CONTECH

CONTEMPORARY TECHNOLOGY UNIVERSITY

ACADEMIC CATALOG

School Code 66099659

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CONTEMPORARY TECHNOLOGY UNIVERSITY

About Contemporary Technology University

Stack Education, Inc. is a corporation established in Delaware and is doing business in the State of California under the name "Contemporary Technology University" and approved by the California Bureau for Private Postsecondary Education to offer degree programs.

Contemporary Technology University is a global university of applied sciences that offers master's degree programs in the field of technology for independent tech talents.

The founding team behind Contemporary Technology University has been in the education and talent development industry since 2005 providing access to education for over 45,000 students globally. By the time 2014, the skill gap in the technology field was so significant that all of the existing employers' network was looking for talents in the newly founded fields. They were disappointed that the academic landscape focuses on the never-changing basic principles of computer science instead of the exciting new possibilities of the internet and its opportunities.

Today's complex, global economy requires a skilled workforce that can leverage technology to fuel success. Contemporary Technology University's robust suite of programs includes all the fundamental pillars of innovation to give individuals and teams several options for growth and development. We offer programs in artificial intelligence, data science, digital marketing programs that shape our digital economy today.

Mission Statement

Contemporary Technology University is a global university of applied sciences that offers degree programs in the field of technology for independent tech talents. Contemporary Technology University's mission is to develop students with solid character and broad perspectives and to prepare them for engagement in a global society and for effective leadership.

Educational Objectives

At the end of the programs at Contemporary Technology University, students will:

- Demonstrate personal and social responsibility by practicing responsible citizenship, being open to new ideas, and understanding the value of moral sensitivity and cultural diversity.
- Practice intellectual skills such as critical and independent thinking, effective communication, and knowledge acquisition and application
- Recognize the ethical, legal and social implications of computing in a global society.
- Use oral and written communication skills to convey technical information effectively and accurately

- Demonstrate cultural and global awareness to be responsible citizens in a diverse society.
- Demonstrate professional ethics and practice academic integrity.

To achieve our mission, Contemporary Technology University will:

- Create the highest quality, most-affordable education possible
- Use evaluation systems that measure student achievement based on clearly articulated standards and policies
- Create educational environments based on different learning styles

Vision

Contemporary Technology University will lead the applied sciences profession by providing innovative programs and services for the students of the 21st century. Students of Contemporary Technology University will be strategically positioned to lead, influence, and contribute to their communities locally, nationally, and globally for the improvement of the human condition. To accomplish this, we will

- Promote an engaging and intellectually stimulating learning environment
- Encourage change and innovation
- Act with integrity, openness and value diversity

Diversity and Non-Discrimination

Contemporary Technology University is strongly committed to achieve academic success and the general development of a diverse and international student body. Contemporary Technology University works to promote a learning environment promoting inclusiveness, where we value awareness and understanding of each other's differences and similarities, and aim to treat all with dignity and respect. Multiculturalism reflects our commitment to advance the University's mission to be an inclusive community by making its academic programs, educational services, and employment opportunities available to all qualified persons.

Authorization Disclosure Statements

Stack Education, Inc. is a corporation established in Delaware and is doing business in the State of California under the name "Contemporary Technology University" and approved by the California Bureau for Private Postsecondary Education to offer degree programs.
Any questions a student may have regarding this catalog that have not been satisfactorily answered by the institution may be directed to the

Bureau for Private Postsecondary Education:
Mailing Address:
1747 N. Market Blvd., Suite 225, Sacramento, CA 95834

P.O. Box 980818, West Sacramento, CA 95798-0818

Website address:
www.bppe.ca.gov

Telephone and Fax #'s :
(888) 370-7589 or by fax (916) 263-1897.
(916) 574-8900 or fax (916) 263-1897

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

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

- Stack Education Inc. is a for profit organization established in Delaware and doing business in the State of California as "Contemporary Technology University".

- Contemporary Technology University does not have a pending petition in bankruptcy, and is not operating as a debtor in possession, has not filed a petition within the preceding five years, or has not had a petition in bankruptcy filed against it within the preceding five years that resulted in reorganization under Chapter 11 of the United States Bankruptcy Code (11 U.S.C. Sec. 1101 et seq.).

- Contemporary Technology University students are required to speak English when an instructional setting necessitates the use of English for educational or communication purposes. All classes are taught in English only. Contemporary Technology University does not offer English as a Second Language.

- Contemporary Technology University is an online institution. Online meetings, attendance requirements, and scheduling will be made available to students upon enrollment and completion of the matriculation process.

- Contemporary Technology University is a private institution that is approved to operate by the California Bureau for Private Postsecondary Education (BPPE). BPPE approval means that Contemporary Technology University is compliant with State standards as set forth in the CEC and 5, CCR. Contemporary Technology University does not imply that BPPE endorses its programs, or that BPPE approval means Contemporary Technology University exceeds minimum state standards.

- This institution is not approved by the U.S. Immigration and Customs Enforcement (ICE) to participate in Student and Exchange Visitor Program (SEVP) and is not authorized to issue I-20 visa, therefore this institution cannot accept applications from students from abroad who are on an F-1 or M-1 visa. This institution does not offer any visa services and will not vouch for a student status.

- Contemporary Technology University does not recognize acquired life experience and prior experiential learning as a consideration for enrollment or granting credit towards any of its degree or certificate programs.

- Contemporary Technology University has no dormitory facilities under its control and it does not offer housing and has no responsibility to find or assist a student in finding housing. Student housing options are widely common near Contemporary Technology University campus location as it's a very popular student area in Palo alto due to other educational institutions such as Stanford University, Sofia University and Menlo College. Private student housing companies such as Mia Palo Alto, Indigo Apartment homes and many others offer residential services starting from a private room to 1+1 bedroom apartments ranging from $1500 to $3347 monthly. The cost of an average apartment (823 square feet) in Palo Alto in May 2020 was $3,347.

- Contemporary Technology University does not offer state or federal financial aid programs.

- If 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, and that, if the student has received federal student financial aid funds, the student is entitled to a refund of the amount not paid from federal student financial aid program funds.

- Contemporary Technology University does not have an articulation agreement or transfer agreement with any other college or University at the present time.

- Contemporary Technology University or any of its degree programs are not accredited by an accrediting agency recognized by the United States Department of Education (USDE).

- A degree program that is unaccredited or a degree from an unaccredited institution is not recognized for some employment positions, including, but not limited to, positions with the State of California.

- Students enrolled in an unaccredited institution are not eligible for federal financial aid programs.

- Contemporary Technology University Academic Catalog is reviewed on an annual basis by a committee of advisory council members, administrative staff, and faculty. In view of new policies or procedures implemented by the Bureau for Private Postsecondary Education (BPPE) prior to the issuance of the annually updated catalog, the Board of Directors appoints the Chief Academic Officer responsible to monitor new policies and procedures.

  - Addendums, if required, will be published on an annual basis.

  - An archive of academic catalogs and addendums are available on the University's website. Students can also request an electronic copy by emailing students@contech.university

Notice to Prospective Degree Program Students

This institution is provisionally approved by the California Bureau for Private Postsecondary Education to offer degree programs.
To continue to offer degree programs, this institution must meet the following requirements:

- Become institutionally accredited by an accredited agency recognized by the United States Department of Education, with the scope of the accreditation covering at least one degree program.
- Achieve accreditation candidacy or pre-accreditation, as defined in regulations, by (date two years from date of provisional approval 01/12/2021), and full accreditation by (date five years from date of provisional approval 01/12/2021).

If this institution stops pursuing accreditation, it must:

- Stop all enrollment in its degree programs, and
- Provide a teach-out to finish the educational program or provide a refund.

An institution that fails to comply with accreditation requirements by the required dates, shall have its approval to offer degree programs automatically suspended.

Institutional Representative Initial:
Date:

Student Initial:
Date:

ADMISSIONS POLICIES

General Admission Policy

Contemporary Technology University offers a Master of Science in Computer Science and Master of Science in Digital Marketing. These degree programs are designed to meet the needs of adult learners and have their respective specific admission standards and it is the responsibility of the applicant to meet them.

While the University admits students from all over the world, both from English-speaking and from non-English-speaking countries, all instructions are in English.

Accordingly, all applicants are required to have a sufficient level of English proficiency to be able to successfully complete the program. The University does not currently accept ability-to-benefit students.

Contemporary Technology University programs are designed for self-motivated learners. Therefore, admission to Contemporary Technology University is based on a professional assessment of each applicant's potential for successful completion of the program.

The admission of an applicant is based upon the information provided in the application form. If the University determines that false information or omitted significant and/or material information was provided, the University reserves the right either to revoke the applicant's admission or to suspend the student from the courses. The University also reserves the right to take additional steps it regards as appropriate.

Enrollment and Registration

Students are enrolled in the University and in their selected program once they have been admitted to the University and have registered in an appropriate manner.

Once admitted to the University, each student will sign and submit an enrollment agreement to the University, after which the relevant University official will sign the agreement on behalf of the University.

Degrees Offered

1. Master of Science in Computer Science (MSCS)
2. Master of Science in Digital Marketing (MSDM)

Notice Concerning Transferability of Credits

The transferability of credits you earn at Contemporary Technology University depends completely on the institution to which you may seek to transfer. Acceptance of the degree you earn in the MSCS and MSDM programs also depends completely on the institution to which you may seek to transfer. If the credits earned at Contemporary Technology University are not accepted at the institution to which you seek to transfer, you might be required to repeat some or all of your courses at that institution. For this reason, you should make certain that your attendance at Contemporary Technology University will match your educational goals. This may include getting in contact with the institution to which you may seek to transfer after attending Contemporary Technology University to ensure that your credits will transfer.

Contech has not entered into an articulation or transfer agreement with any other college or university.

- Contemporary Technology University will accept a maximum of 20% of graduate semester units or the equivalent in other units received from another institution may be transferred for credit toward a Master's degree. The units earned at institutions must be approved by the Bureau, public or private institutions of higher learning accredited by an accrediting association recognized by the U. S. Department of Education, or any institution of higher learning, including foreign institutions, if the institution offering the undergraduate program documents that the institution of higher learning where the units were earned offers the same degree programs approved by the Bureau or accredited by an accrediting association recognized by the U.S. Department of Education.

Credit transfer rules of The State of California.

A maximum of 20% of graduate semester units or the equivalent in other units awarded by another institution may be transferred for credit toward a Master's degree. An institution may accept transfer credits only from the institutions of higher learning described in subsection (1)(A).

Challenge Exams & Ability-to-Benefit Students

Contemporary Technology University provides challenge examinations for students, previously passing higher level courses. Competency in each subject matter will be determined by the challenge exam and review of transcript by a qualified academic official. Contech does not accept credits earned by Ability-to-Benefit students.

Applicants with Credentials from non-English Speaking Countries

The applicant must send his or her original transcript (or a notarized copy of the original transcript) to the University Admissions Office for evaluation. Transcripts for comparable high

school degree equivalent or University-level courses that are not in another language than English must be sent to the University together with an official translation.

Review of Documentation

Any document sent by an applicant in support of his or her application may be reviewed by relevant institutions, including the institution issuing the documentation and/or by an established foreign evaluation service that can establish degree comparability.

Three credible providers of credential evaluations are World Education Services (WES www.wes.org); International Education Research Foundation (IERF www.ietf.org); and American Association of Collegiate Registrars and Admission Officers (AACRAO www.aacrao.org), but the University may also accept evaluations from other credible sources.

Graduate Program Admission

- Master of Science in Computer Science (MSCS)
- Master of Science in Digital Marketing (MSDM)

MSCS Degree Program

Contemporary Technology University's Master of Science in Computer Science program offers the students the opportunity to acquire a specialization in two areas:

- Data Science
- AI & Machine Learning

The program is designed for students with a strong background in math, computer science, engineering who seek the specific techniques and tools involved in computer science and the business skills to apply this knowledge effectively and strategically.

MSDM Degree Program

Contemporary Technology University's Master of Science in Digital Marketing program is designed for students with a strong background in business management, media and arts, and students who seek the specific techniques and tools involved in digital marketing and the business skills to apply this knowledge effectively and strategically.

Applicants with an undergraduate degree from a University outside the United States must have their undergraduate transcripts evaluated by an independent National Association of Credential Evaluation Services (NACES) approved agency. The evaluation findings will be acceptable as satisfaction of the degree requirement, when indicating that an applicant's degree is the equivalent of one received from a regionally accredited or approved college in the United States.

International Applicants

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. A minimum score of **530** on the paper-based Test of English as a Foreign Language (TOEFL PBT), or **71** on the Internet Based Test (iBT), a **6.5** on the International English Language Test (IELTS), or **50** on the Pearson Test of English Academic Score Report.
2. 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

3. 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;
4. A transcript indicating completion of at least 30 semester credit hours with an average grade of "B" 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
5. A passing score of 70 on the Duolingo English Test: Passing the Duolingo English Test fully qualifies the applicant for CONTECH Programs. The test costs $49, and can be completed online and/or at home for the convenience of test-takers.
6. A letter from the University issuing the Bachelor degree indicating that the language of study of the program was the English Language

Note: Contemporary Technology University doesn't provide English language services, including instruction such as ESL.

ACADEMIC POLICIES

Academic Progress Policy

Grading and Evaluation Procedures

The University awards letter grades in recognition of academic performance in each course. Grades are based upon formative and summative assessments as described in the study process below. The course instructor's academic judgment as to whether the student has demonstrated a specified level of performance based on objective and subjective evaluations. Students are graded according to their individual performance in the course.

