

**CALIFORNIA INSTITUTE OF CAREER DEVELOPMENT  
(CICD)**

**CATALOG**

**2024**

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## **Mission Statement**

To empower youth and adults of disadvantage and disaster affected communities with life changing and career focused educational training and thus to enable a productive community.

## **PURPOSES:**

As we come out of the once a life-time pandemic induced economic disaster, the lower end of our workforce is going to face a life-changing reality. Millions of non-college-educated adults and youths are going to find it difficult to grapple with the reality of a fewer number of jobs and opportunities. This sector of the workforce needs to be trained with career program that are going to be a fit for the ever-changing labor market demands.

## **OBJECTIVES:**

- ✓ To develop each student's understanding of the information and language specific to his/her career field.
- ✓ To provide students with all the materials, faculty and administrative support needed to successfully complete their non-degree.
- ✓ To encourage and foster the value of life-long learning in our students.
- ✓ To provide students with the most up-to-date and comprehensive information available in their field of study.

- ✓ To utilize evaluation tools and materials which require the students to effectively demonstrate the integration of the concepts and skills they have learned.
- ✓ To give graduates a well-rounded introduction to Office and Business Administration Assistant fields.
- ✓ To give graduates a well-rounded introduction to Medical Assisting, including clinical, laboratory, and administrative fields.
- ✓ To equip graduates with the skills and confidence required to meet the patients' needs in different environments (Medical Assisting).
- ✓ To give students familiarity in medical terminology, office accounting practices, insurance coding and billing, medical documentation, the patient record, and other health care administration topics (Medical Assisting).
- ✓ To give students familiarity in Basic Medical subjects, train the students in back office clinical procedures, and laboratory procedures (Medical Assisting).
- ✓ To give graduates a well-rounded introduction to Office Business Administration and Business Finance Administrative Assistant, including real-time case studies in the administrative fields.
- ✓ To give graduates a well-rounded introduction to the career field of Software Quality Assurance including

automation, DevOps (development and Operations),  
Data Mining and Analysis, Web, and Mobile Application  
Development and in Digital Marketing.

## **Ownership**

The California Institute of Career Development (CICD), is a **non-profit** organization established in April 2021, is a full-service career development training Institute located at 380 N. First Street, 101A, San Jose, CA 95112. CICD specializes in training anyone who is displaced due to economic, technological and safety effects of COVID-19 pandemic on any industry that has been shaken out.

CICD is committed to providing quality programs to help students achieve their lifelong personal and professional goals. We are a non-profit corporation, which provides career solutions to Service / IT and Medical providers. We will be enrolling students and helping them fulfill their goals and achievements.

CICD Mission is to empower youth and adults of disadvantage and disaster affected communities with life changing and career focused educational training and thus to enable a productive community.

CICD received its non-profit registration from the Secretary of State of California. The programs offered by CICD are vocational in nature and provide certificates on successful completion of the program. In

a typical year CICD enrolls up to 50 – 100 or more students. The enrollment takes place throughout the year.

CICD is developing its reputation by making lasting improvements in organizations, and offering solutions that are practical, innovative, and cost-effective. Our expertise provides informative and current, lecture- based education, while our competency-based training provides the relevant skill development for our graduates for their chosen career. This winning combination prepares them to meet, and surpass, the demands of today's employers.

CICD offers hands-on education using the latest in Healthcare and Information Technology; develop professionalism, flexibility, responsibility, and skills needed to be successful in the health care field. Continuous Job Placement Assistance (in the field of study) for eligible graduates, Short- Term Industry-Related Training, Tutoring, Library Services, Advisory Programs, and Externships are among the benefits found at the CICD.

CICD is a legitimate non-profit corporation registered in the State of California. The facility and equipment used fully comply with all federal, state, and local ordinances and regulations, including requirements for firesafety, building safety, handicapped access, and health.



## **General Information**

### **Approvals**

The institution is a private institution, that is approved to operate by the bureau, and that approval to operate means compliance with state standards as set forth in the CEC and 5, CCR. An institution may not imply that the Bureau endorses programs, or that Bureau approval means the institution exceeds minimum state standards.

### **Non-Discrimination Policy**

CICD is non-sectarian and does not discriminate about race, creed, color, national origin, age, sex, disability, or marital status in any of its academic program activities, employment practices, or admissions policies. The Institute does not accept any foreign students thus no Visa service is provided. Institute does not provide instruction in any other language other than English.

### **Admission Requirements**

Requirements for admission at CICD are based upon the applicant's career goals, their motivation to succeed, and their ability to benefit from the professional or occupational training they have chosen.

### **Steps towards enrollment**

All applicants are required to complete a personal interview with a counselor to mutually determine whether the program meets the needs of the applicant and are given a guided tour of the facility, a thorough presentation of the

training program they are interested in and are qualified for and receive information on tuition and fees. During this process, the Institute administers the Wonderlic test to Medical Assistant course applicants who are not high school graduates or its recognized equivalent. In addition, all applicants must be able to demonstrate access to fiscal resources adequate to meet the financial obligations associated with the training.

All students, including those with physical or mental handicaps, are considered for acceptance according to the admissions standards stated in this catalog.

**To be considered for the admission to all the programs, applicants must:**

**General Requirement:**

- Be 17 years of age or beyond the age of compulsory school attendance in the State of California.
- Be a high school graduate or its recognized equivalent; or pass the institute's ATB entrance exam.

**For 'Cybersecurity AI Application and Machine Learning – Smart App Builder' programs:**

- Should have at least one year programming and computer experience or its equivalent.
- Minimum 3 Months experience or equal education in of Scripting Skills Python, Java, Perl, SQL, XML
- Minimum 3 Months experience or equal education in HTML and CSS.

**For 'AI Powered Data Analyst' program:**

- Be an Associate degree Holder or its recognized equivalent.
- Should have at least one year programming and computer experience or its equivalent.
- Minimum 3 Months experience or equal education in of Scripting Skills Python, Java, SQL, XML
- Minimum 3 Months experience or equal education in Database Management System.

**For 'DevOps – Development & Operations Automation' program:**

- Be an Associate Degree Holder or its recognized equivalent.
- Should have at least one year programming and computer experience or its equivalent.
- 3 Months of Linux Scripting experience or equal education.
- 3 Months of Networking experience or equal education.
- 3 Months of Web Services experience or equal education.

**For 'AI – Infused Software Quality Assurance' program:**

- Should have at least one year programming and computer experience or its equivalent.
- Minimum 3 Months experience in Scripting Skills Python, Java, Perl, SQL, XML or equal education.
- Minimum 3 Months experience in HTML and CSS or equal education.

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

The transferability of credits you earn at California Institute of Career Development is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the certificate you earn in Medical Assisting, AI-Driven Administrative Assistant, AI Powered Data Analyst, AI Enhanced Digital Marketing Strategy and Analytics, AI – Infused Quality Assurance, Cybersecurity AI Applications, Machine Learning – Smart App Builder, DevOps – Development & Operations Automation and AI - Driven Accounting and Bookkeeping Mastery Program are also at the complete discretion of the institution to which you may seek to transfer. If the certificate that you earn at this institution are not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. For this reason, you should make certain that your attendance at this institution will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending California Institute of Career Development to determine if your certificate will transfer.

The transfer of credit is accepted only from schools accredited by an agency recognized by the U.S. Department of Education or the Council for Higher Education Accreditation.

The Institute does not have any transfer or articulation agreements between the institution and any other college or university that provides for the transfer of credits earned in the program of instruction.

Currently, no credit for prior experiential learning is granted by this institution.

### **English Proficiency**

Programs offered by CICD are open to all who have graduated from high school with a diploma or an equivalent. If the applicant does not meet the above-mentioned requirement, he or she is requested to take a basic admission test which tests his or her ability to grasp, comprehend and communicate with others.

During the enrollment process, candidates must interview with the admission staff, tour our facility, and provide evidence for having completed a high school diploma or equivalent. Candidates must demonstrate proficiency in English language prior to enrollment. CICD does not train candidates in the English language or have the resources to translate the classroom lecture sessions in any other language. Admission of students from countries where English is not the primary language or whose native language is not English must provide CICD with one of the following:

- 1) Test of English as Foreign Language (TOEFL) exam score of at least 500 or higher (paper version) or a score of 150 on the computer-based version.
- 2) Completion of a high school diploma or college-level program in a nation that uses English as the language for education.

### **Ability to Benefit.**

All applicants are required to meet the counselor to mutually determine whether the program meets the needs of the applicant. The students will be eligible for medical assistant. The information packet will be given for the respective program accompanied by a guided tour of the facility. Career Counselor will assess if the program benefits the student to enhance his/herskills.

The Institute administers the Wonderlic test to all applicants. In addition, all applicants must be able to demonstrate access to fiscal resources adequate to meet the financial obligations associated with the training.

#### **Records Maintained**

1. The student's personal and academic progress records are maintained like the attendance rates, test scores.
2. The admission office maintains the documents of the personal interview and recommendation made by the interviewer.
3. Test scores from Wonderlic test. Documents from the counseling sessions
4. Documents from the initial screening sessions which include marketable skills and employment background.

#### **Test Administered:**

The WONDERLIC testing system is used to determine Ability to Benefit or A.T.B... Not all tests designed by WONDERLIC are eligible to determine A.T.B... Therefore, only the WBST test is utilized.

The Exam is administered only to students without a high school diploma or its recognized equivalent who wish to enter the Medical Assisting Program. The percentage of non-passing students ranges from ten to twelve percent depending upon the minimum requirements that each program necessitates. The results of the testing must be periodically registered with WONDERLIC, and an official report of the testing is sent to both the school and student.

### **ENTRANCE/ASSESSMENT TESTING**

Wonderlic is a test that measures general cognitive ability (ability to learn, understand instructions and solve problems). The school has established a raw score of 200 verbal skills and 210 quantitative skills to be a minimum entrance score. Additional testing can be administered to help determine a prospective student's ability to be trained to perform tasks associated with the occupations and job titles for which training is to be offered. All scored test score sheets must be kept in each student's file.

### **TEST ADMINISTRATION:**

There exists a situation known as the Testing "Bill of Rights".

These are things that make the testing as accurate and valid as possible.

- (1) The Testing Environment must be conducive to testing,  
Example: No Distractions or Noise, Good Lighting, Good Ventilation
- (2) Client Awareness: The client needs to understand why they are

being tested.

Explain the process in detail. Encourage them to do their best. Grade the Test ASAP.

- (3) Standardization of Instructions; Make sure the client has a good understanding of how to do the test. If they cannot do the practice session, then you need to make judgment on whether to do the test. Demonstrate - but do not let the client convince you into helping them.
- (4) Client Observation: Your personal observations, including subjective comments are important. Look for things such as Does the client have trouble seeing or hearing? Did their injury cause them trouble during testing? What was their attitude? These types of observations need to be noted because they may influence the testing results,

ENTRANCE ASSESSMENT MANUALS, INCLUDING MASTER EXAMS, ANSWERSHEETS AND SCORING GUIDES ARE PROVIDED TO EACH BRANCH. GUIDELINES FOR ADMINISTERING & SCORING THE WONDERLIC ENTRANCE TESTS

The WBST is a standardized test, approved for use by the U.S. Department of Education, that measures general cognitive ability. Cognitive ability is the ability to learn, understand instructions and solve problems.

THE SCORED ANSWER SHEET WILL BE RETAINED FOR THE STUDENT'S FILE



**Evaluation:**

Annual Evaluations of the ATB student is done to keep track about the validity of the admission and the progress of the student academically with the help of the test scores and attendance Standards for Satisfactory Progress

**STANDARDS FOR SATISFACTORY PROGRESS**

These standards apply to all students. Continued enrollment as regular students are allowed only for those who meet the minimum standards set forth for satisfactory progress.

Students enrolled in Medical Assisting Program are in satisfactory progress if –

- ✓ Absences are no greater than 24 hours of clinical practice per module and have made up all absences.
- ✓ Late arrivals in class are no greater than 3 times in each module and have made up for all missed material.
- ✓ Have maintain a grade average of 75% (C) or greater with no score of less than 75% (C) on any exam, test, assignment, or project; and
- ✓ Have demonstrated satisfactory clinical skills and proper attitude appropriate to the nursing profession.

**Maximum Timeframe for Program Completion**

The Programs have a maximum time for completion that is equal to 1.5 times the total length of the program (e.g., 36 weeks for a 24-week program or 900 hours for a 600-hour program). Periods during which the student is interrupted during their training, for reasons deemed acceptable by the institute (medical leave of absence, etc.) are considered in the calculation of the maximum times for completion.

### **INCREMENTS:**

The maximum times frame will be based on the clock hours of the program; the maximum times frame will not exceed more than 150% of the total clock hours of the program.

### **Excused Absences**

1. Personal illness
2. Severe illness or death in family
3. Religious observances
4. Required court appearances.
5. Medical, dental, or legal appointments
6. Family-related emergencies

Both attendance participation and academic performance (grades, works, assignments, projects, and externship) are considered in the measurement of satisfactory progress.

## **REPORTING:**

Both attendance participation and academic performance (grades, works, assignments, projects, and externship) are considered in the measurement of satisfactory progress. Progress is reported at 50% and 100% of the maximum program length.

### **Students enrolled in the programs are in satisfactory progress if:**

- ✓ Have at least attended and completed 35% of the program, with a grade average of at least 70% (C) with no score less than 70% (C) in any tests, assignments, projects, at the 25% point of the maximum timeframe allotted for the program.
- ✓ Have at least attended and completed 60% of the program; with a grade average of 70% (C) with no score of less than 70% (C) on any tests, assignments, projects, at the 50% point of the maximum timeframe allotted for the program.

Credits attempted in a course in which a grade of "Incomplete" is received will count as credits attempted in the calculation of maximum timeframe.

Leaves of absence are included in the maximum timeframe calculation. Students who withdraw without completing a course and who wish to re-enroll will be evaluated for satisfactory progress on credits attempted prior to withdrawal. The decision to accept the

student is the sole discretion of the Institute. If allowed to re-enroll; the course which was not completed will be repeated. Students who fail to meet the minimum academic and attendance requirements are placed on probation until their performance becomes satisfactory.

### **APPLICABILITY**

The above policies are applicable for both full-time and part-time students. At the end of each increment the student's progress will be evaluated whether the student met the required completion to move into the next increment if any.

### **Appeal**

Students who are not in satisfactory academic progress may appeal against the Institute's decision in writing to the Chief Academic Officer. The Institute must receive the appeal from the student within three business days of being notified of the non-satisfactory academic progress. All appeals will be responded to within ten (10) business days of receipt by the Institute.

### **Re-Establish Satisfactory Progress**

Should students return to the institution to re-establish the satisfactory progress the student must provide the documentation of the progress to the chief academic officer, and he would be able to determine if he could re-establish.

## **Attendance Requirements**

Regular attendance by students at scheduled class meetings, clinical labs or other activities assigned, as part of a course or program, is required. Minimum attendance of 80% is required to graduate. A student must obtain permission from the instructor if he or she is absent for more than 2 days in a week. Occasionally, personal circumstances may arise which may render it impossible for students to attend scheduled classes and activities. Whenever such circumstances can be anticipated, a student should confer with his or her instructor, so the faculty has an opportunity to offer the student the option of making up the missed material. In cases of unforeseen circumstances, a student should consult with his or her instructor to arrange for make-up work. Class time missed due to late arrivals, early departures, or other absences from class or clinical practice is counted along with whole day absences to calculate a student's total class hours attended.

Absences within a given week may be made up for educational purposes and for the sake of progress by one of the following:

Theory class may be made up only by attending a formal class during the same week but at a different time of the day than the individual's own class. The theory class must be the identical presentation missed, or by completing assigned projects or work identical or equivalent to those missed during the absence.

For medical Assisting students, the Laboratory time missed may be made up during the same week by attending another formal, equivalent laboratory session or activity. Any absence may be made up by attending a professional society meeting (AST, etc.).

It is the student's responsibility to collect handouts and assignments from the instructors that were given when he /she was absent. It is the student's responsibility to take any missed exams. He/she is advised to talk to the instructor and arrange a date for the exam to be taken.

### **Absences**

Excused absences are those in which a student is absent from class or clinical practice due to personal illness, severe illness or death in the family, religious observances, jury duty, court appearance, medical, dental, or legal appointments or another duty/assignment connected with the Medical Assisting and cleared with the Director of Education. These absences will not be recorded but the student is responsible for materials or objectives missed. No make-up assignments will be allowed. For absences over three (3) consecutive days due to illness, the student must return to class with a doctor's note. Any condition or infection, especially skin or respiratory, or any disability such as a back injury will require clearance from the doctor.

Medical Assisting students may not miss more than 24 hours of Lab practice per module. Any absences incurred should be made up before the student can be allowed to move to the next module. If

absences are incurred in the last module, the student may not graduate unless all missed theory and clinical hours are made up.

### **Tardiness**

The Institute places upon its students the same demands that an employer will place upon them as an employee. Therefore, students are expected to be on time for each class session. A student who is not in attendance

Within fifteen (15) minutes of the scheduled class starting time will be documented as tardy unless written authorization by the Chief Academic Officer or the Director of Education is presented to the instructor. Excessive tardiness may lead to probation, suspension, or termination. Excessive tardiness is defined as being late or leaving early greater than 15% of elapsed program days.

### **Leaving Early**

Students are expected to remain in class or clinical area for the entire session. A student who is not in class for the entire session due to early departure will be documented as leaving early unless written authorization by the Chief Academic Officer or Director of Education is presented to the instructor.

### **Attendance Probation**

A student will be placed on attendance probation if:

- a. The student is absent more than twenty percent (20%) of the elapsed program days.
- b. The Institute, at any time in its discretion, determines

that the circumstances giving rise to any such student's absences are not reasonable.

A student will be placed on attendance probation if

- a. He/she misses more than two (2) days of theory per module and twenty-four (24) hours of clinical time per module.
- b. The Institute, at any time in its discretion, determines that the circumstances giving rise to any such student's absences are not reasonable.

If a student on attendance probation and or academic probation is absent or violates any of the terms of such probation, the Institute may, within its sole discretion, terminate and/or suspend such student. Any student on academic probation will be terminated if the student is absent more than twenty (20%) of the total class days.

Any student who is subject to termination for violation of the attendance policy may petition the Chief Academic Officer, in writing, to remain in class. Such a petition must include the extenuating circumstances justifying the request to remain in class. The determination of the student's written petition will be made by the Institute in its sole discretion and will be final and binding on the student. Students who are on academic probation and who violate the attendance policy will be terminated.

### **Leave Of Absence (LOA)**



Leave of absence may be granted; maximum leave of absence for atwelve-month period may consist of non-consecutive days.

Leaves of

Absence granted under this section are not counted toward the twenty percent (20%) maximum absences allowed under the "Attendance Requirements" section. Students requesting a leave of absence must submit a written request, supported by acceptable documentation, to the Chief Academic Officer or the Director of Education. The request must contain the dates of the requested leave and the reason for the request. The Chief Academic Officer or the Director of Education shall indicate the Institute's approval or denial of the leave of absence by signing the form and placing it in the student's education file with a copy being furnished to the student and the Financial Officer. The determination of the student's written request for a leave of absence will be made by the Institute in its sole discretion and will be final and binding on the student.

