimmigrant classification, or one who enrolls on-line and resides and is a citizen of a country other than the U.S. San Diego Global Knowledge University is not SEVIS approved, nor can it issue visas to students or faculty. SDGKU does not provide visa services nor will it vouch for student status and any associated charges.

Non-residential Institution

San Diego Global Knowledge University (SDGKU) has no responsibility to find or assist a student in finding housing. It is a non-residential institution. There are no dorms on campus to house students. There is no housing placement office in the counseling center.

Conditional Admission

Students enrolling in degree programs seeking conditional admission to the university may submit unofficial transcripts temporarily, including paper or digital copies of official transcripts, pending submission of official documentation.

The university will review the unofficial transcripts prior to conditional admission to ensure that the student has met the admissions requirements of the university, thus ensuring that conditionally admitted students are qualified and have a reasonable prospect of completing their program of study, and that they have completed a bachelor's degree if enrolling in a post-baccalaureate program.

The conditionally admitted student must submit to the university official documentation to satisfy the admissions requirements within one enrollment period, not to exceed 12 semester credit hours. Students not meeting this requirement will be withdrawn from the university.

The university has the right to determine the legitimacy and equivalency of all documentation submitted by the student. Conditionally admitted students are not eligible for Title IV federal financial aid during this period.

Change of Program

Students may drop and change a degree or non-degree program/course before attendance at the first-class session, or the seventh day after enrollment, whichever is later.

Transferability of Credits and Degrees Policy

NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT OUR INSTITUTION: The transferability of credits

the student earns at San Diego Global Knowledge University (SDGKU) is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the degree, diploma, or certificate you earn in the educational programs is also at the complete discretion of the institution to which you may seek to transfer. If the credits or degree, diploma, or certificate that you earn at SDGKU are not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of the course work at the institution. For this reason you should make certain that your attendance at this institution will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending SDGKU to determine if your credits or degree, diploma or certificate will transfer.

Credits earned at San Diego Global Knowledge University in most cases will not be transferable to any other college or university. In addition, if a student earned a degree, diploma, or certificate through San Diego Global Knowledge University, in most cases it will probably not serve as a basis for obtaining a higher level degree at another college or university.

Technology Requirements

The following technology requirements for students including hardware and software needed to successfully study at San Diego Global Knowledge University.

Hardware

- An internet connection – broadband wired or wireless (3G or 4G/LTE)
- Speakers and a microphone or headset
- A webcam or HD webcam
- Monitor settings of 256 or higher colors; 800 x 600 or higher pixels (optional)
- Sound card / speakers installed and working properly (optional)

Operating System

- MacOS X with macOS 10.9 or later, or
- Windows 10 or above

Processor and RAM

- Minimum Processor: Single Core 1Ghz or Higher
- Recommended Processor: Dual Core 2 Ghz. or Higher (i3/i5/i7 or AMD equivalent)
- Minimum RAM: At least 4 Gb.
- Recommended RAM: 4 Gb. or more

Software

Students can view and access all SDGKU webpages using one of the following web browsers: Microsoft Internet Explorer, Mozilla Firefox, Google Chrome, or Safari. To view other course or site content download Adobe Acrobat Reader to view and print course materials and Flash Player is required for some site segments or presentations. Microsoft Word, Excel, and Powerpoint are also required for some lesson segments or presentations.

State Authorization and Student Eligibility

The U.S. Department of Education requires institutions offering online programs across state lines to comply with each state's regulations. As such, San Diego Global Knowledge University (SDGKU) may only enroll students in states where it is licensed, authorized, registered, certified, or formally exempt, or where authorization is not required. SDGKU does not enroll students in states where approval is required and has not been granted.For

questions or documentation requests, contact our Director of Admissions and Registrar at (619) 934-0797.

States Where SDGKU May Enroll Students

These states/territories permit SDGKU to enroll students through one of the following: authorization, formal exemption, or because authorization is not required.

Alabama
Status: Authorization
Agency: *Alabama Community College System, Private School Licensure Division*

American Samoa
Status: Not Required
Agency: American Samoa Board of Higher Education

Arizona
Status: Not Required
Agency: Arizona State Board for Private Postsecondary Education

California
Status: Licensed
Agency: Bureau for Private Postsecondary Education

Colorado
Status: Not Required
Agency: Colorado Commission on Higher Education

Florida
Status: Not Required
Agency: Commission for Independent Education

Georgia
Status: Authorization
Agency: Georgia Nonpublic Postsecondary Education Commission

Guam
Status: Not Required
Agency: Guam Council on Post-Secondary Institution Certification

Hawaii
Status: Not Required
Agency: Hawaii Postsecondary Education Authorization Program

Idaho
Status: Not Required
Agency: Idaho State Board of Education

Illinois
Status: Authorization
Agency: Illinois Board of Higher Education

Kentucky
Status: Not Required
Agency: Kentucky Council on Postsecondary Education

Louisiana
Status: Not Required
Agency: Louisiana Board of Regents

Maine
Status: Not Required
Agency: Maine Department of Education

Michigan
Status: Authorization
Agency: Michigan Department of Labor & Economic Opportunity, Office of Employment & Training

Missouri
Status: Not Required
Agency: Missouri Department of Higher Education, Coordinating Board for Higher Education

Nebraska
Status: Not Required
Agency: Nebraska Coordinating Commission for Postsecondary Education

Nevada
Status: Formal Exemption
Agency: Nevada Commission on Postsecondary Education

New Hampshire
Status: Not Required
Agency: Department of Education

Ohio
Status: Not Required
Agency: Department of Higher Education & State Board of Career Colleges

Oklahoma
Status: Authorization
Agency: Oklahoma State Regents for Higher Education

South Carolina
Status: Not Required
Agency: Commission on Higher Education

South Dakota
Status: Not Required
Agency: Secretary of State

Tennessee
Status: Not Required
Agency: Higher Education Commission

Texas
Status: Not Required; SDGKU is not regulated in Texas under Chapter 132 of the Texas Education Code
Agency: Higher Education Coordinating Board & Workforce Commission

Vermont
Status: Not Required
Agency: Agency of Education

Washington
Status: Not Required
Agency: Student Achievement Council

U.S. Virgin Islands
Status: Not Required
Agency: Virgin Islands Department of Education (State Office of Career and Technical & Adult Education

States Where SDGKU Does Not Enroll Students

In the following states and territories, SDGKU is not licensed, registered, authorized, or exempt, and therefore does not enroll students residing in these locations:

Alaska
Status: Not Exempted

Arkansas
Status: Not Certified

Connecticut
Status: Not Registered

Delaware
Status: Not Approved

District of Columbia
Status: Not Approved

Indiana
Status: Not Authorized

Iowa
Status: Not Registered

Kansas
Status: Not Approved

Maryland
Status: Not Registered

Massachusetts
Status: Not Approved

Minnesota
Status: Not Registered

Mississippi
Status: Not Approved

Montana
Status: Not Authorized

New Jersey
Status: Not Registered

New Mexico
Status: Not Authorized

New York
Status: Not Approved

North Carolina
Status: Not Licensed

North Dakota
Status: Not Exempted

Oregon
Status: Not Authorized

Pennsylvania
Status: Not Registered

Puerto Rico
Status: Not Approved

Rhode Island
Status: Not Approved

Utah
Status: Not Registered

Virginia
Status: Not Certified

West Virginia
Status: Not Exempted

Wisconsin
Status: Not Approved

Wyoming
Status: Not Registered

Adverse Action Disclosure

There have been no adverse actions taken against San Diego Global Knowledge University by any state or regulatory agency.

TUITION AND FEES

Academic Program Costs

Non-Degree, Academic Certificate Program

Full Stack Development Immersive with AI Tools
Mobile Development Immersive 1
Mobile Development Immersive 2

Tuition per one (1) credit	$ 630.00
Tuition per two (2) credits	$ 1,260.00
Tuition per twelve (12) credits	$ 7,560.00
Tuition for program (24) credits	$ 15,120.00
Application, Registration, Graduation and Other Fees	$ 4,840.00
Total Charges for Period of Attendance	**$ 9,950.00**
Total Cost	**$ 19,960.00**
STRF (CA residents only)	$ 0.00
Total Cost (CA residents only)	**$ 19,960.00**
Total Charges for a period of attendance (CA residents only)	**$ 9,950.00**
Estimated Schedule of Total Charges for the Entire Educational Program (CA residents only)	**$ 19,960.00**

Associate's Degree Program

A.S. in Software Development

For software development courses:

Tuition per one (1) credit	$ 630.00
Tuition per two (2) credits	$ 1,260.00
Tuition per twelve (12) credits	$ 7,560.00
Tuition for software development courses (24 credits)	$ 15,120.00
Application, Registration, Graduation and Other Fees	$ 4,840.00
Total Charges for Period of Attendance	**$ 9,950.00**
Total Cost	**$ 19,960.00**
STRF (CA residents only)	$ 0.00

For general education courses:

Tuition per one (1) credit	$ 320.00
Tuition per three (3) credits	$ 960.00
Tuition per twelve (12) credits	$ 3,840.00
Tuition for general education courses (36 credits)	$ 11,520.00
Other Fees	$ 3,150.00
Total Charges for Period of Attendance	**$ 4,890.00**
Total Cost	**$ 14,670.00**
STRF (CA residents only)	$ 0.00

For entire program (software development and general education courses):

Total Cost (CA residents only)	**$ 34,630.00**
Total Charges for a period of attendance (CA residents only)	**$ 9,950.00**
Estimated Schedule of Total Charges for the Entire Educational Program (CA residents only)	**$ 34,630.00**

Bachelor's Degree Program

B.S. Global Management

Tuition per one (1) credit	$ 320.00
Tuition per three (3) credits	$ 960.00
Tuition per twelve (12) credits	$ 3,840.00
Tuition for program (126) credits	$ 40,320.00
Application, Registration, Graduation and Other Fees	$ 11,365.00
Total Charges for Period of Attendance	**$ 5,030.00**
Total Cost	**$ 51,685.00**
STRF (CA residents only)	$ 0.00
Total Cost (CA residents only)	**$ 51,685.00**
Total Charges for a period of attendance (CA residents only)	**$ 5,030.00**
Estimated Schedule of Total Charges for the Entire Educational Program (CA residents only)	**$ 51,685.00**

Master's Degree Programs

M.S. International Management & M.S. Communication and Technology

Tuition per one (1) credit	$ 540.00
Tuition per three (3) credit	$ 1,620.00
Tuition per twelve (12) credits	$ 6,480.00
Tuition for program (45) credits	$ 24,300.00
Application, Registration, Graduation and Other Fees	$ 4,277.00
Total Charges for Period of Attendance	**$ 5,787.40**
Total Cost	**$ 28,577.00**
STRF (CA residents only)	$ 0.00
Total Cost (CA residents only)	**$ 28,577.00**
Total Charges for a period of attendance (CA residents only)	**$ 5,787.40**
Estimated Schedule of Total Charges for the Entire Educational Program (CA residents only)	**$ 28,577.00**

Students are required to pay tuition and fees at the time of registration. Diplomas will not be issued without payment in full of all tuition and fees. Payment plans for non-California residents may be available for certain programs and courses upon request by the student. The SDGKU administration reserves the right to modify tuition and fees at any time. Students will be notified before the next registration day or immediately on-line via www.sdgku.edu.

General Fees

Application Fee *(non-refundable, one time)*	$ 40.00
Registration Fee *(non-refundable, one time)*	$100.00
Graduation Fee *(One time)*	$200.00
Other Fees *(Online Materials):*	
- Non-degree, Academic Certificate Program	$ 4,500.00
- Bachelor's Degree Program	$11,025.00
- Master's Degree Program	$ 3,937.00

Required textbook costs per program (*Estimated, purchased by students from publishers or re-sellers)*

- *FSDI*	$ 0.00
- *MDI-1*	$ 0.00
- *MDI-2*	$ 0.00
- ASSD	$ 458.00
- *BSGM*	$ 1,060.00
- *BSGM Spanish*	$ 1,129.00
- MSIM	$ 511.00
- MSIM Spanish	$ 281.00
- MSCT	$ 385.00
- MSCT Spanish	$ 271.00

In-Residence Program Component fee $ 0.00
(Non-local students are responsible for their own travel expenses and lodging)

Official transcript fee by request $ 100.00

Unofficial transcript fee by request $ 50.00

Additional diploma by request $ 100.00

Returned check fee *(for any cause)* $ 25.00

Student Tuition Recovery Fund (STRF) fee for CA residents only (*Non-refundable, one-time*): zero ($0.00) per one thousand dollars ($1,000) of SDGKU total charges rounded to nearest thousand dollars. For institutional charges of one thousand dollars ($1,000) or less, the assessment is zero dollars ($0).

*Georgia Residents are charged a $140 Application Fee and are not charged a Registration Fee.

Tuition and Fees Discounts

Tuition and fees discounts are available to selected groups in order to make SDGKU programs more accessible and to increase the diversity of its students and the communities served. VA students are granted a waiver for their admission application fee and Student Tuition Recovery Fund fee when applicable.

Students living in Mexico are provided a discount to increase affordability, given that their average annual income per capita is significantly lower than the national average in the United States. SDGKU is located in the US-Mexico border region and its community includes students living on both sides of the border.

Discounts are offered to SDGKU employees and their family, which includes parents, siblings, children, grandparents, grandchildren, spouses, nephews, nieces, and cousins. Family relationships are verified by the university through a written notice disclosure provided by the SDGKU employee attesting to the family relationship.

VA Student Discount

Full Stack Development Immersive with AI Tools
Mobile Development Immersive 1
Mobile Development Immersive 2

- Tuition: $15,120.00
- Application Fee: $40.00 (with 100% discount) = $0.00
- Registration Fee: $100.00
- Graduation Fee: $200.00
- Other fees: $4,500.00
- **Total Tuition and Fees with discounts applied = $19,920.00**

AS in Software Development

Software development courses:

- Tuition: $15,120.00
- Application Fee: $40.00 (with 100% discount) = $0.00
- Registration Fee: $100.00
- Other fees: $4,500.00

- **Total Tuition and Fees with discounts applied = $19,720.00**

General education courses:

- Tuition: $11,520.00
- Graduation Fee: $200.00
- Other fees: $3,150.00
- **Total Tuition and Fees with discounts applied = $14,870.00**

BS in Global Management

- Tuition: $40,320.00
- Application Fee: $40.00 (with 100% discount) = $0.00
- Registration Fee: $100.00
- Graduation Fee: $200.00
- Other fees: $11,025.00
- **Total Tuition and Fees with discounts applied = $51,645**

MS in International Management
MS in Communication and Technology

- Tuition: $24,300.00
- Application Fee: $40.00 (with 100% discount) = $0.00
- Registration Fee: $100.00
- Graduation Fee: $200.00
- Other fees: $3,937.00
- **Total Tuition and Fees with discounts applied = $28,537.00**

Employees and Family Discount

Full Stack Development Immersive with AI Tools
Mobile Development Immersive 1
Mobile Development Immersive 2

- Tuition: $15,120.00 (with 75% discount) = $3,780.00
- Application Fee: $40.00 (with 100% discount) = $0.00
- Registration Fee: $100.00 (with 100% discount) = $0.00
- Graduation Fee: $200.00 (with 100% discount) = $0.00
- Other fees: $4,500.00 (with 100% discount) = $ 0.00
- **Total Tuition and Fees with discounts applied = $3,780.00**

AS in Software Development

Software development courses:

- Tuition: $15,120.00 (with 75% discount) = $3,780.00
- Application Fee: $40.00 (with 100% discount) = $0.00
- Registration Fee: $100.00 (with 100% discount) = $0.00
- Other fees: $4,500.00 (with 100% discount) = $ 0.00
- **Total Tuition and Fees with discounts applied = $3,780.00**

General education courses:

- Tuition: $11,520.00 (with 53.485% discount) = $5,358.53
- Graduation Fee: $200.00 (with 100% discount) = $0.00
- Other fees: $3,150.00 with 100% discount) = $ 0.00
- **Total Tuition and Fees with discounts applied = $5,358.53**

BS in Global Management

- Tuition: $40,320.00 (with 53.485% discount) = $18,754.84
- Application Fee: $40.00 (with 100% discount) = $0.00
- Registration Fee: $100.00 (with 100% discount) = $0.00
- Graduation Fee: $200.00 (with 100% discount) = $0.00
- Other fees: $11,025.00 (with 100% discount) = $ 0.00

Total Tuition and Fees with discounts applied = $18,754.84

MS in International Management
MS in Communication and Technology

- Tuition: $24,300.00 (with 53.485% discount) = $11,303.15
- Application Fee: $40.00 (with 100% discount) = $0.00
- Registration Fee: $100.00 (with 100% discount) = $0.00
- Graduation Fee: $200.00 (with 100% discount) = $0.00
- Other fees: $3,937.00 (with 100% discount) = $ 0.00
- **Total Tuition and Fees with discounts applied = $11,303.15**

Students living in Mexico Discount

Full Stack Development Immersive with AI Tools
Mobile Development Immersive 1
Mobile Development Immersive 2

- Tuition: $15,120.00 (with 80.158% discount) = $3,000
- Application Fee: $40.00 (with 100% discount) = $0.00
- Registration Fee: $100.00 (with 100% discount) = $0.00
- Graduation Fee: $200.00 (with 100% discount) = $0.00
- Other Fees: $4,500.00 (with 100% discount = $0.00
- **Total Tuition and Fees with discounts applied = $3,000.00**

AS in Software Development

Software development courses:

- Tuition: $15,120.00 (with 80.158% discount) = $3,000
- Application Fee: $40.00
- Registration Fee: $100.00
- Other Fees: $4,500.00 (with 100% discount = $0.00
- **Total Tuition and Fees with discounts applied = $3,140.00**

General education courses:

- Tuition: $11,520.00 (with 80.158% discount) = $3,960.00
- Graduation Fee: $200.00
- Other fees: $3,150.00 (with 100% discount = $0.00
- **Total Tuition and Fees with discounts applied = $4,160.00**

BS in Global Management

- Tuition: $40,320.00 (with 65.625% discount) = $13,860.00
- Application Fee: $40.00
- Registration Fee: $100.00
- Graduation Fee: $200.00
- Other fees: $11,025.00 (with 100% discount) = $ 0.00
- **Total Tuition and Fees with discounts applied = $14,200.00**

MS in International Management
MS in Communication and Technology

- Tuition: $24,300.00 (with 78.395% discount) = $5,250.00
- Application Fee: $40.00
- Registration Fee: $100.00
- Graduation Fee: $200.00
- Other fees: $3,937.00 (with 100% discount) = $ 0.00
- **Total Tuition and Fees with discounts applied = $5,590.00**

Georgia Residents who receive any of the discounts defined above are charged a $140 Application Fee and are not charged a Registration Fee.

Withdrawal and Refund Policy

SDGKU expects students to register for courses with the understanding that they will remain in the course for the entire curriculum. A refund policy has been

established so that students who withdraw from class will share in costs incurred.

Official Withdrawals

It is the student's responsibility to inform the admission's office immediately of their intent to withdraw from a course by email or phone. In this case, the effective date of withdrawal will be the date the school is notified by the student.

Unofficial Withdrawals

If the student withdraws without notice to the university or is dismissed due to academic failure or violation of the institution's published policies, the date of termination is the last date of attendance.

Cancellations, Withdrawals and Refunds

The student has the right to cancel the enrollment agreement and obtain a refund of charges paid through attendance at the first-class session, or the seventh day after enrollment, whichever is later. Students who cancel within seven days receive a refund of all charges including the registration/enrollment fee. Students who cancel more than seven days after enrollment receive a refund of all charges minus the registration/enrollment fee. If the instruction is not offered in real time, the student shall have the right to cancel the enrollment agreement and receive a full refund before the first lesson and materials are received. This is applicable to online and hybrid courses.

The institution applies a prorated policy, based on the number of days enrolled divided by the number of days total in an enrollment period. If a student paid fees and did not access the instructional program, or attended class, all fees except for the non-refundable registration/enrollment fee will be returned to them. The refund will be mailed within 30 days from the time of the withdrawal or cancellation, according to the schedule below.

Students may withdraw after instruction has started and receive a pro-rata refund for the unused portion of the tuition and other refundable charges if the student has completed 60% or less of the period of attendance. A period of attendance is 15 weeks (105 days) for the Full Stack Development Immersive with AI Tools, Mobile Development Immersive 1, Mobile Development Immersive 2, AS in Software Development (software development courses), MS in International Management, and MS in Communication and Technology programs. A period of attendance is 20 weeks (140 days) for the AS in Software Development (general education courses) and BS in Global Management programs.

If the school cancels or discontinues a course or educational program, the school will make a full refund of all charges. Refunds will be paid within 30 days of cancellation or withdrawal.

Sample Refund Calculations

The following are time-based refund calculations for hypothetical examples of a student withdrawal from certificate, bachelor's degree, and master's degree programs. Students that have withdrawn will receive a refund if the Period Attended is 60% or less. The students in the examples below attended less than 60% and are owed a refund. Therefore, the refund calculations proceed as follows:

Full Stack Development Immersive with AI Tools

Mobile Development Immersive 1
Mobile Development Immersive 2

- Charges of Period of Attendance: $ 9,950.00
- Number of Days in Period of Attendance: 105 (15 weeks)
- Number of Days Attended in the Period: 36
- Percent of Period Attended: (36 days ÷ 105 days) X 100% = 34%
- Period Attended is 34%, which is less than 60%, therefore a refund is owed to student.
- Amount Owed to Student: (100% - 34%) X $9,950.00 = $6,567.00

AS in Software Development

Software development courses:

- Charges of Period of Attendance: $ 9,950.00
- Number of Days in Period of Attendance: 105 (15 weeks)
- Number of Days Attended in the Period: 36
- Percent of Period Attended: (36 days ÷ 105 days) X 100% = 34%
- Period Attended is 34%, which is less than 60%, therefore a refund is owed to student.
- Amount Owed to Student: (100% - 34%) X $9,950.00 = $6,567.00

General education courses:

- Charges of Period of Attendance: $4,890.00
- Number of Days in Period of Attendance: 140 (20 weeks)
- Number of Days Attended in the Period: 36
- Percent of Period Attended: (36 days ÷ 140 days) X 100% = 26%
- Period Attended is 26%, which is less than 60%, therefore a refund is owed to student.
- Amount Owed to Student: (100% - 26%) X $4,890.00 = $3,618.60

BS in Global Management

- Charges of Period of Attendance: $5,160.00
- Number of Days in Period of Attendance: 140 (20 weeks)
- Number of Days Attended in the Period: 36
- Percent of Period Attended: (36 days ÷ 140 days) X 100% = 26%
- Period Attended is 26%, which is less than 60%, therefore a refund is owed to student.
- Amount Owed to Student: (100% - 26%) X $5,160.00 = $3,818.40

MS in International Management
MS in Communication and Technology

- Charges of Period of Attendance: $5,859.90
- Number of Days in Period of Attendance: 105 (15 weeks)
- Number of Days Attended in the Period: 36
- Percent of Period Attended: (36 days ÷ 105 days) X 100% = 34%
- Period Attended is 34%, which is less than 60%, therefore a refund is owed to student.
- Amount Owed to Student: (100% - 34%) X $5,859.90 = $3,867.53

Return of Unearned Military Tuition Assistance (TA) Funds

San Diego Global Knowledge University (SDGKU) returns any unearned TA funds on a proportional basis through at least the 60 percent portion of the period for which the funds were provided. TA funds are earned proportionally during an enrollment period, with unearned funds returned based upon when a student stops attending. This refund formula determines the amount of TA a student has earned as of the last day of attendance or academic activity. The TA policy is in addition to SDGKU institutional refund policy. If a student withdraws prior to completing more than 60 percent of the term (e.g., payment period), the percentage of TA funds earned will equal the percentage of days completed in the payment period prior to the withdrawal date. After the 60% point in the payment period, a student has earned 100 percent of the TA funds he or she was scheduled to receive during the period. For determining

when the refund must be paid, the TA refund will be issued 30 days from the date of determination. TA funds will be returned directly to the Military Service, not the Service member.

Withdrawal and Reentry

For determining the amount, the student owes for the time attended, they shall be deemed to have withdrawn from the course or program when any of the following occurs:

1. The student notifies the Director of Admissions and Registrar of withdrawal or the actual date of withdrawal by mail (1095 K Street, Suite B, San Diego, CA 92101) or email (info@sdgku.edu).

2. The university terminates enrollment or expels the student.

3. The student fails to attend classes for 14 calendar days. In this case, the date of withdrawal should be deemed to be the last date of recorded attendance. (Unofficial withdrawals will be determined by monitoring attendance every 30 days).

4. If an approved leave of absence (LOA) is allowed and the student informs the school that they will not be returning, the withdrawal date shall be the earlier of the scheduled date of return from the LOA or the date the student notifies the school of not returning.

A student who withdraws in good standing may be accepted for reentry at the next class start date based on seating availability and that the discretion of the school official.

Enrollment Agreement

All students are required to sign an enrollment agreement before beginning classes or accessing on-line instruction. The enrollment agreement includes items pertaining to tuition and fees, billing, attendance, financial assistance, payment options and other matters of enrollment. The agreement is a legally binding instrument when signed by the student and accepted by the university. The agreement acknowledges that the student has had time to read and understand the terms.

As a prospective student, you are encouraged to review this catalog prior to signing an enrollment agreement. You are also encouraged to review the School Performance Fact Sheet, which must be provided to you prior to signing an enrollment agreement.

Payments and Release of Records

Unofficial transcripts are made available at no cost to graduating students 60 days after completion of their program of study.

Per the Educational Debt Collection Practices Act of the State of California, SDGKU does not withhold transcripts from students as a debt collection tactic. SDGKU understands that withholding transcripts can cause severe hardship on a student and prevent a student from pursuing professional or career opportunities.

SDGKU does not require a student to satisfy financial obligations or make arrangements for payment prior to providing a transcript to a student.

Maintenance/Retention of Records

SDGKU has the policy of maintaining all records for at least five years from the date of completion or withdrawal at its primary administrative location.

Transcripts in particular shall be kept permanently. SDGKU will maintain a file for each student who enrolls whether or not the student completes the educational program.

Student Tuition Recovery Fund Disclosure

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

It is important that you keep copies of your enrollment agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school. Questions regarding the STRF may be directed to the Bureau for Private Postsecondary Education, 1747 North Market Blvd., Suite 225, Sacramento, California, 95834, (916) 574-8900 or (888) 370-7589.

To be eligible for STRF, you must be a California resident or enrolled in a residency program, prepaid tuition, paid or deemed to have paid the STRF assessment, and suffered an economic loss as a result of any of the following:

1. The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.

2. You were enrolled at an institution or a location of the institution within the 120 day period before the closure of the institution or location of the institution, or were enrolled in an educational program within the 120 day period before the program was discontinued.

3. You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.

4. The institution has been ordered to pay a refund by the Bureau but has failed to do so.

5. The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law, or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.

6. You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or

representative of an institution, but have been unable to collect the award from the institution.

7. You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans. To qualify for STRF reimbursement, the application must be received within four (4) years from the date of the action or event that made the student eligible for recovery from STRF.

A student whose loan is revived by a loan holder or debt collector after a period of non-collection may, at any time, file a written application for recovery from STRF for the debt that would have otherwise been eligible for recovery. If it has been more than four (4) years since the action or event that made the student eligible, the student must have filed a written application for recovery within the original four (4) year period, unless the period has been extended by another act of law.

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

FINANCIAL AID

San Diego Global Knowledge University participates in federal financial aid programs. Financial aid is available only to those who qualify.

The following policies address financial aid service programs at the university.

Return to Title IV Policy

San Diego Global Knowledge University (SDGKU) is required to apply Title IV (R2T4) provisions to Federal Student Aid (FSA) recipients who withdraw or withdrawal unofficially (non-attendance), from their program of study.

SDGKU is required to take attendance and uses attendance to measure the R2T4 calculation.

Date of Determination (DOD)

The DOD or the date that the school determined that the student withdrew, can be:

- The date that the student notifies the school they are withdrawing.
- The date the school determines the student is not returning, not to exceed 14 days from the LDA or last day of student academic activity.
- The date the student fails to return from an approved Leave of Absence (LOA).

Official withdrawal for Title IV Students

For Return to Title IV (RT24); the official withdrawal is determined as the day that the student notified the university that they wish to withdraw from the program in any type such as email or telephone. For calculations purposes, the DOD is the date the student notifies the university. The withdrawal date is the last date of student academic activity. A grade "W" will be assigned for any course in an ongoing session and will reflect on the official transcript.