All of the grading criteria listed are subject to the specific course syllabus. Criteria for awarding grades as described in the courses syllabi may include, but are not limited to:

- Quality of assignments and peer assessments
- Sufficient participation in the discussion forums (according to the requirements laid out in the course syllabus) and the quality of the postings
- Performance on quizzes, exams and course projects

Each course is based on a total of 100 maximum points.
The final grade will be based on 3 credit as follows:

Description	**Points**
Participation & live sessions (workshops and lectures) attendance	30
Weekly Assignments and projects	30
Final course project and course project report	40
Total Points Possible	**100**

Late Work Policy

Please be sure to always meet the deadlines. There will be no makeup assignments or quizzes, or late work accepted unless there is a serious or compelling reason and the instructors' approval.

Timely feedback

Instructors will always let students know *when* they will receive feedback about their assignments. Instructors will do this by posting a note on the Contemporary Technology University learning portal.

The "standard" time for providing feedback for course activities is 5 business days. But instructors should be sure to be explicit and reaffirm this with students. Posting a note about the expected feedback schedule is also a good opportunity to change this timeframe if the schedule requires such an adjustment.

Letter Grade Assignment

The University awards letter grades in recognition of academic achievements in each course. Grades are based upon formative and summative assessments as described in the study process below and the course instructor's academic judgment if the student has demonstrated a specified level of performance based on objective and subjective evaluations. Students are graded according to their individual activities in the course.

Letter Grade	Percentage	Performance	Numerical Grade
A	93-100%	Excellent Work	4.00
A-	90-92%	Nearly Excellent Work	3.67
B+	87-89%	Very Good Work	3.33
B	83-86%	Good Work	3.00
B-	80-82%	Mostly Good Work	2.67
C+	77-79%	Above Average Work	2.33
C	73-76%	Average Work	2.00
C-	70-72%	Failed	0.0
D+	67-69%	Failed	0.0
D	60-66%	Failed	0.0
F	0-59%	Failed	0.0
W		Withdrawal: Withdrawal from a course without academic penalty. Issued based on a student-initiated withdrawal.	
I		Incomplete: Work incomplete, due to circumstances beyond the student's control, but of passing quality. If the work is not completed within a year, the grade of incomplete converts to failure (F) one year after issuance.	

- The University considers a B (3.0) overall grade point average (GPA) as the minimum for the student to graduate.
- A grade of C- or lower is not considered a passing grade for any course.
- If a student receives a grade of C- or lower for any course, this failed course must be repeated in order for the student to graduate.

- Only the grade of the repeated course will be used to calculate the student's cumulative grade point average (GPA) for graduation but both the original and repeated courses grades will appear on the student's official transcript.
- A student may not repeat a failed course more than two times. If a student fails a course three times, he/she will be dismissed from the program.
- A student who doesn't maintain a cumulative grade point average (GPA) above 3.0 after the completion of a course will be placed on academic probation for the following course. If a student does not raise his/her cumulative grade point average (GPA) to a 3.0 or higher after the completion of the next course, he/she will be subject to academic dismissal.
- Any student not achieving this minimum grade will have to repeat the course in order to complete the program. Pass (P) indicates completion of the course duties with academic work equal to C (2.0) grade.

Course Repeat

- Fail (F) indicates completion of the course duties with academic work with a grade below C grade.
- An Incomplete may be awarded upon the recommendation of the instructor when the student has completed 80% of the coursework but cannot finish the remainder due to illness or some other serious reason. The student must complete the work and the instructor has to submit a change of grade to the Director of Education within four weeks of the following semester. Failure in doing this will result in a grade of 0.0 for the course.
- A grade of IP may be awarded for thesis, practicum or internship at the end of a semester or other instructional period when the student has made progress but has not yet completed all work. Practicum and internships need to be completed within the first two semesters. Once the student has completed all work, the instructor must make a change of grade to the Director of Education. If the work is not completed within the permitted time, the IP will be changed to IN or a 0.0.
- Withdrawal (W): Withdrawal from a course after the add/drop period will appear on the student's official transcript and is included in attempted credits when monitoring satisfactory academic progress, but not included in the calculation of the grade point average (GPA).

Grade Point Average (GPA)

- All course credits in which a letter grade is received will be used to calculate the student's Grade Point Average, with the exception of a W grade, and Pass/Fail grades.
- The grade-point average (GPA) is determined by dividing the number of grade points achieved by the number of units attempted. The total grade points achieved for a course equals the number of grade points assigned times the number of course units.

Standards of Academic Achievement

A student must earn the minimum standards of academic achievement and successful course completion while being enrolled at Contemporary Technology University. The student's progress will be evaluated at different time intervals to determine satisfactory academic progress (SAP). Contemporary Technology University forbids students to remain enrolled who are not meeting the standards of satisfactory progress.

Maximum Degree Program Duration

The University understands that many students are working adults attending the University part-time. Thus, most students' academic programs will exceed the normal duration for full-time students. However, we encourage students to complete their studies as fast as possible.
The maximum time to complete any degree program is one and a half times the program length, unless exceptional circumstances such as illness exist. The normal length of each academic program is indicated in the curriculum description for the academic programs in this catalog.

Grade Reports

At the end of each term of study, the student receives a communication that provides detail on grades achieved. Please see Academic Calendar for date of final exams and posting of grades.

Grade Appeal Procedure

1. The University permits students to appeal their final letter grade of any course, if they feel it is unfair or unjustified. As the initial step in the Grade Appeal Procedure, the student must seek a discussion with his or her course instructor. This must be done within a week of the grade posting. This discussion is intended to provide the instructor an opportunity to explain the reason for the grade and to provide the student with an opportunity to indicate possible errors or misjudgments in the assignment of the grade. Frequently, a discussion with the instructor resolves the appeal.

2. If the Instructor accepts the appeal, he or she must inform the Director of Education and then send the corrected grade to the Student Services for rectification of the student's academic results. If the discussion between the student and the instructor does not resolve the issue within 3 weeks of the grade posting and if the student still believes that an unfair grade was awarded, the student must request a Grade Appeal Form from his or her instructor.
   The completed Grade Appeal Form with the instructor comments on the request must be

submitted by the student to Student Services no later than a month after the grade posting or it will not be accepted and the grade will stay as originally recorded.

3. Grade appeals will be investigated by an Academic Affairs Committee, which may come to the decision that the given grade should stand, or that the grade received is unfair or unjust, in this case the Committee will determine the appropriate mechanism for awarding the final grade. Students submitting a Grade Appeal Form will be informed in writing of the Committee's decision on their appeal in a timely fashion. Decisions reached by the Committee are final and binding. A documentation of the final decision and all related materials will become part of the student's official academic record. Students appealing a grade should note the following:

    - For a change in grade to be recommended, a student must prove that the grade originally given was unjust or unfair.
    - The Director of Education looking into the appeal will not place his or her judgment over the Instructor except in clear and solid cases.
    - The burden of proof in challenging a grade is the responsibility of the student.

Satisfactory Academic Progress

1. Students' academic progress will be evaluated at the end of every term, starting in the third term of their studies. For each evaluation point, a minimum standard of satisfactory academic progress ("the Academic Standards") is defined in each of the following three parameters:

    - Cumulative Grade Point Average (CGPA)
    - Credits earned
    - Completion rate (i.e. credits earned divided by credits attempted)

2. Students must meet or exceed the Academic Standards in all of the three parameters listed above in order to stay enrolled as a regular student. A student will be put on Academic Warning at the first evaluation point in which he or she doesn't meet or exceed the Academic Standards.

3. A student that is under Academic Warning and in the consecutive evaluation point he or she meets or exceeds the Academic Standards will be returned to a status of regular student.
   If the student under Academic Warning doesn't meet or exceed the Standards in the consecutive evaluation point he or she will be put on Academic Probation.

4. A student that is under Academic Probation and in the consecutive evaluation point he or she meets or exceeds the Academic Standards will be returned to a status of regular student.

If the student under Academic Probation doesn't meet or exceed the Academic Standards in the consecutive evaluation point he or she will be dismissed from the University.

5. If at any evaluation point it can be determined by the University that it is mathematically not possible for a student to meet the Academic Standards, he or she will be dismissed from the University.

6. The University reserves the right to place a student on Academic Warning or on Academic Probation and the right to remove a student from Academic Warning or on Academic Probation based on his or her academic development, notwithstanding the Academic Standards. Student Services will send emails to students notifying them that they failed to meet the Academic Standards within 30 days of every evaluation point.

7. Students on academic or disciplinary probation will not be allowed to graduate.

Attendance

Successful course completion in a Contemporary Technology University course depends on routinely following the instruction and guidelines provided in the course syllabus. The student's responsibility is to check and become familiar with the course syllabus and requirements at the beginning of each course

The Attendance of Online Classes:In general, attendance is measured and recorded by posting responses to weekly discussion questions, log on time, participation in the peer assessment process, timely submission of assignments, and to take periodic quizzes. Students attending online classes will be considered in attendance when they adhere to the online attendance rules.

Contemporary Technology University Attendance Policy

Regular and punctual class attendance is an important form of student participation, facilitating clear delivery of course material, discussion of key ideas, and development of cooperative relationships between students and faculty that results in immediate academic results and longer-term success in personal and career development.

At Contemporary Technology University, specific class attendance requirements are established within the individual academic courses. To earn academic credit in a particular course, a student must be officially enrolled in that course within the first 14 days of the semester and must attend at least 75 percent of the course. Students who do not fulfill these requirements will receive a grade of "F" in the course.

Any University-related activity necessitating an absence from class counts as an absence when determining if the student has attended the required number of class activities. However, if prior arrangements are made, the student may be allowed to complete his/her assignments or

exams missed, or the faculty member may provide appropriate substitutes. Likewise, students are usually allowed to make up class work and/or tests missed due to serious illness, accident, or death in the family. In these cases, the instructor should be informed in a timely manner.

Faculty members are responsible for:

- Informing the students about the attendance requirements in the course syllabus, and
- Notifying the students either through posted attendance records (such as on Canvas LMS) or direct correspondence before the limit for grade action is reached.

Faculty members have the authority to establish alternative class-specific attendance expectations and requirements for punctual arrival in class as long as the policy is stated in the course syllabus.

Course Drops and Withdrawals

Each program is made up of a number of different courses. Students are responsible for managing their time at the University and balancing their studies with their non-University commitments. There is, however, some flexibility to enable students to manage their workload. There may be circumstances and occasions when it is necessary for students to change their University activities by dropping a course or withdrawing from a course. Should students need to do so, they must follow the correct procedures and should understand the implications that are explained in this section.

Course Drop

A student may drop a course during the first 7 days of the course session without academic penalty. A course drop during this time does not appear on the student's transcript and does not affect grade point average (GPA). Note: Please refer to the Academic Calendar in order to be sure of the last date for a course drop.

A course drop applies to one course at a time and does not assume withdrawal from the University. Students are responsible for requesting a course drop by sending an e-mail to Student Services at students@contech.university. The request must indicate:

- Student’s full name (first and last)
- Student ID
- Course name and number

If the student has not received a response from Student Service within three days of his request, another inquiry should be made by the student to Student Services.

Course Withdrawal

Course withdrawal refers to students formally withdrawing from the course roster after the add/drop period has passed. A withdrawal relates to only one course at a time and does not assume withdrawal from the University. A course withdrawal is different from a course drop in that the course will appear on the student's official transcript and will be included in attempted credits when academic progress is monitored. Students should note the following:

Course withdrawal requests must be sent by e-mail to Student Services at students@contech.university and must include:

- Student's full name (first and last)
- Student ID
- Course name and number

If the student has not received a response from Student Service within three days of the original request, another inquiry should be made by the student to Student Services. The following consequences apply to a student who withdraws from a course:

- The student receives a grade of "W" for the course
- The grade of "W" appears on the student's transcript
- The grade of "W" does not affect GPA, but course credits are included in attempted credits when monitoring academic progress

Administrative Withdrawal

Students who have not participated in a course, or who may have had minimal participation but show no credit for any graded assessments, and have not requested a course drop or course withdrawal will be subject to an Administrative Withdrawal. The following consequences apply to a student who is administratively withdrawn from a course:

- The student receives a grade of "W" for the course
- The grade of "W" appears on the student's transcript
- The grade of "W" does not affect GPA, but course credits are included in attempted credits when monitoring academic progress

Withdrawal from the University and Institutional Refund Calculation

A student may withdraw from Contemporary Technology University at any time for any reason. Students who wish to withdraw from the University must send an email indicating their name and Student ID to Student Services requesting to withdraw. Students submitting a request to withdraw are also asked to state their reason for withdrawing from the University in the email to Student Services at students@contech.university.

Students who have withdrawn but wish to return to study in the future will be required to re-apply for the admission process.

A withdrawal is considered to have occurred on the earlier of (a) the date the student officially notifies the campus of his or her intent to withdraw, or (b) the point at which the student fails to meet the published academic policies outlined in the Academic Catalog ("Date of Determination").

Notice of withdrawal may be given by mail, hand delivery, fax or email. The notice of withdrawal, if sent by mail, is effective when deposited in the mail, properly addressed with postage prepaid.

For Contemporary Technology University students, notice of cancellation should be given by email. The written notice of withdrawal need not take any particular form and, however expressed, is effective if it states that a student no longer wishes to be bound by the Enrollment Agreement.

Contemporary Technology University reserves the right to withdraw a student if, at any time, the student fails to meet the policies as outlined in the Academic Catalog.

Upon a student's withdrawal, the University performs a calculation to determine unearned tuition and return of corresponding funds. Students can obtain a full refund of charges paid through attendance at the first session, or the seventh day after enrollment, whichever is later. Any student may withdraw from the school at any time, after classes start, and receive a pro rata refund calculated based on the remaining scheduled days in the current payment period in the program, and based on the last day of attendance.