Students are responsible for contacting the appropriate faculty member to arrange for make-up of class work missed because of an approved leave of absence. Leaves of absence will result in the revision of the completion date, hence a delay in the graduation of the student from the program.

Students who refuse to abide by the Institute's leave of absence policy or who do not return on the scheduled date after a leave of absence will be withdrawn from the program. Petition for readmission must be

done in writing.

Readmission is duly deliberated by the Instructor and C.E.O.

### **Grades**

Grading is based on daily class, laboratory, and clinical performance, and the student's level of achievement on tests, laboratory projects and final examinations.

A	90% to 100%
B	80% to 89%
C	70% to 79%
F	below 69.9%
P	Pass A passing grade in a course designed as a pass-fail course
F	Fail A failing grade in a course designed as a pass-fail course
I	Incomplete
W	Withdrawal

Satisfactory academic progress means a minimum grade of "C" in all tests, projects, and assignments; and an average of no less than "C" on all tests, projects, and assignments. Failed courses may be repeated only once.

All FAILED examinations, projects, and assignments must be made up or completed within one (1) week (5 school days) after the receipt of the score. Failed tests can only be made up once. The average of the tests scores is the final grade for that subject.

Failure to make up failed tests within the allotted time will result in non-satisfactory academic progress. Students who are not in satisfactory academic progress are placed on a 30-day probationary period.

### **Academic Warning**

Any student who receives a grade lower than "C" in any course may be placed on academic warning. As a warning, the student will be counseled in the hope that their academic performance can be improved.

### **Academic Probation Policy**

Any student who is not in compliance with the attendance and satisfactory academic progress policies will be placed on a 30-day probationary period. During this period, the student must pass all tests, assignments, and projects, with a grade of no less than "C", equivalent to 70%. Absences, including tardiness and leaving early from class will not be allowed during this time. Any previously unsatisfactory or failed course work and absences must be made up during this period. Students receiving financial aid become ineligible and no disbursements will be made during this time.

If a student maintains a grade point average of "C", equivalent to 70%, and all previously unsatisfactory course work has been brought up to a satisfactory level by the end of the 30-day period, probation will be removed. However, if at the end of the probationary period,

the student has failed to maintain a "C" grade point average and/or any unsatisfactory course work has not been brought up to a satisfactory level, the student will be dismissed from the program.

### **Termination by the Institution**

The Institute may terminate a student for any one of the following reasons:

- ✓ Falsification of previous educational status on the Enrollment Agreement
- ✓ Failure to obtain satisfactory academic and attendance progress as specified in this catalog.
- ✓ Failure to adhere to the attendance requirements, or any other requirements, policies or procedures stated in this catalog or in the Enrollment Agreement.
- ✓ Failure to fully pay the program costs as agreed in writing.
- ✓ Destruction or damage to any property of the Institute (the student will also be liable for repair and/or replacement of any damaged property).
- ✓ Any unlawful or improper conduct (including but not limited to the unlawful possession, use, or distribution of illicit drugs or alcohol), conduct contrary to the best interests of the Institute, or any conduct that discredits or mars the Institute or its reputation.
- ✓ Disruption of normal classroom discipline, or any act of insubordination.
- ✓ Unauthorized use or operation of any Institute equipment.
- ✓ Breach of any term of the Enrollment Agreement or this catalog.

- ✓ Cheating or dishonesty, such as during examinations, etc.
- ✓ failure to exhibit the highest quality of behavior, good citizenship, and respect for the community.

### **Appeal**

Suspended or terminated students may appeal the Institute's decision in writing to the Chief Academic Officer. The Institute must receive the appeal from the student within three business days of being notified of the dismissal. All appeals will be responded to within ten (10) business days of receipt by the Institute.

### **Graduation Requirements**

To be eligible for graduation a student must attain an overall cumulative grade of "C", equivalent to 70% or better and have passed all courses required in the program of study.

A diploma is awarded to students who fulfill all educational, financial, and administrative requirements of the program. These requirements include the timely submission of financial aid documentation, clearance from the accounting office that all financial obligations have been met, and all academic projects have been completed (e.g., externship). A diploma certifies that the student has maintained the required academic average and has demonstrated proficiency in all the courses (didactic, clinical/practical) taken.

### **Transcripts**

A copy of the academic transcript is available upon request by the student. This service is subject to the Family Educational Rights and Privacy Act of 1974, as amended. The Institute reserves the right to withhold an official transcript, if the student's financial obligation to the Institute is in arrears, or if the student is in arrears on any Federal or State student loan obligation. The Institute will provide unlimited number of official transcripts without a processing fee.

Diplomas and official transcripts of records are available within fifteen (15) days from the receipt of a written request by the Registrar.

“All student records and documentation except student transcript are required by the Reform Act of 1989 will be maintained at the main administrative office for a minimum period of five years. The transcripts are maintained **permanently**. Thereafter, all official student transcript records will contain the names of program into which students have enrolled, the names of all courses attempted, whether completed, the academic grade earned, the year and quarter, and the number of units of credit earned and will be maintain **permanently**. Transcripts will provide to students upon written request.”

### **Student Services**

The institution does not provide airport reception services, housing assistance or other services often afforded entering freshman at other institutions. Further, this institution maintains a focus on the delivery of educational services. Should a student encounter personal

problems which interfere with his or her ability to complete coursework, this institution will aid in identifying appropriate professional assistance in the student's local community but does not offer personal counseling assistance.

The availability and approximate costs of a 1br/1ba apartment near our facilities are below.

South Bay Area (San Jose, Milpitas, Santa Clara, Cupertino, Sunnyvale, Mountain View):

- Availability: approximately 1800 rental postings monthly

Approximate cost: \$2,050.00 per month

### **Academic Advisement**

As the Institute only offers one program, there are a limited number of issues that a student will encounter. Should a student not maintain continuous enrollment, an issue may arise regarding the student's options in completing a program under the original requirements established in the catalog published at the time of the student's original enrollment or completing a program per the requirements of the currently published catalog. These are the types of issues to be addressed in Academic Advisement.

### **Required Statement – Student Assistance and Relief**

“The Office of Student Assistance and Relief is available to support prospective students, current students, or past students of private postsecondary educational institutions in making informed decisions,

understanding their rights, and navigating available services and relief options.

The office may be reached by calling:

**Toll-free telephone #: (888) 370-7589 or by visiting**

**Web site Address: [www.osar.bppe.ca.gov](http://www.osar.bppe.ca.gov).”**

### **ACADEMIC APPEALS AND GRIEVANCES**

CICD upholds the fundamental values of honesty, respect, fairness, and accountability, which fosters a learning environment with academic integrity at the forefront. CICD also understands there may be instances when a student disagrees with an academic decision or action resulting from a violation of policy and/or standard of academic integrity. To address these grievances, the Institute allows a process for students to appeal the Institute decision. An appeal may be made for specific reasons defined by the Institute Academic department, and all decisions made because of an appeal are final. Regarding an appeal for grades, the grievance and appeal process applies to final course and module grades, and students may file a grievance and appeal for personal extenuating circumstances only. As clarification, a student may not file a grievance or appeal on behalf of his/her class. Additionally, disagreement with an established school policy is not a valid reason for grievance and appeal.



### **Informal Appeal**

- The student may initiate a informal appeal by contacting the faculty member or individual with whom the grievance arose, as soon as the discrepancy has been identified.
- An effort to resolve the matter informally should be made.
- If the matter cannot be resolved at this level, the student may request a formal appeal in writing and provide the written request to his/her Program Director within two (2) business days.

### **Formal Appeal**

- The student may initiate a formal appeal by contacting the Program Director, in the manner described above, if the grievance is not resolved during informal appeal.
- The Program Director will determine if the grievance and appeal request is in accordance with policy requirements.
- If the grievance and appeal request is determined to not be in accordance with Institute policy (invalid), the request will be denied, and the student will be notified by the Program Director.
- If the grievance and appeal request is determined to be in accordance with Institute policy (valid), the Program Director will enlist the respective faculty member(s) and/or the Team Lead to review the appeal request.
- The Program Director will communicate the outcome of the formal review to the student within one (1) business day of the appeal request being received.

- If the matter cannot be resolved at this level, the student may request a Campus appeal in writing within two (2) business days to Institute Chief Academic Officer (CAO).

### **Final Appeal Hearing**

- An appeal may only be initiated if a formal appeal was attempted but did not resolve the grievance.
- The student may initiate a final appeal by submitting the request for an Appeal Hearing in writing to the CAO.
- The CAO will investigate the request thoroughly, including interviewing all individuals involved and reviewing all documents that relate or may potentially relate to the student's grievance.
- The original decision will stand if after review of the information, the CAO determines that the request for appeal was thoroughly addressed during the formal appeal process and the outcome was justified.
- If the CAO concludes that the student has grounds for a final level appeal, a Campus Grievance and Appeal Committee hearing will be scheduled as soon as possible but no later than one (1) business day from the receipt of the written appeal request. The Committee will consist of:
  - CAO
  - Program Director
  - One full-time faculty member from the student's respective program

- Following the Committee’s hearing (and the review by the CAO), the CAO will provide the student with a written summary within one (1) business day of the hearing and any advising/action plan determined by the Committee.
- A copy of the signed advising/action plan is placed in the student’s file and a copy is provided to the student. A scanned copy is uploaded to their student records file.

Decisions of the Chief Academic Officer are the final step in appeals within the processes and procedures of CICD. However, students may, at any time, submit their appeal and/or grievance to:

**Bureau for Private Postsecondary Education**  
**1747 North Market Blvd., Suite 225**  
**Sacramento, CA 95834**  
**(916) 574-7720**  
**Fax (916) 574-8648**  
**Telephone No: (888) 370-7589**  
**Fax No: (916) 263-1897**

### **Study Skills Development**

Should students, returning to the institution after an absence of some years, have trouble in studying, the institute will provide references to study-skills development guides that are readily available, at no charge, in the public domain.

### **Student Housing Assistance**

- a) Institution has NO dormitory facilities under its control.

b) Institution has no responsibility to find or assist a student in finding housing.

**Career Development/Placement Assistance Services.**

The Career Development staff serves as a liaison between the graduates and the medical community. Information on job search techniques is provided to students and graduates based on the current needs of local businesses and hospitals and clinics. However, no employment information or placement assistance provided by the Institute should be considered either expressly or implied as a guarantee or promise of employment, a likelihood of employment, an indication of the level of employment or compensation expected, or an indication of the types or job titles of positions for which students or graduates may qualify. This assistance consists primarily of educating students in developing the ability to successfully perform these tasks as they begin to seek employment. These tasks are taught towards the end of each program.

- ✓ Preparing resumes
- ✓ Developing job interviewing skills
- ✓ Identifying job position openings
- ✓ Following up with employers after interviews
- ✓ Maintaining employment once hired
- ✓ Developing and utilizing a network of professional contacts who can aid the job search effort.

**Medical Assistant - National Occupational Employment and Wages,  
October 2021**

**31-9092 Medical Assistants**

Perform administrative and certain clinical duties under the direction of a physician. Administrative duties may include scheduling appointments, maintaining medical records, billing, and coding information for insurance purposes. Clinical duties may include taking and recording vital signs and medical histories, preparing patients for examination, drawing blood, and administering medications as directed by physician.

[National estimates for Medical Assistants](#)

[Industry profile for Medical Assistants](#)

[Geographic profile for Medical Assistants](#)

National estimates for Medical Assistants:

Employment estimate and mean wage estimates for Medical Assistants:

<b>Employment (1)</b>	<b>Employment RSE (3)</b>	<b>Mean hourly wage</b>	<b>Mean annual wage (2)</b>	<b>Wage RSE (3)</b>
710,200	0.9 %	\$ 17.75	\$ 36,930	0.2 %

Percentile wage estimates for Medical Assistants:

<b>Percentile</b>	<b>10%</b>	<b>25%</b>	<b>50% (Median)</b>	<b>75%</b>	<b>90%</b>

Hourly Wage	\$ 12.95	\$ 14.59	\$ 17.23	\$ 19.85	\$ 24.32
Annual Wage <a href="#">(2)</a>	\$ 26,930	\$ 30,360	\$ 35,850	\$ 41,280	\$ 50,580

Industry profile for Medical Assistants:

Industries with the highest published employment and wages for Medical Assistants are provided. For a list of all industries with employment in Medical Assistants, see the [Create Customized Tables](#) function.

Industries with the highest levels of employment in Medical Assistants:

Industry	Employment <a href="#">(1)</a>	Percent of industry employment	Hourly mean wage	Annual mean wage <a href="#">(2)</a>
<a href="#">Offices of Physicians</a>	404,670	15.61	\$ 17.59	\$ 36,580
<a href="#">General Medical and Surgical Hospitals</a>	106,290	1.90	\$ 18.37	\$ 38,200
<a href="#">Outpatient Care Centers</a>	59,610	6.21	\$ 20.35	\$ 42,330
<a href="#">Offices of Other Health Practitioners</a>	56,810	6.29	\$ 15.97	\$ 33,210
<a href="#">Continuing Care Retirement Communities and Assisted Living Facilities for the Elderly</a>	13,930	1.48	\$ 14.84	\$ 30,870

Industries with the highest concentration of employment in Medical Assistants:

Industry	Employment <a href="#">(1)</a>	Percent of industry employment	Hourly mean wage	Annual mean wage <a href="#">(2)</a>
<a href="#">Offices of Physicians</a>	404,670	15.61	\$ 17.59	\$ 36,580
<a href="#">Offices of Other Health Practitioners</a>	56,810	6.29	\$ 15.97	\$ 33,210
<a href="#">Outpatient Care Centers</a>	59,610	6.21	\$ 20.35	\$ 42,330
<a href="#">General Medical and Surgical Hospitals</a>	106,290	1.90	\$ 18.37	\$ 38,200
<a href="#">Continuing Care Retirement Communities and Assisted Living Facilities for the Elderly</a>	13,930	1.48	\$ 14.84	\$ 30,870

**AI Driven Administrative Assistant - National Occupational Employment and Wages, October 2021**

**43-1011: First-Line Supervisors of Office and Administrative Support Workers**

Directly supervise and coordinate the activities of clerical and administrative support workers.

[National estimates for First-Line Supervisors of Office and Administrative Support Workers](#)

[Industry profile for First-Line Supervisors of Office and Administrative Support Workers](#)

[Geographic profile for First-Line Supervisors of Office and Administrative Support Workers](#)

*National estimates for First-Line Supervisors of Office and Administrative Support Workers:*

Employment estimate and mean wage estimates for First-Line Supervisors of Office and Administrative Support Workers:

<b>Employment <a href="#">(1)</a></b>	<b>Employment RSE <a href="#">(3)</a></b>	<b>Mean hourly wage</b>	<b>Mean annual wage <a href="#">(2)</a></b>	<b>Wage RSE <a href="#">(3)</a></b>
1,443,630	0.3 %	\$ 30.47	\$ 63,380	0.1 %

Percentile wage estimates for First-Line Supervisors of Office and Administrative Support Workers:

<b>Percentile</b>	<b>10%</b>	<b>25%</b>	<b>50% (Median)</b>	<b>75%</b>	<b>90%</b>
Hourly Wage	\$ 17.96	\$ 22.83	\$ 29.13	\$ 36.98	\$ 46.93
Annual Wage <a href="#">(2)</a>	\$ 37,370	\$ 47,490	\$ 60,590	\$ 76,920	\$ 97,610



Industry profile for First-Line Supervisors of Office and Administrative Support Workers:

Industries with the highest published employment and wages for First-Line Supervisors of Office and Administrative Support Workers are provided. For a list of all industries with employment in First-Line Supervisors of Office and Administrative Support Workers, see the [Create Customized Tables](#) function.

Industries with the highest levels of employment in First-Line Supervisors of Office and Administrative Support Workers:

Industry	Employment <a href="#">(1)</a>	Percent of industry employment	Hourly mean wage	Annual mean wage <a href="#">(2)</a>
<a href="#">Credit Intermediation and Related Activities (5221 and 5223 only)</a>	98,850	4.94	\$ 29.55	\$ 61,460
<a href="#">Offices of Physicians</a>	76,450	2.84	\$ 28.58	\$ 59,450
<a href="#">Local Government, excluding schools and hospitals (OEWS Designation)</a>	66,990	1.25	\$ 32.05	\$ 66,660
<a href="#">Management of Companies and Enterprises</a>	57,090	2.25	\$ 36.64	\$ 76,220
<a href="#">General Merchandise Stores</a>	51,630	1.67	\$ 22.56	\$ 46,920

Industries with the highest concentration of employment in First-Line Supervisors of Office and Administrative Support Workers:

<b>Industry</b>	<b>Employment (1)</b>	<b>Percent of industry employment</b>	<b>Hourly mean wage</b>	<b>Annual mean wage (2)</b>
<a href="#"><u>Credit Intermediation and Related Activities (5221 and 5223 only)</u></a>	98,850	4.94	\$ 29.55	\$ 61,460
<a href="#"><u>Business Support Services</u></a>	37,990	4.60	\$ 25.93	\$ 53,940
<a href="#"><u>Freight Transportation Arrangement</u></a>	9,650	4.14	\$ 32.92	\$ 68,470
<a href="#"><u>Office Administrative Services</u></a>	18,690	3.84	\$ 31.93	\$ 66,410
<a href="#"><u>No depository Credit Intermediation</u></a>	23,190	3.73	\$ 30.53	\$ 63,500

Top paying industries for First-Line Supervisors of Office and Administrative Support Workers:

<b>Industry</b>	<b>Employment (1)</b>	<b>Percent of industry employment</b>	<b>Hourly mean wage</b>	<b>Annual mean wage (2)</b>
<a href="#"><u>Monetary Authorities-Central Bank</u></a>	560	2.66	\$ 59.21	\$ 123,160

<a href="#">Other Pipeline Transportation</a>	30	0.37	\$ 46.17	\$ 96,030
<a href="#">Electric Power Generation, Transmission and Distribution</a>	5,090	1.35	\$ 45.18	\$ 93,970
<a href="#">Oil and Gas Extraction</a>	750	0.70	\$ 44.29	\$ 92,130
<a href="#">Natural Gas Distribution</a>	1,430	1.30	\$ 44.19	\$ 91,920

**AI Powered Data Analyst - National Occupational Employment and Wages, 2021**

**15-2051: Data Analyst**

Develop and implement a set of techniques or analytics applications to transform raw data into meaningful information using data-oriented programming languages and visualization software. Apply data mining, data modeling, natural language processing, and machine learning to extract and analyze information from large structured and unstructured datasets.

Visualize, interpret, and report data findings. May create dynamic data reports. Excludes “Statisticians” (15-2041), “Cartographers and Photogrammetrists” (17-1021), and “Health Information Technologists and Medical Registrars” (29-9021).