Unofficial withdrawal for Title IV Students

For Return to Title IV (RT24) calculations; unofficial withdrawal is determined when a student has not demonstrated academic activity in a course for 14 consecutive days. The day of determination is the day the SDGKU determines that the student is unofficially withdrawn, and the date of withdrawal shall be deemed to be the last date of academic activity. The date of determination (DOD) will be the end of the 14th day and the last day of attendance will be the last day of student academic activity. A grade "W" will be assigned for any course in an ongoing session and will reflect on the official transcript.

This refund formula determines the amount of FSA funds a student has earned as of the last day of attendance or academic activity. The R2T4 policy is in addition to SDGKU institutional refund policy. If a student withdraws prior to completing more than 60 percent of the term (e.g., payment period), the percentage of FSA funds earned will equal the percentage of days completed in the payment period prior to the withdrawal date. After the 60% point in the payment period, a student has earned 100 percent of the FSA funds he or she was scheduled to receive during the period. Specifically, if the student withdraws from school prior to the completion of the equivalent to 60

percent of the workload in any given payment period, a calculation using the percentage completed will be applied to the Title IV funds received or that could have been received and will determine the amount of Title IV funds the student earned. Unearned funds would be returned to the program in the order stated below by the school or the student. Student liability to loan funds will continue to be paid in accordance with the original promissory note terms. Funds owed by the student to the Grant program are limited to 50% of the gross award per program received. Sample calculation, completion of 25% of the payment period or enrollment period earns only 25% of the aid disbursed or that could have been disbursed. If applicable, this would be the first calculation to determine the amount of aid that the student would be eligible for from the Title IV financial aid programs.

A second calculation would take place to determine the amount earned by the Institution during the payment period. If the student is eligible for a loan guaranteed by the federal or state government and the student defaults on the loan, both of the following may occur:

1. The federal or statement government or a loan guarantee agency may take action against the student, including applying any income tax refund to the person it is entitled, to reduce the balance owed on the loan.

2. The student may not be eligible for any other federal student financial aid at another institution or other government assistance until the loan is repaid.

For determining when the refund must be paid, the Title IV refund will be issued as soon as possible, but no later than 45 days from the date of determination. If the RT24 calculation result in an amount to be returned that exceeds the school's portion, the student must repay the funds owed to the university.

If the student has received any Federal Title IV financial aid funds, the school is obligated to do a R2T4 even if a credit balance has already been issued to the student. For programs beyond the current payment period, if a student withdraws prior to the next payment period then all charges collected for the next period will be refunded. If a balance due results from the R2T4 calculation, the student will be responsible for the unpaid balance. If the student has received federal student Financial Aid funds, the student is entitled to a refund of the monies not paid from federal student financial aid program funds. Students shall return 50% of grant funds if the calculation requires the student to return funds after San Diego Global Knowledge University has returned its share.

The guidelines to the order in which Title IV program funds must be returned are in accordance with the following refund distribution order:

1. Direct Unsubsidized Loans
2. Direct Subsidized Loans
3. Direct PLUS/Grad PLUS Loans
4. Federal Pell Grant
5. FSEOG
6. Iraq and Afghanistan service grant
7. Other

Credit Balance

The University will attempt to disburse credit balances to the student or parent. However, if the credit balance funds are

returned to the University or not cashed by the borrower, the University will cease all attempts to disburse the funds and return them to the appropriate lender no later than 240 days after the date the first check is issued. If the funds were issued via electronic funds transfer (EFT) and subsequently returned or rejected, the University returns the funds to the applicable federal financial aid programs no later than 30 days after the funds were returned or rejected.

All unclaimed credit balances will be returned in the following order:

- Unsubsidized Direct Loans (other than Direct PLUS)
- Subsidized Direct Loans
- Direct PLUS Loans
- Federal Pell Grants

If there is a credit balance due within the 14-day period and the student withdraws, the University reserves the right to cancel the credit balance payment in process and proceed with the Return to Title IV calculation and adjusted payment based on the withdrawal date.

Post Withdrawal Disbursement (PWD)

Post withdrawal disbursements are required when the student amount disbursed is less than the amount earned, and the student is eligible for the funds. After determining the fund sources and amount of the post withdrawal disbursements, the student is notified by the Institution of the amount of Grant funds used to cover institutional charges incurred by the student, or the available amount from Grant funds for direct disbursement to the student or other educational related expenses. If loan funds are involved in the calculation, the Institution will notify the student or parent of the loan amount it wishes to utilize to cover education charges, the financial aid program where the funds are coming from, and the student will be reminded of their responsibility involved in receiving loan funds. The student or parent in the case of Parent PLUS will be given 14 days to respond and accept or reject part or all of the loan funds available. The Institution will honor late acceptances only at the Institution's discretion. Once the calculation is finalized, the Institutions will perform a second and different calculation using the next funds retained.

Title IV funds that the student has earned but have not yet been disbursed to the student shall be disbursed as follows:

- Grants must be disbursed within
- Loans must be offered to the student within 30 days, allowing the student at least 14 days to respond)
- All post-withdrawal disbursements are applied to student account first, before any resulting credit balance is handled.

Timelines for Return of Funds

The University completes a student's R2T4 calculation within 30 days of the University date of determination. The University returns the amount of federal financial aid funds for which it is responsible as soon as possible, but no later than 45 days after the date the University determines the student has withdrawn.

Repeat Coursework and the Impact on Title IV Eligibility

The Department of Education has guidelines that may impact the receipt of financial aid for students who repeat (retake) coursework. These repeated courses may impact student's

financial aid eligibility. For repeated coursework to count toward a students' financial aid enrollment status:

1. The student may receive Title IV aid for a previously passed course (with a "D" grade or better) only once, if, the student is receiving credit for the course.

2. If the student has previously passed a course (with a "D" grade or better) and then subsequently failed the same course (with a grade of "F'), Title IV aid may not be used to pay for the course again.

3. If the student enrolls in a previously repeated course for a third time, Title IV aid may not be used to pay for the course.

4. There is no regulatory limit on the number of times the student may receive Title IV aid to retake a failed course (with a grade of "F"), unless they have previously passed that course.

Although a student may retake a failed course until they pass the course, Satisfactory Academic Progress (SAP) policy may affect a student's ability to continue receiving financial aid.

Loans

If the student obtains a loan to pay for an educational program, the student will have the responsibility to repay the full amount of the loan plus interest, less the amount of any refund. If the student is eligible for a loan guaranteed by the federal or state government and the student defaults on the loan, both of the following may occur:

- The federal or state government or a loan guarantee agency may take action against the student, including applying any income tax refund to which the person is entitled to reduce the balance owed on the loan.

- The student may not be eligible for any other federal student financial aid at another institution or other government assistance until the loan is repaid.

Private Education Loans

Private Education Loans, also known as alternative education loans, help bridge the gap between the cost of student's education and the limited amount the government allows students and/or parents to borrow for its approved programs. A student and/or parent can apply for either a private loan with their private lending institution or apply for a Direct Parent PLUS (parents of a dependent undergraduate student) or Direct Graduate PLUS (for graduate level students only).

Private Institutions Loans: A student and/or parent may apply for a private loan with their private lending institution, which the interest rate will be based on their credit rating which can be higher than the Federal Direct Parent PLUS may offer. San Diego Global Knowledge University does not have a preferred lender list.

Verification Process

A student may be selected by the U.S. Department of Education or by the University to participate in the verification process of information submitted on their Federal Application for Federal Student Aid (FAFSA). For students selected by the Department of Education's Central Processor (CPS), the following procedures have been established by federal

regulations. CPS prints an asterisk next to the Expected Family Contribution (EFC) on the ISIR, SAR, or SAR Acknowledgement to identify a student who has been selected for verification. A student selected for verification will usually be required to complete a Verification Worksheet. An IRS Transcript may also be required. The University may ask for additional documents to complete the verification process. The student will receive written notification from the University of verification requirements and the timelines for completing the process. The student must complete the verification within seven days of written notice from the University. Data elements corrections involving the federal processor must be made before the Federal Student Aid Report (SAR) correction deadline of June 30th. An applicant's failure to provide required documentation within the specified time frame will result in the loss of all Title IV aid, and the tuition balance becomes due immediately. Even if the ISIR is not selected for verification, any conflicting information must be resolved before federal student aid may be disbursed. Students will be notified of any changes to be made to the ISIR because of the verification process. The University will make any information that requires a change/update to the ISIR with the student's authorization. A student who becomes aware of the need for a change to their ISIR data should notify the Office of Student Financial Aid so the University can make the necessary correction.

Determining Amount of Student's Award (Federal Financial Aid) Policy

To determine a student's federal aid eligibility, the student must first complete a Free Application for Student Aid (FAFSA®) for each award year. An award year is July 1 – June 30 of each year. During the 2026-2027 award year, the FAFSA® is available on December 1. A completed FAFSA® that includes the school code will generate a FAFSA Submission Summary for the applicant and an ISIR for the university. Once the Office of Financial Aid receives the ISIR, it will check for any FPS C and verification flags, and other discrepancies. Student interested in financial aid are expected to provide Financial Aid Packet to initiate the financial aid process at San Diego Global Knowledge (SDGKU). Once the applicant clears those edits, the Office of Financial Aid will determine the student's maximum eligibility for the following awards on a Financial Aid Estimate form. The student must select the aid before being awarded.

Federal Pell Grant (Undergraduate Students Only) – Certificate, Associates, and Bachelor's Programs

Federal Pell Grant is free money from the government and does not have to be repaid. Federal Pell Grant is awarded only to undergraduate students with exceptional financial need without a bachelor's or professional degree. Beginning July 1, 2025, the Student Aid Index (SAI) determines the amount of the Pell Grant award. Every award year, the maximum eligibility may change. A Federal Pell Grant, unlike a loan, does not have to be repaid, except

under certain circumstances: (1) Students withdraw early from the program for which the grant was given to them. (2) Students' enrollment status changes in a way that reduces their eligibility for their grant; for instance, if a student switches from full-time enrollment to part-time, their grant amount will be reduced. The student must complete the FAFSA application and Contributor if married or parents. A Contributor is any individual required to provide consent and approval for federal tax information (FTI) along with their signature on the FAFSA form, including the student, the student's spouse, a biological or adoptive parent, or the parent's spouse (stepparent). The 2025-2026 Pell Grant ranges from $740 to $7,395.00.

Federal Supplemental Educational Opportunity Grant (For Undergraduate Students Only) – Certificate, Associates, and Bachelor's Programs

Federal Supplemental Educational Opportunity Grant (FSEOG) is an additional grant for undergraduate students with exceptional financial need. SDGKU prioritizes FSEOG funds to students who receive Federal Pell Grant for the award year and whose Student Aid Index is (-1500 to 0). The FSEOG does not need to be repaid. SDGKU begins awarding FSEOG in October of each year based on the availability of funds for the award year. A 2025-2026 FSEOG award ranges from $100 to $4000.

Federal Direct Subsidized Loans

Direct Subsidized Loans are available to undergraduate students with financial need. The U.S. Department of Education (Department) pays the interest on a Direct Subsidized Loan (1) While they are in school at least half-time. (2) The first six months after students leave school (a grace period). (3) During a deferment period (a postponement of loan payments). Before SDGKU disburses Direct Subsidized Loan, the student must complete an Entrance Counseling and Master Promissory Note (MPN) through the Department's online portal, www.studentaid.gov. Allow 24 hours for the entrance counseling and MPN to be received by SDGKU. The maximum Direct Subsidized Loan is $3500 for a first academic year student. The award amount will increase in subsequent years based on the University's determination of grade level.

Federal Direct Unsubsidized Loans (Undergraduate and Graduate Students)

Direct Unsubsidized Loans are available to undergraduate and graduate students; there is no requirement to demonstrate financial need. With unsubsidized loans, students are responsible for paying the interest on a Direct Unsubsidized Loan during all periods. Before SDGKU can Direct Unsubsidized Loan, the student must complete an Entrance Counseling and Master Promissory Note (MPN) through the Department's online portal, www.studentaid.gov. Allow 24 hours for the entrance counseling and MPN to be received by the University. An independent student may borrow up to $6,000 per academic year. A dependent student may borrow up to $2000 per academic year. The award amount will increase in subsequent years based on grade level determinations.

Federal Direct Parent PLUS Loan

When a parent applies for a Direct PLUS Loan, they can authorize the University to use their loan funds to satisfy their student's direct and indirect costs (tuition and fees, food and housing, transportation, and personal expenses). The Parent PLUS loan is based on a parent's personal credit. The parent must complete a PLUS Application to consent to SDGKU to run their credit. If approved, SDGKU will instruct the parent to complete the PLUS Master Promissory Note. If denied, the student will be eligible to receive a higher Direct unsubsidized loan amount determined by the Office of Financial Aid. As a parent borrower, the parent can also use the Direct PLUS Loan Application to (1) Designate whether the University pays the student or the parent any credit balance. (2) Request a deferment while the student is in school and for an additional deferment for six months after the student ceases to be enrolled at least half-time. (3) Request a change to the loan amount specified in a previously submitted application. The student and Contributor must complete a FAFSA before applying for a Parent PLUS Loan. Before a Direct PLUS Loan can be disbursed, the parent must complete an MPN through the Department's online portal, www.studentaid.gov. Allow 24 hours for the University to receive the MPN. The parent may borrow up to the student's Cost of Attendance minus other financial assistance.

Federal Direct Grad PLUS Loans

When students apply for a Direct PLUS Loan as graduate or professional students, they can authorize the University to use their loan funds to satisfy the Cost of Attendance for the academic year, which includes tuition and fees, food and housing, transportation, and personal expenses. This is a request for supplemental information concerning the student's application for a Federal Direct PLUS Loan (Direct PLUS Loan) through the William D. Ford Federal Direct Loan Program.

The information students provide will be sent to the University the student selects. The University will use the information collected to determine their eligibility for a Direct PLUS Loan and originate their application. Before students can receive a Direct PLUS Loan, they must complete a Direct PLUS Loan Master Promissory Note (Direct PLUS Loan MPN), which explains all the terms and conditions of Direct PLUS Loans and constitutes their legally binding agreement to repay all Direct PLUS Loans that students receive under the Direct PLUS Loan MPN. Students will be able to complete the Direct PLUS Loan MPN after completing the Direct PLUS Loan Application.

The Direct Grad PLUS Loan Request allows the student to (1) Designate whether the school pays any credit balance to the student. (2) Request a deferment while the student is in school, and (3) Request an additional deferment for six months after the student ceases to be enrolled at least half-time. The student's school will notify them what loans, if any, they are eligible to receive. If students have questions regarding their loan eligibility, the next steps in processing their loan, when the loan will be disbursed (paid out), or if they no longer wish to receive the loan, students need to contact the Office of Financial Aid. Before a Direct Grad PLUS Loan can be disbursed, the student must complete an entrance counseling and MPN

through the Department's online portal, www.studentaid.gov. Allow 24 hours for the entrance counseling and MPN to be received by the University. The student may borrow up to the student's Cost of Attendance minus other financial assistance.

Annual Student Loan Information

Please click the following link to view 2026 Annual Student Loan Information notification for students.

Example of Financial Aid Eligibility for an Undergraduate Program

If the student is an undergraduate, the Office of Financial Aid will review the student's Student Aid Index (SAI) to determine how much (if eligible) Federal Pell Grant the student may receive. The Office of Financial will confirm with the Office of Admissions and Registrar if the student has any transfer units to determine the grade level the student is in to determine the award amount. If the student did not receive transfer credit from a previously attended school, the student will be deemed grade level one.

Example of grade level one independent student with -1500 SAI:

- Pell $7,395 (2025-2026 Award Year)
- Subsidized $3,500 (less loan fees)
- Unsubsidized $6,000 (less loan fees)

The total Award Amount the student is eligible for is $16,895 for the first academic year.

Professional Judgement Policy

There are unusual situations where you will need to exercise your discretion as a financial aid administrator: when modifying data used to calculate the expected family contribution (EFC), performing dependency overrides, resolving conflicting information, reporting cases of fraud, and determining a student to be an unaccompanied homeless youth. The authority to conduct professional judgment reviews is granted by sections 479A and 480(d)(7) of the Higher Education Act of 1965. Section 479A is concerned with the authority to adjust data elements of the FAFSA application and the authority to refuse to certify a student loan. Section 480(d)(7) is concerned with the authority to override a student's dependency status. On January 29, 2021, in GEN21-02 The letter reminds financial aid administrators of their ability to exercise documented professional judgment when determining eligibility of students for federal student aid and encourages Financial Aid Administrators to consider the special circumstances that may arise for students and families during the ongoing COVID-19 pandemic, especially as they relate to unemployment or reduction in work.

Dependency Override

Financial aid administrators have the authority, through Section 480(d)(7) of the Higher Education Act, to change a student's status from dependent to independent in cases involving unusual circumstances. The U.S. Department of Education has given guidance regarding situations that do and do not qualify as unusual circumstances that merit a dependency override. In particular, the following circumstances do not merit a dependency override, either alone or in combination:

- Parents refuse to contribute to the student's education;
- Parents are unwilling to provide information on the application or for verification;
- Parents do not claim the student as a dependent for income tax purposes;
- Student demonstrates total self-sufficiency.

Circumstances that merit a dependency override may be as follow but not limited to:

- an abusive family environment (e.g., sexual, physical, or mental abuse or other forms of domestic violence);
- abandonment by parents;
- incarceration or institutionalization of both parents;
- parents lacking the physical or mental capacity to raise the child;
- parents whereabouts unknown or parents cannot be located;
- parents hospitalized for an extended period;
- an unsuitable household (e.g., child removed from the household and placed in foster care);
- married student's spouse dies or student gets divorced.

Abandonment is the failure of the parent to provide financial support or to communicate with the child for a long time, generally understood to be a year or more. In custody cases this is a prerequisite for a court to deem the child abandoned by the parent and to order the parent's parental rights terminated. Abandonment can also refer to physical abandonment, where the child is left on a doorstep or delivered to a hospital. So, there are two key elements to the definition of abandonment: (1) no contact for at least a year, and (2) no support for at least a year. (Note that if a parent abandons a child and later reenters the child's life, the courts would be very slow to restore parental rights, if at all. So, if a student has had no contact with a parent for most of the student's life, recent attempts to reconcile do not prevent a dependency override on the grounds of abandonment.)

A student may request and apply for a Dependency Override through the Professional Judgment (PJ) process by submitting a FAFSA and provide documents to the Office of Financial Aid. The following documents include:

1. A letter stating why he/she is requesting a professional judgement review.
2. Submitting two letters from two different people who live in separate homes that can attest to the situation of the student and why they feel that their appeal should be approved.
3. Supporting documentation (if PJ is requested due to loss or reduction of income).

Federal Supplemental Educational Opportunity Grant (FSEOG) Policy

FSEOG is an additional grant for undergraduate students with exceptional financial needs. San Diego Global Knowledge University (SDGKU) prioritizes awards to students who receive Federal Pell Grants and whose Expected Family Contribution (EFC) is zero (0). FSEOG does not need to be repaid.

To become eligible for an FSEOG award of up to $4000 per academic year, depending on the student's financial aid need, when the student applies, the amount of other

aid received, and the availability of funds at SDGKU. There is no guarantee every eligible student will obtain an FSEOG. SDGKU awards students with the lowest EFC (zero EFC first), who demonstrates Pell Grant eligibility for the same award year.

Financial Aid Disbursement Policy

Title IV Disbursement Requirements

San Diego Global Knowledge University (SDGKU) processes Title IV funds on a first-come, first-served basis. Before these funds are awarded and disbursed, all students must complete the SDGKU admissions requirements and sign an Enrollment Agreement.

The standard disbursement rules are as follows:

- Federal Pell and FSEOG Grant recipients are paid within seven days of the start date.
- Direct Loan disbursements are scheduled for first-time borrowers on the 31st day of the start date, while non-first-time borrowers are paid within 30 days.

All disbursements are contingent upon students providing the documentation requested by the Office of Financial Aid. The Office of Financial verifies the student information for accuracy and awards them in the RGM, third-party servicer (TPS) student management system.

How/When Title IV is Disbursed

In the RGM system, Title IV disbursements are arranged and scheduled according to the start date of the academic year and the anticipated midpoint of the program or the beginning of each semester. Following the scheduled disbursement date, SDGKU will receive a roster to verify and distribute payments to eligible students. Award Offers are sent to students before disbursements. Students are issued a disbursement notification on their student portal when direct loans are disbursed.

How SDGKU identifies and accounts for all federal education assistance

SDGKU participates in federal programs, including Federal Pell Grant, FSEOG, Federal Direct Subsidized and Unsubsidized, Parent PLUS, and Grad PLUS loans. The packaging of student aid for these programs is facilitated through the third-party servicer management system, RGM. Student records for these programs are maintained within RGM for managing Title IV eligibility and awards, student attendance, grades, SAP (Satisfactory Academic Progress), IPEDS (Integrated Postsecondary Education Data System), and student ledger information.

ACADEMIC SUPPORT

Library

SDGKU students have access to on-line references and e-links to numerous instructional support resources. The SDGKU Chief Librarian is available via telephone (619-934-0797) or email (bochoa@sdgku.edu) during regular business hours (Mon-Fri, 9AM-5PM PST, except holidays) to help students plan any of their research projects or to identify where they can find books and other materials. To access the library students must enter through their student portal accounts and from their home profile page click on the “Library” link.

Instructional Support

The Office of Academic Affairs (OAA) is responsible for the planning and scheduling of courses and programs. The OAA oversees activities of advisement, academic programs, library and support educational materials, and the publication of the university catalog.

If instructors identify students who are having problems, they fill out a referral and send it to the OAA. The OAA and instructors design a remedial study plan for students to follow.

Academic Advising

At the time of enrollment, students are assigned an advisor. Initially, the OAA will be the primary advisor. Student reserves the right to request a particular faculty member as an advisor. Academic advisement is of utmost importance for first-time students.

Office of Admission and Records

The Office of Admissions and Records serves in admission advising, processing applications for admissions, admitting eligible applicants, registering students in classes, establishing and maintaining academic records of students, and evaluating students' academic records for graduation.

The Office of Admissions and Records, directed by the DAR, is also responsible for collecting statistical data on admission, enrollment, and graduates for purposes of research and evaluation, and reports to different departments.

Instructional, Administrative, and Technology Facilities and Services

The instructional services and administrative electronic processing and data collection, including student admissions, grades, fiscal and property accounting, personnel, and other functions are provided from an advanced web-based proprietary content management and course-builder system. The administration, faculty, instructors and staff all have 24/7 access to this e-infrastructure via the SDGKU website www.sdgku.edu. SDGKU is a pioneer of video-based instruction. Its unique broadcast quality, pre-produced seminars/lectures are complemented with instructional manuals, competency-building tests, selected readings, reports, projects, action plan exercises, and live

videoconferencing to maximize the student's learning and skill acquisition in each course and curricular module. Online templates are used by students to submit most of these assignments to their professors/instructors, who will respond in a maximum of seven days depending on type of assignment and the scope of the evaluation.

For in-residence classroom instruction, a 1000 sq. ft. classroom is available with maximum capacity of 55 people. In addition, there is a 250 sq. ft. conference room for students to study or participate in break-out sessions with a maximum capacity of 25 people. The classroom and conference room contain desks, chairs, presentation equipment, and secure WiFi Internet access. SDGKU facilities are ADA compliant and meet all safety and health regulations. All classes are held at 1095 K St., Ste. B., San Diego, CA 92101.

The technical requirements for online and hybrid courses are the following:

Operating Systems

- Windows 10 or above, MacOSX 10.9 or later
- Computer processor of Single Core 1 Ghz or higher, or Dual Core 1 Ghz or higher
- 512 megabytes of RAM or higher
- Monitor settings of 256 or higher colors; 800 x 600 or higher pixels
- Sound card/speakers installed and working properly

Internet Connection

You must have an active Internet connection. High-speed (Broadband) Internet access, such as DSL, cable, T-1, or ISDN is recommended for best performance. All SDGKU videos are also encoded and made available for convenience to the user at lower speeds down to 54 kbps. However, lower modem speeds than this may not play the videos.

Installed Software

You can view and access all SDGKU webpages using one of the following web browsers; Microsoft Internet Explorer, Mozilla Firefox, Google Chrome, or Safari. To view other course or site content you should download Acrobat Reader to view and print course materials, and Flash Player is required for some site segments or presentations. Microsoft Word, Excel, and PowerPoint are also required for some lesson segments or presentations. A Zoom videoconferencing plugin should be installed prior to use.

Help Viewing Webcasts

The quality of the video stream is mostly dependent on the volume of Internet traffic at the time of transmission. However, if you are experiencing problems viewing videos, you may need to make some adjustments or modifications to your system. The screen resolution, aspect ratio and other settings on your monitor / video card may also have an effect on the quality of the video. You may need to adjust display settings and/or make monitor adjustments. For maximum streaming quality, avoid having multiple software programs in use while viewing the video.

Graduates and Alumni Relations

SDGKU graduates of academic and non-academic programs develop mastery of at least one global competency and are usually leaders in their organizations and communities. Academic achievement requires that he action plans and practical projects that students propose and

implement as part of the curriculum are usually aligned with the needs and interests of their employers or community of interest.

The mission of the SDGKU Alumni Association (SDGKU-AA) is to promote and strengthen academic and professional ties and networks with the growing global community of these distinguished graduates from its academic and non-academic programs. It is an important and valuable resource in support of SDGKU's global outreach. Members of SDGKU-AA are invited to attend events and activities throughout the year.

STUDENT RIGHTS

Non-discrimination Policies

"Equal Opportunity is the Law"

San Diego Global Knowledge University does not discriminate on the basis of race, religion, color, national origin, sex, handicap or disability, or age in any of its policies, procedures, or practices. The university's nondiscrimination policies comply with Title VI of the Civil Rights Act of 1964 (pertaining to race, color, and national origin), Title IX of the Education Amendments of 1972 (pertaining to sex), Vietnam Era Veterans Readjustment Assistance Act of 1974 (pertaining to veterans), and section 504 of the Rehabilitation Act of 1973 (pertaining to age). This nondiscrimination policy covers admission and access to, and treatment and employment in, the university's programs and activities, including vocational education. To inquire about the equal opportunity policies or to request a copy of the university's grievance procedures covering discrimination complaints, contact the Chief Academic Officer, SDGKU, 1095 K St., Suite B., San Diego, CA 92101, telephone (619) 934-9390.

Responsibility

SDGKU students are expected to observe standards of conduct consistent with respect for the law, the fulfillment of contractual obligations, consideration for the rights of others, and a high level of personal integrity. All members of the college, students, staff and faculty, should be aware that their behavior, both online and off-line, reflects on the university.

Discrimination Grievances

Students who have been subject to any form of discrimination on the basis of race, religion, color, national origin, sex, handicap or disability, status as a Vietnam-era or special disabled veteran or age, or who have been the victim of sexual harassment, may submit their complaint in accordance with the Policies and Procedures for Student Discipline and Grievances. Students should direct inquiries regarding the filing of such grievances to the Chief Academic Officer, SDGKU, 1095 K St., Suite B., San Diego, CA 92101, telephone (619) 934-9390.

Inquiries regarding federal laws and regulation about nondiscrimination in education or the university's compliance with those provisions should be directed to:

U.S. DEPARTMENT OF EDUCATION
Office for Civil Rights
50 Beale St., Suite 7200
San Francisco, CA 94105
Ocr.sanfrancisco@ed.gov
Tel: (415) 486-5555

Racial and Sexual Harassment

San Diego Global Knowledge University student body is made up of individuals from diverse ethnic, linguistic, racial, and cultural groups. It is essential that all members of the university recognize the need for an awareness of, sensitivity to, and respect for the cultural heritage, gender, disability, and sexual orientation of others. An individual's or group's action or activities which promote degrading or demeaning social stereotypes based on

race, age, ethnicity, national origin, gender, sexual orientation, religion, or disability will not be tolerated.

Students who behave abusively toward members of the SDGKU community based on the aforementioned criteria will face serious consequences and will be subject to disciplinary action. Any student who commits acts of sexual or racial harassment manifested by acts of physical abuse, threats of physical abuse, verbal abuse, and/or hazing activities may be subject to suspension or expulsion from the university.

Discrimination on the Basis of Gender

San Diego Global Knowledge University does not discriminate on the basis of gender in its programs or activities. Title IX of the Education Amendments of 1972, as amended, and the administrative regulations adopted thereunder prohibit discrimination on the basis of gender in education programs and activities. Such programs include the admission and employment of students.

SDGKU is committed to providing equal opportunities to men and women students in all programs.

Sexual Assault and Acquaintance Rape

The University will not tolerate sexual assault in any form, including date/acquaintance rape. Every allegation of sexual assault will be reported to the police. Where there is reason to believe that the university's regulations prohibiting sexual assault have been violated, the university will pursue strong disciplinary action. This discipline includes the possibility of suspension and dismissal or termination from the University.