For the purpose of determining the final amount of the refund, the date of the student's withdrawal shall be deemed the last date of recorded attendance. The amount for refund equals the daily charge for the program (total institutional charge, minus non-refundable fees, divided by the number of days in the program), multiplied by the remaining number of days scheduled to attend, prior to withdrawal.

State of California Student Tuition Recovery Fund (STRF)

The State of California established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic loss suffered by a student in an educational program at a qualifying institution, who is or was a California resident while enrolled, or was enrolled in a residency program, if the student enrolled in the institution, prepaid tuition, and suffered an economic loss.

Unless relieved of the obligation to do so, you must pay the state-imposed assessment for the STRF, or it must be paid on your behalf, if you are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if you are not a California resident, or are not enrolled in a residency program.

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

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

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

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.

Leave of Absence

The University may grant, on a limited basis, a leave of absence to students, when the student is experiencing extenuating circumstances that prevent attendance and/or challenge academic success. These circumstances may include: Medical emergencies, family emergencies and other exceptional personal circumstances. The University reserves the right to request supporting documentation from relevant authorities.

A request for a leave of absence must be made in writing, and be e-mailed to Student Services at students@contech.university including:

- Student's full name (First and last name)
- Student ID
- Program name and registered courses
- Reason for the request
- Date of requested leave and the date of return

A leave of absence may only be from the first day of the following term, and students cannot return from a leave of absence in the middle of a term. A leave of absence cannot exceed 180 days within a twelve-month period, beginning on the first day of the student's initial leave of absence. Students who fail to return to class by the end of their leave of absence will be withdrawn from the University. Students granted a leave of absence when on academic probation will return to their studies with the same status.

The time granted for a student's leave of absence will not count against the total time allowed for the program completion. Student Affairs will decide whether or not to grant the student's request for a leave of absence after investigating the request, the supporting documents and the student's academic history. The University's decision to grant or refuse a request for a leave of absence will be final and binding.

Student Grievance Procedure

At any time during their course, a student may file a grievance if they feel a situation has not been properly resolved with the instructor. A written appeal must be filed with the director of that department. The director of that department will then rule upon the grievance. If the student is not satisfied, a written appeal may be filed with the Director of Education. The

Director is responsible for maintaining the complaint records and informing the student of the resolution. Any remaining unresolved complaints may be directed to the following address:

Bureau for Private Postsecondary Education
A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education:

Mailing Address:
1747 N. Market Blvd., Suite 225, Sacramento, CA 95834
P.O. Box 980818, West Sacramento, CA 95798-0818

Website address:
www.bppe.ca.gov

Telephone and Fax #'s :
(888) 370-7589 or by fax (916) 263-1897.
(916) 574-8900 or fax (916) 263-1897

Academic Freedom

The primary objective of the University is to provide quality education to our students. The University is committed to the free pursuit and dissemination of knowledge. Faculty members are encouraged to explore, discuss, and create thoughtful teaching and learning experiences that examine differing perspectives. As professionals, they should be honest, responsible, and respectful of others and their opinions. Faculty are expected to support the University's objectives and to differentiate between their own viewpoints and those of others, including professionally accepted views in a discipline. Faculty should present data and information fairly and objectively.

Academic Integrity

True learning can take place only when students do their own work honestly without copying from other students or other sources. Contemporary Technology University enforces the highest standards of academic integrity, both to preserve the value of the education offered and to prepare students to become productive members of the workforce and society.

It is the instructor's responsibility to report any reasonable suspicion of academic dishonesty to the appropriate academic official.

1. Academic dishonesty includes such things as cheating, inventing false information or citations, plagiarism and helping someone else commit an act of academic dishonesty. It usually involves an attempt by a student to show possession of a level of knowledge or skill that he/she does not possess.

2. Course instructors have the initial responsibility for detecting and dealing with academic dishonesty. Instructors who believe that an act of academic dishonesty has occurred are obligated to discuss the matter with the student(s) involved. Instructors should possess reasonable evidence of academic dishonesty. However, if circumstances prevent consultation with student(s), instructors may take whatever action (subject to student appeal) they deem appropriate.

3. Instructors who are convinced by the evidence that a student is guilty of academic dishonesty shall assign an appropriate academic penalty. If the instructors believe that the academic dishonesty reflects on the student's academic performance or the academic integrity in a course, the student's grade should be adversely affected.

4. Suggested guidelines for appropriate actions are: an oral reprimand in cases where there is reasonable doubt that the student knew his/her action constituted academic dishonesty; a failing grade on the particular paper, project or examination where the act of dishonesty was unpremeditated, or where there were significant mitigating circumstances; a failing grade in the course where the dishonesty was premeditated or planned. The instructors will file incident reports with the Vice Presidents for Academic Affairs and for Student Affairs or their designees. These reports shall include a description of the alleged incident of academic dishonesty, any relevant documentation, and any recommendations for action that he/she deems appropriate.

5. The Vice President for Student Affairs shall maintain an Academic Dishonesty File of all cases of academic dishonesty with the appropriate documentation.

6. Students may appeal any actions taken on charges of academic dishonesty to the Academic Appeals Board.

7. The Academic Appeals Board shall consist of faculty and at least one student.

8. Individuals may not participate as members of the Academic Appeals Board if they are participants in an appeal.

9. The decision of the Academic Appeals Board will be forwarded to the President of Contemporary Technology University; whose decision is final.

STUDENT SERVICES

Student Identification Card

Every student will be provided with electronic identification that will be required to access course material. Students without electronic credentials will not be permitted to access any of the University's resources.

Learning Resources

Learning resources provided through Contemporary Technology University Library and Information Resources Network (https://www.lirn.net/) enable its students and faculty to access library facilities, informational databases, and electronic communication services from the convenience and comfort of their homes and offices. Learning resources have been developed and are continually updated to support high quality Instructor/student communications, teachers and students can use Contemporary Technology University Library and Information Resources Network by visiting the following link (https://www.lirn.net/) and log in using their unique ID and Password.

Counseling

Contemporary Technology University offers counseling through administrative staff and faculty. Academic counseling falls in the purview of the Academic Dean, faculty and academic staff. Personal Counseling and mentoring such as trauma, personal, sexual harassment fall in the purview of the Director of Student Services.

Student Interaction and Study Groups

Group study will be incorporated when feasible. Students coming together, sharing ideas, and preparing is a delightful part of the college environment be it direct or virtual. Group study is a helpful way to re-enforce the personal first time study and expand the range of learning. Interaction will be the essence of the instructor's facilitative tasks.

Services Not Provided by the University

Contemporary Technology University has no dormitory facilities under its control and it does not offer housing and has no responsibility to find or assist a student in finding housing. Student housing options are widely common near Contemporary Technology University campus location as it's a very popular student area in Palo alto due to other educational institutions such as Stanford University, Sofia University and Menlo College. Private student housing companies such as Mia Palo Alto, Indigo Apartment homes and many others offer residential services starting from a private room to 1+1 bedroom apartments ranging from

$1500 to $3347 monthly. The cost of an average apartment (823 square feet) in Palo Alto in May 2020 was $3,347.

Contemporary Technology University neither provides, pays for, nor reimburses students for the acquisition of, or use of, any electronic tools, and/or services such as, but not limited to, computers, access to online database services, or database consultant fees and/or services.

Academic Counseling

Students at Contemporary Technology University are given the opportunity to gain skills in academics, career planning and job placement. Academic counseling is available as needed through the department head. In some cases, the student may be referred to the Department of Student Services. These services are provided on a continuing basis, at no additional charge.

Graduate Placement

Contemporary Technology University does not guarantee employment to any student upon graduation. Contemporary Technology University does provide all graduates with assistance regarding placement opportunities, resume preparation, job search assistance and interview counseling and advising concerning job search and job interview techniques.

Placement assistance is available to all graduates of the institution. Additionally, Contemporary Technology University is required under California law to track placement of its graduates for a period of up to 6 months upon completion of their program and to verify placement 2 months after employment. Our Student Services will assist students with their job search. This assistance consists primarily of educating students in developing the ability to successfully perform these tasks as they begin to seek employment.

For the purposes of reporting gainful employment of its graduates, the following are the job classifications for each program that Contemporary Technology University offers to prepare its graduates using the United States Department of Labor's Standard Occupational Classification codes, at the Detailed Occupational (six-digit) level:
Master of Science in Computer Science: 11-3021 (Computer & Information Systems Managers)
Master of Science in Digital Marketing: 11-2021 (Marketing Managers)

GENERAL INFORMATION

Tax Deductions for Educational Expenses

Students may be able to deduct qualified education expenses paid during the year. U.S. Treasury Regulation 1.162-6 permits an income tax deduction for educational expenses such as books, registration fees, and expenses needed to maintain or improve a student's skills in current professions, or to meet job requirements of an employer or minimum professional requirements to retain student's job status, employment, or rate of pay. Students are encouraged to check their status with an enrolled tax agent or the toll-free number listed for the I.R.S. Treasury Office in the student's tax area.

License and Credentials

Contemporary Technology University's degree programs and coursework do not meet any particular local, state or national licensing or credentialing requirements. It is the responsibility of the future students interested in obtaining licensure or a credential to check with the state agencies, school districts, professional associations and government agencies before enrolling with Contemporary Technology University.

Student Records Retention policy

The records for students, including a transcript of academic progress shall be kept in files maintained in fireproof cabinets in such a way that adequate information is maintained by the institution for a period of 5 years from the student's date of completion or withdrawal to show student advancement, grades, and that satisfactory standards are enforced relating to progress and performance. Student Services make an electronic backup off-site.

Contemporary Technology University is required to maintain student records for a minimum of 5 years while student transcripts will be maintained indefinitely and made immediately available during normal business hours and for inspection by officials from the State of California Bureau of Private Postsecondary Education, or the State of California Attorney General's office showing the following:

- The names and addresses, both local and home, of each of its students;
- The courses of study offered by the institution;
- The names and addresses of its instructional staff, together with a record of the educational qualifications of each, and;
- The degrees or diplomas and honorary degrees and diplomas granted, the date of granting, together with the curricula upon which the diplomas and degrees were based.

Transcripts of Records

Contemporary Technology University will supply one official transcript upon graduation. Requests for additional transcripts must be made in writing and signed by the student. There is a $15.00 charge for each transcript requested. For transcripts mailed outside of the U.S., there is an additional shipping fee of $50.00. Students requesting release of academic records and transcripts to employers or other groups or agencies must sign an authorization request and follow the procedures outlined in this section.

In addition, students are informed that they may file complaints with the Family Educational Rights and Privacy Act Office of the United States Department of Education (FERPA) concerning alleged failures by the school to comply with the Family Rights and Privacy Act of 1974 (the 'Buckley amendment'), as amended, in relation to the procedures and decisions involved with any such matters.

Sexual Harassment Policy

The University definition of Sexual Misconduct is to be instances of Sexual Harassment and Sexual Violence.

1.1 Sexual Harassment

Sexual Harassment is defined in legislation as conduct with a sexual component which is unwelcome, unsolicited and unreciprocated. Conduct with a sexual component includes physical, visual, verbal and non-verbal behavior.

The University understands that Sexual Harassment includes, but is not limited to:

- leering or staring
- obscene sexual communications in any media including social networking
- persistent following or stalking
- persistent unwelcome invitations, telephone calls or emails
- sending of sexually explicit emails or text messages
- sexually suggestive words, gestures or sounds
- unwanted ongoing declarations of affection or approaches for affection, including gifts display of sexually suggestive material use of University computer systems for the retention and distribution of sexually explicit material
- unwelcome behavior or contact of a sexual nature which offends, intimidates, embarrasses or humiliates an individual
- unwelcomed physical touching or familiarity, including deliberately brushing against someone, patting, kissing and embracing.

1.2 Sexual Violence

The University understands Sexual Violence to be instances of:

- Sexual Assault
    - aggravated sexual assault (sexual assault with a weapon)
    - attempted rape
    - indecent assault
    - penetration by objects and forced sexual activity that did not end in penetration
    - rape (sexual penetration without consent).

- Sexual Threat is an act of a sexual nature carried out against an individual's will through the use of physical force, intimidation or coercion made face-to-face.

2. Scope

The scope of this policy extends to all members of the University Community, including but not limited to:

- the University's Employees
- the University's Students
- individuals not employed by the University that undertake official duties for the University

3. Supervisors and Managers

The University expects that Supervisors/Managers take appropriate action using the procedures associated with this policy when they become aware of instances of possible Sexual Misconduct, even without a complaint being lodged.

The University expects Supervisors/Managers to manage Sexual Misconduct appropriately and contribute to maintaining a campus culture of inclusivity and respect, and to uphold the rights of Employees and Students to fair treatment by:

- making sure Employees and Students are familiar with this policy
- modelling exemplary behavior in this regard themselves
- ensuring that Employees and Students are aware of the University's Code of Ethics and Code of Conduct
- making known names and locations of Employees, who are able to provide preliminary advice and assistance
- taking early action when they become aware of instances of possible Sexual Misconduct, even without a complaint being lodged
- following up promptly when a Sexual Misconduct matter is raised.

4. Breach of Policy

Failure to comply with this policy by a member of the University Community may be considered a breach of the Code of Ethics and Code of Conduct and may result in disciplinary action.

5. Procedures seeking Support

Someone who has experienced Sexual Misconduct can seek support from a range of people across campus and external to the University.

6. Disclosures and Reports

6.1 Disclosures

An Employee or Student who wants the University to investigate what happened can make a Disclosure and/or a Report to the University.

Making a Disclosure starts a process of information and support provision, which can include assistance with making a Report, but does not start an investigation.