[National estimates for Data Scientists](#)

[Industry profile for Data Scientists](#)

[Geographic profile for Data Scientists](#)

*National estimates for Data Scientists:*

Employment estimate and mean wage estimates for Data Scientists:

<b>Employment <a href="#">(1)</a></b>	<b>Employment RSE <a href="#">(3)</a></b>	<b>Mean hourly wage</b>	<b>Mean annual wage <a href="#">(2)</a></b>	<b>Wage RSE <a href="#">(3)</a></b>
105,980	2.4 %	\$ 52.24	\$ 108,660	1.1 %

Percentile wage estimates for Data Scientists:

<b>Percentile</b>	<b>10%</b>	<b>25%</b>	<b>50% (Median)</b>	<b>75%</b>	<b>90%</b>
Hourly Wage	\$ 28.57	\$ 37.32	\$ 48.52	\$ 62.87	\$ 80.31
Annual Wage <a href="#">(2)</a>	\$ 59,430	\$ 77,620	\$ 100,910	\$ 130,770	\$ 167,040

*Industry profile for Data Scientists:*

Industries with the highest published employment and wages for Data Scientists are provided. For a list of all industries with employment in Data Scientists, see the [Create Customized Tables](#) function.

Industries with the highest levels of employment in Data Scientists:

<b>Industry</b>	<b>Employment <a href="#">(1)</a></b>	<b>Percent of industry employment</b>	<b>Hourly mean wage</b>	<b>Annual mean wage <a href="#">(2)</a></b>
<a href="#">Computer Systems Design and Related Services</a>	16,620	0.73	\$ 55.91	\$ 116,300

<a href="#">Management of Companies and Enterprises</a>	12,570	0.50	\$ 51.95	\$ 108,060
<a href="#">Management, Scientific, and Technical Consulting Services</a>	7,270	0.47	\$ 51.99	\$ 108,150
<a href="#">Scientific Research and Development Services</a>	5,840	0.73	\$ 54.53	\$ 113,430
<a href="#">Credit Intermediation and Related Activities (5221 and 5223 only)</a>	5,690	0.28	\$ 56.34	\$ 117,190

Industries with the highest concentration of employment in Data Scientists:

<b>Industry</b>	<b>Employment <a href="#">(1)</a></b>	<b>Percent of industry employment</b>	<b>Hourly mean wage</b>	<b>Annual mean wage <a href="#">(2)</a></b>
<a href="#">Other Information Services</a>	3,720	1.03	\$ 67.12	\$ 139,600
<a href="#">Scientific Research and Development Services</a>	5,840	0.73	\$ 54.53	\$ 113,430
<a href="#">Computer Systems Design and Related Services</a>	16,620	0.73	\$ 55.91	\$ 116,300
<a href="#">Software Publishers</a>	3,710	0.70	\$ 52.92	\$ 110,070
<a href="#">Data Processing, Hosting, and Related Services</a>	2,570	0.68	\$ 60.65	\$ 126,160

Top paying industries for Data Scientists:

Industry	Employment <a href="#">(1)</a>	Percent of industry employment	Hourly mean wage	Annual mean wage <a href="#">(2)</a>
<a href="#">Computer and Peripheral Equipment Manufacturing</a>	400	0.26	\$ 71.29	\$ 148,290
<a href="#">Semiconductor and Other Electronic Component Manufacturing</a>	620	0.17	\$ 68.34	\$ 142,150
<a href="#">Other Information Services</a>	3,720	1.03	\$ 67.12	\$ 139,600
<a href="#">Data Processing, Hosting, and Related Services</a>	2,570	0.68	\$ 60.65	\$ 126,160
<a href="#">Accounting, Tax Preparation, Bookkeeping, and Payroll Services</a>	1,110	0.11	\$ 59.83	\$ 124,440

## Machine Learning - Smart App Builder - Occupational Employment and Wages, May 2021

### 15-1255 Web and Digital Interface Designers

Design digital user interfaces or websites. Develop and test layouts, interfaces, functionality, and navigation menus to ensure compatibility and usability across browsers or devices. May use web framework applications as well as client-side code and processes. May evaluate web design following web and accessibility standards and may analyze web use metrics and optimize websites for marketability and search engine ranking. May design and test interfaces that facilitate the human-computer interaction and maximize the usability of digital

devices, websites, and software with a focus on aesthetics and design. May create graphics used in websites and manage website content and links. Excludes “Special Effects Artists and Animators” (27-1014) and “Graphic Designers” (27-1024).

[National estimates for Web and Digital Interface Designers](#)

[Industry profile for Web and Digital Interface Designers](#)

[Geographic profile for Web and Digital Interface Designers](#)

*National estimates for Web and Digital Interface Designers:*

Employment estimate and mean wage estimates for Web and Digital Interface Designers:

<b>Employment <a href="#">(1)</a></b>	<b>Employment RSE <a href="#">(3)</a></b>	<b>Mean hourly wage</b>	<b>Mean annual wage <a href="#">(2)</a></b>	<b>Wage RSE <a href="#">(3)</a></b>
82,380	2.8 %	\$ 45.90	\$ 95,460	2.3 %

Percentile wage estimates for Web and Digital Interface Designers:

<b>Percentile</b>	<b>10%</b>	<b>25%</b>	<b>50% (Median)</b>	<b>75%</b>	<b>90%</b>
Hourly Wage	\$ 18.53	\$ 27.51	\$ 38.41	\$ 60.63	\$ 80.87
Annual Wage <a href="#">(2)</a>	\$ 38,550	\$ 57,220	\$ 79,890	\$ 126,110	\$ 168,200

*Industry profile for Web and Digital Interface Designers:*

Industries with the highest published employment and wages for Web and Digital Interface Designers are provided. For a list of all industries with employment in Web and Digital Interface Designers, see the [Create Customized Tables](#) function. Industries with the highest levels of employment in Web and Digital Interface Designers:

<b>Industry</b>	<b>Employment (1)</b>	<b>Percent of industry employment</b>	<b>Hourly mean wage</b>	<b>Annual mean wage (2)</b>
<a href="#"><u>Computer Systems Design and Related Services</u></a>	16,080	0.71	\$ 48.33	\$ 100,530
<a href="#"><u>Software Publishers</u></a>	12,390	2.35	\$ 70.90	\$ 147,470
<a href="#"><u>Advertising, Public Relations, and Related Services</u></a>	4,320	0.99	\$ 35.34	\$ 73,500
<a href="#"><u>Other Information Services</u></a>	4,140	1.14	\$ 50.07	\$ 104,140
<a href="#"><u>Management of Companies and Enterprises</u></a>	3,690	0.15	\$ 44.03	\$ 91,580

Industries with the highest concentration of employment in Web and Digital Interface Designers:

<b>Industry</b>	<b>Employment (1)</b>	<b>Percent of industry employment</b>	<b>Hourly mean wage</b>	<b>Annual mean wage (2)</b>
<a href="#"><u>Software Publishers</u></a>	12,390	2.35	\$ 70.90	\$ 147,470
<a href="#"><u>Other Information Services</u></a>	4,140	1.14	\$ 50.07	\$ 104,140
<a href="#"><u>Advertising, Public Relations, and Related Services</u></a>	4,320	0.99	\$ 35.34	\$ 73,500
<a href="#"><u>Sound Recording Industries</u></a>	160	0.89	\$ 26.26	\$ 54,630
<a href="#"><u>Electronic Shopping and Mail-Order Houses</u></a>	3,380	0.73	\$ 38.84	\$ 80,780

Top paying industries for Web and Digital Interface Designers:

<b>Industry</b>	<b>Employment (1)</b>	<b>Percent of industry employment</b>	<b>Hourly mean</b>	<b>Annual mean</b>
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		<b>employment</b>	<b>wage</b>	<b>wage (2)</b>
<a href="#"><u>Software Publishers</u></a>	12,390	2.35	\$ 70.90	\$ 147,470
<a href="#"><u>Computer and Peripheral Equipment Manufacturing</u></a>	210	0.13	\$ 54.62	\$ 113,620
<a href="#"><u>Securities, Commodity Contracts, and Other Financial Investments and Related Activities</u></a>	900	0.09	\$ 54.57	\$ 113,500
<a href="#"><u>Personal Care Services</u></a>	(8)	(8)	\$ 52.88	\$ 109,990
<a href="#"><u>Credit Intermediation and Related Activities (5221 and 5223 only)</u></a>	1,290	0.06	\$ 51.54	\$ 107,200

## **AI Infused Software Quality Assurance - Occupational Employment and Wages, May 2021**

### **15-1253 AI Infused Software Quality Assurance**

Develop and execute software tests to identify software problems and their causes. Test system modifications to prepare for implementation. Document software and application defects using a bug tracking system and report defects to software or web developers. Create and maintain databases of known defects. May participate in software design reviews to provide input on functional requirements, operational characteristics, product designs, and schedules.

[National estimates for Software Quality Assurance Analysts and Testers](#)

[Industry profile for Software Quality Assurance Analysts and Testers](#)

[Geographic profile for Software Quality Assurance Analysts and Testers](#)

*National estimates for Software Quality Assurance Analysts and Testers:*

Employment estimate and mean wage estimates for Software Quality Assurance Analysts and Testers:

<b>Employment <a href="#">(1)</a></b>	<b>Employment RSE <a href="#">(3)</a></b>	<b>Mean hourly wage</b>	<b>Mean annual wage <a href="#">(2)</a></b>	<b>Wage RSE <a href="#">(3)</a></b>
190,120	1.7 %	\$ 46.97	\$ 97,710	0.7 %

Percentile wage estimates for Software Quality Assurance Analysts and Testers:

<b>Percentile</b>	<b>10%</b>	<b>25%</b>	<b>50% (Median)</b>	<b>75%</b>	<b>90%</b>
Hourly Wage	\$ 23.54	\$ 34.57	\$ 47.22	\$ 59.88	\$ 73.68
Annual Wage <a href="#">(2)</a>	\$ 48,960	\$ 71,910	\$ 98,220	\$ 124,550	\$ 153,250

*Industry profile for Software Quality Assurance Analysts and Testers:*

Industries with the highest published employment and wages for Software Quality Assurance Analysts and Testers are provided. For a list of all industries with employment in Software Quality Assurance Analysts and Testers, see the [Create Customized Tables](#) function.

Industries with the highest levels of employment in Software Quality Assurance Analysts and Testers:

<b>Industry</b>	<b>Employment <a href="#">(1)</a></b>	<b>Percent of industry employment</b>	<b>Hourly mean wage</b>	<b>Annual mean wage <a href="#">(2)</a></b>
<a href="#">Computer Systems Design and Related Services</a>	63,670	2.81	\$ 47.09	\$ 97,950
<a href="#">Software Publishers</a>	16,240	3.09	\$ 46.92	\$ 97,600
<a href="#">Employment Services</a>	11,260	0.32	\$ 43.84	\$ 91,190
<a href="#">Management of Companies</a>	10,880	0.43	\$ 47.82	\$ 99,460

<a href="#">and Enterprises</a>				
<a href="#">Data Processing, Hosting, and Related Services</a>	7,800	2.06	\$ 41.05	\$ 85,380

Industries with the highest concentration of employment in Software Quality Assurance Analysts and Testers:

<b>Industry</b>	<b>Employment (1)</b>	<b>Percent of industry employment</b>	<b>Hourly mean wage</b>	<b>Annual mean wage (2)</b>
<a href="#">Software Publishers</a>	16,240	3.09	\$ 46.92	\$ 97,600
<a href="#">Computer Systems Design and Related Services</a>	63,670	2.81	\$ 47.09	\$ 97,950
<a href="#">Computer and Peripheral Equipment Manufacturing</a>	3,260	2.10	\$ 56.39	\$ 117,280
<a href="#">Data Processing, Hosting, and Related Services</a>	7,800	2.06	\$ 41.05	\$ 85,380
<a href="#">Other Information Services</a>	6,760	1.86	\$ 58.71	\$ 122,110

Top paying industries for Software Quality Assurance Analysts and Testers:

<b>Industry</b>	<b>Employment (1)</b>	<b>Percent of industry employment</b>	<b>Hourly mean wage</b>	<b>Annual mean wage (2)</b>
<a href="#">Automobile Dealers</a>	100	0.01	\$ 70.13	\$ 145,860
<a href="#">Semiconductor and Other Electronic Component Manufacturing</a>	2,090	0.59	\$ 60.46	\$ 125,750
<a href="#">Other Information Services</a>	6,760	1.86	\$ 58.71	\$ 122,110
<a href="#">Natural Gas Distribution</a>	220	0.20	\$ 57.51	\$ 119,610
<a href="#">Computer and Peripheral</a>	3,260	2.10	\$ 56.39	\$ 117,280

<a href="#">Equipment Manufacturing</a>				
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**AI - Enhanced Digital Marketing Strategy and Analytics - Occupational Employment and Wages, May 2021**

**11-2011 Advertising and Promotions Managers**

Plan, direct, or coordinate advertising policies and programs or produce collateral materials, such as posters, contests, coupons, or giveaways, to create extra interest in the purchase of a product or service for a department, an entire organization, or on an account basis.

[National estimates for Advertising and Promotions Managers](#)

[Industry profile for Advertising and Promotions Managers](#)

[Geographic profile for Advertising and Promotions Managers](#)

*National estimates for Advertising and Promotions Managers:*

Employment estimate and mean wage estimates for Advertising and Promotions Managers:

<b>Employment <a href="#">(1)</a></b>	<b>Employment RSE <a href="#">(3)</a></b>	<b>Mean hourly wage</b>	<b>Mean annual wage <a href="#">(2)</a></b>	<b>Wage RSE <a href="#">(3)</a></b>
22,520	3.4 %	\$ 68.68	\$ 142,860	1.9 %

Percentile wage estimates for Advertising and Promotions Managers:

<b>Percentile</b>	<b>10%</b>	<b>25%</b>	<b>50% (Median)</b>	<b>75%</b>	<b>90%</b>
Hourly Wage	\$ 29.45	\$ 45.20	\$ 61.13	\$ 82.79	<a href="#">(5)</a>
Annual Wage <a href="#">(2)</a>	\$ 61,250	\$ 94,020	\$ 127,150	\$ 172,210	<a href="#">(5)</a>

*Industry profile for Advertising and Promotions Managers:*

Industries with the highest published employment and wages for Advertising and Promotions Managers are provided. For a list of all industries with employment in Advertising and Promotions Managers, see the [Create Customized Tables](#) function.

Industries with the highest levels of employment in Advertising and Promotions Managers:

<b>Industry</b>	<b>Employment (1)</b>	<b>Percent of industry employment</b>	<b>Hourly mean wage</b>	<b>Annual mean wage (2)</b>
<a href="#">Advertising, Public Relations, and Related Services</a>	10,360	2.38	\$ 69.95	\$ 145,490
<a href="#">Management of Companies and Enterprises</a>	2,370	0.09	\$ 70.85	\$ 147,370
<a href="#">Other Information Services</a>	1,560	0.43	\$ 98.39	\$ 204,650
<a href="#">Motion Picture and Video Industries</a>	990	0.31	\$ 87.50	\$ 182,000
<a href="#">Management, Scientific, and Technical Consulting Services</a>	790	0.05	\$ 55.98	\$ 116,440

Industries with the highest concentration of employment in Advertising and Promotions Managers:

<b>Industry</b>	<b>Employment (1)</b>	<b>Percent of industry employment</b>	<b>Hourly mean wage</b>	<b>Annual mean wage (2)</b>
<a href="#">Advertising, Public Relations, and Related Services</a>	10,360	2.38	\$ 69.95	\$ 145,490

<a href="#">Other Information Services</a>	1,560	0.43	\$ 98.39	\$ 204,650
<a href="#">Motion Picture and Video Industries</a>	990	0.31	\$ 87.50	\$ 182,000
<a href="#">Newspaper, Periodical, Book, and Directory Publishers</a>	630	0.26	\$ 44.27	\$ 92,080
<a href="#">Radio and Television Broadcasting</a>	500	0.26	\$ 55.77	\$ 116,010

Top paying industries for Advertising and Promotions Managers:

Industry	Employment <a href="#">(1)</a>	Percent of industry employment	Hourly mean wage	Annual mean wage <a href="#">(2)</a>
<a href="#">Other Information Services</a>	1,560	0.43	\$ 98.39	\$ 204,650
<a href="#">Motion Picture and Video Industries</a>	990	0.31	\$ 87.50	\$ 182,000
<a href="#">Architectural, Engineering, and Related Services</a>	60	<a href="#">(7)</a>	\$ 87.44	\$ 181,880
<a href="#">Scientific Research and Development Services</a>	120	0.02	\$ 83.73	\$ 174,160
<a href="#">Computer Systems Design and Related Services</a>	260	0.01	\$ 77.05	\$ 160,260

## Cybersecurity - AI Application Development - Occupational Employment and Wages, May 2021

### 15-1254 Web Developers

Develop and implement websites, Cybersecurity - AI Applications, application databases, and interactive web interfaces. Evaluate code to ensure that it is properly structured, meets industry standards, and is compatible with browsers

and devices. Optimize website performance, scalability, and server-side code and processes. May develop website infrastructure and integrate websites with other computer applications. Excludes “Special Effects Artists and Animators” (27-1014).

National estimates for Web Developers

Industry profile for Web Developers

Geographic profile for Web Developers

*National estimates for Web Developers:*

Employment estimate and mean wage estimates for Web Developers:

<b>Employment <u>(1)</u></b>	<b>Employment RSE <u>(3)</u></b>	<b>Mean hourly wage</b>	<b>Mean annual wage <u>(2)</u></b>	<b>Wage RSE <u>(3)</u></b>
84,820	2.7 %	\$ 39.09	\$ 81,320	1.1 %

Percentile wage estimates for Web Developers:

<b>Percentile</b>	<b>10%</b>	<b>25%</b>	<b>50% (Median)</b>	<b>75%</b>	<b>90%</b>
Hourly Wage	\$ 18.40	\$ 24.57	\$ 37.03	\$ 48.40	\$ 62.39
Annual Wage <u>(2)</u>	\$ 38,280	\$ 51,100	\$ 77,030	\$ 100,670	\$ 129,760

*Industry profile for Web Developers:*

Industries with the highest published employment and wages for Web Developers are provided. For a list of all industries with employment in Web Developers, see the Create Customized Tables function.

Industries with the highest levels of employment in Web Developers:

<b>Industry</b>	<b>Employment <u>(1)</u></b>	<b>Percent of industry</b>	<b>Hourly mean</b>	<b>Annual mean</b>
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		<b>employment</b>	<b>wage</b>	<b>wage (2)</b>
<u>Computer Systems Design and Related Services</u>	17,750	0.78	\$ 40.29	\$ 83,810
<u>Advertising, Public Relations, and Related Services</u>	5,220	1.20	\$ 34.72	\$ 72,220
<u>Other Information Services</u>	5,220	1.44	\$ 43.29	\$ 90,030
<u>Management, Scientific, and Technical Consulting Services</u>	4,970	0.32	\$ 40.02	\$ 83,230
<u>Management of Companies and Enterprises</u>	4,290	0.17	\$ 45.71	\$ 95,090

Industries with the highest concentration of employment in Web Developers:

<b>Industry</b>	<b>Employment (1)</b>	<b>Percent of industry employment</b>	<b>Hourly mean wage</b>	<b>Annual mean wage (2)</b>
<u>Other Information Services</u>	5,220	1.44	\$ 43.29	\$ 90,030
<u>Advertising, Public Relations, and Related Services</u>	5,220	1.20	\$ 34.72	\$ 72,220
<u>Specialized Design Services</u>	1,350	1.00	\$ 33.91	\$ 70,530
<u>Sound Recording Industries</u>	160	0.93	\$ 34.78	\$ 72,350
<u>Computer Systems Design and Related Services</u>	17,750	0.78	\$ 40.29	\$ 83,810

Top paying industries for Web Developers:

<b>Industry</b>	<b>Employment (1)</b>	<b>Percent of industry employment</b>	<b>Hourly mean wage</b>	<b>Annual mean wage (2)</b>
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<u>Monetary Authorities- Central Bank</u>	100	0.48	\$ 59.05	\$ 122,820
<u>Securities, Commodity Contracts, and Other Financial Investments and Related Activities</u>	850	0.09	\$ 57.65	\$ 119,920
<u>Nondepository Credit Intermediation</u>	410	0.07	\$ 53.55	\$ 111,380
<u>Employment Services</u>	2,960	0.08	\$ 52.98	\$ 110,200
<u>Credit Intermediation and Related Activities (5221 and 5223 only)</u>	740	0.04	\$ 49.74	\$ 103,450

## DevOps Development and Operations - Occupational Employment and Wages, May 2021

### 15-2031 Operations and Development

Formulate and apply mathematical modeling and other optimizing methods to develop and interpret information that assists management with decision making, policy formulation, or other managerial functions. May collect and analyze data and develop decision support software, services, or products. May develop and supply optimal time, cost, or logistics networks for program evaluation, review, or implementation.