Any employee, student or other person at the university who commits a rape or other crime of a sexual nature specified in the California Penal Code can be criminally prosecuted. In addition, employees and students can be disciplined under the California Education Code even if the criminal justice authorities or the person assaulted choose not to pursue criminal prosecution.

Discrimination on the Basis of Race, Color, or National Origin

SDGKU complies with the requirements of Title VI of the Civil Rights Act of 1964 and the regulations adopted thereunder. No person shall, on the grounds of race, color, or national origin be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program of the University.

Discrimination on the Basis of Age

SDGKU complies with the provisions of the Age Discrimination Act of 1975 and the regulations developed under the law. The Act states that no person in the United States shall, on the basis of age, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance.

Discrimination on the Basis of Marital Status, Religion, or Sexual Orientation

The University does not discriminate on the basis of marital status, religion, or sexual orientation. Students are urged to refer

any complaint of any type of harassment to the Office of the Vice President of Academic Affairs.

Discrimination on the Basis of Disability

The University does not discriminate on the basis of disability, consistent with the Americans with Disabilities Act (ADA) which prohibits discrimination on the basis of disability, just as other civil rights laws prohibit discrimination based on race, color, sex, national origin, age, and religion.

Title IX Policy

The U.S Department of Education mandates that Universities and Colleges comply with requirement specificities under a variety of regulatory and lawful guidance; more specifically the Educational Amendments Act of 1972 (Title IX), Title VI of the Civil Rights Act of 1964 (Title VI), and the U.S. Department of Education Title IV (Title IV). Title IX is a federal civil rights law that prohibits unlawful discrimination on the basis of sex in education programs or activities that receive federal financial assistance; and preventing unjust deprivations of that right. The U.S. Department of Education's Office for Civil Rights (OCR) enforces federal civil rights laws and promotes educational excellence throughout the nation through vigorous enforcement of civil rights.

Title VI of the Civil Rights Act of 1964 prohibits discrimination based on race, color, or national origin in programs or activities receiving federal financial assistance. The U.S. Department of Education Title IV regulation (Code of Federal Regulations at 34 CFR 100) as enforced by the Department's OCR, enforces several federal civil rights laws that prohibit discrimination in programs or activities that receive federal funds from the Department of Education.

Download San Diego Global Knowledge University's Title IX Policies and Procedures here

Download the Unlawful Harassment and Discrimination Student Complaint Form here

FERPA Policy

Federal Family Educational Rights and Privacy Act (FERPA) Policy

The Federal Family Educational Rights and Privacy Act of 1974 and its regulations adopted thereunder and California Education Code 67100 et seq. were designed to protect the privacy of students concerning their records. Institutions must provide students access to records directly related to them and an opportunity for a hearing to challenge such records on the grounds that they are inaccurate, misleading or otherwise inappropriate. The right to a hearing under the law does not include any right to challenge the appropriateness of a grade as determined by the instructor. The law requires that written consent of the student be received before releasing personally identifiable data about the student's own records to other than a specified list of exceptions.

San Diego Global Knowledge University has adopted a set of policies and procedures concerning implementation of its statutes and regulations. Students may request copies of these policies and procedures

concerning implementation of statutes and regulations in the Office of Academic Affairs. Among the types of information included in the campus statement of policies and procedures are the following:

- The type of student records and the information contained in them
- The official responsible for the maintenance of each type of record
- The location of access lists which indicate persons requesting or receiving information from the record
- Policies for reviewing and expunging records
- The access rights of students
- The procedures for challenging the content of student records
- The cost, which will be charged for reproducing copies of records
- The right of students to file a complaint with the Department of Education

The office to review complaints and adjudicate violations is:

Family Educational Rights and Privacy Act Office (FERPA)
U.S. Department of Education
330 "C" Street, Room 4511
Washington, D.C. 20202

Under the Act, SDGKU is authorized to release information concerning students. This information may include the student's name, address, telephone listing, date and place of birth, major field of study, participation in officially recognized activities and sports, dates of attendance, degrees and awards received, and the most recent previous educational agency or institution attended by the student.
The above information is subject to release by the university at any time unless the campus has received prior written objections from students specifying information, which students request and be released. Written objections should be sent to the Office of Academic Affairs.

The university is authorized to provide access to student records to campus officials and employees who have legitimate educational interest in such access. These persons are those who have responsibilities in connection with the campus' academic, administrative or service functions and who have reason for using student records connected with their campus or other related academic responsibilities. Disclosure may also be made to other persons or organizations under certain conditions (e.g., as part of accreditation or program evaluation; in response to a court order or subpoena; in connection with financial aid; or to other institutions to which the student is transferring).

The University is required by law to release information to state agencies on request concerning students who have requested in writing that such information be released to state agencies. Students will have an opportunity to request in writing release of such information. Students will also have an opportunity to forbid release of such directory information to state agencies or any other person or organization. The University will retain discretion regarding the release of such information to agencies of the State of California in cases where the student has neither requested nor forbidden the release of directory information concerning himself or herself to agencies of the State of California on request for purposes of recruitment.

Appeal to either request or forbid the release of directory information to State Agencies for recruitment purposes also must be made at the Student Services Office.

Please click the following link to view SDGKU's Annual FERPA Notification.

Students with Disabilities Policy

ADA Accommodations

SDGKU complies with the American Disabilities Act of 1990 and Section 504 of the Federal Rehabilitation Act of 1973. The Director of Admissions and Registrar (DAR) is the designated ADA Coordinator. Any qualified student may request accommodations by contacting the DAR to request reasonable accommodations at no cost. Students always have the option of not accepting the accommodations by informing the DAR of their decision. Students follow a three-step process for requesting reasonable accommodations and submit appropriate disability documentation. Only the DAR has access to this information to maintain privacy.

How to Request Accommodations for Online and Hybrid Programs

1. Student visits the SDGKU website to download the Student Request forms provided.
2. Student completes the Accommodation Request Form. If applicable, the student also completes the Alternative Media Agreement. Finally, the student completes the Disability Verification Form. (see below)
3. Student submits documentation by email to the DAR (dparker@sdgku.edu), who evaluates and approves the accommodations. *Note:* Accepted formats - .PDF or Word (.DOC or .DOCX). Submitting a form in any other format may require resubmission or result in a delay in processing.

Student Request Forms

- Accommodation Request Form
- Alternative Media Agreement
- Disability Verification Form

Disability Documentation

The process for determining accommodations is a collaborative one that may or may not require third-party documentation. One or more of the following documentation categories will be considered in the evaluation of a student accommodation request:

- *Primary Documentation: Self Report*

  SDGKU believes the student is a vital source of information regarding how they may be "limited by impairment"[1]. A student's narrative of their experience of disability, barriers, and effective and ineffective accommodations is an important tool which, when structured by interview or questionnaire and interpreted by professional staff, may be sufficient for establishing disability and a need for accommodation.

- *Secondary Documentation: Observation*

  The impression and conclusions formed by SDGKU disability professionals during interviews and conversations with students or in evaluating the effectiveness of previously implemented or provisional accommodations are important forms of documentation. SDGKU employs qualified and experienced professionals who will observe students' language, performance, and strategies as an appropriate tool in validating student narrative and self-report.

- *Tertiary Documentation: External Sources*

Documentation form external sources may include educational or medical records, reports and assessments created by health care providers, school psychologists, teachers, or the educational system. This information is inclusive of documents that reflect educational and accommodation history, such as Individual Educational Plan (IEP), Summary of Performance (SOP), and teacher observations.[2] External documentation will vary in its relevance and value depending on original context, credentials of the evaluator, the level of detail provided, and the comprehensiveness of the narrative.

[1]Disability is defined by the ADA as "a physical or mental impairment that substantially limits one or more of the major life activities, a record of such an impairment or being regarded as having such an impairment." 42 U.S.C. 126 §12102

[2]Revisions to Title III regulations provide, "When considering requests for modifications, accommodations, or auxiliary aids or services, the entity gives considerable weight to documentation of past modifications, accommodations, or auxiliary aids or services received in similar testing situations, as well as modifications, accommodations, or related aids and services provided in response to an Individualized Educational Program (IEP) provided under IDEA or plan describing services provided pursuant to section 504 of the Rehabilitation Act of 1973". 28 C.F.R. § 36.309 (b)(1)(v)

Guidance and Section-by-Section Analysis provides these examples of types of information to consider: "recommendations of qualified professionals familiar with the individual, results of psycho-educational or other professional evaluations, an applicant's history of diagnosis, participation in a special education program, observations by educators, or the applicant's past use of testing accommodations." 28 C.F.R. § 36(2010)

Alcohol and Other Drugs Policy

The San Diego Global Knowledge University policy regarding the possession, use, and/or sale of alcoholic beverages or illicit drugs by SDGKU staff, faculty or visiting students is governed by state and municipal law and further governed by the Institutional Policies for Personal Conduct. The university expects that individuals and groups will conduct themselves and operate within the scope of the rules and regulations. Proven violations of these policies and regulations will lead to serious consequences and may include criminal prosecutions as well as suspension.

You may access the detailed institutional drug and alcohol policy online using the following link: Alcohol and Other Drugs Policy

Copyright Infringement Policy

Copyright infringement is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act (Title 17 of the United States Code). These rights include the right to reproduce or distribute a copyrighted work. In the file-sharing context, downloading or uploading substantial parts of a copyrighted work without authority constitutes an infringement. The Higher Education Opportunity Act of 2008 (HEOA) includes provisions that are designed to reduce the illegal uploading and downloading of copyrighted material through peer-to-peer (P2P) file sharing. These provisions include requirements that: (a) institutions certify to the Secretary of Education that they have developed plans to effectively combat the unauthorized distribution of

copyrighted material; (b) institutions make an annual disclosure that informs students that the illegal distribution of copyrighted materials may subject them to criminal and civil penalties and describes the steps that institutions will take to detect and punish illegal distribution of copyrighted materials; and (c) institutions publicize alternatives to illegal file sharing. SDGKU responds promptly to legitimate notices or letters of illegal copyright infringement based on the requirements of the Digital Millennium Copyright Act and directs both our President/CEO, Chief Academic Officer and Chief Compliance Officer to investigate and respond.

SDGKU will cooperate fully with any investigation by public authorities related to illegally downloaded copyrighted information. Students found guilty will be subject to the full extent of fines and penalties imposed, as well as facing automatic loss of computer access, and possible suspension. Penalties for copyright infringement include civil and criminal penalties. In general, anyone found liable for civil copyright infringement may be ordered to pay either actual damages or "statutory" damages affixed at not less than $750 and not more than $30,000 per work infringed. For "willful" infringement, a court may award up to $150,000 per work infringed. A court can, in its discretion, also assess costs and attorney fees. For details, see Title 17, United States Code, Sections 504, 505. Willful copyright infringement can also result in criminal penalties, including imprisonment of up to five years and fines of up to $250,000 per offense. For more information, please see the Web site of the U.S. Copyright Office at www.copyright.gov, especially their FAQ's at www.copyright.gov/help/faq.

Consistent with our educational principles, we view education as the most important element in combating illegal sharing of copyrighted materials at SDGKU. We use a wide variety of methods to inform our community about the law and our internal response to copyright infringement claims: Language has been added to the Annual Security Report outlining the Digital Millennium Copyright Act, as well as sanctions for non-compliance.

SDGKU blocks access from campus to all legitimate sources of copyrighted material. Although we cannot maintain an up-to-date list of alternatives, we point students to the Educause list at http://www.educause.edu/Resources/Browse/LegalDownloading/33381.

SDGKU will review this plan each year to insure it is current and maintains the appropriate and necessary information to effectively combat illegal file sharing, as well as update the methods employed as new technological deterrents become available.

Expulsion, Suspension and Probation of Students

The following procedures consonant with the due process have been approved by the President of the university. Any student on campus may be expelled, suspended, placed on probation or given a lesser sanction for one or more of the following:

- Non-payment for university dues such as tuition and fees
- Cheating or plagiarism in connection with any academic program
- Forgery, alteration or misuse of campus documents, records, or identification or knowingly furnishing false information

- Misrepresentation of oneself or of an organization to be an agent of the university
- Obstruction or disruption, on or off university property, of the educational process, administrative process or other function
- Physical abuse of the person or property of any members of the university, of their family, or the threat of such physical abuse
- Theft of, or non-accidental damage to, university property, or property in the possession of, or owned by, members of the university
- Unauthorized entry into, unauthorized use of, or misuse of university property
- On university property, the sale of dangerous drugs, restricted dangerous drugs, or narcotics as those terms are used in California statutes, except when lawfully prescribed pursuant to medical or dental care, or when lawfully permitted for the purpose of research, instruction or analysis
- Knowing, possessing, or use of explosives, dangerous chemicals or deadly weapons on university property or at an on-line forum or bulletin board
- Engaging in lewd, indecent, or obscene behavior on campus property or at a campus function
- Abusive behavior, directed toward, or hazing of, a member of the university campus
- Violation of any order of the university president, notice of which had been given prior to such violation and during the academic term in which the violation occurs; either by publication in the university bulletin, or by posting notice on an official bulletin board designated for this purpose, and which order is consistent with any of the other provisions of this section
- Soliciting or assisting another to do any act which would subject a student to expulsion, suspension or probation

The following terms are defined as:

- "Member of the university" is defined as meaning San Diego Global Knowledge University administration, academic, non-academic and administrative personnel, students, and other persons on the university property and at other university functions.
- The term "university or campus property" includes real or personal property in the possession of, or under the control of, the Administration of San Diego Global Knowledge University.
- The term "deadly weapons" includes any instrument or weapon of the kind known as a blackjack, sling shot, bully, sand club, sandbag, metal knuckles, any dirk, dagger, switchblade knife, pistol, revolver, or any other firearm, any knife having a blade longer than five inches, any razor with an unguarded blade, and any metal pipe or bar used or intended to be used as a club
- The term “behavior” includes conduct and expression
- The term “hazing” means any method of initiation into a student organization or any pastime or amusement engaged in with regard to such an organization which causes, or is likely to cause, bodily danger, or physical or emotional harm, to any member of the university, but the term “hazing” does not include athletic events or other similar contests or competitions.

Disposition of Fees

The university may place on probation, suspend, or expel a student for one or more of the causes enumerated. The student may be entitled to a pro-rata refund if the student withdraws within 60% of a period of attendance. If the student is readmitted before the close of the session in which he or she is suspended, no additional tuition or fees will be required of the student on account of the suspension.

Disciplinary Hearing

The President of the university shall take appropriate disciplinary action against any student, members of the faculty, members of the support staff, or member of the administration of the university who after a prompt hearing by a university body, has been found to have willfully disrupted the orderly operation of the university. Nothing in this section shall be construed to prohibit, where an immediate suspension is required in order to protect lives or property and to ensure the maintenance of order, interim suspension pending a hearing, provided that a reasonable opportunity be afforded the suspended person for a hearing. The disciplinary action may include, but need not be limited to, suspension, dismissal, or expulsion. These provisions shall be applicable to any university employee dismissed pursuant to this section.

Complaint Grievance Policy

San Diego Global Knowledge University takes active steps to provide a positive learning environment and resources to assist students in meeting their educational goals. While the University desires all students to have a dispute-free experience, SDGKU recognizes that challenges may arise. SDGKU encourages students to first direct their concern to the faculty, staff, or administrator involved. Should the issue not be resolved at that point, or should the student not feel comfortable directing the complaint to the person(s) involved, they are encouraged to register a complaint, following the procedure outlined below:

Filing An Internal Complaint

Academic Complaints

Academic complaints involve disputes directly related to a student's coursework or academic evaluation. These may include but are not limited to: grades or grading procedure, application of academic policies, instructional delivery or course materials, and assessment methods or examination procedures.

Informal Resolution

Students are encouraged to first address the matter directly with the instructor.

If unresolved, students may seek review with the department chair or appropriate academic administrator.

Filing a Formal Academic Complaint

If the matter remains unresolved, the student may submit a written complaint to the Chief Academic Officer (CAO).

The CAO or designee will:

- Acknowledge the complaint within 14 days,
- Conduct discussions with relevant parties, and
- Attempt to resolve the matter within 28 days.

Resolution

If resolved, a memorandum of resolution is issued to all parties and the President.

If unresolved, the complaint may be referred to the Institutional Review Panel for final review, following the procedures outlined in this policy.

Grade Appeals

1. Initial Inquiry

- Students must submit their appeal in writing to the instructor within 30 days following completion of the course.
- Appeals must present clear and substantive grounds with supporting evidence.

2. Appeal to the Chief Academic Officer (CAO)

- If unresolved, the student must file a written appeal with the CAO within 30 days of the written appeal to the instructor.
- The CAO forwards the appeal to the instructor, who provides a written response within 30 days. The response is shared with the student and the CAO.

3. Academic Appeals Committee Review

- If unresolved, the CAO refers the case to the Academic Appeals Committee, consisting of the CAO's designee and at least two faculty members appointed by the CAO.
- The committee may decide to:
    - Change the instructor's grade;
    - Grant the student a grade appeal hearing; or
    - Deny the appeal for insufficient evidence.
- The committee issues a final decision within 30 days of receiving documentation. The decision is forwarded to the CAO, who informs the student, the instructor, and the Director of Admissions and Registrar (DAR).

4. Grade Appeal Hearing

- If a hearing is granted, the student, CAO, and instructor are notified.
- The hearing is held within 90 days of the original written appeal.
- The hearing is conducted by the Academic Appeals Committee and allows evidence and testimony from the student, instructor, and a student advocate.
- The committee renders a final written decision within 10 days of the hearing. Copies are sent to the instructor and the DAR.

5. Final Decision

- The decision of the Academic Appeals Committee is final and binding.

Non-Academic Complaints

Non-academic complaints involve concerns related to the student experience outside of coursework and grading. These may include, but are not limited to:

- Student services (e.g., advising, admissions, registrar, financial accounts);
- Administrative processes or procedures;
- Access to campus resources or facilities;
- Treatment by staff or faculty unrelated to grading;
- Discrimination, harassment, or violations of civil rights protections.

Informal Resolution

- Students are encouraged to first attempt to resolve concerns directly with the individual or office involved.
- If unresolved, students may bring the matter to the Chief Student Services Officer (CSSO).

Formal Complaint Submission

- If the concern is not resolved informally, the student may file a written complaint with the CSSO.
- Complaints must be submitted within 120 days of the incident or of the student's discovery of the incident.
- The CSSO will:
    - Review the complaint for completeness and notify the complainant within 14 days of receipt if deficiencies are found, and
    - Attempt to resolve the complaint through discussions with all parties involved within 28 days.

Escalation to Chief Academic Officer (CAO)

- If the proposed resolution is unsatisfactory, the complainant may escalate the matter to the CAO, who will review and provide a proposed resolution within 14 days of escalation.
- If circumstances prevent contacting the CSSO, the complainant may proceed directly to the CAO.

Resolution

- If resolved, a written memorandum of resolution is distributed to all parties and to the President.
- If unresolved, the complaint may be referred to the Institutional Review Panel for final review.

Institutional Review Panel

If a complaint cannot be resolved through the internal procedures outlined above, the matter may be referred to the **Institutional Review Panel** for final consideration. The panel reviews serious complaints, including allegations of discrimination or harassment, and provides findings and recommendations to the President.

Panel Formation

- An ad hoc review panel is convened by the President (or designee).
- The complainant nominates one unbiased SDGKU student or employee who is not involved in the matter and is willing and available to serve.
- The respondent nominates one unbiased SDGKU student or employee who is not involved in the matter and is willing and available to serve.
- The two nominated members select a third member, who serves as chair. If they cannot agree, the President (or designee) appoints the chair.

Panel Proceedings

- The CAO serves as recorder and advisor to the panel but does not vote.
- Proceedings are recorded or otherwise documented, but deliberations are not recorded.

- The panel may call witnesses and receive testimony or information as needed.
- The panel strives to complete its review and issue findings within 14 days of formation.

Findings and Recommendations

- Within seven working days after the close of the hearing, the panel submits its findings and recommendations in writing to the President (or designee).
- A copy of the findings is provided to both parties.
- Either party may submit commentary on the findings to the President within seven days of receipt.

Final Decision

- The President (or designee) issues a final decision within 14 days of receiving the panel's findings.
- The decision may include remedies if discrimination or harassment is substantiated.
- The decision is final. If unfavorable to the complainant, the student will be notified of their right to pursue remedies under state or federal law and advised to consult with legal counsel.

Prohibition of Retaliation

Any retaliatory action against a complainant, witness, or participant in the grievance process is strictly prohibited and will result in disciplinary action.

Filing An External Complaint

San Diego Global Knowledge University (SDGKU) encourages students to use the internal grievance procedures described above before pursuing an external complaint. If a matter cannot be resolved internally, students and members of the public may submit complaints to the following agencies:

Bureau for Private Postsecondary Education (BPPE)

Students or members of the public may file a complaint with the California Bureau for Private Postsecondary Education by:

- Calling toll-free: (888) 370-7589
- Completing a complaint form available at www.bppe.ca.gov

Distance Education Accrediting Commission (DEAC)

Students or members of the public may also file a complaint with the University's accreditor, the Distance Education Accrediting Commission, at:

- Website: www.deac.org

State Agencies

Students may contact their state's higher education agency directly to register a complaint.

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

Inquiries regarding federal nondiscrimination laws and regulations may be directed to:

Office for Civil Rights
U.S. Department of Education
50 Beale Street, Suite 7200
San Francisco, CA 94105
Email: ocr.sanfrancisco@ed.gov
Tel: (415) 486-5555

STUDENT SERVICES

Student Services

San Diego Global Knowledge University provides a number of services to support students' academic and professional goals. Student services include student advising and scheduling, records evaluation, tuition assistance, library, Internet access, and on-line university information.

Faculty/student and student/student interaction and communication is facilitated at different levels through asynchronous “forum-based” written messaging and electronic bulletin board, as well as email, teleconferencing, videoconferencing, and face-to-face meetings. This interactive capability is an essential component of SDGKU’s “Optimum Learning Environment” (OLE) in our learning management system (LMS), where video, audio and electronic text are integrated and sequenced to enhance student comprehension. The program is designed to maximize students’ learning and academic progress through interaction with each other and with their instructors.

Student Advising, Career and Placement Services

SDGKU provides counseling and advising services for work-life balance and academic support. It provides career services for employment preparation, as well as technological support for IT-related issues. It provides a Librarian for writing and academic resource support, as well as academic tutors to help students with course-related questions. These services can be requested on the SDGKU Student Support Services webpage.

SDGKU does not guarantee employment or the starting salary of its graduates.

Orientation

The Office of the Chief Academic Officer conducts orientation sessions for entering students. The orientation takes approximately 45 minutes, and it is done at a distance or in a face-to-face modality. The orientation is mandatory for all new students.

Advisement

All students are expected to meet face to face or at a distance upon enrollment with a designated academic advisor. Students may refer to their student account on the SDGKU website to monitor their progress. It is the students' responsibility to follow it and seek assistance from SDGKU through the various contacts and support provided by SDGKU.

Website

Students have access to program and course information on their SDGKU Student Portal, including the beginning date, the instructor, required textbooks, and electronic links for their purchase.

Student Records

Students can access their private records by using their own password. Strict security measures are in place to protect students' privacy. Students are admonished not to share their password with other students.

Students can view courses completed and their grades.

International Student Program

The International Students Program is under the direction of the Chief Academic Officer (CAO). The office of the CAO provides services to all international students after they have been formally admitted to the University and who decide to reside in San Diego.

Outreach and Recruitment

Outreach and recruitment activities are part of the SDGKU development plan. Throughout the year the President, Officers and staff of SDGKU make presentations at university campuses in the San Diego region, nationally and internationally, to attract the best academic and professional talent for its degree and non-degree programs.

Institutional Relations

The Chief Academic Officer (CAO) is responsible for advancing cooperative relationships between SDGKU and other California schools and colleges. The office informs present and prospective students of their access to all campus information to promote their success at SDGKU.

Disabled Student Services

The Director of Admissions and Registrar ensures that students with disabilities are provided all services equitably. Services include priority registration, registration assistance, proctoring of exam, referral to on-campus and off-campus resources, and others.

Housing

San Diego Global Knowledge University does not provide student housing and the school assumes no responsibility to find or assist a student in finding housing. However, the staff of SDGKU tries to provide limited assistance to students seeking suitable housing and help them in their transition in life in San Diego. Typical rent in Downtown San Diego is approximately:

- $3500 – 4500 / month for a one-bedroom studio
- $4500 – 6500 / month for a two-bedroom apartment

It is highly recommended that visiting students book or organize an accommodation with a minimum of one month prior to arrival. We hope the accommodations students obtain are safe and comfortable, and that students enjoy their stay in San Diego. For questions or help finding housing and/or adapting to living in the area, please contact SDGKU at (619) 934-0797.

Word of Caution: When dealing with private housing located from a private ad, it is highly recommended that students do not send money in advance, as scams have been reported in the past. Students are urged to wait until they have a chance to see the apartment or house before sending a deposit.

Quick facts:

- Check out www.padmapper.com
- Deposit (1 month's rent) is typical
- Rental agreements usually require a six-month, or month-to-month

agreement. Be sure to inquire which is suitable for your length of stay and/ or budget.

Some companies that provide Apartments & Rooms in San Diego near SDGKU:

-Vantaggio Suites: www.vantaggiosuites.com
Tel. (619) 595 0111
-Kamo Housing: www.kamohousing.com
Tel. (858) 750 3425
-Newport Place: www.newportplace.com
Tel. (858) 490 6282
-Avalon Apts: www.avaloncommunities.com
Tel. (866) 646 2664
-Market Street Square Apts:
www.marketstreetsquareapts.com
Tel. (619) 333-2554

ACADEMIC PROGRAMS

Academic Calendar

The SDGKU Annual Academic Calendar is comprised of 10 consecutive sessions, approximately 5 weeks per session duration. To view specific academic calendar dates, please refer to the Appendix.

Academic Year

The academic year consists of 2 semesters with about 15 or more weeks of instruction for each semester.

Credit Hour Definition

Semester hours are equivalent to the commonly accepted and traditionally defined units of academic measurement. Academic degree or academic credit-bearing distance education courses are measured by the learning outcomes normally achieved through 45 hours of student work for one semester credit. One credit/semester hour is 15 hours of academic engagement and 30 hours of preparation.

Grading Policies

The grading system that appears in the charts below governs grading symbols and computations for all undergraduate and graduate students of San Diego Global Knowledge University. All letter grades carry quality points and are computed in student GPA's.

Students receive a grade in each course for which they register and attend. Each course syllabus indicates the relationship between course components and assignments in determining a final grade. Grades of plus (+) and minus (-) are used in determining a grade point average (GPA). Quality points, used in determining a grade average, are assigned as follows:

Grade Interpretation

Letter Grade	*Numerical Grade*		*Grade Points*
A	95-100	(Excellent)	4.00
A-	90-94		3.75
B+	87-89		3.35
B	83-86	(Good)	3.00
B-	80-82		2.75
C+	77-79		2.35
C	73-76	(Average)	2.00
C-	70-72		1.75
D+	67-69		1.35
D	63-66	(Poor)	1.00
D-	60-62		0.75
F	Failure		0

Other symbols

CR	Credit	Non-academic work approved

NC	No Credit	Non-academic work not approved
I	Incomplete Grade	Academic work not completed, but with approval of a justified reason, may finish course requirements within a month from end of course with no consequences to grade
IP	In Progress	Academic work not completed and presently in progress
TR	Transfer Credits	Does not affect CGPA, receives credit only
R	Repeat Grade	Courses repeated, not computed into CGPA
W	Withdrawal Grade	Not computed into CGPA

Incomplete Grade

An Incomplete grade (“I”) is assigned as a temporary course grade for students that receive an extended period of time, for a justified reason, to complete course assignments. Students must request an incomplete grade and be approved by the university to receive an extension on submittal of remaining coursework. If the student does not submit the coursework in the time period approved for the extension, the final course grade may be changed to an “F”. A grade change is contingent on the submittal of the remaining coursework.

Withdrawal Grade

A withdrawal grade (“W”) is assigned as a final course grade when a student withdraws from a course. Students that decide to withdraw should contact the Office of Admissions and Records as soon as possible to obtain a clearance. Failure to do so may result in an "F" being posted on their permanent record. A "W" is not computed into student’s CGPA.

Repeat Grade

A repeat grade (“R”) assigned as a final course grade to courses that have been retaken by a student. The higher course grade will be used in averaging the CGPA. Students also forfeit the credits.

Grading Guidelines

The following guidelines on grading have been designed for both faculty and students.