Making a Report does start an investigation (assuming the University has the authority to investigate) and can include a referral to the Disclosure Officer(s) for information and support provision as part of the process.

The decision to make a Disclosure and the decision to make a Report are separate decisions. They are both confidential processes but there may be limits to confidentiality, particularly where the University is required to disclose information to external agencies or investigate.

Disclosures are made to the Disclosure Officer. Appointments can be made by phone or by email. No information about the Sexual Misconduct is required in the email; just a statement that the individual wishes to make a Disclosure, their full name, and their student/employee ID.

To the greatest extent possible, the University will respect an individual's choice to not make a Report and will keep the Disclosure confidential. In exceptional circumstances, where required by law or where there is a risk of significant harm to that individual's health and safety or another individual's health or safety, and at the sole discretion of the Disclosure Officer, the University may make a report.

6.2 Making a Report

Anyone directly subjected to Sexual Misconduct, including an individual who is not a member of the University Community, can make a Report against a member of the University Community. Reports can be made by:

- emailing the Complaint Resolution Unit
- submitting a Report online (through the Complaint Submission Form)
- making an anonymous Report (noting action may be limited)
- making an appointment with the Complaint Resolution Unit to make a report individually by mail.

Anyone directly subjected to Sexual Misconduct, including an individual who is not a member of the University Community, can make a Report against a member of the University Community.

An individual who is subjected to Sexual Misconduct and makes a Report is called the Complainant.

An individual can submit a Report to the University and pursue other processes external to the University, including reporting to the police.

If the University commences an investigation and an external process is also being pursued, the University may continue or suspend its investigation (after consultation with the Complainant).

A Report to the University does not normally result in a report to the police, although in exceptional circumstances, where required by law or where there is a risk of significant harm to anyone's health or safety, the University may have to notify third parties, such as the police. If such action is taken, the University will notify the Complainant and will ensure that appropriate support services are made available to that individual.

Human Resources will be notified of any Report in which an Employee is either the complainant or respondent. Reports involving only Employees will be managed by Human Resources, including any investigation or disciplinary process. Reports involving both an Employee and a Student will be managed by both Human Resources and the Complaint Resolution Unit.

Anonymous Reports or Reports of Sexual Misconduct made by a third party (someone other than the individual who was directly subjected to the Sexual Misconduct) can also be submitted to the Complaint Resolution Unit.

The University may be unable to proceed with an Investigation involving anonymous or third party allegations due to a lack of evidence from the individual who was directly subjected to the Sexual Misconduct, or where proceeding would not allow for procedural fairness.

The Complaint Resolution Unit may take other steps, including an approach via the third party to see if the individual affected would consider making a Report.

Where other sufficient evidence exists and where procedural fairness could be met, the University may decide to proceed with an investigation. In such cases, the individual who was directly subjected to the Sexual Misconduct has the right to be advised of the investigation and not participate.

If the University is unable to proceed with an investigation involving anonymous or third party allegations, the Report will be retained by the Complaint Resolution Unit. It will be kept strictly confidential, and access to it will be limited.

6.3 Conflict of Interest

A perception of a conflict of interest may be seen to exist where it would be likely that an individual might reasonably fear that a more senior staff member managing a Report might be influenced by factors other than employment management considerations.

The same reasoning applies to an employee with teaching or academic supervision responsibilities where factors other than proper academic management considerations might also create a perception of bias in the mind of a student. While a conflict of interest must always be acknowledged, depending on the circumstances, it may not always be necessary to act upon such a conflict. However, if there is any doubt, advice must be sought from Human Resources (Employees) or the Complaint Resolution Unit.

7. Investigating reports - complaint and discipline procedures

A Report may be investigated as a complaint and/or a discipline process. At any point in considering a Report where it is determined that there is sufficient evidence, or where the matter is serious.

Where a Report indicates a matter that can be resolved informally or where there is insufficient evidence for referral to a discipline process, the Report will be considered under the University Policy on: Student Complaint Resolution, or under the grievance procedures in the relevant Enterprise Agreement.

These complaint/grievance processes allow for informal resolution of matters and an investigation of a complaint matter where needed.

Care should be taken not to pre-judge either party or to dismiss a matter as trivial. A range of strategies can be used in resolving the complaint whilst ensuring that principles of procedural fairness are observed.

For the purposes of these procedures, an Employee responding to a complaint or allegation(s) of Sexual Misconduct is referred to as employee respondent and a Student responding to a complaint or allegation(s) of Sexual Misconduct is referred to as student respondent.

During either the informal or formal steps, a complaint investigation can meet the requirements of the initial inquiry stage of a discipline process. If disciplinary action is required, the matter should be referred to Employee Relations in the case of an employee, or to the Complaint Resolution Unit in the case of a student, so that the matter can be dealt with under the appropriate regulations.

However, even if the matter can be resolved at a local level, it may be important to utilize support from other areas of expertise in order to manage the situation effectively and also for reporting purposes.

Where no matters are substantiated or identified as requiring consideration under the relevant discipline procedures, a complaint will be found not justified and closed. This decision can be appealed (procedures clause 12).

Where the University determines that a matter(s) arising from a Report may require disciplinary action, it should be referred to:

- Employee Relations within Human Resources for investigation as a possible misconduct or serious misconduct by an Employee under the relevant Enterprise Agreement.
- The Complaint Resolution Unit for investigation of possible misconduct by a Student

This decision can be made on receipt of a report or during the complaint resolution process.

Where an initial inquiry determines that an allegation does not meet the required standard of proof, no further action will be taken.

Where an initial inquiry determines that an allegation is of sufficient substance the University will investigate under the relevant discipline procedure.

9. Investigation

All parties to an investigation will be afforded procedural fairness and have the right to have a support individual with them.

The Complaint Resolution Unit will investigate, or cause to be investigated, an allegation of Sexual Misconduct. Where the respondent is an employee, this will be referred to Employee Relations. Where the respondent is a student, the investigation will be undertaken by the Complaints Resolution Unit. Both areas responsible for an investigation may appoint an external investigator.

The Human Resource will consider and determine the suspension of an employee respondent during an investigation or termination. These decisions will be made in accordance with the relevant Enterprise Agreement.

The Dean (Education) will consider if a student respondent should be suspended during an investigation and any determination of exclusion or expulsion will be made in accordance with the Regulations for student conduct and discipline.

10. Appealing University decisions

A complainant who is unhappy with a University decision under the complaint/grievance procedures should refer to the relevant appeal steps in University Policy on: Student Complaint Resolution (Students), or the relevant Enterprise Agreement (Employees).

A respondent who is unhappy with a University decision regarding an allegation of Sexual Misconduct should refer to the appeal process in Regulations for student conduct and discipline (Students) or the relevant Enterprise Agreement (Employees).

Family Educational Rights and Privacy Act

Contemporary Technology University recognizes and acts in full compliance with the Family Educational Rights and Privacy Act of 1974, as amended (FERPA). Subject to FERPA limitations and in accordance with FERPA requirements, a student (or dependent student's parent/s) shall have the right to inspect and review the student's education records. Records may be inspected and reviewed upon written request to the Registrar. Requests must state as precisely as possible the education record or records the student (or eligible parent) wishes to inspect.

The Registrar will make the needed arrangements for access and notify the requester of the time and place where the records may be inspected. Access will be given within 45 days or less from the receipt of the request. When a record contains information about more than one student, the requestor may inspect and review only the records which relate to the student in question.

Annual Notification

Students shall receive a copy of the Notification of Rights under FERPA upon enrollment and thereafter by December 31st of each calendar year they are enrolled. Students shall also be notified of their FERPA rights by annual publication in the campus catalog.

Disclosure of Education Records

The campus shall disclose information from a student's education record only with the written consent of the student, except in instances in which the execution of the duties of the University requires access to student records, or to authorized agencies.

Information Technology Policy

The use of any computer software or information Technology equipment by students shall be in compliance with all laws and Contemporary Technology University policies. Students may not violate any intellectual property rights and may not compromise, tamper with, or utilize the software or equipment for inappropriate or unauthorized purposes. All such property belonging to Contemporary Technology University or under the University's control may be inspected or monitored by University personnel at any time and for any purpose.

Disciplinary action may be taken when a violation of this policy occurs. Contemporary Technology University's complete information Technology policy is distributed to all new students, and a copy may be obtained at www.contech.university

Safe Workplace and Campus Policies

Contemporary Technology University strives to provide a safe work and campus environment and encourages personal health and safety for all students and employees.

Nondiscrimination and Equal Opportunity Policy

Contemporary Technology University is committed to nondiscrimination and equal opportunities in its admissions, college policies, academic programs, activities, and employment regardless of race, color, national origin, ancestry, religion, creed, physical or mental disability, medical condition, age, sex, marital status, sexual orientation, or any other basis protected by applicable federal, state, or local law, ordinance, or regulation.

Students with Disabilities

It is the student's responsibility to make his/her disability known during the enrollment process and to present certified documentation of the disability. A student who chooses to make his/her disability known and seeks accommodation should contact the Academic Affairs Department immediately upon recognizing the need for an accommodation. An academic affair official or designee will discuss the recommended accommodations with the student to determine a reasonable means for delivering a specific accommodation. Documentation of recommended accommodations from a physician or other healthcare professional will be required prior to provision of the accommodation.

Commit to Integrity

As a student in this course and at Contemporary Technology University you are expected to maintain high degrees of professionalism, commitment to active learning and participation in this class and also integrity in the behavior in and out of the classroom.

PROGRAM DELIVERY

Learning Method

Students take the coursework in Contemporary Technology University offered programs 100% online.

Online Courses

Use the Internet and our Learning Management System to deliver course materials and to facilitate student-instructor, student-content, and student-to-student interaction. To participate in online courses, the student should have a good understanding of computer hardware and software applications and the Internet.

Contemporary Technology University offers a learning experience that combines peer-based and collaborative learning with information technologies and the Internet. Taken together, this creates an affordable opportunity for universal access to quality higher education with an innovative pedagogical model. Peer-based learning is a collaborative approach that encourages deep reflection by engaging students from diverse perspectives in an encouraging learning environment. The theory behind this pedagogical model is that studying within communities is more motivating and challenging than reading alone or listening to online lectures. The peer learning methodology, with instructor facilitation, stimulates students and offers them a powerful platform to learn from one another.

Students use the school's cloud-based course management system and technology platform to access the school's course material, and to collaborate and communicate online with fellow students and faculty members. Students participate in online discussions in the school's Virtual Classroom, and have access to an electronic library (https://www.lirn.net/) .

Faculty members are available to all students for course-specific questions, discussions, reviews, and grading through the school's online web-based Canvas LMS platform.

Course requirements include watching audio/visual lectures; reading assigned course text selections; completing assignments and activities; responding to discussion threads; and taking quizzes, midterms and final examinations and completing course projects.

Recognizing that many students may not have studied online before, an orientation is provided for all students– Skills for Online Learning – which familiarizes students with the technology platform and educational objectives of the program. All students must complete the orientation in order to advance to further studies.

The curriculum itself is supported by respected scholars who participate in class discussions and oversee the assessment process. They also develop ongoing procedures for curriculum development and evaluation.

Contemporary Technology University is committed to bringing you a high quality educational experience that is convenient, flexible, and affordable. There is no question that people who previously would not have considered online learning are finding that it adapts to their needs. They are surprised how convenient and flexible the degree programs are part-time or full-time. Take classes every semester or take a break when other demands require too much time. Study in the morning, over lunch, in the evening, late at night. It's entirely up to you.

The Benefits of Using Contemporary Technology University User Friendly Interactive Study platform (Canvas LMS)

Canvas benefits the students with a learning environment which is fun, innovative and creative, and filled with purpose, to enhance our student’s knowledge and help them in taking-up as well as completing assignments on-the-go. Some of the features that you will see at our LMS platform:

- Downloading files
- Reviewing the course notes
- Submitting the Assignments
- Keeping track of the grades
- Joining discussion forums
- Linking to online readings
- Canvas Instant Messages
- Online quizzes, and exams
- Gamification of study material and problems
- Wiki

The features mentioned above help a hesitant student to post queries, search for information over a certain topic, read daily posts and comments, take–up an online quiz, exam, and lastly play a game related to application based problems to help them reduce stress, release worries and build a sea of knowledge.

The Term Schedule

- Contemporary Technology University operates on a term system. There are four enrollment periods throughout the year – Fall, Winter, Spring, and Summer, in which students can earn up to 9 units during a 12-week period. Term schedules contain the requisite credit hours and attendance requirements for online courses necessary for students to earn semester units.

- Weekly study units will be made available to students at the beginning of the enrollment period. Students always have access to the completed units. Beyond that, however, students can decide when to complete their work and there is no specific time that the student must be logged on and study, other than the final examination.

The Study Process and Student Responsibilities

- In all learning takes place online where the students registered in the same period will be divided into the same cohort and receive similar schedules throughout the program. Students will be expected to comply fully with the instructions in the course syllabus and to participate actively in required discussion forums by posting responses to questions and comments posted by instructors and other students. It is especially important that students get in the habit of seeking clarification from their fellow students on topics and issues they find difficult.

- Each learning unit consists of several elements, including assignments, quizzes and discussion questions. Students must read the syllabus and should fully understand the components and requirements of every course.

Components of the Study Process

- All courses will have one course project to be evaluated based on the accepted methods at the Master's degree level. The course project topic is given by the teacher.

- The course also includes a course project report to be submitted at the end of each course as a measure of summative assessment to gauge a student's successful attainment of the course learning outcomes.

- The course project report is structured to assess a student's ability to understand the theories and concepts learned in the courses as applied to practical issues. Depending on the topic or issues involved in the course, students may need to conduct research and collect data for the successful completion of their course project paper. The course project report is seen as an integrated part of the course and can be assessed through an oral or written exam.