[National estimates for Operations Research Analysts](#)

[Industry profile for Operations Research Analysts](#)

[Geographic profile for Operations Research Analysts](#)

National estimates for Operations Research Analysts:

Employment estimate and mean wage estimates for Operations Research Analysts:

Employment (1)	Employment	Mean hourly	Mean annual	Wage RSE (3)
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	RSE <a href="#">(3)</a>	wage	wage <a href="#">(2)</a>	
98,700	3.2 %	\$ 46.07	\$ 95,830	2.1 %

Percentile wage estimates for Operations Research Analysts:

Percentile	10%	25%	50% (Median)	75%	90%
Hourly Wage	\$ 23.41	\$ 29.78	\$ 39.59	\$ 57.33	\$ 77.33
Annual Wage <a href="#">(2)</a>	\$ 48,690	\$ 61,940	\$ 82,360	\$ 119,240	\$ 160,850

Industry profile for Operations Research Analysts:

Industries with the highest published employment and wages for Operations Research Analysts are provided. For a list of all industries with employment in Operations Research Analysts, see the [Create Customized Tables](#) function.

Industries with the highest levels of employment in Operations Research Analysts:

Industry	Employment <a href="#">(1)</a>	Percent of industry employment	Hourly mean wage	Annual mean wage <a href="#">(2)</a>
<a href="#">Management, Scientific, and Technical Consulting Services</a>	11,510	0.74	\$ 64.32	\$ 133,790
<a href="#">Management of Companies and Enterprises</a>	9,550	0.38	\$ 45.24	\$ 94,100
<a href="#">Computer Systems Design and Related Services</a>	8,970	0.40	\$ 45.88	\$ 95,420
<a href="#">Credit Intermediation and Related Activities (5221 and 5223 only)</a>	7,700	0.38	\$ 40.10	\$ 83,410
<a href="#">Insurance Carriers</a>	7,400	0.62	\$ 41.58	\$ 86,490

Industries with the highest concentration of employment in Operations Research Analysts:

Industry	Employment <a href="#">(1)</a>	Percent of industry employment	Hourly mean wage	Annual mean wage <a href="#">(2)</a>
<a href="#">Management, Scientific, and</a>	11,510	0.74	\$ 64.32	\$ 133,790

<a href="#">Technical Consulting Services</a>				
<a href="#">Insurance Carriers</a>	7,400	0.62	\$ 41.58	\$ 86,490
<a href="#">No depository Credit Intermediation</a>	3,410	0.55	\$ 46.05	\$ 95,790
<a href="#">Scientific Research and Development Services</a>	4,260	0.54	\$ 47.47	\$ 98,730
<a href="#">Cable and Other Subscription Programming</a>	210	0.45	\$ 35.35	\$ 73,520

Top paying industries for Operations Research Analysts:

Industry	Employment <a href="#">(1)</a>	Percent of industry employment	Hourly mean wage	Annual mean wage <a href="#">(2)</a>
<a href="#">Computer and Peripheral Equipment Manufacturing</a>	270	0.17	\$ 104.43	\$ 217,210
<a href="#">Management, Scientific, and Technical Consulting Services</a>	11,510	0.74	\$ 64.32	\$ 133,790
<a href="#">Business Schools and Computer and Management Training</a>	70	0.10	\$ 63.83	\$ 132,760
<a href="#">Federal Executive Branch (OEWS Designation)</a>	5,470	0.26	\$ 58.51	\$ 121,690
<a href="#">Engine, Turbine, and Power Transmission Equipment Manufacturing</a>	180	0.20	\$ 54.15	\$ 112,630

**AI - Driven Accounting and Bookkeeping Mastery Program  
- Occupational Employment and Wages, May 2021**

**13-2011 AI - Driven Accounting and Bookkeeping Mastery Program**

Examine, analyze, and interpret accounting records to prepare financial statements, give advice, or audit and evaluate statements prepared by others.

Install or advise on systems of recording costs or other financial and budgetary data. Excludes “Tax Examiners and Collectors, and Revenue Agents” (13-2081).

[National estimates for Accountants and Auditors](#)

[Industry profile for Accountants and Auditors](#)

[Geographic profile for Accountants and Auditors](#)

National estimates for Accountants and Auditors:

Employment estimate and mean wage estimates for Accountants and Auditors:

Employment <a href="#">(1)</a>	Employment RSE <a href="#">(3)</a>	Mean hourly wage	Mean annual wage <a href="#">(2)</a>	Wage RSE <a href="#">(3)</a>
1,318,550	0.6 %	\$ 40.37	\$ 83,980	0.4 %

Percentile wage estimates for Accountants and Auditors:

Percentile	10%	25%	50% (Median)	75%	90%
Hourly Wage	\$ 23.06	\$ 29.21	\$ 37.14	\$ 47.98	\$ 62.01
Annual Wage <a href="#">(2)</a>	\$ 47,970	\$ 60,760	\$ 77,250	\$ 99,800	\$ 128,970

Industry profile for Accountants and Auditors:

Industries with the highest published employment and wages for Accountants and Auditors are provided. For a list of all industries with employment in Accountants and Auditors, see the [Create Customized Tables](#) function.

Industries with the highest levels of employment in Accountants and Auditors:

Industry	Employment <a href="#">(1)</a>	Percent of industry employment	Hourly mean wage	Annual mean wage <a href="#">(2)</a>
<a href="#">Accounting, Tax Preparation, Bookkeeping, and Payroll Services</a>	326,570	32.55	\$ 41.66	\$ 86,650
<a href="#">Management of Companies and Enterprises</a>	104,760	4.12	\$ 40.78	\$ 84,820
<a href="#">Local Government, excluding schools and hospitals (OEWS Designation)</a>	45,290	0.84	\$ 35.51	\$ 73,860

<a href="#">State Government, excluding schools and hospitals (OEWS Designation)</a>	42,240	1.92	\$ 34.05	\$ 70,830
<a href="#">Real Estate</a>	38,290	2.29	\$ 39.47	\$ 82,090

Industries with the highest concentration of employment in Accountants and Auditors:

Industry	Employment <a href="#">(1)</a>	Percent of industry employment	Hourly mean wage	Annual mean wage <a href="#">(2)</a>
<a href="#">Accounting, Tax Preparation, Bookkeeping, and Payroll Services</a>	326,570	32.55	\$ 41.66	\$ 86,650
<a href="#">Other Investment Pools and Funds</a>	780	6.15	\$ 40.27	\$ 83,760
<a href="#">Lessors of Nonfinancial Intangible Assets (except Copyrighted Works)</a>	1,040	5.37	\$ 40.12	\$ 83,450
<a href="#">Oil and Gas Extraction</a>	5,490	5.15	\$ 48.55	\$ 100,980
<a href="#">Office Administrative Services</a>	22,550	4.64	\$ 39.96	\$ 83,110

Top paying industries for Accountants and Auditors:

Industry	Employment <a href="#">(1)</a>	Percent of industry employment	Hourly mean wage	Annual mean wage <a href="#">(2)</a>
<a href="#">Pipeline Transportation of Crude Oil</a>	40	0.39	\$ 59.25	\$ 123,230
<a href="#">Computer and Peripheral Equipment Manufacturing</a>	2,770	1.78	\$ 59.24	\$ 123,210
<a href="#">Other Information Services</a>	4,770	1.32	\$ 54.28	\$ 112,900
<a href="#">Securities, Commodity Contracts, and Other Financial Investments and Related Activities</a>	30,990	3.23	\$ 51.74	\$ 107,610

<a href="#"><u>Federal Executive Branch (OEWS Designation)</u></a>	22,260	1.06	\$ 51.53	\$ 107,170
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A successful job search is dependent upon the confidence, willingness, and preparedness of the applicant. Students and graduates are encouraged not to place restrictions on their job search endeavors regarding location, starting salary, and specific benefits. Any employment students or graduates may obtain through the Institute's assistance will, in all probability and likelihood, be an entry-level position.

Throughout their program, students receive instruction on resume preparation, market research techniques and interviewing skills. While in training, students are constantly advised regarding opportunities for job interviews, how to prepare and appear at job interviews, and how to conduct themselves during job interviews. Students compose resumes and letters of introduction. The Institute will offer helpful reference sources to assist students in locating firms and geographic areas offering employment opportunities related to their training.

**General Conduct**

One of the main goals of the training at CICD is the development of professionalism. Prospective employers seek employees who will be positive additions to their organization. Learning how to communicate and work well with the public, coping with frustration,

solving problems, using self-discipline, and dressing in an appropriate manner are the basic standards of the conduct required of all the students.

Students must behave off Institute premises in a manner that reflects favorably upon their association with the Institute. Therefore, all students must obey all federal, state, and local laws. If any student fails to comply with these requirements, to the Institute's satisfaction, the Institute may, in its sole discretion, suspend or terminate the student. Students must treat the Institute's equipment and facilities with proper care and concern. Any student who intentionally or carelessly defaces or damages any Institute property (as determined by the Institute in its sole discretion) will be subject to disciplinary action and may be held liable for repair or replacement of such property.

Any student who is terminated for violating this Conduct section may petition the C.E.O., in writing, for reentry into the next available class of the student's program. Final determination related to reentry will be at the sole discretion of the Institute.

### **Regulations applicable to all students**

- ✓ Students are required to always wear uniforms while attending their training program.
- ✓ The externships after the completion of the training program provided by CICD are unpaid.
- ✓ Students must comply with the Occupational Safety and Health

Administration (OSHA) requirements. Students must submit proof of tuberculosis (TB) testing and immunization against hepatitis or proof of seroimmunity or sign a waiver statement and be informed of universal precautions.

- ✓ CICD recommends that each student be vaccinated for hepatitis as well as be tested for tuberculosis. A student who declines to have these tests done must sign a waiver stating the student was informed and that the student declined the vaccination and tuberculosis testing.

### **Copyright Law**

All students assume full legal and moral responsibility for the use of downloaded materials and the content of their websites. They must abide by all local, state, and federal laws that pertain to communication and publishing including libel and copyright laws. Copyright law pertains to all published material, including graphics, software, screen savers, wallpaper, photographs, cartoons, text, song lyrics, videos, and sounds. CICD has zero tolerance for plagiarism.

### **Software Code of Ethics**

Unauthorized duplication of copyrighted computer software violates the law. We disapprove of the following under any circumstances, use of unauthorized software copies and installation of any software sourced from outside. CICD will monitor students and employees to ensure



compliance with the Code of Ethics and violators will be subject to disciplinary action.

### **Facilities**

Our facility is located at 380 N. First Street, 101A, San Jose, CA 95110.

All the classes are live virtual instructor driven.

CICD is a legitimate business corporation registered in the State of California. The facility and equipment used fully comply with all federal, state, and local ordinances and regulations, including requirements for fire safety, building safety, handicapped access, and health.

Our institute has occupied about 2030 Sq. ft in the building and is equipped with climate control heating and air conditioning. Our facility is divided into one classroom, office, administrative area, and a reception area.

### **Instructional Delivery Method**

As stated, all programs except Medical Assisting Program are offered exclusively through live, instructor-driven virtual classes. This format is designed to provide an engaging and interactive educational experience, leveraging technology to ensure effective learning outcomes. Medical Assisting Program is provided through residential mode of delivery.

### **Evaluation Timeline for Distance Education:**

Upon receipt of student lessons, projects, or dissertations, the

institution aims to evaluate and respond within approximately 2 weeks. This timeframe allows for a thorough assessment of the submitted work while ensuring timely feedback to students.

## **Equipment and Materials Used for Instruction**

The types of equipment and materials used in our virtual classes are:

### **LMS Used: Google Classroom - A Deep Dive into a Popular LMS**

#### **Introduction**

Google Classroom, a free web-based learning management system (LMS), has gained significant traction in educational settings worldwide. Its seamless integration with Google Workspace, user-friendly interface, and robust features have made it a preferred choice for teachers and students alike. This report will delve into the key aspects of Google Classroom, exploring its functionalities, benefits, and potential drawbacks.

#### **Core Features and Functionalities**

- **Assignment Creation and Management in Google Classroom**

- **Assignment Creation**

- Detailed Instructions: Teachers can provide clear and concise instructions for each assignment, outlining expectations, requirements, and any specific guidelines.
    - Due Dates: Teachers can set specific due dates for assignments, ensuring timely completion and submission.
    - Point Values: Assignments can be assigned a specific point value, contributing to the overall student grade.

- Attachment of Files
- Google Drive Integration: Teachers can easily attach files from their Google Drive, including documents, presentations, spreadsheets, and images.
- External Links: Teachers can embed links to external resources, such as websites, videos, or online articles, to supplement assignment materials.
- Multiple File Types: A variety of file types can be attached, allowing for flexibility in assignment design and content.
- Student Submission and Grading
- Direct Submission: Students can submit their completed assignments directly within Google Classroom, making the process simple and efficient.
- Feedback and Grading: Teachers can provide detailed feedback on student submissions, highlighting strengths, weaknesses, and areas for improvement.
- Grading Rubrics: Teachers can create grading rubrics to ensure consistent and fair evaluation of student work.
- Gradebook Integration: Grades for assignments are automatically recorded in the Google Classroom gradebook, making it easy for teachers to track student progress.

## **Communication and Collaboration in Google Classroom**

### **Messaging System**

- **Direct Communication:** Teachers and students can communicate directly through Google Classroom's built-in messaging system, allowing for quick and efficient exchange of information.
- **Private and Group Chats:** Teachers can create private chats with individual students or group chats for specific projects or discussions.
- **Notifications:** Users receive notifications for new messages, ensuring timely communication.
- **Class Announcements**
- **Important Updates:** Teachers can use class announcements to inform students about important updates, such as changes to assignments, due dates, or class schedules.
- **Reminders:** Announcements can serve as reminders for upcoming events, deadlines, or assignments.
- **Sharing Resources:** Teachers can share relevant resources, links, or documents through class announcements.
- **Google Meet Integration**
- **Virtual Classes:** Google Classroom seamlessly integrates with Google Meet, allowing for virtual classes and meetings.
- **Real-time Interaction:** Teachers can conduct live lectures, hold Q&A sessions, and facilitate group discussions using Google Meet.
- **Screen Sharing:** Teachers can share their screen to present slides, videos, or other materials during virtual classes.

## **Collaborative Tools in Google Classroom**

## **Google Docs**

- Document Creation and Editing: Students can create and edit various types of documents, including essays, reports, research papers, and more.
- Real-time Collaboration: Multiple users can work on the same document simultaneously, making it ideal for group projects.
- Version History: Google Docs automatically tracks changes made to a document, allowing students to revert to previous versions if needed.
- Comment and Suggestion Features: Students can leave comments and suggestions on the document, facilitating discussion and feedback.

## **Google Sheets**

- Data Analysis and Calculations: Students can perform various calculations, create charts, and analyze data using Google Sheets.
- Spreadsheet Collaboration: Multiple users can work together on the same spreadsheet, making it suitable for group projects involving data analysis or calculations.
- Formula and Function Library: Google Sheets offers a wide range of formulas and functions to help students with data analysis and calculations.
- Sharing and Access Control: Teachers can easily share spreadsheets with students and set appropriate access permissions.

## **Google Slides**

- **Presentation Creation:** Students can create professional-looking presentations with slides, text, images, and multimedia elements.
- **Collaborative Design:** Multiple users can work together on the same presentation, making it ideal for group projects that require visual aids.
- **Template Library:** Google Slides offers a variety of templates to help students get started with their presentations.
- **Presentation Mode:** Students can present their slides in full-screen mode with a variety of presentation options.

### **Real-time Editing**

- **Simultaneous Editing:** Multiple users can edit and collaborate on documents, spreadsheets, or presentations simultaneously.
- **Version History:** Changes made by different users are automatically tracked, allowing students to review and compare different versions.
- **Conflict Resolution:** If multiple users make changes to the same part of a document at the same time, Google Classroom provides tools to resolve any conflicts.
- **Enhanced Collaboration:** Real-time editing makes it easier for students to work together on group projects and share ideas in real time.

## **Organization and Management in Google Classroom**

### **Multiple Classes and Sections**

- **Class Creation:** Teachers can create multiple classes to organize their teaching load and manage different groups of students.

- Section Creation: Within each class, teachers can create sections to further organize students based on factors such as grade level, ability, or interest.
- Student Enrollment: Teachers can easily add or remove students from classes and sections as needed.

### **Organization of Materials and Resources**

- Folder Creation: Teachers can create folders to organize class materials, assignments, announcements, and other resources.
- Topic Organization: Within folders, teachers can create topics to further categorize materials and make them easier for students to find.
- File Sharing: Teachers can share files and resources directly with students or make them available to the entire class.

### **Tracking of Student Progress and Attendance**

- Gradebook: Google Classroom includes a built-in gradebook where teachers can record and track student grades for assignments, quizzes, and tests.
- Attendance Tracking: Teachers can mark student attendance for each class session, making it easy to monitor student participation.
- Progress Reports: Teachers can generate progress reports to provide students and parents with information about student performance and attendance.

- Analytics: Google Classroom provides analytics tools to help teachers track student engagement, identify areas where students may be struggling, and make data-driven decisions.

## **Grading and Assessment in Google Classroom**

### **Assignment Grading with Detailed Feedback**

- Rubric-Based Grading: Teachers can create rubrics to provide clear and consistent grading criteria for assignments.
- Feedback Provision: Teachers can provide detailed feedback on student submissions, highlighting strengths, weaknesses, and areas for improvement.
- Point Allocation: Teachers can assign points to different criteria on the rubric, allowing for a more granular assessment.

### **Creation of Rubrics for Standardized Assessment**

- Rubric Development: Teachers can create rubrics that align with learning objectives and assessment standards.
- Criteria Definition: Rubrics can include specific criteria, such as clarity, organization, depth of understanding, and grammar.
- Point Allocation: Teachers can assign point values to each criterion, ensuring fair and consistent grading.

### **Export of Grades to Spreadsheets for Analysis**

- Grade Export: Teachers can export student grades and other data from Google Classroom to a spreadsheet.
- Data Analysis: Teachers can analyze student grades to identify trends, identify areas of concern, and make data-driven decisions.



- **Data Visualization:** Teachers can create charts and graphs to visualize student performance and identify patterns.