- The evaluation of students' performance in a course and the appropriate grade is the responsibility of the instructor.
- Instructors should clearly explain in the course syllabus, grading criteria and the expectations on all written assignments or tests.
- Up to 2 days may elapse between SDGKU’s receipt of student assignments, project reports and forums before a response from the instructor is submitted.
- To prevent allegations of plagiarism on written assignments, students should be warned that all direct and indirect quotations from other sources should be properly acknowledged. The instructor should explain the extent to which the student's paper is expected to be independent of the references and clearly distinguishable from them.
- Instructors should be willing to give students an explanation of their grade. Instructors are expected to return graded assignments to students in a timely manner.
- Except for a clerical error in calculating a grade, instructors may not change a course grade after the grade has been submitted to the DAR via the SDGKU electronic system. This regulation is designed to protect the faculty from student pressure.

Attendance Policy

Students taking classes in an online format are expected to attend each week. Attendance is defined as participating in an academic activity within the online classroom, which includes posting in a graded discussion forum or submitting a written assignment. Experience has shown that good grades are strongly correlated with attendance, practice and participation. Students who do not participate in class are often surprised at how quickly and thoroughly they get behind. Lack of participation does not qualify the student for a refund. Students are responsible for following the published policy on deadlines for drop and withdrawal.

Students who do not attend at least once in any seven consecutive day period shall be issued an attendance warning. Students who do not attend at least once in any 14 consecutive day period may be dropped from the course and administratively withdrawn from the University retroactive to the last date of recorded attendance.

Students must be officially enrolled in order to attend class and receive a grade. The Office of Admissions and Registrar shall not post grades for students who are not enrolled.

Distance Education Privacy Policy

All students will be assigned a confidential username and password for access to their courses and academic records in the SDGKU learning management system. This information will remain private and is protected from use by third parties.

Satisfactory Academic Progress

SDGKU's Satisfactory Academic Progress (SAP) standards measure each student's quantitative (credit completion) and qualitative (cumulative grade point average) progress toward the completion of the student's program. The SAP standards are consistently applied to all students in establishing academic achievement within 150% (e.g. 67% of credits attempted) of the program. All students at SDGKU are full-time and enrolled with that designation.

SAP Evaluation Periods

SDGKU's SAP standards measure a student's SAP at the conclusion of 12 attempted credits for undergraduate and 9 attempted credits for graduate students. The University provides an academic grade report to each student via the student portal, which include grades earned and units attempted.

Maximum Time Frame

The maximum time frame in which a student may complete his or her program is the period of time in which it will take the student to attempt 150% of the academic credits contained in his or her program.

Quantitative Requirement Credit Completion

Each student must complete a minimum number of credits by the end of each SAP evaluation period. Evaluation periods for undergraduate programs are every 12 credits and for graduate programs are every 9 credits. Earned credits are satisfactorily completed credits with grades ranging from A to D-. Attempted credits are those that that are not

satisfactorily completed. To be making SAP, a student must complete a minimum number of attempted credits in the following schedule:

Minimum Credit Completed Requirement

Full Stack Development Immersive with AI Tools, Mobile Development Immersive 1, and Mobile Development Immersive 2 Certificate Programs

Scheduled Credits	1-12	13-24
Attempted Credits	67%	67%
CGPA	2.0	2.0

Associate of Science in Software Development Program

Scheduled Credits	1-12	13-24	25-36
Attempted Credits	67%	67%	67%
CGPA	2.0	2.0	2.0

Scheduled Credits	37-48	49-60
Attempted Credits	67%	67%
CGPA	2.0	2.0

Bachelor of Science in Global Management Program

Scheduled Credits	1-12	13-24	25-36
Attempted Credits	67%	67%	67%
CGPA	2.0	2.0	2.0

Scheduled Credits	37-48	49-60	61-72
Attempted Credits	67%	67%	67%
CGPA	2.0	2.0	2.0

Scheduled Credits	73-84	85-96	97-108
Attempted Credits	67%	67%	67%
CGPA	2.0	2.0	2.0

Scheduled Credits	109-126
Attempted Credits	67%
CGPA	2.0

Master of Science in Communication and Technology and Master of Science in International Management

Scheduled Credits	1-9	10-18	19-27
Attempted Credits	67%	67%	67%
CGPA	3.0	3.0	3.0

Scheduled Credits	28-36	37-45
Attempted Credits	67%	67%
CGPA	3.0	3.0

Qualitative Requirements

SDGKU measures qualitative progress on the basis of a 4.0 scale. All courses for which a student receives a grade will be included when calculating the student's Cumulative Grade Point Average (CGPA).

Academic Warning

Students who do not meet the minimum standards for credits completed or cumulative grade point average in accordance with the requirements at the appropriate evaluation level will receive written notification from the Office of the DAR stating that he or she is being placed on Academic Warning. A student on Academic Warning status will have one semester or Title IV payment period to remedy deficiencies. If the student does not achieve SAP during this period, he or she will be placed on probation if successfully appealed to the school. During the Academic Warning period, a Title IV student will remain eligible to receive Title IV funds.

SAP Appeals, Probation, and Reinstatement

Title IV financial aid and non-Title IV financial aid students who fail to make SAP must successfully appeal to be placed on probation. Appeal is a process by which a

student who is not meeting SAP standards, petitions the school for re-consideration of their eligibility for FSA funds. In the submitted appeal, the student must explain why they failed to make SAP (including any mitigating circumstances), as well as explain what has changed in the student's situation that will allow them to meet SAP requirements at the next evaluation period. If applicable, documentation for mitigating circumstances should be submitted in the appeal and/or if specifically requested by the university.

Students who fail to meet SAP requirements after an Academic Probation period will be terminated by the University and are no longer eligible to receive Title IV funds. Students are permitted to appeal the termination for the University. A SAP appeal must be filed within 30 days of receiving notice of the failure to achieve SAP after an Academic Probation period. An approved appeal will require a defined academic plan and an extended enrollment status; however, all credits and grades attempted will count towards the 150% of the program standard time frame.

A student who has been suspended, disqualified, or dismissed and who desires to apply for reinstatement must submit a written petition to the Office of Academic Affairs (OAA). The petition must include convincing evidence that the student will be ready and able to make satisfactory progress.

A student who petitions the OAA due to lack of academic progress must include documentation on the following mitigating circumstances:

- The rate of progress was slowed as a result of a physical disability or medical condition; or
- For other extenuating circumstances, such as:

  - COVID-19
  - Illness or injury afflicting the student during the enrollment period
  - An unavoidable change in the student's conditions of employment
  - An unavoidable geographical transfer resulting from the student's employment
  - An unanticipated difficulty of childcare arrangements during the enrollment period
  - Immediate family or financial obligations beyond the control of the student
  - Unanticipated active military service, including active duty or training
  - Discontinuance of the course/program by the university
  - Illness or death in student's immediate family

Students who fail to meet OAA conditions will be dismissed from SDGKU. Dismissed students may apply for readmission to SDGKU after three months have elapsed by completing all the administrative and cost requirements of a regular entering student at the date of application.

Title IV funds will be available to dismissed students only after reinstatement.

Transfer of Credit and its Effect on SAP

Transfer credit (TR) does not affect CGPA. A student receives credit only on their academic transcript. Regarding SAP, student's transfer credit will be counted as both attempted and earned for the

purpose of determining when the allowable maximum time frame has been exhausted.

Repetition of Courses and Grade Changes

Students are obligated to repeat a failed course if needed for graduation. For degree programs, the original grade entry will be changed to an (R) and the repeated course units will be considered as units attempted in computing the grade point average. When students repeat a failed course, the grade received is used to calculate the cumulative GPA. Both the original and repeat attempt will be counted in rate of progress calculation.

Any exception must be authorized by the OAA. For non-degree programs, students must re-start and repeat the entire program curriculum if previously withdrawn from the program.

Course Incompletes and its Effect on SAP

Incomplete (I) credits are counted as attempted, but not earned, and will be included in the calculation or the rate of the progression in determining SAP.

Withdrawals and its Effect on SAP

Withdrawal credits are counted as attempted, but not earned, and will be included in the calculation or rate of the progression in determine SAP.

Non-Credit, Remedial

Non-credit and remedial do not apply to this Institution. Therefore, these items have no effect upon the school's SAP standards.

Non-degree, Academic Certificates Offered

San Diego Global Knowledge University offers the following non-degree, academic certificates:

- Full Stack Development Immersive with AI Tools
- Mobile Development Immersive 1
- Mobile Development Immersive 2

Degrees Offered

San Diego Global Knowledge University the following academic degrees:

Associate's Degree

- Software Development

Bachelor's Degree

- Global Management

Master's Degrees

- International Management
- Communication and Technology

Academic Regulations

All students are subject to the academic regulations of the university. Students are responsible for ensuring that they are aware of and meet all departmental and university requirements. It is the student's responsibility to learn about academic deadlines.

Academic Suspension

A student may be suspended from SDGKU if at the end of any course or program:

- The student earns grades that would place him/her on academic probation a second time
- The student earns for the course a final grade of D+ or less

If, after academic probation, a student's academic work has not shown sufficient progress, the student will be ruled academically disqualified and will be ineligible to continue to study at the university.

To be readmitted after Academic suspension, the student must address a letter of petition to the CAO's office.

Unauthorized Withdrawal

A student who drops out of the university without notice will be considered to have resigned. Students who resign under these circumstances are not normally considered for readmission. Withdrawal without notice will be noted on the face of the official transcript. Students who are readmitted may petition to have this notation expunged from their record.

Leave of Absence

Students may request a leave of absence of no more than 180 days in any 12-months period from the university by notifying the Office of the Chief Academic Officer (CAO), at any time prior to the first day of class. If the student has a Title IV loan, the school must explain to him, prior to granting the LOA, the effects that his failure to return from an LOA may have on the loan repayment terms, including the expiration of the grace period.

To be readmitted following an approved leave of absence of not more than 6 months, students need only notify the Chief Academic Officer of the intention to terminate their leave at least one month before the beginning of their intended re-instatement.

Transfer of Credit Policy

Transfer of credit for appropriate work from another institution may be granted according to the policy established by SDGKU. No more than 75% of the credits required for the bachelor's program and no more than 20% of the credits required for the master's programs may be transferred from another institution. In most cases, transfer credits will not be possible unless the other institution offers a curriculum comparable to that of SDGKU's programs. The awarding of transfer credits is the sole responsibility of the Chief Academic Officer (CAO).

All foreign transcripts must be translated by a professional translator and evaluated by a member of the Association of International Credential Evaluators (AICE) or National Association of Credential Evaluation Services (NACES). Foreign transcript translations and evaluations are the responsibility of the student and must be provided to SDGKU prior to the of the first academic term for transfer credits to be awarded.

Graduation Requirements

- Eligibility for graduation in a non-academic course require a Credit Grade (CR), which represent satisfying the minimum competence requirement established in the course.
- Eligibility for graduation requires a minimum cumulative grade point average (CGPA) of at least 2.0 (C) on all FSDI, MDI-1, MDI-2, ASSD, and BSGM degree work completed and a minimum CGPA of at least 3.0 (B) on all MS degree work completed.
- Complete satisfactorily all the requirements of their on-line curriculum on www.sdgku.edu. Non-native English speakers (enrolled in a degree course or program) must also

pass an English language competency exam.
- Participation (physical or virtual) in graduation activities is contingent upon completion of all graduation requirements. In exceptional cases where minimal requirements have not been completed, arrangements must be made in advance with the Chief Academic Officer.

Honors

Exceptional academic scholarship is recognized upon graduation for students in degree programs who achieve a GPA of 3.75 or more. These honor students upon graduation will receive their degree Diploma marked with the legend "With Distinction".

Clearance for Graduation

When students have completed all requirements for an academic degree program, SDGKU will process and issue the corresponding Diploma within a maximum period of 8 weeks.

Academic Freedom Policy

SDGKU is an educational institution where scholars and teachers are allowed ample latitude with respect to their discussions with students and the position they take without fear or retribution or reprisal, regardless of religious or political beliefs and values. This academic freedom policy is an integral part of SDGKU's institutional programs and services. Faculty, instructors and invited speakers have permanent access to SDGKU's academic affairs and other operations officers to ensure that its institutional policies promote faculty freedom.

Faculty are encouraged to present a variety of perspectives on their subjects, which can include a point of view reflected by their personal experience and education as long as it leads to a further understanding of the discipline. Students are encouraged to examine, to question, to challenge and to respond. Facts and truth are the primary concern and not the particular interest of institutional benefactors, public opinion, or social, economic, or political groups. SDGKU's philosophy on academic freedom conforms to that of the American Association of University Professors (AAUP).

Statement on Academic Freedom of SDGKU

Academic freedom and its attendant responsibilities are essential to the fulfillment of the purposes of SDGKU. Consistent with this statement:

- Faculty members shall have the unrestricted freedom in the classroom to discuss such topics as are relevant to their subject.
- There shall be no censorship of library material.
- Faculty members are entitled to freedom in research and in publication of the results that are connected with their academic duties.
- Faculty members are entitled to freedom in the selection of textbooks, audio-visual aids, and other teaching aids used for instructional purposes in their classroom. SDGKU must be informed at least three weeks prior to the start of class in regard to textbook selection.
- Faculty members shall select the method or approach to teaching utilized in the classroom.

Statement of Principles on Academic Freedom

The following is the 1940 Statement on Academic Freedom of the American Association of University Professors.

Further information on this topic is available from the Association. They can be contacted directly at:

American Association of University Professors
1012 Fourteenth Street, NW, Suite #500
Washington, DC 20005
1-800-424-2973

Professors are entitled to full freedom in research and in the publication of the results, subject to the adequate performance of their other academic duties; but research for pecuniary return should be based upon an understanding with the authorities of the institution.

1. Professors are entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching controversial matter that has no relation to their subject.

2. College and university professors are citizens, members of a learned profession, and officers of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As scholars and educational officers, they should remember that the public might judge their profession and their institution by their utterances. Hence they should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they are not speaking for their institution.

Student Integrity and Academic Honesty Policies

Introduction and Student Responsibility

SDGKU expects all students to act with integrity in their academic and personal conduct. All submitted academic work must be original or, when using the work, ideas, or language of another, properly cited. Academic dishonesty in any form is strictly prohibited.

Maintaining academic integrity is the responsibility of each student. Academic dishonesty is a serious offense that diminishes the quality of scholarship and defrauds those who depend on the integrity of the university programs.

Definitions of Academic Dishonesty

Academic dishonesty includes cheating, plagiarism, or an attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means. Examples include but are not limited to:

1. Using or attempting to use unauthorized materials, information, or study aids in any academic exercise, such as copying from another student's test
2. Submitting work previously presented in another course
3. Using sources or materials not authorized by the instructor in an examination
4. Altering graded materials
5. Sitting for an examination by a surrogate or as a surrogate
6. Conducting any act that defrauds the result of academic process
7. Violating software copyright

Plagiarism

Plagiarism is the presentation of someone else's ideas or work as one's own. This includes using another person's words, ideas, or coined terms without acknowledgment. Sources must be credited through quotation or paraphrase with proper citation.

Students must give credit for any factual information that is not the result of original research or considered common knowledge. For example, major historical facts such as the date of the moon landing are common knowledge and do not require citation, but arguments or interpretations by an author must be cited. Students do not need to cite the well-known proverbs ("it takes one to know one") or a familiar quotation ("To be or not to be"). When in doubt, students are encouraged to cite their sources or direct their questions to the professor.

Faculty are responsible for determining the type of academic sanction to be applied in individual cases.

Cheating

Cheating includes, but is not limited to, using unauthorized aids, copying answers, or collaborating inappropriately during examinations.

Procedures and Process

Instructor Responsibilities

If an instructor or proctor believes a student has engaged in academic dishonesty, the instructor will address the situation directly. In cases of cheating during an exam, the instructor must confiscate the exam, mark it "Rejected," sign and date it, and notify the Chief Academic Officer (CAO) with a written memo describing observations and relevant information. For online assessments the instructor may place a hold on the student's online coursework by disabling course or assessment access in cases of cheating. A copy of the action taken is to be forwarded to the Director of Admissions and Registrar (DAR) for record purposes. If there are repeated concerns, the CAO may take additional steps.

Student Notification and Appeals

Students will always be notified in writing if an academic integrity concern is recorded. This notification will explain the issue and outline options for response.

If a student disagrees with the decision, they may submit an appeal within ten (10) business days of the notification. Appeals are considered in the following situations:

1. New information has come to light that could change the outcome;
2. The stated process was not followed appropriately; or
3. The response was not proportional to the concern.

Appeal Options

For outcomes such as a warning, probation, or an educational assignment: the CAO will review documents provided by the instructor and the student. No hearing is required.

For outcomes such as suspension or dismissal: the student will meet with the CAO, may bring an advisor, and will have the opportunity to present their perspective in person.

Possible Outcomes

When academic integrity is violated, the university has a range of possible outcomes depending on the situation. These may include:

Educational assignments - Completing a workshop, tutorial, or counseling session

Written warning - A notice of the concern, with no further action

Probation - Continued enrollment with restrictions on activities or privileges

Suspension - Temporary separation from classes, with a transcript notation for the duration

Dismissal - Permanent separation from the university, with a transcript notation

Academic Impacts

In addition to the outcomes above, instructors may apply academic measures such as:

- Requiring that students repeat the work in question
- Giving a reduced grade on the assignment
- Giving a failing grade on the assignment or, in severe or repeated cases, in the course

The seriousness of the concern, intentionality, scale, and frequency/repetition of an offense will guide the outcome. Both students who participate directly in dishonesty and those who enable it may receive the same outcome.

Non-Academic Misconduct

Students are also expected to uphold community standards outside of the classroom. Behaviors that may result in disciplinary action include:

- Forgery, altering university documents, or knowingly providing false information;
- Disruption of educational or administrative process of the university by acts or expression;
- Physical abuse or destruction of university property;
- Physical abuse or threat of abuse to students, university employees, or their families;
- Verbal abuse or intimidation of students or university employees, including shouting, use of profanity, or other displays of hostility;
- Theft of university property;
- Sale or knowing possession of illegal drugs or narcotics;
- Possession or use or threats of use of explosives or deadly weapons on university property;
- Lewd, indecent, or obscene behavior on university property or by telephone;
- Soliciting or assisting another in an act that would subject students to a serious accident or to serious trouble among each other or with the university;
- Any action which would grossly violate the purpose of the university or the rights of those who comprise the university;
- Any act, failure to act, or conduct that would be considered a crime under federal, state, or local law.

Disciplinary action may include probation, suspension, dismissal from the university, and/or notification to INS. Students suspected of committing any violation of university policy are typically accorded procedures consistent with due process before disciplinary action is imposed. However, in urgent cases where safety or operations are at risk, a student may be suspended immediately until a review is completed.

Student Rights

The Chief Academic Officer will meet with students to explain their rights and the process if concerns arise. Students are encouraged to ask questions and to request reconsideration if they believe they have been treated unfairly. The university is committed to ensuring all processes are handled with fairness and transparency.

Student Ethical Behavior and Netiquette

Students are expected to act with integrity, respect, and responsibility. This includes following university policies, treating others with courtesy, and recognizing that both online and offline behavior reflects on the institution.

Videoconferences (e.g., Zoom):

- Use a stable internet connection and a computer with camera and microphone
- Do not join using a mobile phone
- Choose a quiet location free of distractions
- Keep your camera on and your microphone muted unless speaking
- Be attentive and prepared to participate

Discussion Posts:

- Keep posts relevant, meaningful, and respectful
- Support ideas with critical thinking and avoid personal attacks
- Treat online discussions with the same professionalism as face-to-face interactions

Generative AI Use and Detection Policy

Overview

SDGKU supports the responsible use of Artificial Intelligence (AI) tools as part of the academic experience. However, AI must be used as a supplemental tool, not a substitute for original work, understanding, or critical thinking. Academic integrity remains a core value at SDGKU.

Acceptable Use of AI Tools

Students may use AI tools (e.g., ChatGPT, Grammarly, Microsoft CoPilot, Google Gemini, DALL-E, and others) for:

- Brainstorming or outlining ideas
- Grammar and style enhancement
- Concept clarification or summarization
- Citation formatting or reference generation

Required: Students must clearly disclose any use of AI that contributes meaningfully to submitted work (e.g., "ChatGPT was used to generate the outline of this essay"). In addition, students that do not disclose to their instructors the use of AI tools in their assignments will be penalized in their grades. Also, students will be penalized in their grades if they submit work produced by AI tools that comprise more than 30% of the written work in a given assignment.

Prohibited Use of AI Tools

Students may not:

- Submit AI-generated content as their own without disclosure
- Use AI to complete entire assignments, exams, or presentations

- Misrepresent AI-generated ideas as original thought

Undisclosed or inappropriate use of AI constitutes a violation of the Academic Integrity Policy.

Detection & Verification Methods

To ensure fair assessment and academic honesty, SDGKU uses:

- Turnitin (including AI-detection tools) to evaluate written submissions
- Oral presentations (live or recorded) to verify student understanding and authorship
- Instructor review, which may include draft requests or individual interviews

Detection tools are not used in isolation. All concerns are reviewed through established academic conduct procedures.

Important Notes

- Detection tools may yield false positives; SDGKU ensures fair review of all flagged work.
- Students will always be given the opportunity to explain or verify their submissions.
- Faculty are encouraged to clarify AI use expectations in course syllabi.

Quick Reference Statement (For Syllabi)

"AI tools may be used for support (e.g., brainstorming, grammar checks), but all major contributions must be your own. Any AI use must be disclosed. SDGKU uses Turnitin and oral presentations to verify originality and understanding."

For questions about this policy, contact us at info@sdgku.edu or visit www.sdgku.edu.

Academic Program CIP and SOC Classifications

SDGKU classifies its academic programs using the Classification of Instructional Programs (CIP) code system of instructional programs. Its purpose is to facilitate the organization, collection, and reporting of fields of study and program completions.

In addition, it uses the Standard Occupational Classification (SOC) system to classify academic program graduates as potential workers into occupational categories for the purpose of collecting, calculating, or disseminating data. All workers are classified into one of 867 detailed occupations according to their occupational definition. SOC is a federal statistical standard used by federal agencies.

Bachelor of Science in Global Management

CIP	SOC
52.0299 - Business Administration, Management and Operations, Other.	11-1021 - General and Operations Managers

Master of Science in International Management

CIP	SOC
52.1399 - Management Sciences and Quantitative Methods, Other.	11-9199 – Managers, All Other

Master of Science in Communication and Technology

CIP	SOC
11.1005 - Information Technology Project Management.	11-3021 - Computer and Information Systems Managers 11-9199 - Managers, All Other 15-1299 - Computer Occupations, All Other

Full Stack Development Immersive with AI Tools, Mobile Development Immersive 1, Mobile Development Immersive 2, and AS in Software Development

CIP	SOC
11.0801 - Web Page, Digital/Multimedia and Information Resources Design.	15-1231 - Computer Network Support Specialists 15-1232 - Computer User Support Specialists 15-1221 - Computer and Information Research Scientists 15-1211 - Computer Systems Analysts 15-1212 - Information Security Analysts 15-1241 - Computer Network Architects 15-1242 - Database Administrators 15-1243 - Database Architects 15-1244 - Network and Computer Systems Administrators 15-1251 – Computer Programmers 15-1252 – Software Developers 15-1253 – Software Quality Assurance Analysts and Testers 15-1254 – Web Developers 15-1255 – Web and Digital Interface Designers 15-1299 Computer Occupations, All Other 15-2031 Operations Research Analysts 15-2051 Data Scientists 15-2099 Mathematical Science Occupations, All Other

NON-DEGREE, ACADEMIC PROGRAMS

Full Stack Development Immersive with AI Tools

The Full Stack Development Immersive with AI Tools certificate program is designed to prepare students for entry-level full stack web developer careers in an industry increasingly shaped by AI-assisted workflows. This 30-week immersion is delivered in 100% online or hybrid modalities, allowing students to communicate easily with their instructor and fellow classmates from the comfort of their own home, as well as in-person. The program consists of 24-credits (semester equivalent), comprising sixteen, 1-credit courses and four, 2-credit courses for a total program length of 30 weeks. The student workload for this program is a minimum of 1080 hours, where 360 hours is dedicated to contact work or instruction and 720 hours or more of outside study or preparation.

The program's in-depth curriculum provides training in every layer of a web application stack, from user interface to front-end, middle-tier, and back-end components, using popular coding languages such as HTML, CSS, JavaScript, jQuery, React, and Python, along with frameworks including Django and NoSQL databases like MongoDB. Additionally, peripheral technologies and methodologies, including GitHub, Agile, and Scrum, are covered. Woven throughout every course, students learn to work alongside modern AI coding assistants and design tools, using them to debug code, review their own work, generate test cases, accelerate prototyping, and explain unfamiliar syntax, all while building the professional judgment to evaluate AI suggestions critically rather than accepting them blindly. This dual focus reflects how full stack developers actually work today, pairing traditional programming fundamentals with fluency in AI-assisted development. Students in the program will develop skills in building websites and applications, starting with simple one-page structures and progressing to complex applications with integrations to external data sources and mobile capability. They will also develop their projects in a setting that reflects the real-world environment of technology startups or departments at large technology companies. As part of the program, students will create a fully functioning online project accessible through personal computers, laptops, and/or mobile devices, as well as a professional portfolio documenting their work. The program is offered in online and hybrid modalities in the English language.

General Educational Objective

To develop professionals capable of designing software, fully functioning websites and applications accessible on the web and/or mobile devices.

Program Learning Outcomes

1. Define the concept of "Full Stack" in web development and the basic principles and rules of web design.

2. Describe some of the most used digital languages in industry, their strengths, and applications.

3. Explain data structure and system design techniques for solving problems in different environments and contexts.

4. Apply project management methodologies and skills of web development projects in a variety of organizational environments.

Requirements

Applicants for this non-degree program must submit the following documents:

- The corresponding SDGKU on-line Application for Admission through www.sdgku.edu
- Official transcripts of record from a high school recognized by the United States Department of Education or equivalent, including established foreign high schools, if the institution offering the program documents that its minimum required courses of study, credits and content rigor are the same as those of a high school from an institution approved by the United States Department of Education

General Plan

This program consists of 20 courses (24 total credits). 17 courses (18 credits) cover core subject matter and 3 courses (6 credits) are Capstone series.

Duration

Approximately 30 weeks

Course	*Name*	*Credits*
FSDI 101	Introductory HTML & CSS	1
FSDI 102	Intermediate HTML & CSS	1
FSDI 103	Programming Fundamentals	1
FSDI 104	JavaScript Fundamentals	1
FSDI 105	jQuery Fundamentals	1
FSDI 106	JavaScript and jQuery Solutions	1
FSDI 107	Introductory React	1
FSDI 108	Intermediate React	1
FSDI 109	Introductory Python	1
FSDI 110	Introductory Python Rest API Development	1
FSDI 111	Intermediate Python Rest API Development	1
FSDI 112	Introductory Django	1
FSDI 113	Intermediate Django	1
FSDI 114	Algorithms and Data Structures	1
FSDI 115	User Experience and Responsive Design	1
FSDI 116	Software Development Methodology Fundamentals	1
FSDI 117	Implementing Agile Software Architecture	2
FSDI 118	Capstone I: User Experience	2
FSDI 119	Capstone II: Agile Methodology and Architecture	2
FSDI 120	Capstone III: Software Project Management	2

FSDI Course Descriptions

Online and hybrid, in English. Class sessions are held at 1095 K Street, Suite B, San Diego, CA 92101.

Core Courses

FSDI 101: Introductory HTML & CSS

(1 credit)

This course covers the fundamentals of HTML and CSS, the building blocks of every website. Students learn to structure content with HTML5 and write CSS rules that control how that content looks and behaves. Working alongside modern AI coding assistants, students see firsthand how AI tools can help to understand the typed code, how to identify errors using IA tools and correct thecode themselves. By the end of the course, students will have built their first HTML5 website with each of the elements presented in the course.

Prerequisite: None

FSDI 102: Intermediate HTML & CSS

(1 credit)

This course builds on foundational HTML and CSS skills with more advanced page structures, including image galleries, tables, and media integration. Students

strengthen their understanding of how CSS rules cascade and apply across a page with compound selectors. They also learn to use AI-assisted tools to catch accessibility issues, test responsiveness, and troubleshoot the code, building the habit of pairing AI-generated suggestions with their own critical review before publishing a page.

Prerequisite: FSDI 101

FSDI 103: Programming Fundamentals
(1 credit)

This course introduces students to Scratch, an easy-to-use programming language, to build the computational thinking skills every developer needs. Students learn to break problems into clear, logical steps, design algorithms, and translate those algorithms into working code. The course draws a direct line between this kind of step-by-step problem-solving giving students an early, intuitive sense of the logic that underlies both traditional programming and modern AI tools. Students will use IA tools to understand the typed code and identify errors.