- The course project report can be done individually or in a small group of no more than four (4) students.

- The course project and course project report will be graded by the teacher and/or a tutor assigned to the teacher. In addition to the grade, feedback and comments will be provided to the student as part of the grading and assessment procedure.

- **Reading Assignments**

The reading assignments will be text-based, freely available electronic resources such as open textbooks, articles, tutorials and links to open courseware, all with the proper licensing agreements allowing use of the materials. In some cases, there will be optional links to animations, simulations and audio and video lectures that are recommended should your network connection allow access.

- **Participation**

A primary goal is to provide students with a learning experience that will assist them in achieving their aspirations for both higher-education and a subsequent career. To realize this goal, students must take a professional approach to their studies by being present, active and involved. Research has shown that student engagement is directly related to course success. Students who actively participate in both the required and voluntary learning activities and assignments are more likely to succeed.

Attendance and active participation in each class is required, Course Participation & Attendance represent 15% of the final Grade. A detailed rubric will follow this scale:

a. Exemplary (15 points) – Participates regularly and actively, uses specific examples to support responses and invite further discussion, and demonstrates a thorough understanding and reflection regarding the question or concept being presented.
b. Accomplished (12 points) – Participates regularly and actively, uses specific examples to support responses, and demonstrates a thorough understanding regarding the question or concept being presented.

c. Competent (9 points) – Participates regularly but not as active in contributing, uses specific examples to support response, and communicates ideas, opinions, and conclusions with clarity.
d. Developing (6 points) – Does not participate regularly or actively, communicates ideas but does not provide examples to support response, and at times may not demonstrate an understanding of the question or concept being presented.
e. Limited (3 point) – Does not participate regularly or actively, has difficulty communicating ideas clearly, and does not demonstrate an understanding of the question or concept being presented.
f. No Participation (0 points)

- **Mode of delivery**

Lectures, Workshops, Mentoring, Action Learning Sets, Assignments & Projects

- **The Class Forum**

Studying takes place in small groups or classes of approximately twenty students. These classes study asynchronously, but the peer-to-peer model provides the learning week with "real time" attributes. The majority of the peer and collaborative learning will occur at this level. In this forum, the students can discuss the course material with their classmates. The forum is exclusively for use by students for the particular class.

- **The Course Forum**

In addition to the Class Forum, there is a larger, open Course Forum where all students and Instructors in all groups of the course will participate in discussion of questions and issues related to the course. Participation in the Classroom Forum and Course Forum is voluntary but highly recommended.

- **Discussion Forum**

Participation in the Discussion Forum is an integral part of the student's learning experience and grade. The minimum expectation for student involvement in the Discussion Forum is outlined below:

    - Post an initial response to the 'Discussion Question' every week. Postings and responses should be well thought out and researched and must consist of the student's own words or otherwise be appropriately cited with the relevant sources.

- Post a minimum of three comments per week in the discussion threads in the Discussion Forum (e.g., providing constructive feedback to another student's posting and developing the discussion).
- It is expected that students will participate in at least six out of the eight discussion forums in a given term, subject to the course syllabus. Failure to do so may result in a failing grade ("F") for the course.

- **Assignments and Assessment**

Students should submit their assignments as described in the Learning Guide and Course Syllabus unless requested otherwise. If the student needs to extend the due date, he/she should get permission from the instructor before the official due date. Assignments will generally be assessed by a number of the student's peers who will respond to a specific set of instructions regarding how, and according to what criteria, to perform the assessment. The grade for the assignment will be based on the average of the grades awarded by the peer assessors. Each student will be required to fulfill their peer assessor responsibilities fairly, non-competitively and professionally; peer assessor responsibilities are considered part of the University Code of Conduct; failure to fulfill responsibilities may affect the student's own grade or result in disciplinary action (see: "University Policies" section). A component of each student's overall grade for the course will be based on his/her performance as an assessor.
Where relevant, solutions to the weekly assignment will be posted during the subsequent weekly unit.

For any trouble while trying to submit an online assignment let your instructor know immediately. All discussion assignments must be completed by the due date; late submission will affect the student's grade.

Final project:

The main framework criteria for grading the final project paper are:

- Title & Idea:
  How innovative and creative is the idea and title
- Communication:
  Understanding and definition of the problem in the student's own words.
- Analysis:
  Comparing the available solutions.
- Problem Solving:
  Selecting a solution and augmenting it.
- Evaluation:

Identifying the possible downside of the chosen solution.

- Synthesis:
  Suggesting ways to develop the chosen solution with information and ideas not in the case or the problem.
- Reflection:
  Reflecting of the students on his own thinking process after finishing the project

These criteria are reflected in the detailed rubrics that the instructor must use to grade each individual final project. The instructor has the choice of making the final project individual or group but the grading MUST be done on an individual basis. Students in the group should multiply the number of words/pages expected in case of individual work.

In case of a group final project, the group must add a statement of responsibility at the beginning of the final project stating which parts of the project paper presented each student did. Every student must present her/his work in class, which is followed by an oral examination about the project by the instructor.

Library Resources and Services

In support of our students and their academic pursuits, Contemporary Technology University has joined the Library and Information Resource Network (**LIRN**) (https://www.lirn.net/). LIRN enhances our academic programs with a rich and powerful collection of resources: over 60 million journal articles, books, encyclopedias, newspapers, magazines, and audio and video clips. All Contemporary Technology University faculty and active students can use these resources free of charge. Students are also provided recommended open sources including textbooks and course materials. For questions or suggestions regarding the Contemporary Technology University Library and Resource Center, including LIRN or open educational resources, please contact Student Services at students@contech.university

Computing and Networking Resources

Although all learning resources, the Virtual Learning Environment, and Course and Class Forums are not open to public access, students should note that they are not private or confidential and neither students nor faculty should assume privacy when communicating in the Virtual Learning Environment. The University may access and observe communications conducted on the Virtual Learning Environment for regulatory, accreditation, and other administrative purposes, or for the purpose of enforcing the Code of Conduct, including investigating allegations of misconduct, suspected misconduct or other complaints. In addition, Contemporary Technology University recognizes the need to provide limited access to the Course Forum and to other learning resources to persons other than students, alumni, faculty, and staff.

Course Forum Access

For regulatory, accreditation, and other administrative purposes, the Course Forum may be accessed and observed by persons other than students, faculty, and staff. Access to the course forum will be authorized only after the review of such a request and the determination that access is necessary and appropriate, does not infringe on the activities of students and faculty, and does not threaten the academic integrity of the course forum. Although the course forum is not open to public access, it is neither a private nor confidential domain; neither students nor faculty should assume privacy within the course forum.

Contact Information for Students

Students are responsible for keeping their contact information accurate and current. Students' contact information is the information they submitted upon initiating the application process. Students wishing to update any of their contact information should contact students@contech.university and include:

- Student's full name (First and last name)
- Student ID

The primary form of official communication from Contemporary Technology University is through email. Students are required to maintain active e-mail addresses and inform the University of any Change of address according to the process described above. To ensure receipt of important communications, students should make sure that spam filters are set to receive e-mail from the University.

Electronic communication

Electronic communication is the preferred communication media for students, faculty and staff. In order to take advantage of this Technology, it is required that students, faculty and staff acquire and maintain e-mail access with the capability to send and receive attached files. In order to navigate the internet, it is recommended that the latest version of one of the following browsers be used:

- Microsoft Internet Explorer
- Mozilla Firefox
- Netscape Navigator

Our online curriculum is delivered via a learning management system powered by Canvas. There is technical assistance available for our enrolled students. Students may access their courses at their own convenience.

Recommended Minimum System Requirements:

❖ **Windows**

- PC Processor: 1.5 GHz Pentium or higher
- Windows Operating System: Windows 7 or higher
- System Memory (RAM): 1GB or higher
- Display: 800×600 or higher, 16-bit color or higher
- Video Memory: 128MB of video RAM or higher
- Sound: 16-bit sound card or higher
- Microsoft Word, Microsoft Excel, or Microsoft Office.
- AULMS access code required for all assignments, which will be used to complete all assignments, quizzes and exams.
- Windows Media Player.
- **ADOBE READER 9.3 OR HIGHER**. **YOU MUST USE ADOBE READER**. This free software is required to listen to multimedia lectures. **OTHER PDF VIEWERS ARE NOT COMPATIBLE.** You can download it at www.adobe.com.

❖ **Macintosh**

- Processor: G3 500MHz or faster processor (or above)
- Operating System: OS 10.3 (or above)
- Memory: 512MB of RAM (or above)
- Screen Resolution: 1024 x 768 (or above)
- Mozilla Firefox 1.5 or Safari 1.2.2 browser supported for Mac OS X 10.3 or higher
- Adobe Flash Player 8 (or higher) and Adobe Acrobat 6 (or higher)
- QuickTime Player.

In addition, students need equipment such as a microphone, printer, flash drive, and webcam for all courses. Please check with your instructor prior to the beginning of the course or to make sure you have the required equipment.

Technical Support

The university makes sure that every student and faculty members are supported when they encounter a technical problem and need any help.

Contemporary Technology University utilizes Freshdesk ticketing system to collect and respond to student and faculty support inquiries. Students and faculty can visit Freshdesk account anytime and create their support request via this link https://helpdesk.contech.university or https://contechuniversity.freshdesk.com Technical team will be responding back all the tickets within 1 hour during the weekdays and within 2 hours during the weekends.

Alternatively if students and faculty members needs immediate technical support or to report a problem with LMS, they can:

- Call our IT Support Team at 650-772-6020
- Email our IT support Team at helpdesk@contech.university
- Visit Technical Support page in Canvas LMS

Contemporary Technology University strives to prevent the spread of computer viruses by employing the latest virus detection software on all University-owned computer systems; however, Contemporary Technology University makes no guarantee related to the unintentional propagation of computer viruses that may go undetected by our virus detection software. Contemporary Technology University will not be held liable for any direct, indirect, incidental, special, consequential or punitive damages of any kind, including but not limited to; loss of data, file corruption, or hardware failure, resulting from the effect of any malicious code or computer virus unintentionally transmitted by Contemporary Technology University staff members, Members, students or affiliates. Contemporary Technology University strongly recommends and urges all faculty and students to seek out and install adequate virus detection software and to routinely check for, and install the most recent updates to their anti-virus software no less frequently than once each month, for their particular computer and operating system.

FACILITIES

The main Contemporary Technology University campus is located at 2100 Geng Road, Suite 210, Palo Alto, California, 94303. Campus Lease description and future plan:

Contemporary Technology University has decided to use the leased offices from Regus (www.regus.com) which offers an agile shared office model where startup businesses can share office spaces, breakout rooms, conference rooms and facilities to reduce costs.

Facilities Standards
(a) Contemporary Technology University shall have sufficient facilities and the necessary equipment to support the achievement of the educational objectives of all the courses and educational programs in which students are enrolled.

(b) Contemporary Technology University facilities, including heating and cooling, ventilation, lighting, classrooms, laboratories, and campus environments shall be well-maintained. Contemporary Technology University shall maintain all valid permits required by all appropriate public agencies relating to the health and safety of the institution's facilities and equipment on file, and such permits shall be available to the Bureau upon request.

Equipment Plans:

Contemporary Technology University plans to have the following equipment for usage during the first year of the educational program:

- 2 LCD projectors ViewSonic Full HD (1920x1080p) on a screen up to 300-inches in 3500 lumens. Keystone-Vertical (+/- 40°) or similar alternatives.
- 2 Boards Staples Staples Standard Melamine Dry-Erase Whiteboard
- LIRN online library and librarian services
- Amazon S3 Cloud Server
- High speed fiber optic internet
- Wi-Fi access to internet everywhere on campus
- 4 Computers/Laptops with minimum specs:
    - CPU: 1.2GHz Intel Core
    - Graphics: Intel HD Graphics 615
    - RAM: 8GB RAM

Office Hours

Business office hours are Monday through Friday from 8:00 AM to 5:00 PM Pacific Standard Time. Class sessions vary and are described in the course information section that accompanies each program. Contemporary Technology University observes most major holidays and closes for a winter break between Christmas and New Year's Day.

Student Login Username and Password

Each student is assigned a designated username and password to log into the Contemporary Technology University Online Platform and courses. Registered Contemporary Technology University students with technical issues, please contact Technical Support at students@contech.university for assistance if any login problems occur.

Students' usernames and passwords are vital for the security of a student's work. The responsibility for all activities carried out under a student's username rests solely with that student. Please ensure you keep your password secret and do not give it to anyone else.

PROGRAM DESCRIPTIONS

MASTER OF SCIENCE IN COMPUTER SCIENCE (MSCS)

Contemporary Technology University's Master of Science in Computer Science program is intended to address student competencies of excellence locally and internationally, to provide a broadly educated student, through the provision of knowledge creation, research skills and competencies based on scientific process and findings.

The program offers the students the opportunity to acquire a specialization in two areas:
- Data Science
- AI & Machine Learning

The program is designed for students with a strong background in math, computer science, engineering who seek the specific techniques and tools involved in computer science and the business skills to apply this knowledge effectively and strategically.

The Master of Science in Computer Science program consists of ten (10) 3-credit hour courses for a total of 30 credit hours
- Courses are distributed as follows:
- Standard core courses: 7 courses (21 credit hours)
- Program specialization core courses: 2 courses (6 credit hours)
- Program specialization Capstone course: 1 course (3 credit hours)
- Length of program: 12-18 months for full-time or part-time study

Program Objectives

- M.Sc. in C.S. graduates will be provided with a broad education that will enable them to become practical, productive and ethical professionals and as responsible citizens with a very good understanding of ethical issues and their applications.