### **Integration with Google Workspace:**

- Seamless integration with Google Drive, Docs, Sheets, Slides, and Forms.
- Easy access to Google Workspace tools within Classroom.
- Shared documents and resources for collaborative work.

### **Benefits of Google Classroom**

- **User-Friendly Interface:** Intuitive design and easy navigation make it accessible to both teachers and students.
- **Free and Accessible:** No cost to use, and accessible from any device with an internet connection.
- **Integration with Google Workspace:** Leverages the powerful tools of Google Workspace for enhanced productivity and collaboration.
- **Effective Communication:** Streamlines communication between teachers and students.
- **Organization and Management:** Helps teachers organize their courses and track student progress.
- **Accessibility:** Supports students with disabilities through features like screen reader compatibility and captioning.

**Free laptops:** provided to each student. These laptops are equipped with essential software, including productivity tools, digital

textbooks, and additional class materials, both stored locally and accessible from the cloud. This ensures that all students have the necessary resources to participate fully in their courses.

**Digital materials:** used in instruction, such as interactive e-books, multimedia resources, and online simulations that enhance learning engagement. The materials align with curriculum objectives and are readily accessible to students through the Google Classroom platform.

## **Library**

To provide learning resources to our students, we have an online library that we have subscribed to and accessible to every student that is a part of CICD. This online library is equipped with books, periodicals and documents that are relevant to study. These resources are intended for use within the facility. Use of television, Internet streaming and audio-visual equipment are permitted strictly for academic / learning purposes only.

### **Policies and Procedure to access on-line library.**

- The digital libraries are open and accessible to all the registered students.
- Students are given access – unique ID & Password and can access from anywhere and at any time.
- The institute also provides free laptop to the students.

### **2024 Legal Holidays**

New Year's Day

Independence Day

Martin Luther King Day                      Labor Day  
 President's Day                                Friday after Thanksgiving  
 Memorial Day                                  Thanksgiving Break will last for  
 two weeks. Winter Holidays will last from the last two weeks of  
 December.

**Program timeline**

**Medical Assisting**

**Morning Class    40 Weeks + 1 month Externship:    9:00AM –12:00 PM**

**COST OF ATTENDANCE (CEC §94870 AND §94909(a)(9))**

**Estimated Schedule of Total Charges for Entire Educational Program:**

<b>Program</b>	<b>Registration fees (Non-Refundable)</b>	<b>Tuition</b>	<b>Equipment</b>	<b>STRF (Non-Refundable)</b>	<b>Total Cost</b>
<b>Medical Assistant</b>	<b>\$75</b>	<b>\$9,000</b>	<b>\$304.50</b>	<b>\$0.0</b>	<b>\$9,379.50</b>

**Total Charges for a period of attendance:**

<b>Program</b>	<b>Total</b>	<b>Course Length</b>	<b>Amount Due at Enrollment</b>	<b>Balance Due before completion of the Course</b>
<b>Medical Assistant</b>	<b>\$9,379.50</b>	<b>40 Weeks +</b>	<b>\$79.50</b>	<b>9,300.00</b>

		<b>1 Month (Externship)</b>		
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**AI Driven Administrative Assistant**

**Morning Class 22 Weeks: 9:00AM –12:00 PM**

**COST OF ATTENDANCE (CEC §94870 AND §94909(a)(9))**

**Estimated Schedule of Total Charges for Entire Educational Program:**

<b>Program</b>	<b>Registration fees (Non-Refundable)</b>	<b>Tuition</b>	<b>Equipment</b>	<b>STRF (Non-Refundable)</b>	<b>Total Cost</b>
<b>Office and Business Administrator</b>	<b>\$75</b>	<b>\$9,000</b>	<b>\$304.50</b>	<b>\$0.00</b>	<b>\$9,379.50</b>

**Total Charges for a period of attendance:**

<b>Program</b>	<b>Total</b>	<b>Course Length</b>	<b>Amount Due at Enrollment</b>	<b>Balance Due before completion of the Course</b>
<b>Office and Business Administrator</b>	<b>\$9,379.50</b>	<b>22 Weeks</b>	<b>\$79.50</b>	<b>9,300.00</b>

**Business Finance Administration Assistant**

**Morning Class 22 Weeks: 9:00AM –12:00 PM**

**COST OF ATTENDANCE (CEC §94870 AND §94909(a)(9))**

**Estimated Schedule of Total Charges for Entire Educational Program:**

<b>Program</b>	<b>Registration fees (Non-Refundable)</b>	<b>Tuition</b>	<b>Equipment</b>	<b>STRF (Non-Refundable)</b>	<b>Total Cost</b>
<b>Business Finance Administration Assistant</b>	<b>\$75</b>	<b>\$9,000</b>	<b>\$304.50</b>	<b>\$0.00</b>	<b>\$9,379.50</b>

**Total Charges for a period of attendance:**

<b>Program</b>	<b>Total</b>	<b>Course Length</b>	<b>Amount Due at Enrollment</b>	<b>Balance Due before completion of the Course</b>
<b>Business Finance Administration Assistant</b>	<b>\$3,379.50</b>	<b>22 Weeks</b>	<b>\$79.50</b>	<b>3,300.00</b>

**AI Powered Data Analyst**

**Morning Class 22 Weeks: 9:00AM –12:00 PM**

**COST OF ATTENDANCE (CEC §94870 AND §94909(a)(9))**

**Estimated Schedule of Total Charges for Entire Educational Program:**

<b>Program</b>	<b>Registration fees (Non-Refundable)</b>	<b>Tuition</b>	<b>Equipment</b>	<b>STRF (Non-Refundable)</b>	<b>Total Cost</b>
<b>Data Mining – Data Analyst</b>	<b>\$75</b>	<b>\$9,000</b>	<b>\$304.50</b>	<b>\$0.00</b>	<b>\$9,379.50</b>

**Total Charges for a period of attendance:**

<b>Program</b>	<b>Total</b>	<b>Course Length</b>	<b>Amount Due at Enrollment</b>	<b>Balance Due before completion of the Course</b>
<b>Data Mining – Data Analyst</b>	<b>\$3,379.50</b>	<b>22 Weeks</b>	<b>\$79.50</b>	<b>9,300.00</b>

**Machine Learning - Smart App Builder**

**Morning Class 22 Weeks: 9:00AM –12:00 PM**

**COST OF ATTENDANCE (CEC §94870 AND §94909(a)(9))**

**Estimated Schedule of Total Charges for Entire Educational Program:**

<b>Program</b>	<b>Registration fees (Non-Refundable)</b>	<b>Tuition</b>	<b>Equipment</b>	<b>STRF (Non-Refundable)</b>	<b>Total Cost</b>
<b>Mobile Application Development</b>	<b>\$75</b>	<b>\$9,000</b>	<b>\$304.50</b>	<b>\$0.00</b>	<b>\$9,379.50</b>

**Total Charges for a period of attendance:**

<b>Program</b>	<b>Total</b>	<b>Course Length</b>	<b>Amount Due at Enrollment</b>	<b>Balance Due before completion of the Course</b>
<b>Mobile Application Development</b>	<b>\$9,379.50</b>	<b>22 Weeks</b>	<b>\$79.50</b>	<b>9,300.00</b>

**Cybersecurity - AI Application Development**

**Morning Class 20 Weeks: 9:00AM –12:00 PM**

**COST OF ATTENDANCE (CEC §94870 AND §94909(a)(9))**

**Estimated Schedule of Total Charges for Entire Educational Program:**

<b>Program</b>	<b>Registration fees (Non-Refundable)</b>	<b>Tuition</b>	<b>Equipment</b>	<b>STRF (Non-Refundable)</b>	<b>Total Cost</b>
<b>Cybersecurity - AI Application</b>	<b>\$0</b>	<b>\$9,000</b>	<b>\$204.50</b>	<b>\$0.00</b>	<b>\$9,204.50</b>

<b>Development</b>					
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**Total Charges for a period of attendance:**

<b>Program</b>	<b>Total</b>	<b>Course Length</b>	<b>Amount Due at Enrollment</b>	<b>Balance Due before completion of the Course</b>
<b>Cybersecurity - AI Application Development</b>	<b>\$9,204.50</b>	<b>22 Weeks</b>	<b>\$0</b>	<b>\$9,204.50</b>

**AI Enhanced Digital Marketing Strategies and Analytics**

**Morning Class 22 Weeks: 9:00AM –12:00 PM**

**COST OF ATTENDANCE (CEC §94870 AND §94909(a)(9))**

**Estimated Schedule of Total Charges for Entire Educational Program:**

<b>Program</b>	<b>Registration fees (Non-Refundable)</b>	<b>Tuition</b>	<b>Equipment</b>	<b>STRF (Non-Refundable)</b>	<b>Total Cost</b>
<b>Digital Marketing</b>	<b>\$75</b>	<b>\$9,000</b>	<b>\$304.50</b>	<b>\$0.00</b>	<b>\$9,379.50</b>

**Total Charges for a period of attendance:**



<b>Program</b>	<b>Total</b>	<b>Course Length</b>	<b>Amount Due at Enrollment</b>	<b>Balance Due before completion of the Course</b>
<b>Digital Marketing</b>	<b>\$9,379.50</b>	<b>22 Weeks</b>	<b>\$79.50</b>	<b>9,300.00</b>

**AI Infused Software Quality Assurance**

**Morning Class 22 Weeks: 9:00AM –12:00 PM**

**COST OF ATTENDANCE (CEC §94870 AND §94909(a)(9))**

**Estimated Schedule of Total Charges for Entire Educational Program:**

<b>Program</b>	<b>Registration fees (Non-Refundable)</b>	<b>Tuition</b>	<b>Equipment</b>	<b>STRF (Non-Refundable)</b>	<b>Total Cost</b>
<b>Software Quality Assurance Automation</b>	<b>\$75</b>	<b>\$9,000</b>	<b>\$304.50</b>	<b>\$0.00</b>	<b>\$9,379.50</b>

**Total Charges for a period of attendance:**

<b>Program</b>	<b>Total</b>	<b>Course Length</b>	<b>Amount Due at Enrollment</b>	<b>Balance Due before completion of the Course</b>
<b>Software Quality</b>	<b>\$9,379.50</b>	<b>22 Weeks</b>	<b>\$79.50</b>	<b>9,300.00</b>

<b>Assurance Automation</b>				
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**DevOps – Development & Operations Automation**

**Morning Class 22 Weeks: 9:00AM –12:00 PM**

**COST OF ATTENDANCE (CEC §94870 AND §94909(a)(9))**

**Estimated Schedule of Total Charges for Entire Educational Program:**

<b>Program</b>	<b>Registration fees (Non-Refundable)</b>	<b>Tuition</b>	<b>Equipment</b>	<b>STRF (Non-Refundable)</b>	<b>Total Cost</b>
<b>DevOps – Development &amp; Operations Automation</b>	<b>\$75</b>	<b>\$9,000</b>	<b>\$304.50</b>	<b>\$0.00</b>	<b>\$9,379.50</b>

**Total Charges for a period of attendance:**

<b>Program</b>	<b>Total</b>	<b>Course Length</b>	<b>Amount Due at Enrollment</b>	<b>Balance Due before completion of the Course</b>
<b>DevOps – Development &amp; Operations Automation</b>	<b>\$9,379.50</b>	<b>22 Weeks</b>	<b>\$79.50</b>	<b>9,300.00</b>

**Tuition Payment, Cancellation and Refund Policies**

Other supplemental books, tools, uniforms, supplies, medical or health certifications, Professional Organization fees, and certification exam fees required by the program must be furnished by the student at his or her own expense. The cost of books and supplies specified above (included in the total cost of program) is an estimated cost, subject to change based on supplier prices and curricula. Any books, tools, and supplies purchased from the Institute are not returnable and the cost is nonrefundable, except as expressly specified in the refund policy section of this catalog and the enrollment agreement.

The Institute reserves the right to change tuition and fees, make curricular changes when necessary, and make substitutions in books and supplies as required without prior notice. Any changes in tuition or fees will not affect students already in attendance or enrolled.

### **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, receipts, or any other information that documents the amount paid to the school. Questions regarding the STRF may be directed to

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

**Telephone No: (888) 370-7589**

**Fax No: (916) 263-1897**

To be eligible for STRF, you must be a California resident or enrolled in a residency program, prepaid tuition, paid or deemed to have paid the STRF assessment, and suffered an economic loss because 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. 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.
6. 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.

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

**Student Tuition Recovery Fund (STRF) is NON-REFUNDABLE: As of April 01,**

**2024, the BPPE has made the STRF as \$0.00 thus student is NOT liable to pay any STRF fees to the school.**

### **Payment Policy**

Students assume the responsibility for payment of the tuition costs in full, either through direct payment or through a financial plan. All financial arrangements must be made before the beginning of classes. The Institute will contact students who are delinquent in paying tuition and fees. They will then be counseled and encouraged to make specific arrangements with the Institute to remove their delinquency and remain in good financial standing.

### **Tuition Payment Methods**

CICD also accepts payment for tuition, books, equipment and other fees through cash payment, VISA, MasterCard, or personal or company check. CICD will also assist students in applying for student financial assistance to defray the cost of their education. At the Institute's discretion, installment payments may also be arranged. All outstanding student account balances are billed directly to the student upon graduation or termination. Failure to satisfy delinquent accounts within a reasonable time will result in the account being submitted to a collection agency for processing and the student will not be allowed to gr

### **CANCELLATION & REFUND POLICIES**

1. For the program and courses in this catalog: The student has the right to

cancel and obtain a refund of charges paid by the seventh (7th) calendar day after their scheduled program start date.

2. Students may withdraw from the school at any time after the cancellation period and receive a pro rata refund if they have completed 60 percent or less of the scheduled days in their program's current payment period through the last day of attendance. The refund will be less a registration or administration fee not to exceed \$150.00. If a student has completed more than 60 percent of the period of attendance for which the student was charged, the tuition is considered earned and the student will not receive a refund.
3. Cancellation shall occur when the student provides notice of cancellation. This can be communicated by mail, email, or hand delivery.
4. A cancellation notice, if sent by mail, is effective when deposited in the mail properly addressed with proper postage.
5. A cancellation notice need not take any form and however expressed; it is effective if it shows that the student no longer wishes to be bound by the Enrollment Agreement.
6. If an enrollment is cancelled, the school will refund the student any money s/he paid, less a registration/administration fee not to exceed \$150.00, and less deductions for equipment not returned in good condition, within 45 days after the notice of cancellation is received.
7. Registration fee is non-refundable if cancellation request is received more than 3 days after signing the enrollment agreement.

### **Refunds After Withdrawal**

Students withdrawing from the school after the cancellation period (described above) will receive a pro rata refund if the student has completed 99% or less of the scheduled days in the program's billing period through the last day of attendance. If the student has completed more than 99% of the period of attendance for which the student was charged, the tuition is considered earned and the student will receive no refund.

For the program offered: Refunds are less a registration or administration fee not to exceed \$150.00, and less any deduction for equipment not returned in good condition, within 45 days of cancellation or withdrawal.

Students can drop classes by contacting the administrator. Students who drop when enrolled from 0% to 75% (or posted Last Day to Drop) of the calendar days of the applicable semester, module or session will receive a "W" on their transcript. Students who drop when enrolled past the Last Day to Drop will receive a letter grade on their transcript.

To determining Date of Determination for a refund under this section, a student shall be deemed to have cancelled from a program of instruction when any of the following occurs:

- The student notifies the institution of the student's cancellation or as of the date of the student's withdrawal, whichever is later.
- The institution determines the student's enrollment for failure to maintain satisfactory progress; failure to abide by the rules and regulations of the institution; absences more than maximum set forth by the institution; and/or failure to meet financial obligations to the school.
- The student has failed to attend class for fourteen (14) consecutive Calendar days.
- Failure to return from a leave of absence (LOA) as scheduled.

For determining the amount of the refund, the last date of recorded attendance will be utilized. The amount owed equals the daily charge for



the program (total institutional charge, minus non-refundable fees, divided by the number of clock hours in the program), multiplied by the number of clock hours earned, prior to withdrawal. To determine when the refund must be paid, the refund will be issued 45 days from the date of determination. For programs beyond the current "payment period," if a student withdraws prior to the next payment period, all charges collected for the next period will be refunded.

### **Complaint Grievance Procedure**

From time to time, differences in interpretation of school policies will arise among students, faculty, and/or the administration. Persons seeking to resolve problems or complaints should first contact the instructor in charge. Requests for further action may be made to the C.E.O. When such differences arise, usually a miscommunication or misunderstanding is a major contributing factor. For this reason, we urge both students & staff to communicate any problems that arise directly to the individual (s) involved. If the problem cannot be resolved in this manner, the C.E.O. should be contacted. Normally, the informal procedure of "discussing" the difference (s) will resolve the problem. In addition to complaints previously stated and appeals of an academic nature a student has a right to complain to the institution. If a student wishes to file a written complaint, they may do so. All written complaints will be resolved within 10 days and will be sent to the student in writing.

If a complaint cannot be resolved after exhausting the institution's

grievance procedure, the student may file a complaint with the (Bureau for Private Postsecondary Education. The student may contact the Bureau for further details. Unresolved complaints may be directed to:

**1747 N. Market Blvd. Suite 225, Sacramento, CA 95834.**

**Telephone No: (888) 370-7589**

**Fax No: (916) 263-1897**

**[www.bppe.ca.gov](http://www.bppe.ca.gov)**

### **Drug and Substance Abuse Policy**

The CICD Inc. is committed to maintaining a comfortable and safe environment in which our employees can work, and our students can pursue their academic objectives. Our commitment to helping to promote healthy lifestyles for our students and staff has resulted in the creation of a program designed to prevent the abuse of illicit drugs and alcohol. We are concerned for you, as an individual, as well as for the wellbeing of those around you. We strongly encourage you to participate in this program if you or someone close to you is experiencing a problem with substance abuse, or if you simply wish to become better educated regarding the various drugs and the health hazards they pose and the possible legal consequences of participating in drug related activities. Any inquiries regarding this program can be made confidentially through the Institute.

### **Class Schedules**

The class schedule will be as follows:

CICD shall to every extent possible, accommodate the interest of every student with his / her preferred class schedule. However, due to various limitations, CICD may not be able to accommodate every student's interest. The overall admission policy, enrollment and scheduling pattern will solely be determined by CICD. Students may reschedule the start date or time of the training program based on their convenience. The student may request cancellation of registration if the date and time is found not suitable to attend. In such case, the student may submit a written notice of cancellation to CICD. If the student does not cancel the registration by providing a written notice before the commencement of the training program, it will be considered that the student will have accepted and agreed to this schedule.

### **Faculty and Staff**

Sunil Kumaran: Chief Executive Officer

Master of Science in Operations Research

Mr. Vidyadhar Hardangal: Chief Academic Officer

Master and Bachelor of Science in Engineering.

### **Instructors:**

Mr. Vikash Chand– Business Administrator Assistant Program Instructor - Bachelor of Science in Business Administration.