Prerequisite: FSDI 102

FSDI 104: JavaScript Fundamentals
(1 credit)

This course presents the key concepts of computer programming using JavaScript. Students learn how JavaScript manipulates the Document Object Model (DOM) to change a page's content, structure, and behavior while it's loaded in the browser, and how events trigger code to run. Students also practice using AI coding assistants to explain unfamiliar JavaScript syntax and suggest fixes, learning to verify and understand every suggestion rather than accepting it blindly, an essential skill for any developer working alongside AI tools.

Prerequisite: FSDI 103

FSDI 105: jQuery Fundamentals
(1 credit)

This course introduces jQuery and how it simplifies common JavaScript tasks into shorter, more readable code. Students learn to use Ajax and Application Programming Interfaces (APIs), including HTML5 APIs and third-party services like Google Maps. As they build with Ajax calls, students also practice using AI assistants to debug asynchronous requests and review their jQuery code, learning to spot the kinds of timing and callback issues that are easy to miss on a first read.

Prerequisite: FSDI 104

FSDI 106: JavaScript and jQuery Solutions
(1 credit)

This course asks students to apply their JavaScript and jQuery knowledge to a hands-on project that demonstrates their growing command of both. Students continue practicing more advanced JavaScript and jQuery techniques, given the central role jQuery still plays across the web. Students also use AI as a debugging assistant and code reviewer, generating test cases to check their own logic and comparing AI feedback against their own reasoning before deciding what to change.

Prerequisite: FSDI 105

FSDI 107: Introductory React
(1 credit)

This course explores JavaScript-based front-end development using React.js. Students use JavaScript ES6 to build a React application, work with individual components to create reusable, more complex user interface (UI) designs, and learn how React Router powers single-page applications. Students also practice using AI tools to debug component rendering issues and review their own component code, learning to treat AI feedback as one useful input among several when deciding how to refine their work.

Prerequisite: FSDI 106

FSDI 108: Intermediate React
(1 credit)

This course focuses on designing controlled forms and introduces Flux architecture as a design pattern, along with Redux as a predictable state container for JavaScript applications. Students explore how Redux powers React-Redux applications and learn to perform asynchronous calls to communicate with a REST API. Working through state-management bugs, students learn to use AI as a debugging and test assistant to trace data-flow issues and generate test scenarios, while developing the deeper understanding of application state that lets them judge when an AI suggestion is actually correct.

Prerequisite: FSDI 107

FSDI 109: Introductory Python
(1 credit)

This course presents the basic principles of Python, a general-purpose language used far beyond web development, including in back-end systems, data science, and automation. Students build a Python application using lists, conditionals, dictionaries, classes, and functions, with a particular focus on testing and debugging for quality. As part of that focus, students practice using AI as a debugging assistant and code reviewer, comparing its suggestions against their own understanding of the code before applying any fix.

Prerequisite: FSDI 108

FSDI 110: Introductory Python Rest API Development
(1 credit)

This course provides a hands-on introduction to building backend APIs with Python, using a lightweight, open-source Python web framework to build dynamic, data-driven applications. Students build a backend connected to a NoSQL database (MongoDB) to persist data, exposing that functionality as a RESTful API consumed by a React front-end. Throughout the project, students use AI as a test assistant to help generate test cases for their endpoints and as a code reviewer to check their API design against best practices.

Prerequisite: FSDI 109

FSDI 111: Intermediate Python Rest API Development
(1 credit)

This course goes deeper into building and running applications with a Python micro web framework, teaching students to create micro-services, build templates for graphical front-ends, connect applications to databases for full create-read-update-delete functionality, and collect user input through web forms. Students apply these skills to classic project types, including a RESTful backend, a blog, and an e-commerce store, using AI-assisted testing

tools to validate that their endpoints behave correctly under different inputs, and AI code review to catch issues before deployment.

Prerequisite: FSDI 110

FSDI 112: Introductory Django
(1 credit)

This course expands on students' Python knowledge with an introduction to Django, a high-level Python web framework built for rapid, clean, and pragmatic development. Students experience the collaborative process of building a web application, including testing and deployment, using Django's conventions and tools. Students also use AI as a debugging assistant and code reviewer while working through their models, views, and templates, learning to weigh AI suggestions against Django's own conventions before applying them.

Prerequisite: FSDI 111

FSDI 113: Intermediate Django
(1 credit)

This course introduces students to more complex problems in developing and deploying a Django application, building the skills to create a more robust, secure, and scalable product. Students see firsthand why Django remains one of the most popular Python frameworks, thanks to the breadth of features it includes by default. Students use AI as a test assistant to help identify edge cases and as a code reviewer to flag potential security or scalability issues, always verifying those findings against their own analysis of the application.

Prerequisite: FSDI 112

FSDI 114: Algorithms and Data Structures
(1 credit)

This course covers the essential concepts every serious programmer needs to know about algorithms and data structures, with an emphasis on real-world applications and performance analysis using Python. Students study elementary data structures, sorting, and searching algorithms, and learn to design efficient data structures that make programs faster and more scalable. Students also use AI as a code reviewer and debugging assistant to evaluate the time and space efficiency of their implementations, reinforcing their own understanding of why one approach performs better than another.

Prerequisite: FSDI 113

FSDI 115: User Experience and Responsive Design
(1 credit)

This course guides students through a complete design project from start to finish, applying core UX principles like user testing and wireframing. Students build Responsive Web Design (RWD) functionality so their project adapts its appearance to different screen sizes, orientations, and devices. Students also experiment with AI-powered design and prototyping tools to generate wireframe drafts and layout variations quickly, then apply their own UX judgment to refine, simplify, and finalize the design so it genuinely serves the end user.

Prerequisite: FSDI 114

FSDI 116: Software Development Methodology Fundamentals
(1 credit)

This course introduces the software development life cycle (SDLC), an iterative process for building and delivering software, along with methodologies like Agile, Scrum, and test-driven development that project managers use to plan and manage their work. Students collaborate in self-organizing, cross-functional teams and learn to define the end user clearly. Students also explore how AI tools are increasingly used inside Agile workflows, such as assisting with backlog grooming, sprint planning, and status reporting, and discuss where these tools help and where human judgment still leads.

Prerequisite: FSDI 115

FSDI 117: Implementing Agile Software Architecture
(2 credits)

This course covers the fundamentals of software architecture and design patterns within an Agile environment. Students write code based on different design patterns and choose the architecture best suited to their project, while also practicing core project management tasks like cost and effort estimation, an essential skill for freelancers and junior developers alike. Students learn to use AI-assisted estimation and planning tools to sanity-check of the architecture, developing the ability to combine AI-generated estimates with real project experience and sound professional judgment.

Prerequisite: FSDI 116

Capstone Courses

FSDI 118: Capstone I: User Experience
(2 credits)

This course integrates concepts and tools from earlier courses as students begin the core programming work for their final Capstone project, with a focus on designing, building, and testing its user experience (UX). Special attention is given to branding, usability, and function as the key drivers of a product people find genuinely valuable. Students use AI-powered design tools to accelerate wireframing and prototyping while planning their capstone project, then apply their own UX training to shape those drafts into a polished, user-centered experience.

Prerequisite: FSDI 117

FSDI 119: Capstone II: Agile Methodology and Architecture
(2 credits)

This course guides students through defining a development approach and overall architecture for their final Capstone project, continuing development under an Agile methodology. Students apply adaptive planning to respond flexibly to change, while selecting architectural styles and design patterns that make future changes easier to incorporate. Students also use AI coding assistants to support code review and refactoring decisions as the architecture evolves, always validating suggestions against their own architectural reasoning before adopting them.

Prerequisite: FSDI 118

FSDI 120: Capstone III: Software Project Management
(2 credits)

This course concludes the Capstone series and the Full Stack Development Immersive program. Students finalize their Capstone projects, applying the programming principles learned throughout the program and demonstrating their ability to manage both the development process and the financial feasibility of their work. Students launch their projects as live websites or applications, using AI tools to help prepare project documentation and presentation materials, and present their final work to peers and instructors, simulating a real-world project rollout to future employers.

Prerequisite: FSDI 119

Mobile Development Immersive 1

This program is intended to unlock the potential of mobile technology with a comprehensive focus on Apple iOS mobile software, applications, and programming languages. Designed for aspiring software engineers and tech enthusiasts, this program provides an in-depth exploration of iOS app development, equipping students with the skills needed to create innovative and user-friendly applications for iPhones, iPads, and wearables.

In today's digital age, mobile applications are at the forefront of technological innovation, driving the way we communicate, work, and entertain ourselves. With over 1.5 billion active Apple devices worldwide, the demand for skilled iOS developers is higher than ever. By mastering iOS development, students position themselves at the cutting edge of technology, opening doors to potentially lucrative career opportunities and the ability to make a significant impact in the tech industry.

The MDI-1 program is designed by industry experts with years of experience in iOS development. Through a blend of theoretical knowledge and practical projects, students will gain the confidence to tackle real-world challenges. Whether students are looking to start a new career, enhance their current skills, or bring new app ideas to life, this program provides them the tools and support they will need to succeed.

Students in the program will develop skills in building mobile applications, starting with simple structures and progressing to complex applications with integrations to external data sources and mobile capability. They will also develop their projects in a setting that reflects the real-world environment of technology startups or departments at large technology companies. As part of the program, students will create a fully functioning online project accessible through mobile devices, as well as a professional portfolio documenting their work. The program is offered in online and hybrid modalities in the English language.

General Educational Objective

To develop professionals capable of designing software and applications accessible on mobile devices.

Program Learning Outcomes

1. Apply fundamental and intermediate programming principles to develop and optimize applications using Swift, SwiftUI,

and version control techniques.

2. Implement intuitive and efficient mobile application interfaces using SwiftUI.

3. Apply programming languages and tools for iOS to create mobile applications.

4. Demonstrate the use of testing and debugging in mobile applications to ensure functionality, reliability, and performance.

5. Implement mobile applications on app stores while managing updates effectively.

Requirements

Applicants for this non-degree program must submit the following documents:

- The corresponding SDGKU on-line Application for Admission through www.sdgku.edu
- Official transcripts of record from a high school recognized by the United States Department of Education or equivalent, including established foreign high schools, if the institution offering the program documents that its minimum required courses of study, credits and content rigor are the same as those of a high school from an institution approved by the United States Department of Education

General Plan

This program consists of 20 courses (24 total credits). 17 courses (18 credits) cover core subject matter and 3 courses (6 credits) are Capstone series.

Duration

Approximately 30 weeks

Course	*Name*	*Credits*
MDI1 101	Introduction to iOS Development	1
MDI1 102	Programming Fundamentals - Introductory	1
MDI1 103	Programming Fundamentals - Intermediate	1
MDI1 104	Principles of UI/UX for iOS	1
MDI1 105	Implementation of UI/UX for iOS	1
MDI1 106	Implementation of Advanced UI/UX for iOS	1
MDI1 107	Testing and Debugging for iOS	1
MDI1 108	Data Persistence for iOS	1
MDI1 109	Networking and Web Services for iOS	1
MDI1 110	Mobile Application Device Sensors - Introductory	1
MDI1 111	Mobile Application Device Sensors - Intermediate	1
MDI1 112	Mobile Applications for Wearables – Introductory	1
MDI1 113	Mobile Applications for Wearables – Intermediate	1
MDI1 114	iPadOS Development	1
MDI1 115	Localization in iOS Applications	1
MDI1 116	Deployment and Apple Store Submission	1
MDI1 117	iOS Automated Testing	2
MDI1 118	Capstone - Planning and Design	2
MDI1 119	Capstone - Development Phase 1	2
MDI1 120	Capstone - Development Phase 2	2

MDI-1 Course Descriptions

Online and hybrid, in English. Class sessions are held at 1095 K Street, Suite B, San Diego, CA 92101.

Core Courses

MDI1 101: Introduction to iOS Development

(1 credit)

In this course, students will explore the iOS ecosystem and learn the fundamental concepts required to develop Apple applications. They will begin with an introduction to essential tools like Xcode and the Swift programming language, followed by the fundamentals for designing interfaces using the SwiftUI framework.

Prerequisite: None

MDI1 102: Programming Fundamentals - Introductory
(1 credit)

This course introduces students to fundamental programming concepts using the Swift programming language. Students will explore key programming paradigms, including imperative, object-oriented, and declarative programming. The course also covers object-oriented programming, focusing on classes and objects, as well as declarative programming principles for building user interfaces. By the end of the course, students will have a solid foundation in the core concepts of programming and be prepared to apply these concepts in an application.

Prerequisite: MDI1 101

MDI1 103: Programming Fundamentals - Intermediate
(1 credit)

This course builds on foundational programming concepts, guiding students through intermediate-level applications using the Swift programming language. Students will learn data structures like arrays and dictionaries and explore advanced object-oriented programming concepts such as inheritance. Additionally, the course emphasizes declarative programming practices for user interface development and introduces version control systems to manage and track changes in code. By the end of the course, students will have the skills to develop more complex applications.

Prerequisite: MDI1 102

MDI1 104: Principles of UI/UX for iOS
(1 credit)

This unit focuses on the fundamental principles of User Interface (UI) and User Experience (UX) design for iOS applications, following Apple's design guidelines. Students will learn how to create intuitive, user-centered interfaces that prioritize usability, accessibility, and consistency. Additionally, they will gain hands-on experience using a dedicated application to design wireframes and prototypes, applying design principles to develop functional and visually appealing interfaces following Apple's design guidelines.

Prerequisite: MDI1 103

MDI1 105: Implementation of UI/UX for iOS
(1 credit)

This unit covers the practical implementation of User Interface (UI) and User Experience (UX) design principles for iOS using the SwiftUI framework. Students will translate their wireframes and prototypes into fully functional user interfaces, leveraging SwiftUI's declarative syntax. The focus is on applying Apple's Human Interface Guidelines to create seamless, interactive, and accessible user experiences in iOS applications.

Prerequisite: MDI1 104

MDI1 106: Implementation of Advanced UI/UX for iOS
(1 credit)

This unit focuses on the advanced implementation of UI/UX in iOS applications using SwiftUI. Students will learn to create engaging and dynamic user experiences by designing animations, transitions, and complex layouts. Emphasis

will be on building smooth, responsive interactions and visually appealing interfaces, applying best practices to ensure performance and usability.

Prerequisite: MDI1 105

MDI1 107: Testing and Debugging for iOS
(1 credit)

This course focuses on the essential skills for testing and debugging iOS applications developed with SwiftUI. Students will learn how to implement unit tests, UI tests, and use debugging tools within Xcode to identify and resolve errors. Emphasis is placed on maintaining code quality, improving app performance, and ensuring that the user interface functions as expected.

Prerequisite: MDI1 106

MDI1 108: Data Persistence for iOS
(1 credit)

This unit teaches essential skills for implementing data persistence in iOS applications developed with SwiftUI. Students will learn to define models and explore techniques such as UserDefaults, Core Data, and file storage to ensure app data remains accessible across sessions, contributing to a seamless user experience. The course emphasizes best practices in managing local data storage efficiently, with a focus on app performance and user experience.

Prerequisite: MDI1 107

MDI1 109: Networking and Web Services for iOS
(1 credit)

This course immerses students in the sophisticated realm of networking and web services within iOS applications using Swift and SwiftUI. Learners will acquire essential skills to architect robust and secure connections between applications and web APIs, facilitating seamless data exchange. Through practical engagement, students will master URL sessions, asynchronous data handling, and data parsing with Codable, enabling the efficient retrieval, transmission, and processing of web-based information. Emphasis is placed on industry best practices for network security, error management, and optimizing performance in applications reliant on networked data.

Prerequisite: MDI1 108

MDI1 110: Mobile Application Device Sensors - Introductory
(1 credit)

This foundational unit delves into the integration and utilization of smartphone sensors within iOS applications, focusing on building responsive, context-aware experiences using SwiftUI. Students will explore methods to access and manage data from key sensors, including the camera, GPS, accelerometer, gyroscope, and health-related sensors, transforming raw data into actionable insights. Emphasis is placed on real-time data processing, safeguarding user privacy, and implementing best practices for managing sensor inputs. Through practical exercises, learners will develop the skills to create applications that interact intuitively with the physical environment, enhancing the user experience.

Prerequisite: MDI1 109

MDI1 111: Mobile Application Device Sensors - Intermediate
(1 credit)

This intermediate-level unit advances students' capabilities in utilizing iOS device sensors, enabling the development of sophisticated, sensor-driven applications. Building on foundational knowledge, students will learn to harness the power of Core Motion, Core Location, HealthKit, and camera functionalities to create responsive, real-time applications. The course emphasizes combining multiple sensor inputs to build dynamic, context-aware experiences that provide users with instant feedback based on their movements, surroundings, and health data. Through practical projects, students will refine their skills in managing complex sensor data and optimizing app performance for a seamless user experience.

Prerequisite: MDI1 110

MDI1 112: Mobile Applications for Wearables – Introductory
(1 credit)

This introductory course guides students through the design and development of mobile applications tailored for wearable devices, such as smartwatches. Learners will tackle the unique challenges of creating user interfaces for smaller screens and managing interactions within limited spaces. The course emphasizes leveraging wearable sensors, including heart rate monitors and motion detectors, to build responsive, real-time applications that enhance user experiences in fitness, health tracking, and activity monitoring. Through practical exercises, students will learn to optimize app performance, manage sensor data, and create intuitive, user-friendly interfaces that prioritize simplicity and usability on wearable devices.

Prerequisite: MDI1 111

MDI1 113: Mobile Applications for Wearables – Intermediate
(1 credit)

This intermediate course delves into developing sophisticated, interactive applications for wearable devices with iOS technologies. Building on foundational knowledge, students will learn to design applications that incorporate advanced movement tracking, real-time health monitoring, and media capture, maximizing the capabilities of wearable sensors. Emphasis is placed on efficient sensor data management and synchronization, enabling seamless communication and interaction between wearable devices and iPhones. The course also covers contextual notifications and feedback loops to enhance user engagement, ensuring applications remain responsive and power-efficient in wearable environments.

Prerequisite: MDI1 112

MDI1 114: iPadOS Development
(1 credit)

This course focuses on building applications for iPadOS and exploring the capabilities of this platform. Students will learn how to design and adapt iPad applications that take advantage of the screen size, multitasking capabilities, and advanced gestures. The course covers the best practices for creating adaptive user interfaces and utilizing the full power of iPad hardware for complex tasks.

Prerequisite: MDI1 113

MDI1 115: Localization in iOS Applications
(1 credit)

In this course, students will explore the principles and practices of localization and internationalization in iOS applications. The course covers how to adapt iOS apps to support multiple languages, regions, and cultural contexts, using the built-in tools provided by the iOS development environment. Students will learn best practices for managing localized strings, handling different date and number formats, and supporting right-to-left (RTL) layouts. Additionally, the course covers testing localized apps and ensuring a consistent user experience across diverse markets. By the end of the course, students will be able to internationalize and localize their iOS apps, offering a seamless experience to users worldwide.

Prerequisite: MDI1 114

MDI1 116: Deployment and Apple Store Submission
(1 credit)

In this course, students will learn the complete process of deploying iOS applications and submitting them to the Apple App Store. The course covers essential topics such as preparing apps for release, creating distribution certificates, signing and packaging apps, and optimizing apps for various devices. Students will explore the App Store submission process, including creating app listings, managing metadata, setting pricing, and ensuring compliance with Apple's guidelines and policies. By the end of the course, students will be proficient in deploying production-ready iOS apps and successfully publishing them on the App Store.

Prerequisite: MDI1 115

MDI1 117: iOS Automated Testing
(2 credits)

In this course, students will explore the principles and techniques of automated testing in iOS app development. The course covers various types of automated tests, including unit testing, UI testing, and integration testing, using popular frameworks like XCTest and XCUITest. Students will also learn about test-driven development (TDD), continuous integration (CI), and best practices for maintaining robust and efficient test suites. By the end of the course, students will be able to implement comprehensive automated testing strategies that ensure the quality, stability, and performance of iOS applications.

Prerequisite: MDI1 116

Capstone Courses

MDI1 118: Capstone - Planning and Design
(2 credits)

In this course, students will initiate their capstone project, synthesizing the knowledge and skills acquired throughout the iOS Developer Program. The focus will be on planning and designing a comprehensive iOS application. Students will begin by conceptualizing an app idea, followed by conducting requirements analysis, designing user interfaces, and

creating detailed project plans. By the end of this course, students will have a complete blueprint for their application, ready to proceed to development.

Prerequisite: MDI1 117

MDI1 119: Capstone - Development Phase 1

(2 credits)

In this course, students will begin developing their capstone project by implementing the core functionalities of their iOS application. Emphasis will be placed on applying programming fundamentals, integrating user interface designs, and setting up data persistence mechanisms. By the end of this course, students will have a functional prototype that demonstrates the basic features of their application.

Prerequisite: MDI1 118

MDI1 120: Capstone - Development Phase 2

(2 credits)

In this final course, students will complete their capstone project by refining their application, implementing advanced features, and preparing it for deployment. Focus will be on optimizing performance, conducting thorough testing, and finalizing documentation. By the end of this course, students will have a polished, fully functional iOS application ready for presentation and potential submission to the App Store.

Prerequisite: MDI1 119

Mobile Development Immersive 2

This program is intended to be a dive into the dynamic world of mobile app development with a comprehensive focus on Google Android mobile software, applications, and programming languages. This program is designed for aspiring software engineers and developers who aim to specialize in creating innovative and user-friendly applications for the Android platform, which powers billions of devices worldwide.

Throughout this program, students will gain hands-on experience with the latest tools and technologies used in Android development. Starting with the fundamentals, students will learn about the Android operating system, its architecture, and the essential components of an Android app. As students progress, they will delve into more advanced topics such as user interface design, data storage, networking, and integrating third-party APIs. The program also covers best practices for app performance optimization, security, and testing to ensure applications are robust and reliable.

Learning mobile development is crucial in today's technology-driven world. Mastering Android development opens up various career opportunities. With the ever-growing demand for mobile applications, businesses across various industries are seeking skilled developers to create apps that enhance user engagement and streamline operations. By acquiring these skills, students can position themselves at the forefront of technological innovation,

capable of transforming ideas into functional, impactful mobile solutions.

The MDI-2 program is structured to provide a balanced mix of theoretical knowledge and practical application. Students will work on real-world projects, receive personalized feedback from experienced faculty, and collaborate with peers to enhance their learning experience. By the end of the program, students will have the confidence to tackle complex development challenges, making them a valuable asset in the competitive job market.

Students in the program will develop skills in building mobile applications, starting with simple structures and progressing to complex applications with integrations to external data sources and mobile capability. They will also develop their projects in a setting that reflects the real-world environment of technology startups or departments at large technology companies. As part of the program, students will create a fully functioning online project accessible through mobile devices, as well as a professional portfolio documenting their work. The program is offered in online and hybrid modalities in the English language.

General Educational Objective

To develop professionals capable of designing software and applications accessible on mobile devices.

Program Learning Outcomes

1. Apply fundamental and intermediate programming principles to develop and optimize applications using Kotlin, Android Studio, and version control techniques.
2. Implement user-friendly and efficient mobile application interfaces using Jetpack Compose.
3. Apply programming languages and tools for Android to create mobile applications.
4. Demonstrate the use of testing and debugging in mobile applications to ensure functionality and performance.
5. Implement mobile applications on app stores while managing updates effectively.

Requirements

Applicants for this non-degree program must submit the following documents:

- The corresponding SDGKU on-line Application for Admission through www.sdgku.edu
- Official transcripts of record from a high school recognized by the United States Department of Education or equivalent, including established foreign high schools, if the institution offering the program documents that its minimum required courses of study, credits and content rigor are the same as those of a high school from an institution approved by the United States Department of Education

General Plan

This program consists of 20 courses (24 total credits). 17 courses (18 credits) cover core subject matter and 3 courses (6 credits) are Capstone series.

Duration

Approximately 30 weeks

Course	*Name*	*Credits*
MDI2 101	Introduction to Android Development	1
MDI2 102	Programming Fundamentals - Introductory	1
MDI2 103	Programming Fundamentals - Intermediate	1
MDI2 104	Principles of UI/UX for Android	1

MDI2 105	Implementation of UI/UX for Android	1
MDI2 106	Implementation of Advanced UI/UX for Android	1
MDI2 107	Testing and Debugging for Android	1
MDI2 108	Data Persistence for Android	1
MDI2 109	Networking and Web Services for Android	1
MDI2 110	Mobile Application Device Sensors - Introductory	1
MDI2 111	Mobile Application Device Sensors - Intermediate	1
MDI2 112	Mobile Applications for Wearables – Introductory	1
MDI2 113	Mobile Applications for Wearables – Intermediate	1
MDI2 114	Android Tablet Development	1
MDI2 115	Localization in Android Applications	1
MDI2 116	Deployment and Android Store Submission	1
MDI2 117	Android Automated Testing	2
MDI2 118	Capstone - Planning and Design	2
MDI2 119	Capstone - Development Phase 1	2
MDI2 120	Capstone - Development Phase 2	2

MDI-2 Course Descriptions

Online and hybrid, in English. Class sessions are held at 1095 K Street, Suite B, San Diego, CA 92101.

Core Courses

MDI2 101: Introduction to Android Development

(1 credit)

In this course, students will explore the Android ecosystem and learn the fundamental concepts required to develop Android applications. They will start with an introduction to essential tools like Android Studio and the Kotlin programming language, followed by the fundamentals for designing user interfaces using the Jetpack Compose framework. This course is structured to provide hands-on experience in building simple Android applications, guiding students from setting up the development environment to managing layouts, views, and states.

Prerequisite: None

MDI2 102: Programming Fundamentals - Introductory

(1 credit)

In this introductory course, students will develop a strong foundation in programming using the Kotlin programming language. Through hands-on exercises, students will learn essential programming principles such as variables, data types, control structures, and functions. The course will emphasize applying object-oriented programming (OOP) concepts and will conclude with a brief introduction to declarative programming. By the end of the course, students will be able to build simple programs and understand the fundamental differences between imperative and declarative programming approaches.

Prerequisite: MDI2 101

MDI2 103: Programming Fundamentals - Intermediate

(1 credit)

In this course, students will deepen their understanding of programming concepts by working with more complex data structures such as arrays and dictionaries, while also advancing their skills in Object-Oriented Programming (OOP) and Declarative Programming. The course will emphasize applying intermediate-level programming techniques to build efficient and scalable programs. Additionally, students will gain

hands-on experience with version control systems to manage their code effectively, laying the groundwork for professional software development practices. The skills acquired in this course will lay the groundwork for the subsequent exploration of mobile and platform-specific development.

Prerequisite: MDI2 102

MDI2 104: Principles of UI/UX for Android

(1 credit)

In this course, students will dive into the principles of User Experience (UX) and User Interface (UI) design for Android applications, following the guidelines set by Google's Material Design framework. The course will emphasize creating aesthetically pleasing, functional, and intuitive interfaces tailored to Android devices. Students will learn to design wireframes, mockups, and interactive prototypes, developing skills necessary for communicating their designs effectively. By the end of the course, students will understand how to apply design principles to create user-friendly, accessible, and responsive Android applications.

Prerequisite: MDI2 103

MDI2 105: Implementation of UI/UX for Android

(1 credit)

In this course, students will move beyond the theory of UX/UI design and focus on the practical implementation of user interfaces for Android applications. Using Google's Material Design principles, students will develop fully functional Android app interfaces, implementing the wireframes and prototypes created in earlier courses. Emphasis will be placed on integrating user feedback, optimizing performance, and ensuring the usability of the final product. By the end of the course, students will be proficient in turning designs into fully functional, interactive Android applications.

Prerequisite: MDI2 104

MDI2 106: Implementation of Advanced UI/UX for Android

(1 credit)

This course delves into the advanced techniques required to create sophisticated, cutting-edge user interfaces and experiences for Android applications. Building on the foundational skills learned in this course, students will explore dynamic UI components, adaptive layouts, complex animations, and the integration of artificial intelligence (AI) to enhance user experience. The course also focuses on advanced performance optimization strategies and the latest trends in Android UI/UX. By the end of this course, students will be equipped to tackle more complex design challenges and create immersive, responsive, and future-proof Android applications.

Prerequisite: MDI2 105

MDI2 107: Testing and Debugging for Android

(1 credit)

In this course, students will learn the fundamental and advanced techniques

required to test and debug Android applications. Students will explore different types of testing, including unit tests, UI tests, and performance tests, and will learn how to use Android's testing frameworks and third-party tools to ensure the quality and reliability of their applications. In addition, the course will cover best practices for debugging, profiling, and identifying performance bottlenecks in Android apps. By the end of the course, students will have the skills needed to ensure their apps are bug-free, optimized, and user-friendly.