- M.Sc. in C.S. graduates will be ready for design, development, and maintenance of software in software related industries.

- M.Sc. in C.S. graduates will be able to master the techniques, methodologies, tools and skills to create quality computer systems that work effectively and reliably in the emerging information infrastructure.

- M.Sc. in C.S. graduates will be able to create and manage their teams, to apply theoretical and practical methods, to apply principles of software engineering, and to model real-world processes and objects.

- M.Sc. in C.S. graduates will comprehend and be able to apply concepts of computer science to further studies.

- M.Sc. in C.S. graduates will be aware of research areas and apply research techniques in computer science.

- M.Sc. in C.S. graduates will be able to master computer science skills consistent with current trends and welcome advancements in the computer science profession.

- M.Sc. in C.S. graduates will have the motivation to adapt to the evolving nature of computing.

- The quest for knowledge and lifelong learning skills are developed, which are essential for continuous upgrading of knowledge and skills that parallel the rapid advancement in global knowledge and application of research issues that are relevant to the local, national and international context.

MSCS - Degree Plan

STANDARD, SPECIALIZATION AND CAPSTONE CORE COURSES

Code	Course	Core Classification	Credit Hours	Learning Hours
M.Sc. IN C.S..1001	Python Foundations	Standard	3	150
M.Sc. IN C.S..1002	Tools & Techniques for Data Science	Standard	3	150
M.Sc. IN C.S..1003	Statistics & Probability	Standard	3	150
M.Sc. IN C.S..1004	Data Cleaning	Standard	3	150
M.Sc. IN C.S..1005	Data Manipulation	Standard	3	150
M.Sc. IN C.S..1006	Data Visualization	Standard	3	150
M.Sc. IN C.S..1007	Machine Learning Fundamentals	Standard	3	150

PROGRAM SPECIALIZATION CORE COURSES & CAPSTONE COURSE

1. Data Science:

M.Sc. IN C.S..1010	Deep Learning	Specialization	3	150
M.Sc. IN C.S..1011	Data Algorithms & NLP	Specialization	3	150

Capstone course:

M.Sc. IN C.S..1012	Capstone Project in Data Science	Capstone	3	150

2. Machine Learning:

M.Sc. IN C.S..1013	Reinforcement Learning	Specialization	3	150
M.Sc. IN C.S..1014	Artificial Intelligence with TensorFlow	Specialization	3	150

Capstone course:

M.Sc. IN C.S..1015	Capstone Project in AI & Machine Learning	Capstone	3	150

Total Credits Required for the Master of Science in Computer Science (MSCS): 30 Credits

MSCS Courses Description

M.Sc. IN C.S.1001 PYTHON FOUNDATIONS
3 credit hours
Prerequisite: None

This course exposes students to the fundamental principles and techniques of Python programming language as well as its usage in data centric fields, which is becoming more and more popular for all industries. Students will have a chance to examine real-world examples and cases to place data science techniques in context. Students will further develop data-analytic thinking. This course will illustrate that proper application of data science is as much an art as it is a science. Finally, this course covers Python associated data analysis libraries for conducting data science techniques successfully.

M.Sc. IN C.S..1002 TOOLS & TECHNIQUES FOR DATA SCIENCE
3 credit hours
Prerequisite: None

This course will expose students to essential tool sets to conduct data related analysis. Students will be exposed to learn and practice on how to use the terminal on UNIX machines. Students will learn about how to navigate the file system, how to alter permissions for different users, and how to create and run a Python script from the command line to become comfortable in day-to-day data analysis tasks. Students will learn the concepts such as how to pipe and redirect output into a file, how to search files for a string, and how to clean, explore, and consolidate data using the command line. Students will be exposed to build a project that combines Python data skills with command line expertise, and write Python scripts to compute summary statistics and then run the scripts directly from the command line.

Students further exposed to learn Git and Version Control systems and why it's critical to be able to use version control in any sort of collaborative programming environment by covering the fundamentals, including how to clone a project to your local machine, iterate on the project by creating branches, and push your work to Git remotes like Github.

Students will also learn the basics of this critical skill and start building some experience working with SQL databases to explore and analyze data in SQL through hands-on active learning. Students will master the skills on how to view SQLite database tables, apply filters, functions to create summary statistics for various tables. In this course, students will also learn how to compute group-level summaries and how to query virtual columns and how to write complex, nested SQL queries using subqueries. Students will be able to frame business questions as advanced SQL queries and how to write analysis to communicate the results in a work environment. In this course students will learn and master PostgreSQL when using both the command line using psql and using Python using the psycopg2 library. Students will feel confident in being able to grasp advanced SQL concepts, and how to optimize your database to speed up the rate of data retrieval. In this course, students will learn how to query external data sources using an API and explore the basics of scraping data from the web to acquire your own datasets for analysis.

M.Sc. IN C.S..1003 STATISTICS & PROBABILITY
3 credit hours
Prerequisite: None

In this course students will get an introduction to statistics and how this mathematical discipline is used in data science. Students will learn several techniques for sampling data such as random sampling and cluster sampling. Students will also learn about concepts such as

discrete variables and random variables in the context of frequency distributions, and the different types of charts and graphs you might use to visualize frequency distributions.

Students will master how to summarize distributions using the mean, median, and the mode. Students will also learn to measure variability using variance or standard deviation, and how to locate and compare values using z-scores. This course will expose students to concepts such as range, mean absolute deviation, variance, and standard deviation. Students will learn about Z-Scores and how to use them to compare values across any distribution.

Students will learn the fundamental rules of probability, and then work to solve increasingly complex probability problems with techniques like permutations and combinations. Students will be expected to understand the difference between theoretical and experimental probability. Students will have experience calculating the probabilities for a variety of different events, and will be able to calculate the number of permutations and combinations possible in experiment outcomes.

Students then will be exposed to advanced statistical concepts such as significance testing and multi-category chi-square testing for more powerful and robust data analysis. Students will learn about single and multi-category chi-square tests, degrees of freedom, hypothesis testing, and different statistical distributions. And students will work hands-on with multiple datasets to learn statistical concepts.

M.Sc. IN C.S..1004 DATA CLEANING
3 credit hours
Prerequisite: M.Sc. in C.S. 1001 Python Foundations

In this course, students will learn how to supercharge data analysis workflow with cleaning and analytical techniques from the Python pandas library. Students will learn concepts such as groupby objects to solve split-apply-combine problems faster. Students will also learn how to use pandas to create pivot tables, concatenate data, and merge data to solve complex data problems as well as look at your data in a completely different way.

Then students will dive into string manipulation with string accessors and regular expressions. Students will also learn how to handle missing values in data, a critical part of almost every data analysis project.

In this course, students will learn about regular expressions (regex), a powerful tool that allows you to match and manipulate text data with a lot of precision. Students will also learn to work with JSON data. In this course, students will be exposed to the list comprehensions and lambda functions and statistical techniques to impute missing data, and be able to insert data from outside sources.

M.Sc. IN C.S..1005 DATA MANIPULATION
3 credit hours
Prerequisite: M.Sc. in C.S. 1001 Python Foundations

In this course, students will be introduced to Panda's DataFrames to import and inspect a variety of datasets and practice building DataFrames from scratch, and become familiar with Pandas' intrinsic data visualization capabilities. Students will learn and apply exploratory data analysis (EDA). Students will learn how to manipulate and visualize time series data using Pandas. Students will become familiar with concepts such as upsampling, downsampling, and interpolation by using Pandas' method chaining to efficiently filter data and perform time series analyses.

In this course, students learn how to leverage pandas' extremely powerful data manipulation engine to get the most out of datasets. Students will learn how to tidy, rearrange, and restructure the data by pivoting or melting and stacking or unstacking DataFrames. Students will learn about MultiIndexes, or hierarchical indexes, and learn how to interact with and extract data from them. Students will learn how to identify and split DataFrames by groups or categories for further aggregation or analysis. Students will also learn how to transform and filter data, including how to detect outliers and impute missing values.

In this course, students will explore different techniques for merging, and learn about left joins, right joins, inner joins, and outer joins, as well as when to use which. Students will also learn about ordered merging, which is useful when merging DataFrames whose columns have natural orderings, like date-time columns.

M.Sc. IN C.S..1006 DATA VISUALIZATION
3 credit hours
Prerequisite: M.Sc. in C.S. 1001 Python Foundations

In this course, students will learn about the different number of resources to explore and showcase data in an easy and digestible way. This course will cover how to use matplotlib to create visualizations such as line charts, bar plots, scatter plots, histograms, and box plots to better understand your data and help others understand your data as well.

Students will also learn how to add and work with multiple plots to show different visualizations together in a single dashboard. This course will cover how pandas and matplotlib can be used together.

In this course, students will learn how to communicate insights and tell stories using data visualization by learning how to create visually attractive plots using Seaborn, which is a Python data visualization library based on matplotlib. In addition, students will learn how to

use basemap, a toolkit built on top of matplotlib that is primarily used to create 2D graphical representations in Python.

This course will cover what it means to be mindful of the data-ink ratio for plots, how to choose good colors, and how to lay out data so that it's easily readable. Students will also learn how to add annotations to your visualization to provide additional context and add clarity to presentations.

M.Sc. IN C.S..1007 MACHINE LEARNING FUNDAMENTALS
3 credit hours
Prerequisite: M.Sc. in C.S. 1001 Python Foundations and M.Sc. in C.S. 1003 Statistics & Probability

In this course, students will learn about the basics of machine learning. This course will cover concepts such as K-Nearest Neighbors (KNN) Algorithms and error metrics such as the Mean Squared Error and the Root Mean Squared Error. Students will also learn about hyperparameter optimization, a technique used to optimize machine learning algorithms to boost the accuracy and performance of trained models. Then students will dig into k-fold cross-validation to perform more rigorous testing for machine learning models.

Throughout this course, students will also build an understanding of what is happening in the model training process with an introduction to sci-kit learn, which is an open-source machine learning library for the Python programming language.

In this course, students will be introduced to the mathematical concepts for algorithms such as the gradient descent algorithm and backpropagation to train deep learning neural networks.

Students will learn about linear and nonlinear functions as well as the fundamental parts of a linear equation to decompose a linear equation into slope and y-intercept. Students will also build up an intuition for what slope is and how to calculate the slope. This course will also cover what limits are, and learn how to compute them in Python using SymPy, which is a Python library for symbolic computation.

Students will also learn the linear algebra concepts behind machine learning systems like neural networks to train deep learning neural networks. Students will learn concepts such as linear systems and how to represent a problem as a linear system as well as how to solve it by elimination. Students will also build up an intuition for the geometry behind vectors and how to perform vector operations.

Then, students get introduced to matrix algebra and how to perform matrix operations using NumPy. Students will also learn how to calculate the inverse of a matrix as well as what it means to be the transpose of a matrix. Students will also learn the difference between a homogeneous and nonhomogeneous system.

Students will learn the basics of the linear regression model and how to use linear regression for machine learning by learning how to select appropriate features for your linear regression model to yield the best performance. Students will also learn concepts such as gradient descent, an optimization algorithm used to minimize a function by iteratively moving in the direction of steepest descent. And students will learn how to fit a model using the Ordinary Least Squares (OLS) algorithm, understand why OLS works, and practice some linear algebra along the way.

M.Sc. IN C.S..1008 DEEP LEARNING
3 credit hours
Prerequisite: All seven (7) standard core courses

In this course, students will learn additional algorithms such as logistic regression and k-means clustering. Students will also learn about concepts on how to detect overfitting and the bias-variance tradeoff.

Students will be introduced to understanding model performance using sensitivity and specificity as it relates to classification models. Students will be exposed to clustering, an unsupervised learning technique designed to find patterns in data and group data into clusters that are closely related. Students will discover the difference between supervised and unsupervised learning, as well as when it makes sense to use each type of machine learning.

Students will be exposed to learn object-oriented programming (OOP) and exception handling. Students will learn about computer architecture, about memory and the central processing unit and about producing code that’s faster and more efficient by reducing its computational expense and multi-threading concepts.

In this course, you'll build a decision tree implementation from the ground up. Students will learn about concepts such as entropy, information gain, an error metric known as Area Under the Curve (AUC), and the ID3 algorithm. Students will also get an introduction to random forests and learn to reduce overfitting with random forests.

In this course, students will use scikit-learn, a machine learning library for Python that makes it easier to quickly train machine learning models, and to construct and tweak both decision trees and random forests to boost performance and improve accuracy.

In this course, students will learn the basics of deep neural networks. Students will be introduced to Scikit-learn to build and train neural networks. Students will learn concepts such as graph theory, activation functions, hidden layers, and how to classify images.

Then students will dive into deep learning to learn about the different kinds of nonlinear activation functions such as the ReLU function, hyperbolic tangent function, and others, to discover how they enable neural networks to capture nonlinearity. Students will also learn how

to add hidden layers and how the addition of hidden layers can make neural networks more powerful.

M.Sc. IN C.S..1009 DATA ALGORITHMS & NLP
3 credit hours
Prerequisite: All seven (7) standard core courses

In this course, students will learn concepts such as the Naive Bayes theorem, Naive Bayes classifiers, and the K-Nearest Neighbors algorithm (KNN). Students will also learn the concept of Euclidean distance and how it plays a role in the kNN algorithm, and how to evaluate the mean squared error for predictions that are the kNN algorithm predictions.

Students will use Naive Bayes classifiers —figuring out how likely data attributes are associated with a certain class — to classify movie reviews based on sentiment, to perform sentiment analysis. Additionally, this course will cover how to compute prediction error using the receiver operating characteristic curve, which tells how good a model is.