Mr. Kieth Chen – Data Analyst Instructor - Bachelor of Science in – Data

Engineering

Ricky Singh - DevOps Instructor - Masters of Science in – Computer Science

Ms. Christina Rittal – BS – Finance Instructor - CPA

Staff

Anupama Kamath                      Student Placement Coordinator

Aswani Manteredy                      Student Services

Sushma Sinduvala                      Externship Coordinator

Million Tesfamariam                      IT-Administrator

Adam Saleh                              Program Coordinator

**Medical Assisting**

**Total 760 Hrs.**

**In-Person Classroom**

**All the classes are held at 380 N. First Street, 101A, San Jose CA 95110.**

**Morning Class                      :                      40 weeks + 1 month Externship:**

**9:00AM – 12:00 PM**

The Medical Assistant program is designed to prepare students for employment as entry-level Medical Assistants. The program focuses on both administrative and clinical competencies and is designed for students who wish to pursue a career in the Allied Health profession. Upon completion, graduates may pursue a career in a clinical setting under the supervision of a licensed physician and function as a vital part of the

healthcare team. Education is focused on anatomy and physiology of all body systems, administrative functions such as appointment scheduling, insurance billing, and office management, as well as clinical functions including administering medications, venipuncture skills, obtaining and recording medical histories, vital signs, and preparation of the patient and treatment rooms for physician examinations.

**Program Delivery: In-Person Classroom.**

**MEDICAL ASSISTING**

**(760 Hours)**

**Mode of Instruction: Residential.**

**Program Overview**

This program is designed to produce a competent and safe entry level Medical Assistant. This program emphasizes administrative and clinical skills and includes extensive instruction in medical terminology, medical office procedures, medical/clinical procedures, basic anatomy and physiology, and special duties common in the field. The externship provides practical experience in physicians' offices, hospitals, or other healthcare facilities. Emphasis is placed on communication, critical thinking, human relations, decision making, and other skills required of well-qualified medical personnel.

Students receive a strong foundation in the skills needed to begin work as a Medical Assistant, combining in-class instruction with hands-on lab skills

experience. The externship provides opportunities to put into practice the skills learned in the classroom and the lab. Courses cover multiple aspects of medical assistance including transcription, record keeping, accounting, and insurance. Students learn laboratory techniques, clinical and diagnostic procedures, pharmaceutical principles, medication administration, first aid, common office practices, patient relations, medical law, and ethics.

### **Classroom and Lab Environment**

Classrooms are equipped with student computers and educational instructions electronics. The labs are fully equipped to simulate an office and clinic setting. Lab equipment includes 3-Step Ladder, Adult Mannequins, Child Mannequins, AED, Ambu Bag Adult, Ambu Bag Infant, Autoclave, Biohazard Trash Can, BP Monitor w/Digital Multicuff, Centrifuge, Microhematocrit Centrifuge, EKG Machine, Emergency Eyewash Station, Exam Table, Mayo stand, Glucometer, Otoscope, Ophthalmoscope, Gooseneck Lamp Holter Monitor, Infant Mannequins, Laryngeal mirror, Nasal speculum, Reflex hammer, Microscope, Peak Flow Meter, Pediatric Scale, Adult Scale w/ Height Bar, Pen Light, Phlebotomy Chair, Venipuncture Arm, Pulse Oximeter, Sphygmomanometer, Sharps Container, Skin Staple Remover. Surgical Instruments, Teaching Stethoscope, Audiometer, Tripod Cane, Quad Base Cane, Tube Gauze Applicator, Tuning Fork, Tympanic Thermometer, Uterine Dilator, Vital Signs Monitor, Walker, Wheelchair, Crutches, Standard Cane.

### **Educational Objective:**

To provide the students with the basic knowledge and skills that will qualify

them as entry-level medical assistants performing both front and back-office duties including taking EKG'S. They can work in doctor's clinics/offices, medical centers, hospitals, medical laboratories, research laboratories, medical schools, pharmaceutical companies, or medical insurance companies.

### **Courses and Hours**

After successful completion of all on-campus instruction, students are scheduled for a full-time externship. Students must complete all on-campus instruction to be eligible to start externship and are required to complete **165 hours** of outside-class assignments and projects throughout the program.

<b>Courses (“Modules”)</b>	<b>Instructio nal hours</b>
Introduction to Medical Assistant	60
Administrative Procedures and Office Management	60
Medical Records and Assisting with Physical Examinations and Pharmacology	60
Medical Billing	60
Anatomy and Physiology I	60
Anatomy and Physiology II	60
Clinical Assisting	80
Assisting with Medical Emergency and Certifications	80
Rehabilitation, Nutrition, Pediatrics/Geriatrics	75
Externship	165

<b>TOTALS</b>	<b>760</b>
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**MEDICAL ASSISTING**

**(760 Hours)**

**Mode of Instruction: Residential.**

**Program Syllabus**

<b>Course Number</b>	<b>Course Title</b>		<b>Lecture</b>	<b>Clinical Medical Office Lab</b>	<b>Total Hours</b>
MA 100	<b>Introduction to Medical Assistant</b>	Introduction to Medical Assistant	10	5	15
		Patient Communication	10	5	15
		Universal Precautions	10	5	15
		Vital Signs	5	10	15
MA 200	<b>Administrative Procedures and Office Management</b>	Administrative Procedures	10	5	15
		Computers and Documentation	10	15	25
		Patient Education	5	0	5
		Office Management	10	5	15
MA 300	<b>Medical Records and Assisting with Physical Examinations and Pharmacology</b>	Medical Records	10	5	15
		Assisting with Physical Exams	10	5	15
		Pharmacology	20	10	30



MA 400	<b>Medical Billing</b>	Medical Insurance	10	5	15
		Medical Coding	10	15	25
		Patient Financial Accounts	5	0	5
		Bookkeeping and Banking	10	5	15
MA 500	<b>Anatomy and Physiology -1</b>	Body Structure	10	5	15
		Musculoskeletal System	10	5	15
		Cardiovascular System	10	5	15
		Lymphatic and Immune System	10	5	15
MA 600	<b>Anatomy and Physiology II</b>	Respiratory and Digestive System	10	10	20
		Nervous and Special Senses System	10	5	15
		Urinary and Reproductive System	10	10	20
		Endocrine System	10	10	20
MA 700	<b>Clinical Assisting</b>	Venipuncture	10	20	30
		EKG (Electrocardiogram)	10	10	20
		Radiology	10	10	20
MA 800	<b>Assisting with Medical</b>	Microbiology	10	10	20
		Minor Surgery Assisting	10	10	20

	<b>Emergency and Certifications</b>	Medical Emergencies	10	10	20
		HIPAA, OSHA & CPR Certification	10	10	20
MA 900	<b>Rehabilitation, Nutrition, Pediatrics/Geriatrics</b>	Medical Specialties	10	5	15
		Pediatrics and Geriatrics	10	5	15
		Rehabilitation	10	5	15
		Nutrition	10	5	15
MA 1000	<b>Externship</b>		0	0	165
	<b>TOTAL</b>		350	245	760

### Medical Assisting Equipment List

<b>ITEM</b>
Student Computers
3-Step Ladder
Adult Mannequins, Child Mannequins
AED
Biohazard Trash Can
Autoclave
Ambu Bag Adult, Ambu Bag Infant

BP Monitor w/Digital Multicuff
Centrifuge, Microhematocrit Centrifuge
EKG Machine
Emergency Eyewash Station
Exam Table, Mayo stand
Glucometer, Otoscope, Ophthalmoscope
Gooseneck Lamp
Holter Monitor
Infant Mannequins
Laryngeal mirror, Nasal speculum, Reflex hammer
Microscope
Peak Flow Meter
Pediatric Scale, Adult Scale w/ Height Bar
Pen Light
Phlebotomy Chair, Venipuncture Arm
Pulse Oximeter, Sphygmomanometer
Sharps Container
Skin Staple Remover
Surgical Instruments
Teaching Stethoscope, Audiometer
Tripod Cane, Quad Base Cane
Tube Gauze Applicator
Tuning Fork
Tympanic Thermometer

Uterine Dilator
Vital Signs Monitor
Walker, Wheelchair, Crutches, Standard Cane

## **Textbooks and other required Materials**

### **Books:**

1. Medical Assisting: Administrative and Clinical Procedures with Anatomy and Physiology by [Kathryn A. Booth](#) (Author), [Leesa G. Whicker](#) (Author), [Terri D. Wyman](#) (Author)

**ISBN-13:** 978-0073402321

**ISBN-10:** 007340232X

2. Student Workbook for use with Medical Assisting: Administrative and Clinical Procedures with Anatomy and Physiology by [Kathryn A.](#) (Author), [Leesa G. Whicker](#) (Author), [Terri D. Wyman](#) (Author)

**ISBN-13:** 978-1260477023

**ISBN-10:** 1260477029

3. Electronic Health Records for Allied Health Careers w/Student CD-ROM by Susan Sanderson (Author)

**ISBN-13:** 978-0073309781

**ISBN-10:** 0073309788

4. Medical Terminology for Health Professions by Ann Ehrlich (Author), Carol

L. Schroeder (Author), Laura Ehrlich (Author), Katrina A. Schroeder (Author)

**ISBN-13:** 978-1305634350

**ISBN-10:** 1305634357

**Software:**

1. ClaimGear from CollaborateMD (Free Software).
2. Keyboarding Pro (CD) by Susie VanHuss (Author), Connie Forde (Author), Donna Woo (Author)

**ISBN-13:** 978-0840053350

**ISBN-10:** 0840053355

**AI Driven Administrative Assistant**

**Total Hours: 300**

**(22 Weeks)**

The **Certificate program** in Office Business Administration is designed to provide students with knowledge of office and business administrative functions, including business fundamentals, leadership, project management, managerial communications, business communication, business accounting, business report preparation etc. The Office Business Administration program prepares students for an entry-level Office Business Administration position in a typical business environment, in as few as 4 months.

**Learning Outcome:**

The learning outcome of this course is to have students equipped with the skill sets essentials for:

- Be able to prepare business documents.
- Be able to manage records.
- Be able to demonstrate business communication skills.
- Be able to manage business conferences, team events and travels.
- Be able to demonstrate accurate and thorough basic administrative accounting skills.
- Be able to carry out business HR department administrative tasks.
- Be able to carry out business payroll administrative tasks.
- Be able to carry out administrative tasks of inventory management.
- Be able to carry out administrative tasks of budget and project management.
- Be able to support management in office and business administration.

### **Courses and Hours**

<b>Module</b>	<b>Hours</b>
Introduction to “Office Business Administration”	3
Office and Business Policies and Procedures.	3
Office and Organization Management	6
Basics of Business Law.	3
Office and Business Layouts and Planning.	3
Hardware and Software in an Administrative Assistant World	6
Business Documents and Creation.	21

Business Research and Presentation.	24
Information & Record Management	18
Interpersonal and Business Communication Management.	18
Business Meetings, Conference and Travel Management.	36
Business Accounting Basics.	36
Human Resource Management.	15
Payroll Management	18
Operations and Inventory Management	18
Project and Budget Management.	24
Case Studies.	48
<b>Total</b>	<b>300</b>

**Program Syllabus**

**Total Hours: 300**

**22 Weeks**

**Mode of Instruction: Virtual Live Instructor Driven.**

<b>Course Number</b>	<b>Courses</b>	<b>Module</b>	<b>Lecture Hours</b>	<b>Lab Hours</b>
<b>OBA-100</b>	Introduction to "Office Business Administration"	Introduction to "Office Business Administration"	3	
<b>OBA-200</b>	Office and Business	Introduction to Office and Business Policies	3	

	Policies and Procedures.	and Procedures.		
<b>OBA-300</b>	Office and Organization Management	Introduction to Organization Management and Role of an Administrator	3	
		Introduction to Teams in an Organization and Role of an Administrator	3	
<b>OBA-400</b>	Basics of Business Law.	Introduction to the Basics of Business Law.	3	
<b>OBA-500</b>	Office and Business Layouts and Planning.	Introduction to Office and Business Layouts and Planning	3	
<b>OBA-600</b>	Hardware and Software in an Administrative Assistant World	Introduction to Hardware and Software in an Administrative Assistant World	6	
<b>OBA-700</b>	Business Documents and Creation.	Introduction to Business Documents	3	
		Software and Tools used by Administrator for creation of business documents.  <b>(MS 365 – MS Word, MS-Excel, Google Docs and ChatGPT)</b>	3	15



<b>OBA-800</b>	Business Research and Presentation.	Introduction to Business Research of Information	3	
		Software and Tools used by Administrator for Business Research.  <b>(Google Search, ChatGPT and MS Bing)</b>	3	6
		Introduction to Presentation	3	
		Software and Tools used by Administrator for Business Presentation.  <b>(Power Points and Beautiful.ai)</b>	3	6
<b>OBA-900</b>	Information & Record Management	Introduction to Business Information and Business Record Management.	3	
		Software and Tools used by Administrator in Business Information and Record Management.  <b>(MS Dynamics, MS Azure, Zuna ERP)</b>	3	12
<b>OBA-1000</b>	Interpersonal and Business Communication Management.	Introduction to Interpersonal and Business Communication.	3	

		Software and Tools used by Administrator in Interpersonal and Business Communication Management.  <b>(MS-Team, Zoom, MS Outlook, Google Email and Slack)</b>	3	12
<b>OBA-1100</b>	Business Meetings, Conference and Travel Management.	Introduction to Business Meetings, Business Conferences and Event Scheduling.	3	
		Software & Tools used by Administrator in Business Meetings, Conferences and Scheduling  <b>(MS Team, Zoom, MS Dynamics, Ever-Note and Google Calendar)</b>	3	15
		Introduction to Business Travel Management	3	
		Software & Tool used by Administrator in Business Travel Management.  <b>(Travel Perks and MS Dynamics)</b>	3	9

<b>OBA-1200</b>	Business Accounting Basics.	Introduction to Business and Office Accounting Basics.	9	
		Software and Tools used by Administrator in Business and Office Accounting.  <b>(Quick Books and MS Excel)</b>	3	12
		Introduction to Business Expense Management.	3	
		Software Tools used by Administrator in Business Expense Management.  <b>(Quick Books and MS Excel)</b>	3	6
<b>OBA-1300</b>	Human Resource Management.	Introduction to Human Resource (HR) Management.	3	
		Software Tools used by Administrator in HR Management.  <b>(MS – Dynamics and Intuit)</b>	3	9
<b>OBA-1400</b>	Payroll Management	Introduction to Payroll Management.	6	

		Software and Tools used by Administrator for Payroll Management.  <b>(Intuit and Quick Books)</b>	3	9
<b>OBA-1500</b>	Operations and Inventory Management	Introduction to Inventory Management.	3	
		Software and Tools used by Administrator for Inventory Management.  <b>(MS – Dynamics and Zuna ERP)</b>	3	12
<b>OBA-1600</b>	Project and Budget Management.	Introduction to Project and Budget Management.	6	
		Software Tools used by Administrator for Project and Budget Management.  <b>(Quick Books, MS Excel, and MS-Dynamics)</b>	6	12
<b>OBA-1700</b>	Case Studies.	Real-time case studies of different Industries and Organizations.  & Practical Training for	15	33

		Office and Business Administrator for different Organization types.		
			<b>132</b>	<b>168</b>
	Total		<b>300</b>	

### **Office and Business Administration Equipment List**

<b>ITEM</b>
Student Computers
Office Chair
Office Desk
Office Phone
Office Computer with all the office software tools.
Office Printer
Office Shelves
Office Sanitation Items
Office Supplies

### **Textbooks and other required Materials**

#### **Books:**

The Administrative Professional: Technology & Procedures, Spiral bound  
Version 15th Edition.

ISBN-10  
9781305581166

**All the classroom lecture materials are provided to the students in three different fashions:**

1. USB
2. Online access
3. Paperback (by request only).

**Software (student will be given access to use these software):**

1. Microsoft 365 suite
2. Google Office Suite
3. Slack
4. Intuit and Quick Books
5. Intuite
6. TravelPerks
7. Microsoft Dynamics
8. Zuna ERP Software

**AI - Driven Accounting and Bookkeeping Mastery Program**  
**Total Hours: 300**  
**(20 Weeks)**

The entry-level Certificate program in AI - Driven Accounting and Bookkeeping Mastery Program is designed to provide students with knowledge of office and business finance and accounting administrative functions including business

fundamentals and focused on the administrative aspect of business accounting and finance operations. The AI - Driven Accounting and Bookkeeping Mastery Program prepares students for an entry-level Business Administrative Finance Clerk / Assistant position in a typical business environment, in as few as 3 months.

**AI - Driven Accounting and Bookkeeping Mastery Program**

**Total Hours: 300**

<b>Course Module</b>	<b>Hours</b>
<b>Introduction to Office Management and Administration</b>	<b>12</b>
<b>Business Ethics and Professionalism</b>	<b>8</b>
<b>Business Communication and Correspondence</b>	<b>12</b>
<b>Business Office Administrative Software Tools.</b>	<b>45</b>
<b>Time, Attendance, and Expense Management</b>	<b>21</b>
<b>Introduction to Business and Finance</b>	<b>6</b>
<b>Basic Accounting and Bookkeeping</b>	<b>45</b>
<b>Basic Financial Analysis</b>	<b>36</b>
<b>Data Entry and Record Keeping</b>	<b>36</b>
<b>Accounts Receivable and Payable</b>	<b>36</b>
<b>Creation of financial Report and Secured Communications</b>	<b>15</b>
<b>Case Studies</b>	<b>28</b>
<b>Total</b>	<b>300</b>

**Learning skills and other competencies acquired by students after completion of the program:**

- Understanding business administration principles, including organizational structures, management practices, and human resources management.
- Communication and interpersonal skills, including the ability to communicate financial information clearly and effectively, both in written and verbal forms.
- Time management and organizational skills, with the ability to prioritize tasks and meet deadlines.
- Ability to perform administrative tasks such as data entry, scheduling appointments, and managing electronic communication.
- Knowledge of basic business accounting concepts.
- Knowledge of basic financial concepts and principles, such as budgeting, accounting, and financial analysis.
- Ability to use software and technology tools commonly used in the finance and administrative field, such as spreadsheets, databases, and financial management software.
- Attention to detail and problem-solving skills, with an ability to identify and resolve errors in financial records.
- Understanding of ethical and professional standards in the finance and administrative field, with a focus on maintaining confidentiality and accuracy in financial records.