Prerequisite: MDI2 106

MDI2 108: Data Persistence for Android
(1 credit)

This course introduces students to the foundational principles and practical implementation of data persistence in Android applications. Emphasis is placed on exploring various methods for storing, retrieving, and managing data within Android apps, with a focus on local storage solutions like SharedPreferences, SQLite databases, and the Room Persistence Library. Students will also delve into advanced topics, including integrating cloud storage solutions, synchronizing offline and online data, and handling data migrations. By the end of this course, students will have the skills to implement reliable and efficient data storage solutions, ensuring data integrity and accessibility across Android devices.

Prerequisite: MDI2 107

MDI2 109: Networking and Web Services for Android
(1 credit)

This course equips students with the skills to integrate networking capabilities and web services into Android applications. Emphasis is placed on making HTTP requests, consuming RESTful APIs, and managing data exchange with web servers. Students will explore essential tools and libraries, such as Retrofit, OkHttp, and Volley, to handle network requests efficiently and parse data effectively. The course also covers best practices for asynchronous tasks, network security, and performance optimization, ensuring seamless communication between Android apps and web services. By the end of the course, students will be proficient in implementing secure, scalable, and efficient networking features within Android applications.

Prerequisite: MDI2 108

MDI2 110: Mobile Application Device Sensors - Introductory
(1 credit)

This introductory course provides students with essential skills to leverage Android device sensors, enabling the creation of dynamic and responsive mobile experiences. Through hands-on learning, students will explore how to integrate and use various sensors, including accelerometers, gyroscopes, GPS, and proximity sensors, within Android applications. Emphasis is placed on gathering and processing real-time sensor data to develop location-based and sensor-driven features. By the end of the course, students will be able to build applications that interact seamlessly with the physical environment, enriching user experiences through sensor-based functionality.

Prerequisite: MDI2 109

MDI2 111: Mobile Application Device Sensors - Intermediate
(1 credit)

This intermediate course advances students' understanding of device sensors in Android, focusing on complex, multi-sensor applications that respond dynamically to user interactions and environmental changes. Students will learn to integrate and manage data from accelerometers, gyroscopes, magnetometers, and environmental sensors, enabling immersive app experiences. The course explores advanced topics such as sensor fusion, real-time data visualization, and applying sensors in augmented reality (AR) applications. By the end of this course, students will be equipped with the skills to develop sophisticated, sensor-driven applications that enhance user engagement and functionality.

Prerequisite: MDI2 110

MDI2 112: Mobile Applications for Wearables - Introductory
(1 credit)

This introductory course guides students in developing Android applications specifically for wearable devices, such as smartwatches and fitness trackers. Students will learn to navigate the unique challenges and opportunities of wearable development, including optimizing user interfaces for smaller screens, leveraging wearable-specific sensors, and managing data synchronization with smartphones. The course covers Android Wear OS integration, equipping students to build feature-rich applications that utilize capabilities like health tracking, notifications, and custom interactions. By the end of the course, students will have the skills to create efficient, engaging, and fully functional applications for wearables within the Android ecosystem.

Prerequisite: MDI2 111

MDI2 113: Mobile Applications for Wearables - Intermediate
(1 credit)

This intermediate course builds on foundational wearable app development skills, focusing on advanced techniques and complex use cases for Android Wear OS devices. Students will delve into multi-device synchronization, custom sensor integration, and creating sophisticated user interactions optimized for wearable environments. Key topics include advanced health tracking, third-party service integration, and performance optimization for resource-constrained devices. By the end of this course, students will have the skills to develop robust, feature-rich wearable applications that provide seamless and engaging experiences across multiple devices.

Prerequisite: MDI2 112

MDI2 114: Android Tablet Development
(1 credit)

In this course, students will learn how to develop applications specifically optimized for Android tablets, focusing on the unique design and functionality requirements of larger screen sizes. The course covers the use of responsive layouts, multi-pane UIs, and adaptive designs that provide seamless experiences across different tablet

configurations. Students will also explore tablet-specific features such as drag-and-drop, multi-window mode, and advanced input methods like stylus support. By the end of the course, students will be able to create tablet applications that fully leverage the additional screen real estate and capabilities offered by Android tablets.

Prerequisite: MDI2 113

MDI2 115: Localization in Android Applications
(1 credit)

In this course, students will learn how to implement localization in Android applications to cater to a global audience. The course covers the fundamental principles of adapting apps for different languages, regions, and cultural contexts. Students will explore best practices for translating text, formatting dates, numbers, and currencies and managing right-to-left (RTL) layouts. Additionally, the course will cover strategies for testing and optimizing localized apps to ensure a seamless experience across various markets. By the end of the course, students will be able to build Android applications that effectively support multiple languages and regional preferences, offering a personalized experience to users worldwide.

Prerequisite: MDI2 114

MDI2 116: Deployment and Android Store Submission
(1 credit)

In this course, students will learn the complete process of deploying Android applications and submitting them to the Google Play Store. The course covers essential topics such as preparing apps for release, signing APKs, generating app bundles, and optimizing apps for different devices and screen sizes. Students will also explore the Google Play Store submission process, including creating app listings, managing metadata, setting up in-app purchases, and adhering to Play Store policies and guidelines. By the end of the course, students will be proficient in deploying production-ready Android applications and successfully publishing them on the Google Play Store.

Prerequisite: MDI2 115

MDI2 117: Android Automated Testing
(2 credits)

This course focuses on the principles and techniques of automated testing in Android development. Students will learn how to write, run, and maintain automated tests to ensure app functionality, performance, and stability. The course covers unit testing, UI testing, and integration testing using popular frameworks like JUnit, Espresso, and Robolectric. Students will also explore test-driven development (TDD), continuous integration (CI) pipelines, and strategies for optimizing the test process. By the end of the course, students will be able to implement robust automated testing suites that improve the quality and reliability of Android applications.

Prerequisite: MDI2 116

Capstone Courses

MDI2 118: Capstone - Planning and Design
(2 credits)

In this course, students will initiate their capstone project, synthesizing the knowledge and skills acquired throughout the Program. The focus will be on planning and designing a comprehensive Android application. Students will begin by conceptualizing an app idea, followed by conducting requirements analysis, designing user interfaces, and creating detailed project plans. By the end of this course, students will have a complete blueprint for their application, ready to proceed to development.

Prerequisite: MDI2 117

MDI2 119: Capstone - Development Phase 1
(2 credits)

In this course, students will begin developing their capstone project by implementing the core functionalities of their Android application. Emphasis will be placed on applying programming fundamentals, integrating user interface designs, and setting up data persistence mechanisms. By the end of this course, students will have a functional prototype that demonstrates the basic features of their application.

Prerequisite: MDI2 118

MDI2 120: Capstone - Development Phase 2
(2 credits)

In this final course, students will complete their capstone project by refining their application, implementing advanced features, and preparing it for deployment. The focus will be on optimizing performance, conducting thorough testing, and finalizing documentation. By the end of this course, students will have a polished, fully functional Android application ready for presentation and potential submission to the Google Play Store.

Prerequisite: MDI2 119

ASSOCIATE OF SCIENCE DEGREE

Associate of Science in Software Development

The Associate of Science in Software Development (ASSD) degree was designed as an education path for the Full Stack Development Immersive with AI Tools (FSDI) program graduates which leads them to an Associate-level degree. The ASSD program combines software development and general education courses in a curriculum designed for aspiring web developers looking to manage a work team or play a significant role in software development projects or organizations.

The ASSD program offers students 20 software development courses (24 semester credits) and 12 general education courses (36 semester credits) for a total of 60 semester credits as required for Associate's-level degrees in California. The ASSD program duration is approximately twenty two months.

By complementing the program's curriculum which couples software development with general education courses focusing on mathematics, humanities, natural sciences, as well as writing and speech, this robust academic program provides students the necessary knowledge and skills to compete for an entry level position as a software developer, while also bolstering their education with basic and broad-ranging subject matter that prepares them for higher-level management or leadership positions within technology organizations.

The program is offered in online and hybrid modalities in the English language.

General Educational Objective

To develop professionals capable of designing software, fully functioning websites and applications accessible on the web and/or mobile devices, as well as managing a work team or playing a significant role in software development projects or organizations.

Program Learning Outcomes

1. Describe the concept of software development, its basic principles and rules.
2. Describe some of the most used digital languages in industry, their strengths, and applications.
3. Explain data structure and system design techniques for solving problems in different environments and contexts.
4. Apply project management methodologies and skills of web development projects in a variety of organizational environments.
5. Utilize foundational general education knowledge and skills, including those involved in mathematics, humanities, natural sciences, and communication, in software development and design projects.

Requirements

Applicants for this degree program must submit the following documents:

- The corresponding SDGKU on-line Application for Admission through www.sdgku.edu.
- Official transcripts of record from a high school recognized by the United States Department of Education or equivalent, including established foreign high schools, if the institution offering the program documents that its minimum required courses of study, credits and content rigor are the same

as those of a high school from an institution approved by the United States Department of Education.

General Plan

This program consists of 20 software development courses (24 total credits). 17 courses (18 credits) cover core subject matter and 3 courses (6 credits) are Capstone series. An additional 12 courses (36 credits) are General Education disciplines in Mathematics, Humanities, Natural Sciences, Writing and Speech.

Duration

Approximately 1 year, 8 months

Software Development Courses

Course	*Name*	*Credits*
FSDI 101	Introductory HTML & CSS	1
FSDI 102	Intermediate HTML & CSS	1
FSDI 103	Programming Fundamentals	1
FSDI 104	JavaScript Fundamentals	1
FSDI 105	jQuery Fundamentals	1
FSDI 106	JavaScript and jQuery Solutions	1
FSDI 107	Introductory React	1
FSDI 108	Introductory Python	1
FSDI 109	Intermediate React	1
FSDI 110	Introductory Web API with ASP.net/Flask	1
FSDI 111	Intermediate Python and Flask	1
FSDI 112	Introductory Django	1
FSDI 113	Intermediate Django	1
FSDI 114	Algorithms and Data Structures	1
FSDI 115	User Experience and Responsive Design	1
FSDI 116	Software Development Methodology Fundamentals	1
FSDI 117	Agile Architecture and Software Project Management	2
FSDI 118	Capstone I: User Experience	2
FSDI 119	Capstone II: Agile Methodology and Architecture	2
FSDI 120	Capstone III: Project Management	2

General Education Courses

Mathematics

Course	*Name*	*Credits*
MATH 201	Algebra 1	3
MATH 202	Algebra 2	3
MATH 203	Quantitative Research Methods	3

Humanities

Course	*Name*	*Credits*
ARTS 201	Intro to Art	3
PHIL 201	Intro to Philosophy and Ethics	3
HIST 201	World History	3
POLI 201	Political Science	3

Natural Sciences

Course	*Name*	*Credits*
HLTH 201	Intro to Public Health	3
ESCI 201	Environmental Systems	3

Writing and Speech

Course	*Name*	*Credits*
ENGL201	Introduction to Composition	3
SPCH 201	Speech and Oral Communication	3
ENGL 202	Reading and Writing Analytically	3

ASSD Course Descriptions

Online and hybrid, English. Class sessions are held at 1095 K Street, Suite B, San Diego, CA 92101.

Symbols

100-499 Baccalaureate

Courses designed for students who have a High School Diploma or equivalent.

Software Development Courses

FSDI 101: Introductory HTML & CSS

(1 credit)

This course is designed to cover the fundamentals of the HTML programming language and CSS creation of rules that specify how the content of an element should appear. Students will develop skills like creating the basic structure of a website, text, lists and images. They will create their first HTML5 website with each of the elements presented in the course. Students will gain a basic understanding of the functions and inner-workings of CSS, how to write CSS rules, and how to apply CSS rules to HTML pages.

Prerequisite: none

FSDI 102: Intermediate HTML & CSS
(1 credit)

This course presents an intermediate-level HTML programming language and CSS creation of rules that specify how the content of an element should appear. Students will develop skills like creating the more advanced structures of a website, such as images, tables as well as audio and video integration. They will create an HTML5 website with each of the elements presented in this and the previous course. Students will gain a thorough understanding of the functions and inner-workings of CSS, how to write CSS rules, and how to apply CSS rules to HTML pages.

Prerequisite: FSDI 101

FSDI 103: Programming Fundamentals
(1 credit)

This course teaches students how to program in Scratch, an easy-to-use visual programming language. In particular, the course will introduce students to the fundamental principles of computing and will help them think like software engineers. Since programming is fundamentally about figuring out how to solve a series of problems and writing relating algorithms, a clear set of steps to solve any problem will be presented in this course. Students will learn how to develop an algorithm, progress to reading code, then understand how programming concepts relate to algorithms.

Prerequisite: FSDI 102

FSDI 104: JavaScript Fundamentals
(1 credit)

This course presents the key concepts in computer programming using JavaScript. Students will learn the basic principles of how computers create models of the world by using data and how JavaScript is utilized to change the contents of an HTML page. Students will gain an understanding of the basics of JavaScript and how the Document Object Model (DOM) allows access to change a document's contents while it is loaded into the browser. Students will also explore how events are used to trigger code.

Prerequisite: FSDI 103

FSDI 105: jQuery Fundamentals
(1 credit)

This course presents the principles of jQuery and how it can make the process of writing scripts faster and easier. Students will learn how to take a series of common tasks that require many lines of JavaScript code to accomplish and wrap them into methods that can be called with a single line of code. In addition, students will be introduced to Ajax and Application Programming Interfaces (APIs), including new APIs that are part of HTML5 and those

of sites like Google Maps.

Prerequisite: FSDI 104

FSDI 106: JavaScript and jQuery Solutions
(1 credit)

This course is designed for students to utilize fundamental JavaScript and jQuery knowledge to create a project that can demonstrate their basic knowledge of each. Students will continue to practice writing code and learning more advanced topics of JavaScript and jQuery, given their importance for full stack developers because jQuery is the most widely deployed JavaScript library, with 3 to 4 times more usage than any other JavaScript library on the web.

Prerequisite: FSDI 105

FSDI 107: Introductory React
(1 credit)

This course explores JavaScript based front-end application development using React.js. Students will use JavaScript ES6 to develop a React application. They will be introduced to various aspects of specific React components, or smaller pieces of code, which allow for more complex user interface (UI) designs and the creation of reusable UI components. In addition, students will learn about React router and its role in developing single-page applications.

Prerequisite: FSDI 106

FSDI 108: Introductory Python
(1 credit)

This course presents the basic principles of Python, a general-purpose coding language that can be used for other types of programming and software development besides web development, in contrast to HTML, CSS and JavaScript. This includes back-end development, data science, and writing scripts among other things. Students will build a Python application utilizing lists, if statements, if else statements, dictionaries, classes and functions. A particular focus will be given to testing and debugging a Python application for quality control purposes.

Prerequisite: FSDI 107

FSDI 109: Intermediate React
(1 credit)

This course focuses on designing controlled forms. Students will be introduced to Flux architecture as a design pattern and Redux as a predictable state container for JavaScript apps or an application data-flow architecture. The course explores various aspects of Redux and its use to develop React-Redux powered applications. Students will then learn how to perform asynchronous calls to communicate with a REST API.

Prerequisite: FSDI 108

FSDI 110: Introductory Web API with ASP.net/Flask
(1 credit)

This course provides an overview of Web API implementation with ASP.net and Python Flask, open-source web application frameworks designed for web development to produce dynamic web pages. This is a unique course focused on creating a backend API connected to NoSQL database (MongoDB) as way to persist JSON object. This backend will be used by an online

store build with React as the front-end framework. Students will be focused on creating the back-end business and data logic, as well as exposing the functionality as a RESTful API, the latest standard for API development.

Prerequisite: FSDI 109

FSDI 111: Intermediate Python and Flask
(1 credit)

This course is designed to teach students how to leverage the Flask micro web framework using Python programming language to build and run software applications of various types. Throughout this course students will learn how to create micro-services, write and employ templates to create graphical frontends for their web applications, connect applications to databases to allow users to create, read, update and delete persistent records, leverage web forms to obtain user input and more. The course presents some classical examples for analysis and development by the student, such as building a restful backend that interacts with a database to store user data, a blog type website and a basic e-commerce or online store type application.

Prerequisite: FSDI 110

FSDI 112: Introductory Django
(1 credit)

This course takes an expanded look at Python as a programming language building on the student's introductory Python knowledge, particularly focusing on Django, a high-level Python web framework that encourages rapid development and clean, pragmatic design. Students will be exposed to the peer development process of a web-based application, including its testing and deployment using Django.

Prerequisite: FSDI 111

FSDI 113: Intermediate Django
(1 credit)

This course is designed to introduce students to more complex problems surrounding the development and deployment of a Django application. The user will gain intimate knowledge on how to build a more robust, secure and scalable application using the Django framework. Students will experience why Django is the most popular Python framework for web development and a key tool for full stack developers seeking to use a framework that includes all the necessary features by default instead of offering them as separate libraries.

Prerequisite: FSDI 112

FSDI 114: Algorithms and Data Structures
(1 credit)

This course covers the essential information that every serious programmer needs to know about algorithms and data structures, with emphasis on applications and scientific performance analysis of Python implementations. It covers elementary data structures, sorting, and searching algorithms. Using a combination of data structures and algorithms, students will learn how to apply them to drastically improve the performance of a program by designing efficient data structures which are key to designing efficient algorithms.

Prerequisite: FSDI 113

FSDI 115: User Experience and Responsive Design
(1 credit)

This course is focused on helping students build a complete design project from start to finish while applying the principals and guidelines of UX design, such as user testing and wire frames. Students will learn how responsive design is used to build and end product that will provide a good user experience across as many devices as possible. Their project will have Responsive Web Design (RWD) functionality that reflects dynamic changes to the appearance of a website depending on the screen size and orientation of the device being used to view it, as well as page elements that reshuffle as the viewpoint grows or shifts.

Prerequisite: FSDI 114

FSDI 116: Software Development Methodology Fundamentals
(1 credit)

This course presents several aspects of the software development life cycle (SDLC), an iterative and multi-step process that provides a systemic approach for building and delivering software applications. Students will be exposed to methodologies like Agile, Scrum and test-driven development. Students will learn how to use certain methodologies, which project managers employ for the design, planning, implementation and achievement of their overall project objectives. Students will be required to engage in a collaborative effort of forming self-organizing and cross-functional teams, as well as defining the end user.

Prerequisite: FSDI 115

FSDI 117: Agile Architecture and Software Project Management
(2 credits)

This course presents some of the fundamentals of software architecture and design patterns within an Agile environment. Students will write code based on various design patterns and will select the most appropriate architecture that is adaptable and applicable to their project. Students will review various tasks associated with Software Project Management, such as cost and effort estimation, an essential consideration for all freelancers and junior full stack developers.

Prerequisite: FSDI 116

Capstone Courses

FSDI 118: Capstone I: User Experience
(2 credits)

This course is designed to integrate several concepts and tools discussed in previous courses. Students will begin working on the basic programing tasks for their final Capstone project. In particular, focusing on designing, building and testing user experience (UX) aspects of the project. A special focus will be made on branding, usability and function as key drivers that enhance the experience that people have while interacting with a product while making sure they find value in what is being provided.

Prerequisite: FSDI 117

FSDI 119: Capstone II: Agile Methodology and Architecture
(2 credits)

This course will take students through the process defining a development approach and general architecture for the final Capstone project. Students will continue to develop their project using an Agile methodology. Students will implement the principles of adaptive planning leading to flexible responses to change while also employing architectural styles and design patterns that allow the incorporation of any change in the development process.

Prerequisite: FSDI 118

FSDI 120: Capstone III: Project Management
(2 credits)

This course concludes the Capstone series and Full Stack Development Immersive with AI Tools program. Students are required to finalize their Capstone projects, by implementing various programming principles presented in the program and by demonstrating their own ability to manage the development process and financial feasibility of their respective projects. Students will be launching their projects as live websites or applications that can be used to demonstrate the competencies they acquired in the program at a minimum, and if possible, as fully functioning tools that provide value to society. Students are required to present their final projects to their peers and submit a written report to the instructor, simulating a real-life project rollout scenario to future employers.

Prerequisite: FSDI 119

General Education Courses

Mathematics

MATH 201: Algebra 1
(3 credits)

This course is designed as a beginning course in algebra. The focus will be on such basic algebraic concepts as the real number system, solving algebraic equations and inequalities, and the characteristics of polynomial and rational expressions and equations.

Prerequisite: None

MATH 202: Algebra 2
(3 credits)

Focus on the application of problems with a graphing calculator (calculations, matrix methods, graphing), as well as logarithms, and conic sections. Covers functions (inverse, exponential, logarithmic, radical, rational, quadratic). Applies concepts to global business scenarios.

Prerequisite: MATH 201

MATH 203: Quantitative Research Methods
(3 credits)

Critical analysis of scientific research using sampling and inferences to global populations. Basic design and measurement techniques. Development and testing of scientific hypotheses and their effective communication through oral, written, and visual modes.

Prerequisite: MATH 202

Humanities

ARTS 201: Introduction to Art
(3 credits)

Emphasis in the function, interpretation, and evaluation of the visual arts, providing the skills needed for the analysis of the history, present, and future of art.

Prerequisite: None

PHIL 201: Introduction to Philosophy and Ethics
(3 credits)

Emphasis on problems of morality and value from a philosophical perspective. Independent thinking is encouraged. Students will formulate their own tentative conclusions concerning a variety of vital contemporary issues facing individuals and global society.

Prerequisite: None

HIST 201: World History
(3 credits)

Presents the history of the world's major civilizations covering human origins to the emergence of modernity at the beginning of the sixteenth century. Emphasizes the important influence of diverse societies on shaping our current cultural experiences and worldviews.

Prerequisite: None

POLI 201: Political Science
(3 credits)

Surveys the major political philosophers, ideologies, and significant events of Western civilization and their impact on the world with emphasis on global governmental processes and institutions.

Prerequisite: None

Natural Sciences

HLTH 201: Introduction to Public Health
(3 credits)

Global epidemics, environment, and community health challenges, including factors that support health of population groups and communities.

Prerequisite: None

ESCI 201: Environmental Systems
(3 credits)

The earth as an ecosystem composed of biological, chemical, and physical systems and how these systems interact with one another and the human population.

Prerequisite: None

Writing and Speech

ENGL 201: Introduction to Composition
(3 credits)

This course prepares students for college-level composition by emphasizing a thorough approach to writing short essays. It introduces research and documentation techniques, including readings as models for analysis and writing.

Prerequisite: None

SPCH 201: Speech and Oral Communication
(3 credits)

This course covers concepts of communication, with emphasis on public speaking. It includes methods of researching and outlining speeches, group discussion techniques, theories of interpersonal, nonverbal, and listening techniques, as well as issues of language use and perception.

Prerequisite: None

ENGL 202: Reading and Writing Analytically
(3 credits)

This course provides an overview of the instruction and practice in reading and writing expository, analytical, and argumentative essays. It emphasizes textual analysis, writing analytically, logical reasoning, research techniques, information literacy, and documentation.

Prerequisite: ENGL 201

BACHELOR OF SCIENCE DEGREE

Bachelor of Science in Global Management

The program is designed to develop competent global managers within education, business, government, and civil society, capable of succeeding anywhere in the world. Its interdisciplinary academic curriculum is designed to provide students with the knowledge and skills necessary for managing the creation of innovative products and services of value to society. Specific instructional areas include inspiring a global entrepreneurial perspective, starting, and financing a new international venture, administrating, growing and ending the venture, as well as a directed internship. Upon completion of the program students will be able to either start their own global business or manage a new division within an existing global organization. This program is offered in online and hybrid modalities in English and Spanish. Students must attend class on campus for the in-residence portions of the program.

General Educational Objective

To develop professionals capable of leading and managing effectively and with a global vision, capable of meeting and solving the challenges confronting education, business, government and civil society through the humane use of new technologies and management tools, and competent in the creation of innovative applications for continuous improvement of their work activities, organizations and communities.

Program Learning Outcomes

1. Examine the concept of globalization, its evolution and current importance.
2. Utilize general education knowledge and skills to inform decisions and identify solutions in a global organization.
3. Analyze the role of comparative advantage in global business environments.
4. Examine the proliferation of new information and telecommunication technologies in the New Economy.
5. Apply the concept of international managerial leadership competence (IML) to improve organizational performance and effectiveness.
6. Apply the systems approach and methodology to solve the increasingly complex problems of organizations with a global perspective.
7. Compare the key dimensions of global competitiveness.
8. Prepare a strategic business plan with a global perspective.

Requirements

Applicants for this degree program must submit the following documents:

- The corresponding SDGKU on-line Application for Admission through www.sdgku.edu.
- Official transcripts of record from a high school recognized by the United States Department of Education or equivalent, including established foreign high schools, if the institution offering the program documents that its minimum required courses of study, credits and content rigor are the same as those of a high school from an institution approved by the United States Department of Education.

General Plan

This program consists of 42 courses (126 total credits). 12 courses (36 credits) are General Education disciplines in Mathematics, Humanities, Natural Sciences, Writing and Speech. Core subject matter courses are categorized into lower and upper divisions covering 5 disciplines and a practicum series.

Duration

Approximately 4 years, 2 months

General Education

Mathematics

Course	Name	Credits
MATH 201	Algebra 1	3
MATH 202	Algebra 2	3
MATH 203	Quantitative Research Methods	3

Humanities

Course	Name	Credits
ARTS 201	Intro to Art	3
PHIL 201	Intro to Philosophy and Ethics	3
HIST 201	World History	3
POLI 201	Political Science	3

Natural Sciences

Course	Name	Credits
HLTH 201	Intro to Public Health	3
ESCI 201	Environmental Systems	3

Writing and Speech

Course	Name	Credits
ENGL201	Introduction to Composition	3
SPCH 201	Speech and Oral Communication	3
ENGL 202	Reading and Writing Analytically	3

Lower Division

Global Business

Course	Name	Credits
GBUS 301	Intro to Global Business	3
GBUS 302	Global Business Models	3
GBUS 303	Legal Issues for Global Businesses	3
GBUS 304	Business Plan Development 1	3

Global Management

Course	Name	Credits
MGMT 301	Principles of Global Management	3
MGMT 302	International Managerial Leadership	3
MGMT 303	International Human Resource Management	3

Global Systems

Course	Name	Credits
GSYS 301	Intro to Global Systems	3
GSYS 302	Visioning and Creativity	3
GSYS 303	Generational Dynamics	3

Entrepreneurship

Course	Name	Credits
ENTR 301	Intro to Global Entrepreneurship	3

Marketing

Course	Name	Credits
MARK 301	Introduction to Global Marketing	3
MARK 302	Global Marketing Research	3

Upper Division

Global Business

Course	Name	Credits
GBUS 401	Alternative Dispute Resolution	3
GBUS 402	Small Business Creation	3
GBUS 403	Business Plan Development 2	3

GBUS 404	Accounting	3
GBUS 405	Finance	3

Global Management

Course	*Name*	*Credits*
MGMT 401	Strategic Management	3
MGMT 402	Risk Management and Security	3
MGMT 403	Production and Operations Management	3
MGMT 404	Sustainability	3

Global Systems

Course	*Name*	*Credits*
GSYS 401	Systems Thinking and Approach	3
GSYS 402	Information Systems and Technology	3
GSYS 403	Global Competitiveness	3

Entrepreneurship

Course	*Name*	*Credits*
ENTR 401	Global Venture Development	3
ENTR 402	E-commerce and Social Media	3

Marketing

Course	*Name*	*Credits*
MARK 401	Global Advertising	3

Practicum

Course	*Name*	*Credits*
PRAC 401	Practicum 1	3
PRAC 402	Practicum 2	3

BSGM Course Descriptions

Online and hybrid, English and Spanish. Class sessions are held at 1095 K Street, Suite B, San Diego, CA 92101.

Symbols

200-499 Baccalaureate

Courses designed for students who have a High School Diploma or equivalent.

General Education Courses

Mathematics

MATH 201: Algebra 1

(3 credits)

This course is designed as a beginning course in algebra. The focus will be on such basic algebraic concepts as the real number system, solving algebraic equations and inequalities, and the characteristics of polynomial and rational expressions and equations.

Prerequisite: None

MATH 202: Algebra 2

(3 credits)

Focus on the application of problems with a graphing calculator (calculations, matrix methods, graphing), as well as logarithms, and conic sections. Covers functions (inverse, exponential, logarithmic, radical, rational, quadratic). Applies concepts to global business scenarios.

Prerequisite: MATH 201

MATH 203: Quantitative Research Methods

(3 credits)

Critical analysis of scientific research using sampling and inferences to global populations. Basic design and measurement techniques. Development and testing of scientific hypotheses and their effective communication through oral, written, and visual modes.

Prerequisite: MATH 202

Humanities

ARTS 201: Introduction to Art
(3 credits)

Emphasis in the function, interpretation, and evaluation of the visual arts, providing the skills needed for the analysis of the history, present, and future of art.