In this course, students will learn the basics of natural language processing while analyzing stories from Hacker News to make predictions about how popular an article will be. Students will learn about concepts like stopwords, the bag of words model and tokenization. This course will build intuition from the ground up by using libraries like Natural Language Toolkit (NLTK) and spaCy.

In this course, students will learn about memory and Unicode, modularity and abstraction, binary search, data structures, and recursion. Students will also learn about how to convert to binary and hexadecimal, the top systems that computers use when storing values or representing a color. Then, students will learn how to optimize algorithms to cut down on runtime using a framework called time complexity.

M.Sc. IN C.S..1010 CAPSTONE PROJECT IN DATA SCIENCE
3 credit hours
Prerequisite: All seven (7) standard core courses and the two (2) specialization courses: Master of Science in Computer Science 1008 Deep Learning and Master of Science in Computer Science 1009 Data Algorithms & NPL

This course examines Data Science in the field of computer science in terms of contents, process and context and provides the foundation for the student's capstone project and paper. The course addresses issues of internal and external environment analysis and associates them with the notion of competitive advantage. The course defines strategy at three levels (technical, business and functional) and is thoroughly discussed at the business and functional level.

As the final capstone course for the Master of Science in Computer Science program with specialization in Data Science, the student will be required to conduct an independent study project in the field of Data Science. The study topic and project plan will need to be reviewed and approved by the course instructor. The student will write a capstone project paper which demonstrates mastery of knowledge and skills learned in the Master of Science in Computer Science program with specialization in Data Science. The capstone project report will need to be a minimum of 50 pages, double-spaced, Times New Roman font 12 and also will need to include technical files, algorithms and deployment of the codes which will be accessible to public viewing.

M.Sc. IN C.S..1011 REINFORCEMENT LEARNING
3 credit hours
Prerequisite: All seven (7) standard core courses

In this course, students will be introduced to Reinforcement Learning and its applications. Students will learn about Markov Decision Processes, Bandit Algorithms, Dynamic Programming, and Temporal Difference (TD) methods. Then, students will be introduced to Value function, Bellman Equation, and Value iteration. Students will also be introduced to Policy Gradient methods. Students will learn to make decisions in an uncertain environment.

M.Sc. IN C.S..1012 ARTIFICIAL INTELLIGENCE WITH TENSORFLOW
3 credit hours
Prerequisite: All seven (7) standard core courses

In this course, students will learn about what is AI, explore neural networks, understand deep learning frameworks, implement various machine learning algorithms using Deep Networks. Students will also explore how different layers in neural networks do data abstraction and feature extraction using Deep Learning.

Students will gain in-depth knowledge of Deep Neural Networks and comprehensive knowledge of various Neural Network architectures such as Convolutional Neural Network, Recurrent Neural Network, Autoencoders. Students will be exposed to implementation of Collaborative Filtering with RBM and to real-life industry-based projects which will be executed using TensorFlow library.

In this course, students will learn about Proficiency in Long short-term memory (LSTM) and implementing Keras, TFlearn, Autoencoders into projects. Students will also learn how to implement the Restricted Boltz-mann Machine (RBM).

In this course, students will gain knowledge of Neural Networks & Natural Language Processing (NLP) by using Python with TensorFlow Libraries. Students will learn how to perform text analytics and text processing.

M.Sc. IN C.S..1013 CAPSTONE PROJECT IN AI & MACHINE LEARNING
3 credit hours
Prerequisite: All nine (7) standard core courses and the two (2) specialization courses: Master of Science in Computer Science Program 1011 Reinforcement Learning and Master of Science in Computer Science Program 1012 Artificial Intelligence with TenserFlow

This course examines AI and Machine Learning in the field of computer science in terms of contents, process and context and provides the foundation for the student's capstone project and paper. The course addresses issues of internal and external environment analysis and associates them with the notion of competitive advantage. The course defines strategy at three levels (technical, business and functional) and is thoroughly discussed at the business and functional level.

As the final capstone course for the Master of Science in Computer Science program with specialization in AI & Machine Learning, the student will be required to conduct an independent study project in the field of AI & Machine Learning. The study topic and project plan will need to be reviewed and approved by the course instructor. The student will write a capstone project paper which demonstrates mastery of knowledge and skills learned in the Master of Science in Computer Science program with specialization in AI & Machine Learning. The capstone project report will need to be a minimum of 50 pages, double-spaced, Times New Roman font 12 and also will need to include technical files, algorithms and deployment of the codes which will be accessible to public viewing.

The learning outcomes of the Master of Science in Computer Science program are measured through the Capstone course for the different specialization areas. The student will take this final course in the Master of Science in Computer Science program after successfully passing all seven (7) standard core courses and the two (2) specialization core courses in the program specialization area.

a. The final capstone course is a measure of summative assessment to gauge the student's successful attainment of the learning outcomes of his/her specialization area of the Master of Science in Computer Science program.
b. This course examines strategic management in the field of computer science in terms of contents, process and context and provides the foundation for the student's capstone project and report.
c. The course addresses issues of internal and external environment analysis and associates them with the notion of competitive advantage. The course defines strategy at three levels (technical, business and functional) and is thoroughly discussed at the business and

functional level. The roles and responsibilities of managers involved in the decision-making process are also examined.

d. As the final capstone course for the Master of Science in Computer Science program with specialization in one of two different areas, the student will be required to conduct an independent study project in the field of computer science. The study topic and project plan will need to be reviewed and approved by the course instructor.

e. The student will then write a capstone project report which demonstrates mastery of knowledge and skills learned in the Master of Science in Computer Science program with the particular specialization.

f. The capstone project report will present the student's project plan, study, analysis, findings, and recommendations.

Master of Science in Digital Marketing (MSDM)

The Contemporary Technology University's Master of Science in Digital Marketing program is intended to address student competencies of excellence locally and internationally, to provide a broadly educated student, through the provision of knowledge creation, research skills and competencies based on scientific process and findings.

The program is designed for students with a strong background in business management, media and arts, and students who seek the specific techniques and tools involved in digital marketing and the business skills to apply this knowledge effectively and strategically.

The program consists of ten (10) 3-credit hour courses for 30 credit hours

Courses are distributed as follows:

- Standard core courses: 9 courses (27 credit hours)
- Program Capstone course: 1 course (3 credit hours)
- Length of program: 12-18 months for full-time or part-time study

Program Objective

- This program benefits various levels of skill and experience, and will empower students to maximize the impact of marketing through powerful digital tools.

- The quest for knowledge and lifelong learning skills are developed, which are essential for continuous upgrading of knowledge and skills that parallel the rapid advancement in global knowledge and application of research issues that are relevant to the local, national and international context.

MSDM Degree Plan

STANDARD AND CAPSTONE CORE COURSES

Code	Course	Core Classification	Credit Hours	Learning Hours
M.S. IN D.M..1001	Digital Marketing Foundations	Standard	3	150
M.S. IN D.M..1002	Content Marketing	Standard	3	150
M.S. IN D.M..1003	Social Media Marketing	Standard	3	150
M.S. IN D.M..1004	Search Engine Optimization	Standard	3	150
M.S. IN D.M..1005	Paid Search	Standard	3	150
M.S. IN D.M..1006	Display & Video Advertising	Standard	3	150
M.S. IN D.M..1007	Email Marketing	Standard	3	150
M.S. IN D.M..1008	Analytics	Standard	3	150
M.S. IN D.M..1009	Digital Strategy	Standard	3	150

Capstone course:

M.S. IN D.M..1010	Capstone Project in Digital Marketing	Capstone	3	150

Total Credits Required for the Master of Science in Digital Marketing (MSDM): 30 Credits

MSDM Courses Description

M.S. IN C.S..1001 DIGITAL MARKETING FOUNDATIONS
3 credit hours
Prerequisite: None

This course will introduce students to conducting digital research, setting business objectives for a digital campaign and preparing the foundations for developing a targeted marketing strategy. This course will help to identify the core principles and purposes of digital marketing. Students will also explore the buyer's journey process, identify digital channels, the benefits of combining traditional and digital marketing and the principles of 3i methodology. Through this course, students will develop clear and actionable objectives for a digital marketing plan through use of digital research and social listening by looking at research concepts, platforms, tools and value the importance of industry and cultural research.

This course will also explore how to build and publish a well-designed, high-performing and optimized website that is aligned to the business goals. Students will use the key components of web design to design, create and publish an effective website and choose the most suitable hosting option based on budget and business goals. At the end of this course students will know how to improve user experience through A/B testing, mobile-first design and UX and UI optimization. This course will introduce students to understanding how to use websites for insight, tracking, measurement and data capture using metrics and tools.

M.S. IN C.S..1002 CONTENT MARKETING
3 credit hours
Prerequisite: None

The Content Marketing course will enable students to develop the knowledge and skills needed to plan and execute a content marketing strategy in a persona-oriented and data-driven way informed by business objectives, aligned with the buyer journey and overall marketing strategy. Students will understand the fundamentals of content marketing and how to develop a strategy by conducting social listening, competitor analysis and content audits. In addition, students will know how to develop target personas and how to select the most suitable CMS for the needs. To achieve this, students will explore social listening, competitor analysis, target personas, content audit and Content Management Systems. This course will enable students to create and curate compelling and innovative content. It will also help extend the value of the content and understand how to promote it across distribution channels and measure content marketing ROI.

M.S. IN C.S..1003 SOCIAL MEDIA MARKETING
3 credit hours
Prerequisite: None

The Social Media Marketing course will enable students to apply social media concepts and best practices to organic and paid marketing activities to run campaigns that yield ROI and meet business objectives. Students will understand the fundamental principles of social media marketing and identify key stages in the buyer's journey. It will also help students to identify the most influential social media platforms. This course will help students explore the core features, tools and guidelines for setting up, optimizing and posting on Facebook, Twitter, LinkedIn, Instagram and Snapchat. It will also enable students to build, manage and sustain an active community on these social networks. Students will also learn to apply paid concepts to inform the development of a social media marketing strategy. This will extend to reporting on ad campaigns across relevant channels using advanced and paid advertising tools.

M.S. IN C.S..1004 SEARCH ENGINE OPTIMIZATION
3 credit hours
Prerequisite: None

The Search Engine Optimization (SEO) course will enable students to build an organic search marketing strategy that brings the right kind of visitors to the website. This course will illustrate students to understand how to boost conversions, stand out against competitors and ensure the best possible ROI. Students will get to grips with the fundamentals of SEO and set objectives to drive traffic and generate leads. This course will also help students build an SEO content plan based on competitive and keyword research. By the end of this course, students will know how to boost organic search on the website using on-page and off-page technical elements and be able to measure the success of the overall SEO efforts.

M.S. IN C.S..1005 PAID SEARCH
3 credit hours
Prerequisite: None

The Paid Search course will enable students to understand the fundamentals of paid search, how it differs from organic and the key benefits of both. Students will develop the knowledge and skills needed to create and manage paid search campaigns in Google AdWords. In addition, students will know how to optimize paid search campaigns by scheduling ads and setting bid adjustments for audiences, locations, and devices. As part of this course, students will explore how to measure the effectiveness of paid search campaigns through KPIs, conversion tracking and advanced reporting using Google Analytics.

M.S. IN C.S..1006 DISPLAY & VIDEO ADVERTISING
3 credit hours
Prerequisite: None

Display & Video Advertising course will equip students with the technical understanding and skills to build and maintain an effective Display & Video advertising strategy. Students will learn about the fundamental concepts of display and video advertising, how to create a YouTube channel, manage video content and identify ad formats available for the Google Display Network and YouTube. Students will also learn how to create and manage Display & Video Advertising campaigns in Google AdWords. In order to optimize display and video advertising campaigns, students will understand how to add targeting, remarketing and a bidding strategy to the campaigns. In addition, students will know how to analyze their effectiveness by pulling detailed reports in Google AdWords and Google Analytics.

M.S. IN C.S..1007 EMAIL MARKETING
3 credit hours
Prerequisite: None

The Email Marketing course will teach students the fundamentals of email marketing and how to strategize the delivery plan to test, optimize and report on the performance of campaigns. This course will enable students to understand the fundamentals of email marketing and the impact of permissions, mobile, buyer journey and marketing life cycle. Students will apply the core principles, techniques and actions for developing a high performing email marketing strategy. This course will enable students to design effective emails that generate leads, retain customers and inspire evangelists. In the creation of campaigns, students will know best practice and explore email tests, metrics and statistics to report and optimize a campaign. It will also help students to understand the techniques, process and value of marketing automation.

M.S. IN C.S.1008 ANALYTICS
3 credit hours
Prerequisite: None
The Analytics course will equip students with understanding the basic concepts of using analytics in digital marketing from initial set-up to reporting. Students will be able to recognize the fundamentals of web analytics to draw actionable conclusions from data and create a Google Analytics account to glean insights about traffic and audiences. Through this course, students will set goals for the business and website learning how to use analytics tools to measure your KPIs and website performance. Students will also be able to differentiate between the reporting features for monitoring a digital marketing campaign. This module will enable students to conduct analysis and reiteration of campaigns by gaining insights through tracking and assessing conversions, reporting technical performance of and reviewing KPIs.

M.S. IN C.S.1009 DIGITAL STRATEGY
3 credit hours
Prerequisite: None

The Digital Strategy course uses the PROPEL planning model (Plan, Research, Objectives, Propose, Execute and Learn) to teach students how to design complex, long-term digital marketing strategies that service marketing and commercial objectives. Students will learn how to identify the core component of strategy and the benefits of using a PROPEL model. This course will enable students to establish the foundations of a strategy from requirements to budget and ownership. Using a variety of research methods such as desk, audience, competitor and social listening, students will understand how to direct all your marketing activities. This course will also enable students to set objectives for clear and measurable KPIs and prepare a strategic plan that incorporates content, search and creative strategies. At the end of this course, students will know how to develop a media plan and improve performance and insight through data analysis and team work.