**AI - Driven Accounting and Bookkeeping Mastery**  
**Program Hours: 300**  
**Mode of Instruction: Virtual Live Instructor Driven.**

**Program Syllabus**



<b>Course Number</b>	<b>Courses</b>	<b>Module</b>	<b>Lecture Hours</b>	<b>Lab Hours</b>
<b>BFA-100</b>	<b>Introduction to “Office Business Administration”</b>	roduction to “Office Business Administration”	3	
		Office organization and filing systems.	2	1
		Telephone and email etiquette	2	1
		Time management and task prioritization	2	1
<b>BFA - 200</b>	<b>Business Ethics and Professionalism</b>	Introduction to business ethics.	2	
		Professionalism in the workplace.	2	
		Confidentiality and data privacy.	2	
		Conflict of interest.	2	
<b>BFA - 300</b>	<b>Business Communication and Correspondence</b>	Business writing skills	3	
		Email etiquette and formatting	3	
		Business letter writing	3	
		Report writing & Presentation.	3	

<b>BFA - 400</b>	<b>Business Office Administrative Software Tools</b>	Introduction to Microsoft Office and Dynamics.	6	
		Word processing with Microsoft Word and Artificial Intelligence Tools (ChatGPT)	3	6
		Spreadsheets and data analysis with Microsoft Excel and MS Dynamics.	3	9
		Presentations with Microsoft PowerPoint and Artificial Intelligence Tools (Beautiful.ai)	3	6
		Email and Team Communication Management with MS Outlook	3	6
<b>BFA - 500</b>	<b>Time, Attendance, and Expense Management</b>	Introduction to Time, Attendance and Expense Management.	5	
		Leave Management using MS Dynamics Leave Management Tool.	2	2
		Time tracking and	2	2

		payroll management using MS-Dynamics Payroll and Time Tracking Management Tool.		
		Attendance tracking using MS-Dynamics Attendance Management Tool.	2	2
		Expense tracking using MS-Dynamics Expense Management Tool.	2	2
<b>BFA - 600</b>	<b>Introduction to Business and Finance</b>	Overview of business and finance	2	
		Types of businesses and organizational structures	2	
		Financial reporting and accounting	2	
<b>BFA - 700</b>	<b>Basic Accounting and Bookkeeping</b>	Introduction to accounting.	3	
		Introduction to Quick Books Accounting Tool	3	15
		Double-entry accounting	3	3

		Financial statements	3	6
		Accounts payable and receivable	3	6
<b>BFA - 800</b>	<b>Basic Financial Analysis</b>	Introduction to financial analysis	3	6
		Ratio analysis	3	6
		Break-even analysis	3	6
		Budgeting and Forecasting	3	6
<b>BFA - 900</b>	<b>Data Entry and Record Keeping</b>	Introduction to data entry	3	6
		Accuracy and attention to detail	3	6
		Record keeping and data management	3	6
		Data backup and recovery	3	6
<b>BFA - 1000</b>	<b>Accounts Receivable and Payable</b>	Introduction to accounts receivable and payable	3	6
		Invoicing and billing	3	6
		Payment processing and reconciliation	3	6
		Debt collection	3	6
<b>BFA-</b>	<b>Creation of</b>	Introduction to	3	3

<b>1100</b>	<b>Financial Reports and Secure Communications.</b>	finance report generation and presentation.		
		Introduction to Cloud Communication Security through MS AZURE	3	6
<b>OBA-1200</b>	<b>Case Studies.</b>	Real-time case studies of different Industries and Organizations.	8	20
			130	170
	Total		<b>300</b>	

### Equipment, Books and Facilities

<b>ITEM</b>
Student Computers
Software Tools (Quick Books, MS Azure, MS Excel, and Online AI Tools)

### Textbooks and other required Materials

#### Books:

**Introduction to Financial Accounting**

**David Annand, Athabasca University & Henry Dauderis**

**Copyright Year: 2017**

**Publisher: Lyryx**

**Language: English**

**ISBN-13: 978-1517089719**

**All the classroom lecture materials are provided to the students in three different fashions:**

1. USB
2. Online access
3. Paperback (by request only).

**Software (student will be given access to use these software):**

1. Microsoft 365 suite
2. Quick Books
3. Intuite
4. Microsoft AZURE

**AI – Powered Data Analyst**  
**Total Hours: 300**  
**(22 Weeks)**

‘Data Mining – Data Analyst’ is a certificate program that is designed to provide students with knowledge of an entry level data miner / analyst. Data Mining – Data Analytics is the process of analyzing raw data to draw out meaningful, actionable insights, which are then used to inform and drive smart business decisions. A data miner / analyst will extract raw data, organize it, and then analyze it, transforming it from incomprehensible numbers into coherent, intelligible information. Having interpreted the data, the data analyst will then pass on their findings in the form of suggestions or recommendations about what the company’s next steps should be. By using software to look for patterns in large batches of data, businesses can learn more about their customers to develop more effective marketing strategies, increase sales and decrease costs. Data mining depends on effective data collection, warehousing, and computer processing.

**Learning Outcome:**

Students with a skill set that would qualify them to be an entry-level data analyst.

The student will attain knowledge and expertise in:

- Be able to perform Collection of data from ‘safe’, or predetermined sources.
- Be able to perform Storage of data in a pre-existing data storage system, database, or warehouse.
- Be able to perform Cleaning of data.
- Be able to perform Production of reports.
- Be able to perform Creation of dashboards.

- Be able to perform use of in-house databases and data storage systems.

**AI – Powered Data Analyst**

**Total Hours 300**

<b>Courses</b>	<b>Hours</b>
<b>Introduction to Data Mining – Data Analysis</b>	<b>12</b>
<b>Data Mining Process</b>	<b>18</b>
<b>Data Mining Tools</b>	<b>155</b>
<b>Data Mining Techniques.</b>	<b>76</b>
<b>Application of Data Mining Techniques and Tools</b>	<b>39</b>
<b>Total</b>	<b>300</b>

**AI – Powered Data Analyst**

**Program Syllabus**

**Total Hours: 300**

**(22 Weeks)**

**The mode of instruction is Virtual Live Instructor Driven.**

<b>Course Number</b>	<b>Course Title</b>	<b>Module</b>	<b>Lecture Hours</b>	<b>Lab Hours</b>
<b>DMA 100</b>	<b>Introduction to Data Mining – Data Analysis</b>	Introduction to Data Mining and data Analysis	6	



		Data Mining Pros and Cons in Real World	6	
<b>DMA 200</b>	<b>Data Mining Process</b>	Introduction to data Mining Process.	3	
		Business Analysis	3	
		Data Comprehension	3	
		Data Preparation	3	
		Data Modelling	3	
		Results Monitoring	3	
<b>DMA 300</b>	<b>Data Mining Tools</b>	Introduction to Data Mining Tools	3	
		Introduction to Information Systems, Programming, and Database Management	3	6
		Excel and SQL Database Development	6	19
		Python Programming	6	33
		Statistics	12	9
		Tableau- Data Analytics	6	18
		Systems Analysis and Design Data Visualization (Tableau)	6	18
		Prescriptive Analytics	3	7
<b>DMA 400</b>	<b>Data Mining Techniques.</b>	Introduction to Data Mining Techniques	3	

		Clustering	6	3
		Association	6	3
		Data Cleaning	6	3
		Data Visualization	6	3
		Classification	6	3
		Machine Learning	6	3
		Prediction	6	3
		Neural Networks	2	2
		Outlier Detection	3	3
<b>DMA 500</b>	<b>Application of Data Mining Techniques and Tools</b>	Data Mining and Data Analysis Applications	3	
		Sales	3	3
		Marketing	3	3
		Manufacturing	3	3
		Fraud Detection	3	3
		Human Resources	3	3
		Customer Service	3	3
			<b>146</b>	<b>154</b>
	<b>TOTAL</b>		<b>300</b>	

### Equipment, Books and Facilities

<b>ITEM</b>
Student Computers
Software Tools

## **Textbooks and other required Materials**

### **Books:**

**Data Analytics Made Accessible by Dr. Anil Maheshwari  
ISBN-13: 978-9352604180**

**A PDF version of the book is given to all the students. All the classroom lecture materials are also provided to the students in three different fashions:**

1. USB
2. Online access
3. Paperback (by request only)

### **Software (student will be given access to use these software):**

1. Microsoft Excel
2. SQL / SQL Server (MS Dynamics)
3. Tableau
4. R-Studio
5. MS Azure / AWS / Google Cloud.
6. Zuna ERP Software

**Machine Learning - Smart App Builder**  
**Total Hours: 306**  
**(22 Weeks)**

Machine Learning - Smart App Builder program is a certificate program that is designed to provide students with knowledge of an entry level position as a Machine Learning - Smart App Builder. In the rapidly evolving landscape of technology, machine learning stands out as a powerful tool driving innovation across various industries. The "Machine Learning - Smart App Builder" course is designed to equip students with the knowledge and skills necessary to harness the potential of machine learning algorithms in the development of smart applications.

Throughout this course, students will delve into the fundamentals of machine learning, including supervised and unsupervised learning techniques, neural networks, and deep learning. They will learn how to preprocess data, train machine learning models, and evaluate their performance. Moreover, students will explore advanced topics such as natural language processing (NLP), computer vision, and reinforcement learning.

In addition to understanding the theoretical concepts behind machine learning, students will gain hands-on experience in building smart applications. Using popular machine learning libraries and frameworks such as TensorFlow and Scikit-learn, students will develop practical skills in designing and implementing machine learning algorithms to solve real-world problems.

By the end of the course, students will have the ability to conceptualize, design, and deploy intelligent applications that can make predictions, recognize patterns, and adapt to changing environments. Whether aspiring software developers, data

scientists, or entrepreneurs, this course will empower students to leverage machine learning to create innovative solutions that drive business growth and societal impact.

### **Learning Outcomes for Machine Learning - Smart App Builder Course:**

1. **Understanding of Machine Learning Fundamentals:** Students will demonstrate a comprehensive understanding of fundamental concepts and algorithms in machine learning, including supervised and unsupervised learning, regression, classification, clustering, and dimensionality reduction.
2. **Proficiency in Preprocessing and Data Preparation:** Students will be proficient in preprocessing raw data, including data cleaning, normalization, feature engineering, and selection, to prepare it for machine learning tasks.
3. **Application of Machine Learning Algorithms:** Students will be able to apply a variety of machine learning algorithms, including decision trees, support vector machines, neural networks, and ensemble methods, to solve classification, regression, and clustering problems.
4. **Hands-on Experience with Machine Learning Frameworks:** Students will gain hands-on experience in using popular machine learning libraries and frameworks such as TensorFlow, Scikit-learn, and Keras to build, train, and evaluate machine learning models.
5. **Development of Smart Applications:** Students will develop the skills necessary to design and implement smart applications that leverage machine learning algorithms to make predictions, recognize patterns, and adapt to changing environments.
6. **Advanced Topics Exploration:** Students will explore advanced topics in

machine learning, including natural language processing (NLP), computer vision, and reinforcement learning, and understand how these techniques can be applied to develop intelligent applications.

7. **Evaluation and Optimization of Models:** Students will learn how to evaluate the performance of machine learning models using appropriate metrics and techniques, and optimize models to improve accuracy, efficiency, and generalization.
8. **Problem-solving and Critical Thinking:** Students will develop problem-solving and critical thinking skills by analyzing real-world datasets, identifying relevant features, selecting appropriate algorithms, and iteratively refining models to achieve desired outcomes.
9. **Integration of Machine Learning into Business Solutions:** Students will understand how to integrate machine learning capabilities into business solutions and applications to address practical challenges and opportunities across various industries.
10. **Communication and Presentation Skills:** Students will be able to effectively communicate their findings, insights, and recommendations to stakeholders through written reports, presentations, and demonstrations, demonstrating professionalism and clarity in their communication.

**Machine Learning - Smart App Builder**

**Total Hours: 306**

**Mode of Instruction: Virtual Live Instructor Driven.**

Courses (“Modules”)	Instructional hours
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<b>Introduction to Machine Learning and AI</b>	<b>40</b>
<b>Python Programming for Machine Learning</b>	<b>30</b>
<b>Machine Learning - Data Proficiency and Algorithms</b>	<b>60</b>
<b>Machine Learning - Deep Learning</b>	<b>60</b>
<b>AI Tools and Frameworks Across Training</b>	<b>20</b>
<b>GenAI</b>	<b>20</b>
<b>Natural Language Processing (NLP)</b>	<b>40</b>
<b>Model Deployment and Scaling</b>	<b>30</b>
<b>Capstone Project</b>	<b>50</b>
<b>Total</b>	<b>306</b>

**Machine Learning - Smart App Builder**

**Total Hours: 306**

**Mode of Instruction: Virtual Live Instructor Driven.**

**Program Syllabus**

<b>Course Number</b>	<b>Course Title</b>	<b>Module</b>	<b>Lecture Hours</b>	<b>Lab Hours</b>
<b>MAD100</b>	<b>Introduction to Machine Learning and AI</b>	<ul style="list-style-type: none"> <li>• Overview of Machine Learning</li> <li>• Definition and basic types of machine learning</li> <li>• Historical development and key milestones</li> <li>• Introduction to Artificial Intelligence</li> <li>• Understanding AI and its</li> </ul>	<b>40</b>	

		<p>applications</p> <ul style="list-style-type: none"><li>• Distinction between narrow and general AI</li><li>• Importance and Impact of Machine Learning in AI</li><li>• Real-world examples of machine learning applications</li><li>• Implications for industries and society</li><li>• Ethical Considerations in AI</li><li>• Discussing ethical challenges and responsible AI practices</li><li>• Addressing bias and fairness in machine learning algorithms</li><li>• Reinforcement Learning</li><li>• Basic concepts and applications</li><li>• Implementing reinforcement learning algorithms</li><li>• Explainable AI and Interpretability</li><li>• Understanding and interpreting machine learning models</li><li>• Importance in transparent decision-making</li></ul>	
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		<ul style="list-style-type: none"> <li>• Time Series Analysis</li> <li>• Techniques for analyzing time-dependent data</li> <li>• Applications in forecasting and anomaly detection</li> <li>• AI Ethics and Responsible AI</li> <li>• Ethical considerations in AI and ML</li> <li>• Implementing responsible AI practices</li> </ul>	
<b>MAD 200</b>	<b>Python Programming for Machine Learning</b>	<ul style="list-style-type: none"> <li>• Introduction to Python</li> <li>• Basics of Python programming language</li> <li>• Data types, variables, and control structures</li> <li>• Libraries and Frameworks</li> <li>• Introduction to NumPy, Pandas, and Matplotlib</li> <li>• Overview of machine learning frameworks like TensorFlow and PyTorch</li> <li>• Data Manipulation and</li> </ul>	<b>30</b>

		<p>Preprocessing</p> <ul style="list-style-type: none"> <li>• Handling data with Python libraries</li> <li>• Cleaning and preprocessing data for machine learning tasks</li> <li>• Introduction to Jupyter Notebooks</li> <li>• Using Jupyter Notebooks for interactive coding and data exploration</li> <li>• Collaborative coding and documentation</li> </ul>	
<b>MAD 300</b>	<b>Machine Learning - Data Proficiency and Algorithms</b>	<ul style="list-style-type: none"> <li>• Data Preprocessing</li> <li>• Cleaning and handling missing data</li> <li>• Feature scaling and normalization</li> <li>• Exploratory Data Analysis (EDA)</li> <li>• Descriptive statistics and data visualization</li> <li>• Identifying patterns and trends in data</li> <li>• Supervised Learning Algorithms</li> <li>• Linear regression, logistic</li> </ul>	<b>60</b>

		<p>regression</p> <ul style="list-style-type: none"><li>• Support Vector Machines (SVM), k-Nearest Neighbors (k-NN)</li><li>• Unsupervised Learning Algorithms</li><li>• K-means clustering, hierarchical clustering</li><li>• Principal Component Analysis (PCA)</li><li>• Bagging and Boosting</li><li>• Introduction to bagging and boosting</li><li>• Ensemble methods: Bagged decision trees, AdaBoost</li><li>• Decision Trees</li><li>• Tree-based models and decision tree principles</li><li>• Decision tree algorithms and applications</li><li>• Random Forest</li><li>• Understanding the Random Forest algorithm</li><li>• Implementing Random Forest for classification and regression</li></ul>	
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		<ul style="list-style-type: none"> <li>• XGBoost</li> <li>• Overview of gradient boosting and XGBoost</li> <li>• Tuning XGBoost parameters for optimal performance</li> </ul>	
<b>MAD 400</b>	<b>Machine Learning - Deep Learning</b>	<ul style="list-style-type: none"> <li>• Foundations of Neural Networks</li> <li>• Basics of neural networks and artificial neurons</li> <li>• Activation functions and neural network architectures</li> <li>• Deep Learning Frameworks and Structures</li> <li>• Introduction to TensorFlow and PyTorch</li> <li>• Building and training basic neural networks</li> <li>• Diverse Neural Architectures</li> <li>• Convolutional Neural Networks (CNN)</li> <li>• Recurrent Neural Networks (RNN)</li> <li>• Generative Adversarial Networks</li> </ul>	<b>60</b>

		<p>(GAN)</p> <ul style="list-style-type: none"> <li>• Computer Vision and NLP Fundamentals</li> <li>• Image processing with deep learning</li> <li>• Natural Language Processing (NLP) techniques</li> <li>• Cutting-Edge Concepts and Applications</li> <li>• Transfer learning and fine-tuning</li> <li>• Introduction to reinforcement learning and deep reinforcement learning</li> </ul>	
<b>MAD 500</b>	<b>AI Tools and Frameworks Across Training</b>	<ul style="list-style-type: none"> <li>• TensorFlow</li> <li>• Introduction to TensorFlow and its ecosystem</li> <li>• Building and training models with TensorFlow</li> <li>• Scikit-learn</li> <li>• Popular machine learning library in Python</li> <li>• Utilizing Scikit-learn for various machine learning tasks</li> <li>• Keras</li> </ul>	<b>20</b>

		<ul style="list-style-type: none"> <li>• High-level neural networks API</li> <li>• Building and training neural networks with Keras</li> <li>• MXNET - Deep Learning Framework</li> <li>• Introduction to MXNET and its features</li> <li>• Implementing deep learning models with MXNET</li> <li>• AutoML Tools</li> <li>• Overview of AutoML tools and platforms</li> <li>• Hands-on experience with automated machine learning</li> </ul>	
<b>MAD 600</b>	<b>GenAI</b>	<ul style="list-style-type: none"> <li>• Image and Text Generations</li> <li>• Understanding Generative Adversarial Networks (GANs)</li> <li>• Image and text generation techniques</li> <li>• Ethical Considerations</li> <li>• Addressing ethical concerns in AI and machine learning</li> <li>• Responsible AI practices and</li> </ul>	<b>20</b>

		<p>guidelines</p> <ul style="list-style-type: none"> <li>• Multimodal Models</li> <li>• Integration of image, text, and other modalities</li> <li>• Building and training multimodal models</li> </ul>	
<b>MAD 700</b>	<b>Natural Language Processing (NLP)</b>	<ul style="list-style-type: none"> <li>• Introduction to NLP</li> <li>• Basics of natural language processing</li> <li>• Challenges in processing human language</li> <li>• Text Preprocessing and Tokenization</li> <li>• Cleaning and preparing text data</li> <li>• Tokenization techniques for NLP</li> <li>• Sentiment Analysis and Named Entity Recognition</li> <li>• Analyzing sentiment in text</li> <li>• Identifying entities in text data</li> <li>• Building Chatbots and Language Models</li> <li>• Creating conversational agents</li> <li>• Implementing language models</li> </ul>	<b>40</b>

		like GPT-3	
<b>MAD 800</b>	<b>Model Deployment and Scaling</b>	<ul style="list-style-type: none"> <li>• Model Deployment Strategies</li> <li>• Overview of deployment options (cloud, on-premises)</li> <li>• Containerization with Docker for ML models</li> <li>• Scalability and Performance Optimization</li> <li>• Techniques for scaling machine learning applications</li> <li>• Optimizing model performance for efficiency</li> </ul>	<b>30</b>
<b>MAD 900</b>	<b>Capstone Project</b>	<ul style="list-style-type: none"> <li>• Project Definition and Planning</li> <li>• Defining a real-world problem for the capstone project</li> <li>• Planning and scoping the project</li> <li>• Project Development and Implementation</li> <li>• Implementing machine learning and AI solutions</li> </ul>	<b>50</b>



		<ul style="list-style-type: none"> <li>• Collaborative development and troubleshooting</li> <li>• Project Presentation and Evaluation</li> <li>• Presenting the project to peers and instructors</li> <li>• Receiving feedback and evaluation</li> </ul>	
<b>TOTAL</b>			<b>306</b>

### Equipment, Books and Facilities

ITEM
<b>Student Computers</b>
<b>Integrated Development Environment (IDE) such as Android Studio or Xcode, Software Development Kits (SDKs) such as Android SDK or iOS SDK</b>
<b>Front-end technologies such as HTML, CSS, and JavaScript, Cross-platform mobile development frameworks such as React Native or Flutter, Back-end technologies such as Node.js or Ruby on Rails, Version control systems such as Git, Emulators or simulators for testing and debugging, Project management and collaboration tools such as JIRA or Asana.</b>

### Textbooks and other required Materials

**Books:**

**Hands-On Machine Learning with Scikit-Learn, Keras, and TensorFlow by Aurélien Géron**

**ISBN: 1118203909**

**ISBN-13: 9781118203903**

**Authors: Aurélien Géron**

**A PDF version of the book is given to all the students. All the classroom lecture materials are also provided to the students in three different fashions:**

- 1. USB**
- 2. Online access**
- 3. Paperback (by request only)**

**Software (student will be given access to use these software):**

1. Integrated Development Environment (IDE) such as Android Studio or Xcode
2. Software Development Kits (SDKs) such as Android SDK or iOS SDK
3. Front-end technologies such as HTML, CSS, and JavaScript
4. Cross-platform mobile development frameworks such as React Native or Flutter
5. Back-end technologies such as Node.js or Ruby on Rails
6. Version control systems such as Git
7. Emulators or simulators for testing and debugging.
8. Project management and collaboration tools such as JIRA or Asana.