Prerequisite: None

PHIL 201: Introduction to Philosophy and Ethics
(3 credits)

Emphasis on problems of morality and value from a philosophical perspective. Independent thinking is encouraged. Students will formulate their own tentative conclusions concerning a variety of vital contemporary issues facing individuals and global society.

Prerequisite: None

HIST 201: World History
(3 credits)

Presents the history of the world's major civilizations covering human origins to the emergence of modernity at the beginning of the sixteenth century. Emphasizes the important influence of diverse societies on shaping our current cultural experiences and worldviews.

Prerequisite: None

POLI 201: Political Science
(3 credits)

Surveys the major political philosophers, ideologies, and significant events of Western civilization and their impact on the world with emphasis on global governmental processes and institutions.

Prerequisite: None

Natural Sciences

HLTH 201: Introduction to Public Health
(3 credits)

Global epidemics, environment, and community health challenges, including factors that support health of population groups and communities.

Prerequisite: None

ESCI 201: Environmental Systems
(3 credits)

The earth as an ecosystem composed of biological, chemical, and physical systems and how these systems interact with one another and the human population.

Prerequisite: None

Writing and Speech

ENGL 201: Introduction to Composition
(3 credits)

This course prepares students for college-level composition by emphasizing a thorough approach to writing short essays. It introduces research and documentation techniques, including readings as models for analysis and writing.

Prerequisite: None

SPCH 201: Speech and Oral Communication
(3 credits)

This course covers concepts of communication, with emphasis on public speaking. It includes methods of

researching and outlining speeches, group discussion techniques, theories of interpersonal, nonverbal, and listening techniques, as well as issues of language use and perception.

Prerequisite: None

ENGL 202: Reading and Writing Analytically
(3 credits)

This course provides an overview of the instruction and practice in reading and writing expository, analytical, and argumentative essays. It emphasizes textual analysis, writing analytically, logical reasoning, research techniques, information literacy, and documentation.

Prerequisite: ENGL 201

Lower (300) and Upper Division (400) Course Descriptions

Global Business

GBUS 301: Introduction to Global Business
(3 credits)

This course presents the principles of global business strategy formulation, operation, and financing. It provides a basic overview of global business practice.

Prerequisite: None

GBUS 302: Global Business Models
(3 credits)

This course examines various business models for global organizations, particularly focusing on emerging markets. Motivations for operating a firm globally, financial strategies, and human resource challenges will also be discussed.

Prerequisite: GBUS 301

GBUS 303: Legal Issues for Global Businesses
(3 credits)

This course presents the legal responsibilities associated with starting a global business. It provides a general understanding of governmental regulations in various international markets.

Prerequisite: GBUS 302

GBUS 304: Business Plan Development 1
(3 credits)

This course assists students in the first stages of the development a business plan with an international scope. Students design and structure their business ideas in a group setting.

Prerequisite: GBUS 303

GBUS 401: Alternative Dispute Resolution
(3 credits)

This course provides and overview of the fundamentals for settling business disputes outside of the courtroom, including early neutral evaluation, negotiation, conciliation, mediation, and arbitration.

Prerequisite: GBUS 304

GBUS 402: Small Business Creation
(3 credits)

This course presents strategies for starting and growing a small business. It reviews the competitive strengths and weaknesses of small businesses, as well as the

implications for growth into international markets.

Prerequisite: GBUS 401

GBUS 403: Business Plan Development 2
(3 credits)

This course assists students in the later stages of the development a business plan with an international scope. Students present their business ideas and review the viability and feasibility of their plan in a group setting.

Prerequisite: GBUS 402

GBUS 404: Accounting
(3 credits)

Theory and practice of accounting applicable to managing global businesses, including fundamentals such as recording, summarizing, and reporting of business transactions for external reporting and other uses.

Prerequisite: none

GBUS 405: Finance
(3 credits)

Financial management tools and techniques over the stages of a venture's life cycle, including topics such as the development, start up, rapid growth and maturity of a venture, as well as the relationships between market opportunity, competitive advantage, composition, and securing sources of financing.

Prerequisite: GBUS 404

Global Management

MGMT 301: Principles of Global Management
(3 credits)

This course presents the basic fundamentals of global management. It covers decision-making skills, leadership approaches, and administration processes of a global enterprise, providing a foundation for understanding the theory and practice of global management.

Prerequisite: None

MGMT 302: International Managerial Leadership
(3 credits)

This course is designed to develop globally competent international managerial leaders capable of performing under world-class standards in education, business, government and civil society (social, political and other non-governmental organizations). Themes covered include basic leadership, decision-making, administration, and global dynamics components.

Prerequisite: MGMT 301

MGMT 303: International Human Resource Management
(3 credits)

This course focuses on international human resource management (IHRM) within multi-national enterprises (MNE's). It covers topics such as the development of IHRM, MNE and country culture, strategic IHRM, organizational structure and design, international joint ventures and cross-border mergers and acquisitions, labor standards, ethics and codes of conduct,

and global talent management, among other key topics.

Prerequisite: MGMT 302

MGMT 401: Strategic Management
(3 credits)

This course will present the principal areas of business strategy. It helps develop skills for making strategic decisions and translating those decisions into real-world implementation. It provides an enhanced understanding of how to make revenue-generating decisions that lead to long-term achievement and value creation.

Prerequisite: MGMT 303

MGMT 402: Risk Management and Security
(3 credits)

This course is designed to assist with the identification and management of risks for global ventures, including the establishment of practices that will minimize potential adverse effects. Application of organizational risk management practices is emphasized as a crucial responsibility for managers of a global business. Special focus is placed on the implementation of risk and security control measures during day-to-day operations of a global venture.

Prerequisite: MGMT 401

MGMT 403: Production and Operations Management
(3 credits)

This course presents the fundamental principles for overseeing, designing, and controlling the various processes of production and business operations. Various case studies will be examined of successful global business production and operations practices.

Prerequisite: MGMT 402

MGMT 404: Sustainability
(3 credits)

This course presents the interface of human and natural systems by emphasizing the study of cultural, historic, social, economic, and political values and forces that shape resource use and constrain responses to sustainable development.

Prerequisite: MGMT 403

Global Systems

GSYS 301: Introduction to Global Systems
(3 credits)

This course explores the various economic, environmental, demographic, and migratory flows of the world. It provides an overview of the various linkages and interdependencies caused by globalization, and an introduction to the systems approach for understanding global dynamics.

Prerequisite: None

GSYS 302: Visioning and Creativity
(3 credits)

This course presents the importance of visioning at the individual and organizational levels, guidelines for implementing visioning programs and strategic plans, the concept of the "learning" organization, and the challenges involved in applying these concepts internationally and globally.

Prerequisite: GSYS 301

GSYS 303: Generational Dynamics
(3 credits)

This course presents the implications of exponential population growth and the explosion of diversity at home and around the world. A thorough analysis of generational and cultural gaps is performed, identifying and adapting traditional models to the realities of new generations.

Prerequisite: GSYS 302

GSYS 401: Systems Thinking and Approach
(3 credits)

This course presents the strategies for defining a system and the key concepts used in systems theory, such as boundary, environment, positive and negative feedback, etc. Emphasis is placed on the complexity and interconnectedness between components in a system.

Prerequisite: GSYS 303

GSYS 402: Information Systems and Technology
(3 credits)

This course provides an overview of how technology is leveraged to create worldwide information systems that attempt to deliver the totality of measurable data worldwide. An exploration of modern communication networks and big data analysis are central themes covered in this course.

Prerequisite: GSYS 401

GSYS 403: Global Competitiveness
(3 credits)

Global competitive success will increasingly depend on the competence and adaptability of our workforce and its productive environment. This course presents key competencies, workforce dynamics and organizational strategies that managers and leaders must now adopt to maximize the productive potential of an organization's most valuable assets, namely, its human resources.

Prerequisite: GSYS 402

Entrepreneurship

ENTR 301: Introduction to Global Entrepreneurship
(3 credits)

This course presents the nature entrepreneurship and the importance of adopting a global perspective for successful entrepreneurship. Introductions to topics such as creating and starting new ventures, financing, growing, and ending the new venture will be covered.

Prerequisite: None

ENTR 401: Global Venture Development
(3 credits)

This course presents real-life examples of successful entrepreneurs in their quest for securing global investment to develop a new venture. An in-depth analysis of the stages of entrepreneurs, their organizations, and their adaptations to emerging technologies will be a central theme in the course.

Prerequisite: ENTR 301

ENTR 402: E-commerce and Social Media
(3 credits)

This course presents an overview of the various systems used for trading business services through global information networks and social media channels, as well as the role of electronic commerce in entrepreneurship.

Prerequisite: ENTR 401

Marketing

MARK 301: Introduction to Global Marketing
(3 credits)

This course provides an introduction to international marketing concepts. Topics covered include assessing organization internationalization potential, external environmental analysis for global market segmentation, target country market selection, entry strategies, international product, pricing decisions, analysis of international distribution systems, developing international advertising and promotion programs.

Prerequisite: None

MARK 302: Global Marketing Research
(3 credits)

This course presents the marketing research process. In particular it focuses on research design and data collection principles for qualitative and quantitative research techniques in international marketing practice.

Prerequisite: MARK 301

MARK 401: Global Advertising
(3 credits)

This course focuses on basic advertising practices, including historical perspectives, the changing role of advertising, the evolving agency structure, audience targeting, creative strategy, regulation, social responsibility and ethics, globalization, and current trends and developments.

Prerequisite: MARK 302

Practicum

PRAC 401: Practicum 1
(3 credits)

During this course the student presents and implements a pre-approved proposal of directed research documenting experiences and results. This must be a real project that shows results of implementation. The student also develops and submits a directed research report that illustrates an understanding of the topics presented in the program.

Prerequisite: None

PRAC 402: Practicum 2
(3 credits)

During this course the student evaluates their directed research proposal, results and outcomes, explaining the criteria for evaluation, assessment methods and final conclusions. The student receives approval or rejection of the report, a course grade, and if satisfactory, recommendation for candidacy to obtain the Bachelor of Science in Global Management degree.

Prerequisite: PRAC 401

MASTER OF SCIENCE DEGREES

Master of Science in International Management

The Master's Degree in International Management is offered to students who have completed an undergraduate degree in a relevant discipline.

This Master of Science program is designed to develop competent international managerial leaders within education, business, government and civil society, capable of succeeding anywhere in the world. Its interdisciplinary academic curriculum was developed based on the premise that students enrolled will have diverse academic and professional backgrounds. The central theme of the program, international management, is presented through a unique proprietary conceptual framework called IML (International Managerial Leadership) Competence, which includes key leadership, decision-making and administration, and global dynamics components. Specific instructional areas include strategic vision and planning, international benchmarking and global markets, networked collaboration, managerial excellence, productivity and technology transfer.

The task of managing any organization today is becoming more complex, diverse and multinational. It is now common that a manager holds a meeting, face-to-face or virtually, in one country or city in the morning, supervises a project in another location, and returns to his/her place of residence during the same day. During these visits, this person might have interacted with people from different cultures and languages. These realities are increasingly commonplace for managers and leaders at all levels.

This new environment, in which organizations think globally and act locally, requires that managers develop new knowledge and new skills, changing their traditional protocols. In the face of this new reality, we now need a new type of decision-maker and leader that masters a solid international vision and perspective. This program is offered in online and hybrid modalities in English and Spanish.

General Educational Objective

To develop professionals capable of leading and managing their productive activities and organizations effectively and with a global vision, capable of meeting and solving the challenges confronting education, business, government and civil society through the humane use of new technologies and management tools, and competent in the creation of innovative applications for continuous improvement of their work activities, organizations and communities.

Program Learning Outcomes

1. Analyze the concept of globalization, its evolution and current importance.
2. Evaluate the concept of international managerial leadership competence (IML) to improve organizational performance.

3. Analyze the systems approach to solve the increasingly complex problems of organizations with a global perspective.

4. Evaluate the key dimensions of global competitiveness.

5. Develop socially responsible business strategies with a global vision.

Requirements

Applicants for this degree program must submit the following documents:

1. The corresponding SDGKU on-line Application for Admission through www.sdgku.edu.
2. Official transcripts of undergraduate record of a relevant bachelor's degree from an institution approved by the State of California Bureau for Private Postsecondary and Vocational Education, public or private institution of higher learning accredited by an accrediting association recognized by the United States Department of Education, or any institution of higher learning, including established foreign institutions, if the institution offering the bachelor's degree program documents that its minimum required courses of study, credits and content rigor are the same as those of a bachelor's degree from an institution approved by the Council or accredited by an accrediting association recognized by the United States Department of Education; and
3. A certified copy of bachelor's degree diploma

General Plan

This program consists of 15 courses (45 total credits). 12 courses (48 credits) cover core subject matter and 3 courses (6 credits) are Capstone series.

Duration

Approximately 1.5 years

Course	*Name*	*Credits*
IM 501	Globalization and the New Economy	3
IM 502	Workforce Dynamics and Global Competitiveness	3
IM 503	Systems Approach and Methodology	3
IM 504	Strategic Vision and Planning	3
IM 505	Leadership and Human Competence	3
IM 506	Responsible Management of Environmental Quality	3
IM 507	Productivity and Health Management	3
IM 508	Networked Organizations and Distance Activity	3
IM 509	Telecommunications and the Global Electronic Village	3
IM 510	Benchmarking and Client Service	3
IM 511	Managerial Excellence and Total Quality	3
IM 512	Technology Transfer and Knowledge Management	3
IM 513	Directed Research I	3
IM 514	Directed Research II	3
IM 515	Directed Research III	3

MSIM Course Descriptions

Online and hybrid, English and Spanish. Class sessions are held at 1095 K Street, Suite B, San Diego, CA 92101.

Symbols

500+ post-baccalaureate

Courses designed for students who have a Bachelor’s degree. Most 500 and 600 courses designate post baccalaureate (Master’s degrees) courses.

Core Courses

IM 501: Globalization and the New Economy
(3 credits)

The persistent and controversial process of globalization that communities, organizations and individuals have experienced with increasing intensity in recent years, fueled by the explosion of telecommunications and information technologies, has generated a "New Economy" in which markets, resources, productivity, organizational values, and other factors of competitive success are now more "knowledge-based" and held to standards of world-class performance. Competent managers must now be able to understand the dynamics of this complex new reality, provide leadership, and make decisions within this internationalized environment, implementing change and innovation constantly. This Course presents key element of this new context crucial to the role of successful managers and leaders within business, education and government.

Prerequisite: None

IM 502: Workforce Dynamics and Global Competitiveness
(3 credits)

Global competitive success will increasingly depend on the competence and adaptability of our workforce and its productive environment. Global demographic trends and workplace dynamics are now strategic elements of all key managerial decisions, given the changing nature of work and job markets. This Course presents key competencies, workforce dynamics and organizational strategies that managerial leaders must now incorporate to be able to maximize the productive potential of an organization's most valuable assets, namely, its human resources.

Prerequisite: IM 501

IM 503: Systems Approach and Methodology
(3 credits)

Modern managerial practice requires the application of the systems approach and methodology. This is the basis for the development of emotional, technological and knowledge ("ETK") competencies as the framework for a new international managerial leadership ("IML"), which will increasingly be the key to the successful role of managers in this Third Millennium. This Course presents the conceptual and practical aspects of the systems approach and methodology, the "MAC" road to success, the broad ETK competence, and the more specific IML competence with its certification guide and standards manual.

Prerequisite: IM 502

IM 504: Strategic Vision and Planning
(3 credits)

The emerging global marketplace and intense competition at all levels mandates that managerial leaders visualize and plan for the future systematically and with an "intelligent" or adaptive strategy. They must "empower" others around them with a strategic vision and shared-learning mechanism that focuses strengths and energies on those actions needed to achieve the required goals within the mission established for the organization or community of interest. This Course presents the importance of visioning at the individual and organizational levels, guidelines for implementing visioning programs and strategic plans, the concept of the "learning" organization, and the

challenges involved in applying these concepts internationally and globally.

Prerequisite: IM 503

IM 505: Leadership and Human Competence
(3 credits)

Management without effective leadership cannot be afforded by competitive organizations and communities today. World-class business, education and government require decision-making with competence to convince others to perform in the interest of common goals. This Course presents the concept and development of leadership as an essential human competence, the strategies of empowerment, the ethics and responsibilities of effective leadership in a globalized environment, and the strategies for creative teamwork and coaching.

Prerequisite: IM 504

IM 506: Responsible Management of Environmental Quality
(3 credits)

Environmental responsibility is increasingly a key competitive advantage for organizations and communities around the world. Managerial theory and practice today cannot be sound without recognizing environmental quality as a strategic resource to be protected and enhanced. This Course presents the concept and strategies of implementing quality systems and standards, such as ISO 9000 and ISO 14000, the costs and training challenges involved, outlooks on certification norms, procedures and benefits, and the growing workplace toxicology, viral agents and other risks caused by globalization and world inequities.

Prerequisite: IM 505

IM 507: Productivity and Health Management
(3 credits)

Effective managerial leadership requires the formulation and implementation of appropriate strategies to protect and enhance the health and well-being of our human resources and minimize associated productivity risks. Health is increasingly the most precious asset we have at the individual, organizational and community levels. This Course presents the inter-relationships between work, health and the environment, strategies to improve productivity in the workplace, the influence of “stress” and other growing global disease, the value of organizational “spirituality”, and the concept of integrated risk management and planning.

Prerequisite: IM 506

IM 508: Networked Organizations and Distance Activity
(3 credits)

Organizations and communities are increasingly networked and geographically disperse. Managers at all levels must now face the challenges of collaborating at a distance and in networks.

Telecommunications and e-technologies are enabling us to operate increasingly effectively within this new modality of interaction and performance. This Course introduces the competence of distance activity and networked collaboration, its international professional standards and certification, the sequential use of technologies as a strategy to optimize work

in human networks, the e-organization, and the realities of managing virtual teams.

Prerequisite: IM 507

IM 509: Telecommunications and the Global Electronic Village
(3 credits)

The explosive growth of telecommunications has truly created a new global electronic village in which business, education, government and civil society must now collaborate and compete. The global communications highway is now a huge network of wired and wireless connections that support video, voice and data transfer and exchange, with regulatory, ethical, financial and political challenges that managerial leaders must be able to incorporate boldly and effectively. This Course presents the nature and characteristics of this global electronic village, the challenges and opportunities it presents to decision-makers, the applications and evolution of satellites, digital telephony and the Internet, e-commerce, and the educational/training challenges derived from a technology-oriented society.

Prerequisite: IM 508

IM 510: Benchmarking and Client Service
(3 credits)

The "New Economy" has motivated a new culture of good customer service and superior client-oriented performance. Total quality, Just-in-Time, re-engineering and other new management approaches advocate this concept as a strategic value crucial for success in the new competitive-cooperative environment we face today. Managers must benchmark or learn from competitors to gain or maintain productive leadership. This Course presents the characteristics and requirements for developing a commitment to customer satisfaction, the concept and methodology of benchmarking, the principles for service excellence, and the implementation of client-relationship management systems.

Prerequisite: IM 509

IM 511: Managerial Excellence and Total Quality
(3 credits)

The quality movement has evolved from a product/service-oriented managerial approach to a more integrated and systems-oriented strategy that emphasizes optimal resource allocation and continuous improvement at all levels. This Course presents the evolution and standards of international total quality, the concept of global intelligence and performance competence, the strategic value of emotional and multi-cultural competence, the requirements for managerial excellence, and the basic elements of organizational responsibility.

Prerequisite: IM 510

IM 512: Technology Transfer and Knowledge Management
(3 credits)

Globalization and intense competition have fueled the transfer of knowledge and free trade as never before. The process of identifying, negotiating, transferring, blending and adapting new technology is now an essential strategic component of the success of any organization or community. Effective managers must be capable of transforming know-how into marketable value that can sustain their leadership and prestige. This Course presents

the concept and practice of “commercial diplomacy,” the approach and protocols of international technology transfer and management, the realities and opportunities of electronic commerce and trade, and the strategic nature of knowledge protection and management.

Prerequisite: IM 511

Capstone Courses

IM 513: Directed Research I
(3 credits)

During this Course the student first takes the IML global competency exam. He(she) can take the exam a maximum of two times to get a passing score (80%), otherwise he(she) is disqualified from this Course and must enroll again. The next task is to formulate, develop and submit a Directed Research proposal that illustrates his/her understanding of the topics presented in Courses 1 through 12 and his/her “International Managerial Leadership” performance competence. The student receives feedback and recommendations for implementation.

Prerequisite: IM 512

IM 514: Directed Research II
(3 credits)

During this Course the student implements the Directed Research or a certain component of it, documenting experiences and results. The student receives a grade and guidelines for evaluating results and outcomes.

Prerequisite: IM 513

IM 515: Directed Research III
(3 credits)

During this Course the student evaluates his/her Directed Research proposal, results and outcomes, explaining his/her criteria, assessment methods and final conclusions. The student receives a final approval for his/her Directed Research and, in such a case, recommendation for candidacy to obtain the Master of Science Degree.

Prerequisite: IM 514

Master of Science in Communication and Technology

The Master’s Degree in Communication and Technology is offered to students who have completed an undergraduate degree in a relevant discipline. This Master of Science Degree Program is designed to develop competent professional leaders of communication and technology within education, business, government and civil society, capable of succeeding anywhere in the world.

Its interdisciplinary academic curriculum was developed based on the premise that students enrolled will have diverse academic and professional backgrounds. The central theme of the program, interactive distance and networked telecommunication, is presented through a unique conceptual framework called “Distance Activity” (DA) Competence, which includes essential tasks of visioning and promotion, technology management, administration and logistics in networked collaborative environments. Specific instructional areas of the curriculum include globalization and technology, telecommunications and collaboration networks, computer information systems and databases, virtual teams, communication cultures and environments, global competitiveness, managerial

strategies and decision-making, among others.

Satellites, digital telephony and the Internet are changing the way we live and work. Decision-makers at all levels must now acquire competence in coordinating and developing the interactive technology-based distance communication and networked collaboration systems needed today by our organizations, communities, countries and global society to become more productive and safer.

The phenomenon of greatest impact in our productive and social lives during the Third Millennium will be the development of the networked organization and collaborative environment. Professional coordinators, instructors and consultants of distance activity and networked collaboration will be the key to competitive success at the local, regional and globally levels. Human (E), technology (T) and knowledge skills and competencies will be essential for effective performance of these new generation professionals. This program is offered in online and hybrid modalities in English and Spanish.

General Educational Objective

To develop professionals capable of leading, developing and managing distance activity and networked collaboration effectively and with a global vision, competent to meet and solve the challenges of globalization and the New Economy by making use of new technology and management tools with a human approach, and equipped to implement innovative applications for continuous improvement of their activities, organizations and communities.

Program Learning Outcomes

1. Analyze the impact of technology on globalization.
2. Create a distance activity strategy to maximize organizational performance.
3. Apply the systems approach to solve problems in a global context.
4. Evaluate the key dimensions of client service and global competitiveness for networked organizations.
5. Develop technology- based strategies to increase performance and global market outreach of organizations.

Requirements

Applicants for this degree program must submit the following documents:

1. The corresponding SDGKU on-line Application for Admission through www.sdgku.edu.
2. Official transcripts of undergraduate record of a relevant bachelor's degree from an institution approved by the State of California Bureau for Private Postsecondary and Vocational Education, public or private institution of higher learning accredited by an accrediting association recognized by the United States Department of Education, or any institution of higher learning, including established foreign institutions, if the institution offering the bachelor's degree program documents that its minimum required courses of study, credits and content rigor are the same as those of a bachelor's degree from an institution approved by the Council or accredited by an accrediting association recognized by the United States Department of Education; and

3. A certified copy of bachelor's degree diploma

General Plan

This program consists of 15 courses (45 total credits). 12 courses (48 credits) cover core subject matter and 3 courses (6 credits) are Capstone series.

Duration

Approximately 1.5 years

Course	*Name*	*Credits*
CT 501	Globalization and the New Technology	3
CT 502	Distance Activity Management	3
CT 503	Training and Development of Distance Activity Professionals	3
CT 504	Planning and Development of Distance Activity Collaboration Networks	3
CT 505	Strategic Vision	3
CT 506	Telecommunications and the Global Electronic Highway I	3
CT 507	Telecommunications and the Global Electronic Highway II	3
CT 508	Risk Management and Conflict Resolution	3
CT 509	Knowledge Management and Intellectual Property	3
CT 510	Human and Emotional Competence for Networked Organizations	3
CT 511	Quality and Productivity	3
CT 512	Client Service and Global Competitiveness	3
CT 513	Directed Research I	3
CT 514	Directed Research II	3
CT 515	Directed Research III	3

MSCT Course Descriptions

Online and hybrid, English and Spanish. Class sessions are held at 1095 K Street, Suite B, San Diego, CA 92101.

Symbols

500+ post-baccalaureate

Courses designed for students who have a Bachelor's degree. Most 500 and 600 courses designate post baccalaureate (Master's degrees) courses.

Core Courses

CT 501: Globalization and the New Technology

(3 credits)

The process of globalization is presented as a series of economic, technological, social and political phenomena affecting society worldwide. The explosion of telecommunications and information technologies is described and analyzed in the context of an increasingly interconnected global society or "village" with emphasis on the traditional communications media and professional activity.

Prerequisite: None

CT 502: Distance Activity Management

(3 credits)

This course presents the growing phenomena of distance activity and networked collaboration within organizations in education, business, government and civil society, with emphasis on the human competencies required to perform more effectively at a distance with optimal use of available technologies. Promotion, technology management, administration and logistic tasks involved in distance activity are presented and discussed.

Prerequisite: CT 501

CT 503: Training and Development of Distance Activity Professionals
(3 credits)

This course presents the human and functional competencies required to train and develop professionals of distance activity and networked collaboration in any organization or community of interest, including train-of-trainer skills and human/emotional skills to communicate and convince others of the many benefits of this growing collaborative modality ideally suited for "networked" organizations.

Prerequisite: CT 502

CT 504: Planning and Development of Distance Activity Collaboration Networks
(3 credits)

This course presents the human and technical knowledge and abilities needed to plan, develop and implement distance activity infrastructure and collaborative systems in organizations within education, business, government and civil society. The sequential use of technologies to optimize networked collaboration will be presented, along with the systems planning and development strategies to maximize benefits, costs and outcomes.

Prerequisite: CT 503

CT 505: Strategic Vision
(3 credits)

This course presents the concept and process of visioning within organizations and communities of interest in the context of the New Economy and the globalized environment we face today. Strategies and methods for implementing strategic visioning programs are presented and compared, including the use of intuition and multicultural interpretations of risks and scenario analysis. Visioning for communications professionals as related to technology development and usage will be discussed and analyzed.

Prerequisite: CT 504

CT 506: Telecommunications and the Global Electronic Highway I
(3 credits)

Currently available telecommunications technologies and applications are presented and discussed for education, business, government and civil society. Satellite, microwave, digital telephony and Internet technologies are analyzed in terms of strengths and weaknesses. Concepts of modality, media and technology in the context of interactive communication processes are defined and discussed, emphasizing the "global electronic highway" evolving worldwide today.

Prerequisite: CT 505

CT 507: Telecommunications and the Global Electronic Highway II
(3 credits)

The telecommunications industry is analyzed in historical perspective and in the context of the globalized environment facing education, business and government today. Technology management and evaluation criteria and models are presented, virtual team applications are analyzed and studied, and modalities of multi-technological collaboration discussed.

Prerequisite: CT 506

CT 508: Risk Management and Conflict Resolution
(3 credits)

The concept and methodology of business continuity and risk management is presented in this course, with special emphasis or the factors involved in technology-based communications systems. Strategies for managing and resolving conflict are also described and analyzed, including alternative dispute resolution techniques (arbitration, mediation, conciliation) and commercial diplomacy.

Prerequisite: CT 507

CT 509: Knowledge Management and Intellectual Property
(3 credits)

This course presents the concepts and techniques of knowledge management within organizations and communities of interest, including risks, protection and cost factors, with emphasis on technology-based systems. The topic of intellectual property is discussed (including patents, copyrights and trademarks) in the context of our globalized educations, business and government environment, addressing ethical and political issues such as in Internet-based or "e" commerce.

Prerequisite: CT 508

CT 510: Human and Emotional Competence for Networked Organizations
(3 credits)

This course discusses the human and emotional skills and attitudes needed for competent performance within virtual teams and networked organizations, in the context of "ETK" (emotional, technology, knowledge) competence and the environment of constant change and innovation increasingly seen throughout the world. The value of "emotional" competency is analyzed in decision-making and leadership roles, as well as the need for multi-cultural sensibility in all professional endeavors.

Prerequisite: CT 509

CT 511: Quality and Productivity
(3 credits)

This course presents the relationship between quality and productivity in the context of interactive communication processes and technology-based collaboration. Customer relationship-building is discussed within the increasingly competitive productive environment of education, business and government, as well as benchmarking strategies and processes. Organizational synchronization is introduced as a systemic strategy to enhance productivity and performance.