M.S. IN C.S.1010 CAPSTONE PROJECT IN DIGITAL MARKETING
3 credit hours
Prerequisite: All nine (9) standard core courses

This course examines Digital Marketing in terms of contents, process and context and provides the foundation for the student's capstone project and paper. The course addresses issues of internal and external environment analysis and associates them with the notion of competitive advantage. The course defines strategy at three levels (technical, business and functional) and is thoroughly discussed at the business and functional level.
As the final capstone course for the Master of Science in Digital Marketing, the student will be required to conduct an independent study project in the field of Digital Marketing. The study topic and project plan will need to be reviewed and approved by the course instructor. The student will write a capstone project paper which demonstrates mastery of knowledge and skills learned in the Master of Science in Digital Marketing. The capstone project report will need to be a minimum of 50 pages, double-spaced, Times New Roman font 12 and also will need to include technical files and materials which will be accessible to public viewing.

The learning outcomes of the Master of Science In Digital Marketing program are measured through the Capstone course. The student will take this final course in the Master of Science in Digital Marketing program after successfully passing all nine (9) standard core courses.

a. The final capstone course is a measure of ***summative assessment*** to gauge the student's successful attainment of the learning outcomes of his/her specialization area of the Master of Science in Digital Marketing program.
b. This course examines strategic management in the field of digital marketing in terms of contents, process and context and provides the foundation for the student's capstone project and report.
c. The course addresses issues of internal and external environment analysis and associates them with the notion of competitive advantage. The course defines strategy at three levels (technical, business and functional) and is thoroughly discussed at the business and functional level. The roles and responsibilities of managers involved in the decision-making process are also examined.
d. As the final capstone course for the Master of Science in Digital Marketing program, the student will be required to conduct an independent study project in the field of digital marketing. The study topic and project plan will need to be reviewed and approved by the course instructor.
e. The student will then write a capstone project report which demonstrates mastery of knowledge and skills learned in the Master of Science in Digital Marketing program with the particular specialization.
f. The capstone project report will present the student's project plan, study, analysis, findings, and recommendations.

Notice to Prospective Degree Program Students

This institution is provisionally approved by the California Bureau for Private Postsecondary Education to offer degree programs. To continue to offer degree programs, this institution must meet the following requirements:

- Become institutionally accredited by an accredited agency recognized by the United States Department of Education, with the scope of the accreditation covering at least one degree program.
- Achieve accreditation candidacy or pre-accreditation, as defined in regulations, by (date two years from date of provisional approval 01/12/2021), and full accreditation by (date five years from date of provisional approval 01/12/2021).

If this institution stops pursuing accreditation, it must:

- Stop all enrollment in its degree programs, and
- Provide a teach-out to finish the educational program or provide a refund.
- An institution that fails to comply with accreditation requirements by the required dates, shall have its approval to offer degree programs automatically suspended.

Institutional Representative Initial:
Date:
Student Initial:
Date:

SCHEDULE OF CHARGES

Program Tuition
The following is the tuition for each program offered by the University as approved by the Board of Directors for the academic years 2021 and 2022. The University reserves the right to update the tuition and fee schedule at any time upon approval of the Board of Directors.

MASTER OF SCIENCE IN COMPUTER SCIENCE (MSCS) TUITION
Cost per credit hour: $660
# of credits in program: 30
Total tuition for program: $19,800
Total cost for program: $19,800

Duration of program for full-time students: 12 months
Duration of program for part-time students: 18 months

RECOMMENDED FULL-TIME COURSE SEQUENCE

The student takes 3 courses for 3 consecutive terms and then the Capstone course for the final term.

TERM	# of credits taken	Cost
FIRST TERM	9	$5,940
SECOND TERM	9	$5,940
THIRD TERM	9	$5,940
FOURTH TERM	3*	$1,980
TOTAL FOR PROGRAM	30	$19,800

*The 3-credit hour Capstone Course may only be taken once the student successfully completes the other 9 courses in the program

RECOMMENDED PART-TIME COURSE SEQUENCE

The student takes 2 courses for 4 consecutive terms and then one course for the 5th and 6th terms.

TERM	# of credits taken	Cost
FIRST TERM	6	$3,960
SECOND TERM	6	$3,960
THIRD TERM	6	$3,960
FOURTH TERM	6	$3,960
FIFTH TERM	3	$1,980
SIXTH TERM	3*	$1,980
TOTAL FOR PROGRAM	30	$19,800

*The 3-credit hour Capstone Course may only be taken once the student successfully completes the other 9 courses in the program

MASTER OF SCIENCE IN DIGITAL MARKETING TUITION

Cost per credit hour: $600
# of credits in program: 30
Total tuition for program: $18,000
Total cost for program: $18,000

Duration of program for full-time students: 12 months
Duration of program for part-time students: 18 months

RECOMMENDED FULL-TIME COURSE SEQUENCE

The student takes 3 courses for 3 consecutive terms and then the Capstone course for the final term.

TERM	# of credits taken	Cost
FIRST TERM	9	$5,400
SECOND TERM	9	$5,400
THIRD TERM	9	$5,400
FOURTH TERM	3*	$1,800
TOTAL FOR PROGRAM	30.	$18,000

*The 3-credit hour Capstone Course may only be taken once the student successfully completes the other 9 courses in the program

RECOMMENDED PART-TIME COURSE SEQUENCE

The student takes 2 courses for 4 consecutive terms and then one course for the 5th and 6th terms.

TERM	# of credits taken	Cost
FIRST TERM	6	$3,600
SECOND TERM	6	$3,600
THIRD TERM	6	$3,600
FOURTH TERM	6	$3,600
FIFTH TERM	3	$1,800
SIXTH SEMESTER	3*	$1,800
TOTAL FOR PROGRAM	30	$18,000

*The 3-credit hour Capstone Course may only be taken once the student successfully completes the other 9 courses in the program

Payment Plans

Students have four options to pay their tuition at Contemporary Technology University.

Option 1 – Credit Based Payment
The student pays the tuition on a credit basis. The payment is due 20 days prior to the first day of classes of the term.

Option 2 – Upfront Payment
The student pays the total amount of tuition at once. The payment is due 20 days prior to the first day of classes of the program. 20% discount will apply for the Upfront Payment option.

Option 3 – Monthly Payment
The student pays the tuition in 12 installments. The 1st installment is due 20 days prior to the first day of classes of the program.

Option 4 – SNPL (Study Now, Pay Later)
SNPL: The student pays the tuition in installments of $500 per month and installments are deferred until post-graduation and the student is earning more than $30,000 annually. Please note that the student's payment obligation continues until the student repays the full amount of the tuition, regardless of how long it takes.

Contech has an agreement with Pearson Publishing. Mandatory books are not included in the tuition and fees. Students have the option to pay for online access to books needed for each module. However students have the right to secure the textbook on their own and not through Pearson Publishing directly. The list of books will be included in the LMS. Additionally, some courses may require additional readings or other course materials.

Policy for University Grants & Scholarships

Contemporary Technology University recognizes circumstances in which applicants and/or students may not be able to pay the required fee amount, such as,
1. Insufficient method: no payment method is established in the applicant/student's country of residence or the applicant/student does not have the requisite means to access the available payment methods, e.g. a credit card.
2. Financial hardship: applicant/student does not have the financial means to pay the fee(s).

In either circumstance, the applicant/student must contact Contemporary Technology University and explain why he or she cannot pay the fee. Contemporary Technology University may correspond with the applicant/student further to clarify his or her circumstances and may request 'proof of circumstance'. Proof of circumstance may include:

a. A signed declaration testifying to the applicant/student's inability to pay the requested fee, signed by either the applicant/student and/or local authority designated by Contemporary Technology University. The declaration must be notarized;
b. Standardized form signed by the applicant/student;
c. Financial statements;
d. Other documentation to the satisfaction of Contemporary Technology University.

In some cases, Contemporary Technology University may be able to provide scholarship opportunities to students. If these opportunities are available, Contemporary Technology University will provide students with the information needed to apply and receive consideration for any available scholarships.

CONTEMPORARY TECHNOLOGY UNIVERSITY Faculty

Master of Science in Computer Science

Atlas Khan

PhD in mathematics, artificial intelligence, and computational science. Experience with both supervised and unsupervised machine learning methods.
4 years experience at Columbia University in the City of New York as an instructor in Medical Sciences and Research Scientist at Department of Medicine (Division of Nephrology). Worked as a postdoctoral scholar at the University of Southern California, Zilkha Neurogenetic Institute, Los Angeles and as postdıc fellow at the University of Sao Paulo.

Jianwei Zheng

Extensive and multifaceted education that includes a computer science degree, MBA, and Ph.D. in computational and data sciences as well as successful 17-year work experience as a software engineer, manager, and director. Dedicated to studying cardiovascular conditions via ECG data analysis for years. Published five articles during the Ph.D. study in prestigious journals (Nature Publishing Group, Frontiers Publishing Group). Managed a software engineering team and a multinational consultant team to develop over $10 million business.

Robert Kumar

Led the design, implementation, and innovation of systems at an enterprise level supporting several locations with thousands of users. Expert level of knowledge and understanding in system engineering, system administration, technical architecture and cyber solutions. System efficiency and automation as the primary focus and a comprehensive background in software engineering and system integration. Teaches Computer Science as an adjunct faculty member at Rasmussen University, Weber State University, Independence University, Brigham Young University and Hill Air Force Base.

Farhad Malek Ashgar

25 years experience in the different sections of competitive information technology fields and currently, in the private sector as DBA (Leader Senior Database Administrator) as the manager of corporate databases, architect databases, and provides guidance to developers and management team. M.S in Information Technology at San Jose State and B.S in Computer Science at Golden Gate University.

Emmanuel Tsukerman

Founder of ML4CS, graduated from Stanford University and UC Berkeley. Designed a machine-learning-based anti-ransomware product that won Top 10 Ransomware Products by PC Magazine. Implemented a machine-learning-based malware detection system for Palo Alto Networks WildFire service serving over 30,000 enterprise customers. The author of the Machine Learning for Cybersecurity Cookbook, Cybersecurity Data Science and Machine Learning for Red Team Hackers Courses.

Micah Gerelnyam

Worked as a machine learning curriculum developer and taught data science at a Bootcamp. 9 years of work experience as a data engineer at different companies such as InvestAnalyze and Citibank. Has a graduate degree in Econometrics, and due to increased demand, decided to focus on deep learning technologies and reinforcement learning. Interested in machine learning application in equity market analysis.

Master of Science in Digital Marketing

Nicholas Metcalfe

Bachelor of Business Administration from the University of Georgia, a Master of International Management from Thunderbird, a Master of Business Administration for Arizona State University, a Diploma in Marketing from the Chartered Institute of Marketing in London, and Executive Education from The Kellogg School of Management and The Wharton School. Founder and CEO of Sonic d3. Professional experience of 20 years that covers Harbor Freight Tools, Saatchi & Saatchi, Google, Green Dot Bank, Experian, UCLA, Sony Computer Entertainment America LLC, University of Phoenix Online, Sears, Roebuck and Co., Fox Interactive Media, The Walt Disney Company, Nestlé USA, Dial, Bristol-Myers Squibb, Coca-Cola, ConAgra, Apartmentguide.com.

Robert Braathe

25 years of work experience including management with Disney, Gap and Apple and business consultant and startup consultant. Mentored entrepreneurs through consultations, accelerator programs, college classes and the Clean Tech Early College High School at HVCC. Runs a small business called the Career Service Station, a career services firm that helps people find the job they desire and deserve, and a training company, TEMPO Business Training, that offers classes and workshops at colleges and companies.

April Polk

B.A in Marketing Communications at The Ohio State University and Master degree in Business Administration from Ohio Dominican University. After working for a few prestigious Fortune 500 companies, launched a boutique marketing firm in 2012 which strives to help small business owners with various digital marketing needs as well as developing their businesses. Partnered with the Franklin County Youth Lemonade Festival, a county-wide initiative that strives to promote entrepreneurship to children ages 5 – 18. Volunteers with the Youth Entrepreneurship Academy.

Nagidmy Marquez

16 years of experience in B2B and B2C integrated marketing and corporate communications on both national and international levels such as ¡HOLA!, CAD BLU, Agorafy Inc., Variety Latino
Digital Trends, Horyou / Horyou Media USA, Inc., Global Corporate Communications, Adviser,
Seton Hall University. Dedicated to business communications, cross-functional team building, people development, brand marketing, digital brand building, revenue growth, mobile, advertising, performance marketing, content marketing, CSR, digital/content strategy, analytics, loyalty, CRM, public relations, event/experiential marketing, budgeting and public speaking.

ACADEMIC CALENDAR

The Administrative Office is closed for two weeks during the Winter Break each year and also for all recognized United States (U.S.) Federal Government holidays.

HOLIDAYS

- New Year's Day
- Martin Luther King, Jr. Day
- President's Day
- Memorial Day
- Independence Day
- Labor Day
- Veteran's Day
- Thanksgiving (Thursday and Friday)

The University operates year round and the academic calendar is divided into four semesters which are approximately 3 months long. A new term starts each November, January, April and August. The following is the schedule for the 2021 and 2022 school year.

2021 and 2022 Academic Year

Academic Period	Start Date	End Date	Grades Due
Fall Term	Nov 10	Jan 07	Jan 09
Winter Term	Jan 10	Apr 07	Apr 09
Spring Term	Apr 10	Aug 07	Aug 09
Summer Term	Aug 10	Nov 07	Nov 09