Prerequisite: CT 510

CT 512: Client Service and Global Competitiveness
(3 credits)

This broad concept of client service is presented in relation to our global competitiveness and productive success. The impact of effective communications systems within organizations and between organizations and clients is discussed and analyzed. The concept and strategies of "organizations synchronization" are proposed as a new generation approach to client retention and global competitiveness.

Prerequisite: CT 511

Capstone Courses

CT 513: Directed Research I
(3 credits)

During this capstone course the student first takes the DAC global competency exam. If he (she) gets a minimum passing score of 80%, the next task is to report on a practical (real) experience or project of Distance Activity Coordination. Finally, he formulates, develops and submits a Directed Research proposal that illustrates his/her understanding of the topics presented in the MSCT curricular courses and his/her "Distance Activity Coordination" performance competence.

Prerequisite: CT 512

CT 514: Directed Research II
(3 credits)

During this capstone course the student first takes the DAI global competency exam. If he (she) gets a minimum passing score of 80%, the next task is to report on a practical (real) experience or project of Distance Activity Instruction. The student then implements the Directed Research or a certain component of it as proposed in Course MSCT 513, documenting experiences and results.

Prerequisite: CT 513

CT 515: Directed Research III
(3 credits)

During this final Capstone course the student first takes the DACON global competency exam. If he (she) gets a minimum passing score of 80%, the next task is to report on a practical (real) experience or project of Distance Activity Consulting. The student then evaluates the results and outcomes of the Directed Research implemented in Course MSCT 514, explaining his/her criteria, assessment methods and final conclusions. The student receives a final approval for his/her Directed Research and, in such a case, recommendation for candidacy to obtain the Master of Science Degree.

Prerequisite: CT 514

FACULTY

San Diego Global Knowledge University faculty members have the academic degrees and experiential credentials necessary to provide instruction and facilitate learning. Faculty with academic backgrounds from universities outside of the United States have their foreign academic degree(s) validated for equivalency in the United States.

David Ballesteros

Faculty for the Mobile Development Immersive 2

David Alfredo Ballesteros Rocha has over 4 years of experience in software testing and automation engineering, with specialized expertise in mobile and API test automation, Agile methodologies, and quality assurance practices. He holds a Bachelor's degree in Mechatronics Engineering from Instituto Tecnológico de Colima and a Master's degree in Process Engineering from the Universidad de Colima. As an automation team lead at Accenture, he has led cross-functional teams in the development and execution of mobile automation frameworks using technologies such as Node.js, Appium, and GitHub. He has also spearheaded internal training initiatives to standardize best practices across projects. His professional background includes the design and installation of solar energy systems, LED lighting quality control, and hands-on work in industrial automation and R&D environments. David's academic experience includes the design and implementation of automated control systems for laboratory equipment used in agrobiotechnology research at the University of Colima. In addition to his ISTQB and Automation Anywhere certifications, he has a strong interest in test engineering, RPA, embedded systems, and sustainable technologies.

Jorge A. Cardenas, DBA

Faculty for the Bachelor of Science in Global Management, Master of Science in International Management, and Master of Science in Communication and Technology programs

Dr. Jorge A. Cardenas was born and raised in San Diego, CA and is a part-time faculty at San Diego Global Knowledge University. He is also currently an Assistant Dean and Professor at the Forbes School of Business and Technology at the University of Arizona Global Campus. Dr. Cardenas has served on the board of directors of the International Accreditation Council for Business Education, a CHEA approved international business program accreditor, for over five years. He was elected as the chair of the Board of Directors in 2022.

Prior to joining San Diego Global Knowledge University, he worked for a pioneering distance education company, the International Training Center, utilizing telecommunication technologies to deliver educational programs to public, private, government, and civil society institutions in over 20 countries. He also has experience in hotel management and business development and has taught graduate-level business courses at several

other universities in both traditional and online classroom settings. He is passionate about entrepreneurship and is a co-founder of an international bottled water start-up.

He has a Doctor of Business Administration from Alliant International University, a BS in business administration (information systems) and an MS in business administration (entrepreneurship) from San Diego State University. He also earned a Project Management Certificate from the University of California San Diego Extension. His research interests include entrepreneurship, strategy, and higher education, and his hobbies include playing and watching soccer, going to the beach, and cooking.

Miguel A. Cardenas, Ph.D.

Lead faculty for the Master of Science in Communication and Technology program

Dr. Cardenas is Founder and President of San Diego Global Knowledge University. He is a graduate of San Diego State University, where he obtained a B.S. degree in Electrical Engineering "Summa Cum Laude". He later attended UCLA, having been distinguished with the "Chancellor's Teaching Fellowship," a four-year award which represents the highest academic honor to an entering graduate student at the University of California system. There he completed a Master of Science degree in the field of Operations Research and a Ph.D. in Systems Engineering.

Dr. Cardenas served as a full-time faculty of the prestigious Systems Engineering Department at Case Western Reserve University in Cleveland, Ohio, where he was co-chairman of the first-ever regionalized international global modeling project called "Mankind at the Turning Point," sponsored by the Club de Rome. This famous global project was the first to coin and propose now widely recognized terms such as "globalization", "interdependence" and "organic growth". At that time, he also published the first textbooks on systems engineering and applications in the Spanish language.

From 1977 to 1983, Dr. Cardenas served as chief government administrator (Oficial Mayor de Gobierno) and Secretary of Education and Social Welfare for the State of Baja California, Mexico. Dr. Cardenas has written and collaborated on numerous books and articles dealing with systems analysis, global dynamics, human networked collaboration, educational technology, managerial leadership, sustainability, synchronization, green energy, and English language proficiency as a work skill, pioneering terms and concepts such as global competency, dual curriculum, distance activity, international managerial leadership, organizational synchronization, and ETK.

He has presented seminars, workshops and courses on global themes for over 45 years, producing and delivering more than 220 of them via satellite, room-videoconferencing, and the Internet to audiences in all continents. He is a widely recognized innovator and global systems thinker. In October of 2009 he received an Honoris Causa Doctor Degree from Universidad Ricardo Palma in Lima, Peru, and in June of 2011 was named Special Adviser to Tianjin College of Commerce (TCC) in Tianjin, China.

Miguel A. Cardenas Jr., Ph.D.

Lead faculty for the Master of Science in International Management program

Dr. Cardenas, Jr. is Chief Academic Officer at SDGKU. His responsibilities include faculty and student academic review, academic assessment of programs and courses, as well as curricular planning and development. He holds a B.S. in Biochemistry and Cell Biology from Revelle College of the University of California, San Diego (UCSD), an M.S. in International Management from San Diego Global Knowledge University, and a Ph.D. in Leadership with an emphasis in business, organizational psychology, and international relations from the Alliant School of Management and the California School of Professional Psychology at Alliant International University.

He has extensive experience in global systems education, program development, and is a specialist in international business approaches and techniques, particularly "organizational synchronization", a unique systemic framework for sustainability and global competitiveness. His areas of social science research include solar power and technology transfer, the global soccer industry, and global leadership competencies. In the area of biochemical science, Dr. Cardenas has led research studies analyzing benign prostate hyperplasia (enlarged prostate) and the ocular and nasal trigeminal detection of pungency effects of volatile organic compounds (VOC's). Dr. Cardenas Jr. has a unique understanding of the different components of human behavior; from its most basic at the cellular and molecular levels (organic) to the more complex individual and group levels (organizations).

Patricia Escobar, Ph.D.

Faculty for the Bachelor of Science in Global Management program

Dr. Escobar has over 23 years of experience teaching business and finance university courses. She holds a Ph.D. in management and finance from Universidad Autónoma Popular in Puebla, Mexico and numerous diplomas and professional certification courses in curricular development, creation of instructional competencies, and pedagogical competencies in distance education. She has participated in both faculty and university administration roles, which provides her with an enriched perspective regarding curricular planning and instructional design.

Dr. Jorge Fernandez Osiris Arias, Ph.D.

Faculty for the Associate of Science in Software Development and Bachelor of Science in Global Management programs

Dr. Fernandez is a visual artist and scholar. He is a Doctor in Art from the Polytechnic University of Valencia and has carried out research stays at the University of Barcelona, the National University of Cuyo, and the University of Murcia. As an academician, he has presented works at CENDEAC (Spain), Polytechnic University of Valencia, University of Chile, Autonomous Mexico State University, Autonomous University of Hidalgo, National Autonomous University of Mexico, National Library of

Argentina, and the Autonomous University of Baja California. His academic work has been published in Argentina, Chile, Spain, and Mexico.

Dr. Fernandez studied the Doctorate Art: Production and Research at the Polytechnic University of Valencia where he was part of the research team in Audiovisual Technologies. He also studied bachelor's and master's degrees in arts at the Autonomous University of Baja California (UABC) and at the University of Brasilia, respectively.

Dr. Fernandez has been a PECDA fellow in the discipline of photography and has been part of the support team for the production of contemporary art granted by the Tijuana Cultural Center (CECUT). In 2017 he obtained a scholarship from the Elías Fontes collection to study contemporary art production in Unexpected Relations. In 2016 he participated in the Contemporary Photography Program in Tijuana, Baja California.

Leopoldo Flores

Mr. Flores has an academic background in computer science and hands-on experience in software development and applied technology. He holds a Bachelor of Science in Computer Science from California State University, Los Angeles, and completed advanced training in Full Stack Development at San Diego Global Knowledge University. His areas of expertise include programming, web application development, data analysis, and computer vision. Mr. Flores has worked on interdisciplinary projects involving artificial intelligence, big data, and autonomous systems, and he brings a strong commitment to student learning, bilingual instruction, and practical, project-based education.

Marco Antonio Hernandez-Lepe, Ph.D.

Faculty for the Associate of Science in Software Development and Bachelor of Science in Global Management programs

Dr. Hernandez-Lepe holds a Ph.D, in Chemical-Biological Sciences from Universidad Autónoma de Ciudad Juarez, a master's degree in Molecululer Biosciences from Universidad de Sonora, and a bachelor's degree in Chemical-Biological Clinical Studies from Universidad de Sonora. He has been a researcher at the Medical and Psychology School of the Autonomous University of Baja California since 2019. He has been recognized as an International Anthropometrist Level 2 by the International Society for the Advancement of Kinanthropometry. His areas of research focus on personalized health, nutrition, sports, and chronic diseases.

Gerardo Arturo Galvan Rubio, Ph.D.

Faculty for the Associate of Science in Software Development and Bachelor of Science in Global Management programs

Dr. Galvan has a Bachelor's degree in Public Administration and Political Science, a master's degree in Business Administration, and a Ph.D. in Administrative Sciences from Universidad Autónoma de Baja California (UABC). He has taught at Universidad del Valle de

Mexico and currently coordinates political science research at the college of administrative science, UABC Mexicali. His areas of research interest include the impact of government on society and the evolution of political science in the world today.

Sergio Inzunza, Ph.D.

Faculty for the Full Stack Development Immersive with AI Tools, Mobile Development Immersive 1 and 2, as well as the Associate of Science in Software Development programs

Dr. Inzunza is a Full Stack Development Immersive with AI Tools professor at SDGKU. He has several years of experience teaching software development and software engineering courses for bachelors-level students. He has extensive professional experience in the field of software engineering having worked in various levels of software development for over 10 years. Dr. Inzunza has a Bachelor's degree in Computer Engineering, a master's degree in and a Ph.D. in Engineering from Universidad Autónoma de Baja California. His research areas include: Software Engineering, Human-Computer Interaction and Recommender Systems.

Samantha Jimenez, Ph.D.

Lead Faculty for the Full Stack Development Immersive with AI Tools, Mobile Development Immersive 1 and 2, Associate of Science in Software Development, and Bachelor of Science in Global Management

Dr. Jimenez has several years of experience teaching computer software engineering, programming, and computer science for bachelor's-level students. She has participated in a leadership role in various software development projects both for industry and academia. She holds a Ph.D. in Engineering from the Universidad Autónoma de Baja California, a master's degree in Engineering, and bachelor's degree in Computer Systems Engineering from the University of Colima. Her research interests are human-computer interaction, dialogue systems, affective competing, and educational systems. She has presented her work in several conferences and published in international scientific journals.

Grecia Moreno, Ph.D.

Faculty for the Associate of Science in Software Development and Bachelor of Science in Global Management programs

Dr. Grecia Moreno is a bioengineer with experience in nanomaterials research specializing in electrochemical properties. With over five years of teaching experience in the fields of Bioengineering and Biomedical Engineering, she integrates advanced research concepts into her courses to provide students with a thorough understanding of both theoretical foundations and practical applications. She is deeply committed to advancing scientific knowledge and fostering innovation, both in the classroom and through her ongoing research endeavors. Dr. Moreno has a bachelor's degree in Bioengineering from Universidad Autónoma de Baja California, a master of science degree in Nanotechnology, and a Ph.D. in

Electrochemistry from Tecnológico Nacional de Mexico.

Fernanda Murillo, Ph.D.

Faculty for the Full Stack Development Immersive with AI Tools, Mobile Development Immersive 1 and 2, as well as the Associate of Science in Software Development programs

Dr. Fernanda Murillo's educational background is based firmly on computer engineering. She has a Master's degree in Computer Engineering and a Ph.D. in Computer Science from Universidad Autónoma de Baja California. Her expertise focuses on User Experience (UX) and persuasive systems. Dr. Murillo has extensive experience teaching undergraduate students in subjects such as Software Engineering and UX/UI Design. She guides students using an Agile process for developing a minimum viable software product through classroom workshops, which include methods for gathering and documenting software requirements, the utilization of the SCRUM framework, as well as low and high-level software design. In addition to her teaching experience, she also has experience independently designing various digital products.

Mayra Nava, Ph.D.

Faculty for the Bachelor of Science in Global Management program

Dr. Nava is an active member of the distinguished Sistema Nacional de Investigación (National System of Researchers) in Mexico. She earned all of her university degrees at Universidad Autónoma de Baja California, Mexico. Dr. Nava has a Ph.D. and a master's degree in Economics Sciences, as well as a bachelor's degree in Economics. Her academic areas of interest are in the fields of economics and social science research and has published in academic journals and textbooks. She has several years of experience teaching bachelor's degree students in business, administrative and management sciences.

Briana Ochoa, M.S.

Librarian

Mrs. Ochoa has been a professional level librarian since 2017. She holds a Bachelor of Arts in History from Chapman University and a Master of Science in Library and Information Science from the University of Illinois, Urbana-Champaign. Mrs. Ochoa has worked for both academic and public libraries; she currently serves as a Supervising Librarian for a public library and an Online Librarian for a nursing college. At SDGKU, she will assist students and faculty with their informational needs, assist in locating research articles and assist in navigating databases.

Celia Olmedo, Ph.D.

Faculty for the Bachelor of Science in Global Management programs

Dr. Celia Olmedo's experience as a university instructor dates back to 2019 teaching at the bachelors, masters, and doctoral levels. As a researcher, she specializes in economic and administrative sciences, investigating topics such as competitiveness, management strategies, and innovation in organizations. She has

held leadership roles in both governmental and educational institutions as head of budgeting and planning, as well as Chief Administrator. Dr. Olmedo holds a bachelor's degree in Public Administration and Political Science, a master's degree in Management, and Ph.D. in Management Sciences from Universidad Autónoma de Baja California.

Jose Parra, Ph.D.

Faculty for the Full Stack Development Immersive with AI Tools

José de Jesús Parra Galaviz holds a Ph. D. in Science (Artificial Intelligence) from the Universidad Autónoma de Baja California, where his doctoral research focused on complex networks and generative AI. He earned a Master's degree in Computer Science from the Tecnológico Nacional de México with a thesis on genetic algorithms and neural networks, and a Bachelor's degree in Informatics from the Tecnológico Nacional de México.

Since 2011, Dr. Parra Galaviz has served as a faculty member in various universities. His teaching emphasizes software analysis and development, blending strong theoretical foundations with practical applications to prepare students for real-world challenges. Throughout his academic career he has actively participated in national and international research conferences, contributing to the advancement of artificial intelligence, software engineering, and complex systems. Dedicated to both research and education, Dr. Parra Galaviz is passionate about advancing knowledge and mentoring students in their academic and professional growth.

María del Carmen Pérez, Ed.D.

Faculty for the ***Associate of Science in Software Development and*** *Bachelor of Science in Global Management programs*

Dr. Pérez has a Bachelor's degree in Philosophy, a master's degree in Teaching from Universidad Autónoma de Baja California (UABC), and a Doctorate in Education at Universidad Iberoamericana Tijuana. She has been a philosophy professor for twenty years at UABC and Head of the Humanities and Social Science Department at Universidad Iberoamericana Tijuana (2015-2018). She also was Dean of the Universidad Interamericana para el Desarrollo, Campus Tijuana, (2006-2012), and Director of Undergraduate Programs at Universidad Iberoamericana Tijuana (2013-2015).

Lidia Ramirez

Faculty for the Bachelor of Science in Global Management

Lidia Ramirez serves as the Human Resources Officer and Faculty Member in the Bachelor of Science in Global Management program at San Diego Global Knowledge University (SDGKU). She holds both a Bachelor of Science in Global Management and a Master of Science in International Management (with distinction) from SDGKU. With over five years of experience in managing student information systems, Ms. Ramirez also

holds various professional certificates including Payroll Management and Learning Management Systems. In her role as Human Resources Officer, she coordinates key administrative services, having designed and implemented several institutional projects that enhanced operational efficiency and overall performance. Among her many responsibilities, Ms. Ramirez oversees faculty and staff documentation, professional development plans, and the scheduling of institutional operations, as well as the administration of student and faculty data systems. She is fully bilingual in English and Spanish, enabling her to communicate effectively across diverse academic and professional settings.

Luis Renteria

Faculty for the Full Stack Development Immersive with AI Tools

Luis Renteria is backend-focused software engineer driven by a passion for clean architecture, scalable systems, and continuous learning. With a strong foundation in server-side development and API design, he thrives on exploring emerging technologies and integrating them into real-world solutions. His curiosity extends beyond code, deeply interested in robotics and embedded systems where software meets hardware in fascinating ways. Whether it's optimizing performance or diving into low-level protocols, he brings positive energy, adaptability, and a love for innovation to every project. He is a graduate of the Full Stack Development Immersive with AI Tools program at San Diego Global Knowledge University and holds a Bachelor's degree in Mechatronics Engineering from Universidad Autónoma de Baja California.

Ana Cecilia Rico, Ph.D.

*Faculty for the **Associate of Science in Software Development** and Bachelor of Science in Global Management programs*

Dr. Rico holds a B.A. in International Relations from Instituto Tecnologico Autonomo de Mexico (ITAM), a Master's degree in Modern Languages from Universidad Autónoma de Baja California, a Foundations of Positive Psychology Specialization from the University of Pennsylvania, and a Ph.D. in Language Science from Universidad Autónoma de Baja California where she graduated summa cum laude. She has designed and implemented training seminars based on the PERMA model of Positive Psychology to help university students develop soft skills. Dr. Rico incorporates the PERMA model to her lessons to enhance her students' academic experience and performance. She is passionate about building safe learning environments where students connect with each other and contribute to each other's growth.

Eric Rios, Ph.D.

Lead faculty for the Bachelor of Science in Global Management

Dr. Eric Rios has extensive experience as a teacher and researcher in the areas of marketing, business administration and economics. He earned a bachelor's degree in Marketing from La Universidad Technologica de Mexico with an emphasis in Industrial Business Management, a

master's degree in Business Administration from Universidad de las Americas, and a Ph.D. in Economics from the Universidad Nacional Autónoma de Mexico (UNAM). He has worked as a researcher and faculty member for the Universidad Politécnica Metropolitana de Hidalgo and other private institutions, such as the Universidad de las Américas in Mexico City. He has served as consultant to several organizations, such as the BASOR company, in charge of the commercial area at the "Provision" Ophthalmology Center. He is also a Member of the National System of Researchers (National Council of Science and Technology) in Mexico.

Julieta Robello, Ed.D.

Faculty for the Master of Science in International Management and Master of Science in Communication and Technology programs

Dr. Robello is an experienced educator and leader with over two decades in teaching, curriculum development, and student support across K–12 and higher education settings. She has held key roles in higher education, including Director of Student Services at San Diego Global Knowledge University, where she analyzed system-wide student performance data, monitored distance learning, and supported academic improvement initiatives. In her current role as Executive Director of Mama Bear's Learning Center, she oversees virtual instruction for learners from grade 2 through adulthood and conducts professional development training with a focus on special education assessments and individualized support.

Dr. Robello holds a Doctor of Education (EdD) in Transformational Leadership from Concordia University, a Master of Science in International Management from San Diego Global Knowledge University, a Master of Arts in Education with a specialization in Special Education from Chapman University, and a Bachelor of Science in Business Management from the University of Phoenix. Her academic and professional background is complemented by her skills in mentoring, bilingual communication (English-Spanish), and the development of personalized student success plans. She is committed to fostering inclusive learning environments and advancing educational outcomes through data-driven strategies and collaborative leadership.

Adrian Rodriguez, Ph.D.

Faculty for the Full Stack Development Immersive with AI Tools, Mobile Development Immersive 1 and 2, as well as the Associate of Science in Software Development programs

Dr. Rodriguez has over 10 years of expertise in Artificial Intelligence, specializing in affective computing, machine learning, computation, data mining, statistics, and analytics. He holds Bachelor's degree in Systems Engineering from Tecnologico Nacional de Mexico, a Master's degree in Digital Systems from Politécnico Nacional de Mexico, and a Ph.D. in Cybernetics from Tecnologico Nacional de Mexico. He is a distinguished

academic researcher having worked as faculty at Universidad Autónoma de Baja California, Instituto Tecnologico de Tijuana, and the Digital Technology Research and Development Center of Instituto Politécnico Nacional (CITEDI-IPN) in Mexico. In addition, he has extensive experience in developing algorithms that enable human-like reasoning in machines with impactful applications in critical sectors such as healthcare, manufacturing, and cybersecurity.

Gabriela Sanchez

Faculty for the Mobile Development Immersive 1

Gabriela Sánchez Alcaraz is a computer science engineer specializing in iOS and full-stack development. She holds a Bachelor of Science in Computer Science from CETYS Universidad, where she graduated with honors and is currently pursuing advanced training in cybersecurity. Gabriela has extensive professional experience as a Senior iOS Developer Engineer at ITJuana/Dexcom where she has built and maintained native iOS applications using Swift and Objective-C, focusing on user-centric design, performance optimization, and real-world solutions. She has also worked on full-stack development projects, applying her skills in front-end frameworks, RESTful APIs, and Agile methodologies.

Isabel Santos

Faculty for the Full Stack Development Immersive with AI Tools

Isabel Santos is a Computer Science graduate with over 23 years of experience in technology and software development. Throughout her career, she has combined technical expertise with leadership, serving as a Software Engineer Manager, Scrum Master, Agile Coach, and university instructor. She holds a Bachelor's degree in Computer Science from Instituto Tecnológico de Los Mochis. Passionate about technology and continuous learning, she is currently pursuing a Master's in Software Project Management from ISU Universidad while continuing to shape the next generation of IT professionals. Specializing in building high-performance teams through Agile methodology, Isabel emphasizes value creation, quality delivery, and collaboration. She has successfully mentored multicultural engineering teams across Latin America, the United States, and Europe, guiding them through Agile transformations and fostering professional growth.

Claudia Tona, Ph.D.

Faculty for the Mobile Development Immersive 2

Dr. Claudia Tona is a professor and researcher specializing in Software Engineering, Requirements Engineering, Agile Frameworks, and Educational Innovation. Sher holds a PhD in Educational Innovation from Centos de Estudios Superiores del Noroeste, Master's degree in Science and a Bachelor's degree in Computer Engineering from Universidad Autónoma de Baja California. Also, she is a Ph.D. (candidate) in Science from Universidad Autónoma de Baja California with research focused on integrating best

practices to strengthen both software projects and educational programs. She has extensive teaching experience at various institutions, such as Universidad Autónoma de Baja California, Centro de Estudios Superiores del Noroeste, and Step IT Academy. Dr Tona has taught courses ranging from programming and algorithms to project management, software quality assurance, and database systems. She is passionate about bridging theory and practice, preparing students to meet the demands of a rapidly evolving technology industry. In addition to her academic work, Dr. Tona has served as a Software Engineering Manager and Process Improvement Consultant leading national and international projects under both traditional and Agile frameworks. She is also a certified Agile Coach and Scrum Trainer mentoring teams to achieve high performance and innovation. Her research has been published in leading journals and international conferences with contributions in areas such as Agile quality, user story assessment, and software process improvement. Dedicated to student growth and academic excellence, Claudia continues to advance education and technology hand in hand.

Juan Benito Vela Reyna, Ph.D.

Faculty for the Bachelor of Science in Global Management program

Dr. Vela has a bachelor's degree in international trade relations from the Universidad Intercontinental in Mexico City, a master's degree in marketing from the Centro de Enseñanza Técnica y Superior at the Mexicali campus, and a Ph.D. in Administrative Sciences from the Universidad IEU of Puebla, Mexico. He is the founder of the first international university association in foreign trade (1999-2005) and also serves as a research professor at the Universidad Autónoma de Baja California, in addition to his faculty role at San Diego Global Knowledge University. Dr. Vela is recognized by the national system of researchers in Mexico as a researcher for the generation of knowledge in the areas oriented to the optimization of marketing processes in the primary sector and the inclusion of technology that allow efficiency in distribution, research-oriented to human capital, innovation, social networks, organizational performance, sustainability, gender equity and sustainability of organizations.

APPENDIX A

2026 Academic Calendar

SESSION 1	*Monday, January 5 – Sunday, February 8*
MLK Holiday – no class	Monday, January 19
SESSION 2	*Monday, February 9 – Sunday, March 15*
Presidents' Day Holiday – no class	Monday, February 16
SESSION 3	*Monday, March 16 – Sunday, April 26*
Spring break Holiday – no class	Monday, March 30 – Friday, April 3
SESSION 4	*Monday, April 27 – Sunday, May 31*
Memorial Day Holiday – no class	Monday, May 25
SESSION 5	*Monday, June 1 – Sunday, July 5*
Juneteenth Holiday – no class	Friday, June 19
Independence Day Holiday – no class	Saturday, July 4
SESSION 6	*Monday, July 6 – Sunday, August 9*
SESSION 7	*Monday, August 10 – Sunday, September 13*
Labor Day Holiday – no class	Monday, Sept 7
SESSION 8	*Monday, September 14 – Sunday, October 18*
SESSION 9	*Monday, October 19– Sunday, November 22*
Veterans Day – no class	Wednesday, November 11
SESSION 10	*Monday, November 23 – Thursday, December 24*
Thanksgiving Holiday – no class	Thursday, November 26 – Friday, November 27
Winter Break Holiday – no class	Friday, December 25– Sunday, January 3, 2027

2027 Academic Calendar

SESSION 1	*Monday, January 4 – Sunday, February 7*
MLK Holiday – no class	Monday, January 18
SESSION 2	*Monday, February 8 – Sunday, March 14*
Presidents' Day Holiday – no class	Monday, February 15
SESSION 3	*Monday, March 15 – Sunday, April 25*
Spring break Holiday – no class	Monday, March 22– Friday, March 26
SESSION 4	*Monday, April 26 – Sunday, May 30*
Memorial Day Holiday – no class	Monday, May 31
SESSION 5	*Tuesday, June 1 – Sunday, July 4*
Juneteenth Holiday – no class	Saturday, June 19
SESSION 6	*Monday, July 5 – Sunday, August 8*
Independence Day Holiday – no class	Sunday, July 4
SESSION 7	*Monday, August 9 – Sunday, September 12*
Labor Day Holiday – no class	Monday, September 6
SESSION 8	*Monday, September 13 – Sunday, October 17*
SESSION 9	*Monday, October 18 – Sunday, November 21*
Veterans Day – no class	Thursday, November 11
SESSION 10	*Monday, November 22 – Friday, December 24*
Thanksgiving Holiday – no class	Thursday, November 25 – Friday, November 26
Winter Break Holiday – no class	Saturday, December 25 – Sunday, January 2 2028

APPENDIX B

Georgia Student Policies and Information

Georgia students who wish to enroll in a hybrid offering are required to travel to the San Diego campus to complete all in-person activities. There are no educational facilities or activities conducted in Georgia.

Georgia Residents are charged a $140 Application Fee and are not charged a Registration Fee (see Fee information above).

Filing a Complaint in Georgia

Georgia Nonpublic Postsecondary Education Commission
2082 East Exchange Place
Tucker, GA 30084 US
770-414-3300
https://gnpec.georgia.gov/student-resources/complaints-against-institution/gnpec-complaint-form