**DevOps – Development & Operations Automation**  
**Total Hours: 330**  
**(24 Weeks)**

‘DevOps’ program is a certificate program that is designed to provide students with knowledge of an entry level position as a DevOps engineer. DevOps is an approach to software development, where the development team (Dev) collaborates with the operations department/function (Ops) in all the stages of software development. These include product design, development, testing, deployment, and support. DevOps is a process that enables continuous delivery of the services or products to the customers. It is a method that automates the development, process, and operations to make sure that the software is developed, tested, and delivered quickly with optimum reliability. DevOps training program is specially designed to introduce the concept of DevOps and helps to improve the ability to design, develop, deploy, and operate software and services quickly.

**Learning Outcome:**

Students with a skill set that would qualify them to be an entry-level DevOps professional. The student will attain knowledge to:

1. Be able to understand and process software product integration and development (CI/CD).
2. Be able to understand and integrate software testing cycle.
3. Be able to understand and integrate Version control and Configuration Management Tools.

4. Be able to install and manage Infrastructure Servers, availability, and scalability of the servers.
5. Automated Installations.
6. Continuous Delivery & Continuous Deployment
7. Fully understand and perform basic concepts and processes of DevOps.

**DevOps – Development & Operations Automation Program**

**Total Hours: 330**

**Mode of Instruction: Virtual Live Instructor Driven**

Courses (“Modules”)	Instructional hours
Introduction to DevOps	24
Source Code Management	24
Continuous Integration and Deployment	24
Infrastructure as Code	45
Containers and Container Orchestration	54
Monitoring and Logging	48
Cloud Computing	27
Security in DevOps	27
Collaboration and Communication in DevOps	33
Best Practices for DevOps	24
<b>Total</b>	<b>330</b>

**DevOps – Development & Operations Automation Program**

**Total Hours: 330**

**24 weeks**

**Mode of Instruction: Virtual Live Instructor Driven**

## Program Syllabus

Course Number	Course Title	Module	Lecture Hours	Lab Hours
<b>DOP 100</b>	<b>Introduction to DevOps</b>	Overview of DevOps	<b>12</b>	
		DevOps culture and principles	<b>3</b>	
		DevOps vs. traditional software development	<b>3</b>	
		DevOps toolchain	<b>3</b>	<b>3</b>
<b>DOP 200</b>	<b>Source Code Management</b>	Introduction to source code management	<b>4</b>	<b>2</b>
		Git and version control	<b>3</b>	<b>3</b>
		Git branching and merging.	<b>3</b>	<b>3</b>
		Collaborating with Git	<b>3</b>	<b>3</b>
<b>DOP 300</b>	<b>Continuous Integration and Deployment</b>	Introduction to continuous integration	<b>3</b>	<b>3</b>
		Configuring CI/CD pipelines	<b>3</b>	<b>3</b>
		Building and testing code with CI tools	<b>3</b>	<b>3</b>
		Automated deployment	<b>3</b>	<b>3</b>
<b>DOP 400</b>	<b>Infrastructure as Code</b>	Introduction to infrastructure as code	<b>3</b>	<b>3</b>
		Automated infrastructure provisioning	<b>3</b>	<b>6</b>
		Configuration management with tools like Puppet, Chef, and Ansible	<b>3</b>	<b>12</b>

		Immutable infrastructure	3	12
<b>DOP 500</b>	<b>Containers and Container Orchestration</b>	Introduction to containers	9	
		Containerization with Docker	3	12
		Container orchestration with Kubernetes	3	12
		Deploying and managing containers	6	9
<b>DOP 600</b>	<b>Monitoring and Logging</b>	Introduction to monitoring and logging	6	3
		Monitoring infrastructure and applications	6	9
		Logging and log analysis	6	9
		Alerting and incident response	3	6
<b>DOP 700</b>	<b>Cloud Computing</b>	Introduction to cloud computing	3	6
		Cloud providers and offerings	3	3
		Cloud architecture and deployment	3	3
		Security and compliance in the cloud	3	3
<b>DOP 800</b>	<b>Security in DevOps</b>	Overview of security in DevOps	4	5
		Secure software development lifecycle	3	3
		Automated security testing	3	3
		Secure infrastructure deployment	3	3

<b>DOP 900</b>	<b>Collaboration and Communication in DevOps</b>	Overview of collaboration and communication in DevOps	<b>9</b>	<b>6</b>
		Agile methodologies	<b>3</b>	<b>3</b>
		Cross-functional collaboration	<b>3</b>	<b>3</b>
		DevOps tools for collaboration and communication	<b>3</b>	<b>3</b>
<b>DOP 1000</b>	<b>Best Practices for DevOps</b>	Introduction to best practices for DevOps	<b>3</b>	<b>3</b>
		Continuous improvement and feedback loops	<b>3</b>	<b>3</b>
		DevOps maturity model	<b>3</b>	<b>3</b>
		Scaling DevOps for large enterprises	<b>3</b>	<b>3</b>
			<b>155</b>	<b>175</b>
<b>TOTAL</b>			<b>330</b>	

### Equipment, Books and Facilities

<b>ITEM</b>
<b>Student Computers</b>
<b>Software Tools: MS Azure, AWS, Google Clouds, Terraform, Git and GitHub, Docker, Jenkins, Kubernetes, and Prometheus</b>

### Textbooks and other required Materials

#### Books:

The DevOps Handbook: How to Create World-Class Agility, Reliability, and

Security in Technology Organizations by Gene Kim (Author), Patrick Debois (Author), John Willis (Author), Jez Humble (Author), John Allspaw (Foreword).  
ISBN-13 :1942788002

A PDF version of the book is given to all the students. All the classroom lecture materials are also provided to the students in three different fashions:

1. USB
2. Online access
3. Paperback (by request only)

**Software (student will be given access to use these software):**

1. MS Azure, AWS, Google Clouds
2. Terraform
3. Git and GitHub
4. Docker
5. Jenkins
6. Kubernetes
7. Prometheus



**Cybersecurity - AI Application**  
**Total Hours: 321**  
**(21 Weeks)**

**Course Description:**

In the contemporary digital landscape, cybersecurity is of paramount importance to safeguard sensitive information and protect against malicious cyber threats.

The "Cybersecurity - AI Application Development" course is designed to equip students with the knowledge and skills necessary to leverage artificial intelligence (AI) technologies in the development of robust cybersecurity solutions.

Throughout this course, students will explore the intersection of cybersecurity and AI, understanding how AI techniques can be applied to enhance threat detection, incident response, and vulnerability assessment. Students will delve into various AI algorithms and methodologies, including machine learning, deep learning, and natural language processing (NLP), and learn how to adapt them to cybersecurity challenges.

Students will gain hands-on experience in designing and implementing AI-powered cybersecurity applications, leveraging open-source frameworks and tools. They will learn how to analyze security logs, detect anomalies, identify patterns of malicious behavior, and automate security operations using AI-driven approaches.

Moreover, the course will cover ethical considerations and best practices in the development and deployment of AI-based cybersecurity solutions, ensuring that students are equipped to address privacy concerns, biases, and ethical dilemmas. By the end of the course, students will have the ability to conceptualize, design, and deploy AI-driven cybersecurity applications that effectively mitigate risks,

defend against cyber threats, and enhance overall security posture.

**Learning Outcomes:**

1. Understand the application of AI in cybersecurity and its importance in modern security practices.
2. Develop proficiency in utilizing AI algorithms and techniques for threat detection, incident response, and vulnerability assessment.
3. Gain hands-on experience in designing and implementing AI-powered cybersecurity applications.
4. Analyze security data and leverage AI-driven approaches to detect anomalies and patterns of malicious behavior.
5. Evaluate the performance and effectiveness of AI-based cybersecurity solutions.
6. Demonstrate knowledge of ethical considerations and best practices in AI application development for cybersecurity.
7. Communicate effectively and collaborate with peers in developing AI-driven cybersecurity solutions.
8. Apply critical thinking and problem-solving skills to address cybersecurity challenges using AI technologies.

**Cybersecurity - AI Application Development**

**Total Hours: 321**

**Mode of Instruction: Virtual Live Instructor Driven.**

<b>Courses (“Modules”)</b>	<b>Instructional hours</b>
<b>Introduction to Cybersecurity and AI</b>	<b>40</b>
<b>AI Tools and Technologies in Cybersecurity</b>	<b>40</b>

<b>Cybersecurity Gaps and Goals</b>	<b>20</b>
<b>Solving Cybersecurity Scenarios and Risks with AI</b>	<b>30</b>
<b>Machine Learning Applied to Security</b>	<b>40</b>
<b>Risks, Policies, Limitations, and Ethics</b>	<b>20</b>
<b>Python for Cybersecurity</b>	<b>20</b>
<b>Technology Trends in Cybersecurity AI App Development</b>	<b>70</b>
<b>Capstone Project and Presentation</b>	<b>60</b>
<b>Total</b>	<b>321</b>

**Cybersecurity - AI Application Development**

**Total Hours: 321**

**21 weeks**

**Mode of Instruction: Virtual Live Instructor Driven.**

**Program Syllabus**

<b>Course Number</b>	<b>Course Title</b>	<b>Module</b>	<b>Lecture Hours</b>	<b>Lab Hours</b>
<b>WAD100</b>	<b>Introduction to Cybersecurity and AI</b>	<b>1.1 Overview of Cybersecurity</b> <ul style="list-style-type: none"> <li>• Definition and importance of cybersecurity</li> <li>• Historical perspective and evolution of cybersecurity</li> <li>• Introduction to cybersecurity concepts</li> <li>• Importance of cybersecurity in</li> </ul>	<b>40</b>	

		<p>modern business</p> <p><b>1.2 Fundamentals of AI</b></p> <ul style="list-style-type: none"> <li>• Basic principles of artificial intelligence</li> <li>• Overview of machine learning and its applications in cybersecurity</li> <li>• Role of AI in enhancing cybersecurity</li> <li>• Benefits and challenges of integrating AI into cybersecurity practices</li> </ul> <p><b>1.3 Intersection of Cybersecurity and AI</b></p> <ul style="list-style-type: none"> <li>• Understanding how AI enhances cybersecurity</li> <li>• Real-world examples and case studies</li> </ul> <p><b>1.4 Ethical and Legal Considerations</b></p> <ul style="list-style-type: none"> <li>• Ethical hacking and responsible AI practices</li> <li>• Legal frameworks and compliance in cybersecurity</li> </ul>	
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		<b>1.5 Key Concepts of Cybersecurity</b> <ul style="list-style-type: none"> <li>Confidentiality, integrity, and availability (CIA triad)</li> <li>Common attack vectors and vulnerabilities</li> </ul>	
<b>WAD 200</b>	<b>AI Tools and Technologies in Cybersecurity</b>	<b>2.1 Free Open-Source Tools</b> <ul style="list-style-type: none"> <li>Overview of popular free and open-source AI tools</li> <li>Hands-on training with open-source simulators</li> </ul> <b>2.2 Paid Simulators for Hands-On Scenarios</b> <ul style="list-style-type: none"> <li>Introduction to paid simulators and their advantages</li> <li>Practical exercises using paid simulators</li> </ul>	<b>40</b>
<b>WAD 300</b>	<b>Cybersecurity Gaps and Goals</b>	<b>3.1 Identifying Cybersecurity Gaps</b> <ul style="list-style-type: none"> <li>Understanding common gaps in cybersecurity</li> <li>Case studies on notable cybersecurity breaches</li> </ul> <b>3.2 Setting Cybersecurity Goals</b>	<b>20</b>

		<ul style="list-style-type: none"> <li>Establishing organizational cybersecurity goals</li> <li>Aligning goals with business objectives</li> </ul>	
<b>WAD 400</b>	<b>Solving Cybersecurity Scenarios and Risks with AI</b>	<p><b>4.1 AI Solutions for Common Scenarios</b></p> <ul style="list-style-type: none"> <li>Implementing AI to address common cybersecurity challenges</li> <li>Case studies on successful AI-based cybersecurity solutions</li> </ul> <p><b>4.2 Risk Assessment and Management with AI</b></p> <ul style="list-style-type: none"> <li>Utilizing AI for risk assessment and mitigation</li> <li>Developing risk management strategies</li> </ul>	<b>30</b>
<b>WAD 500</b>	<b>Machine Learning Applied to Security</b>	<p><b>5.1 Introduction to Machine Learning</b></p> <ul style="list-style-type: none"> <li>Core concepts and algorithms in machine learning</li> <li>Application of machine learning in cybersecurity</li> </ul> <p><b>5.2 Machine Learning for Anomaly Detection</b></p>	<b>40</b>

		<ul style="list-style-type: none"> <li>• Implementing anomaly detection using machine learning</li> <li>• Hands-on exercises with anomaly detection algorithms</li> </ul> <p><b>5.3 Automated Threat Response</b></p> <ul style="list-style-type: none"> <li>• Leveraging machine learning for automated threat response</li> <li>• Practical scenarios and simulations</li> </ul>	
<b>WAD 600</b>	<b>Risks, Policies, Limitations, and Ethics</b>	<p><b>6.1 Risks and Limitations of AI in Cybersecurity</b></p> <ul style="list-style-type: none"> <li>• Addressing potential risks and limitations</li> <li>• Ethical considerations in deploying AI for cybersecurity</li> </ul> <p><b>6.2 Cybersecurity Policies and Compliance</b></p> <ul style="list-style-type: none"> <li>• Developing and implementing cybersecurity policies</li> <li>• Ensuring compliance with industry regulations</li> </ul>	<b>20</b>

<p><b>WAD 700</b></p>	<p><b>Python for Cybersecurity</b></p>	<p><b>7.1 Python Basics for Cybersecurity</b></p> <ul style="list-style-type: none"> <li>• Introduction to Python programming language</li> <li>• Hands-on exercises for cybersecurity applications</li> </ul> <p><b>7.2 Scripting for Cybersecurity Tasks</b></p> <ul style="list-style-type: none"> <li>• Automating common cybersecurity tasks with Python</li> <li>• Writing scripts for security analysis</li> </ul>	<p><b>20</b></p>
<p><b>WAD 800</b></p>	<p><b>Technology Trends in Cybersecurity AI App Development</b></p>	<p><b>8.1 Rising Cyber Threats</b></p> <ul style="list-style-type: none"> <li>• Analysis of current cyber threats and attack trends</li> <li>• Strategies for mitigating emerging threats</li> </ul> <p><b>8.2 Cloud Security and IoT Security</b></p> <ul style="list-style-type: none"> <li>• Applying AI to secure cloud environments</li> <li>• Securing IoT devices with AI technologies</li> </ul> <p><b>8.3 User and Entity Behavior Analytics (UEBA)</b></p>	<p><b>70</b></p>



		<ul style="list-style-type: none"> <li>• Implementing UEBA for insider threat detection</li> <li>• Analyzing user and entity behavior with AI</li> </ul> <p><b>8.4 Continuous Adaptability and Integration with DevOps</b></p> <ul style="list-style-type: none"> <li>• Adapting security measures to evolving threats</li> <li>• Integrating cybersecurity into DevOps processes</li> </ul> <p><b>8.5 Incident Investigation and Forensics</b></p> <ul style="list-style-type: none"> <li>• Leveraging AI for incident investigation and forensics</li> <li>• Real-world examples and case studies</li> </ul> <p><b>8.6 Business Alignment and Stakeholder Needs</b></p> <ul style="list-style-type: none"> <li>• Aligning cybersecurity AI initiatives with business objectives</li> <li>• Understanding stakeholder needs and expectations</li> </ul>	
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<b>WAD 900</b>	<b>Capstone Project and Presentation</b>	<b>9.1 Capstone Project Definition</b> <ul style="list-style-type: none"> <li>• Defining a real-world cybersecurity problem to solve</li> <li>• Planning and scoping the project</li> </ul> <b>9.2 Project Development and Implementation</b> <ul style="list-style-type: none"> <li>• Developing the AI-driven cybersecurity solution</li> <li>• Implementing the solution in a controlled environment</li> </ul> <b>9.3 Project Presentation and Evaluation</b> <ul style="list-style-type: none"> <li>• Presenting the project to peers and instructors</li> <li>• Receiving feedback and evaluation</li> </ul>	<b>60</b>
<b>TOTAL</b>			<b>320</b>

**Equipment, Books and Facilities**

<b>ITEM</b>
<b>Student Computers</b>
<b>Software Tools: Sublime Text, Notepad++, Atom, etc., Visual Studio Code, PyCharm, Eclipse, etc., React, Angular, Vue, etc., Django, Ruby on Rails,</b>

**Express.js, etc., MySQL, MongoDB, PostgreSQL, etc., Git, SVN, Mercurial, etc., npm, yarn, pip, etc., Grunt, Gulp, Webpack, etc.**

## **Textbooks and other required Materials**

### **Books:**

Learning Web App Development: Build Quickly with Proven JavaScript Techniques by Semmi Peruwal.

ISBN13- 978-1449370190

A PDF version of the book is given to all the students. All the classroom lecture materials are also provided to the students in three different fashions:

1. USB
2. Online access
3. Paperback (by request only)

### **Software (student will be given access to use these software):**

1. Text Editor: Sublime Text, Notepad++, Atom, etc.
2. Development Environment: Visual Studio Code, PyCharm, Eclipse, etc.
3. Front-end Development Frameworks: React, Angular, Vue, etc.
4. Back-end Development Frameworks: Django, Ruby on Rails, Express.js, etc.
5. Database Management System: MySQL, MongoDB, PostgreSQL, etc.
6. Version Control System: Git, SVN, Mercurial, etc.
7. Package Managers: npm, yarn, pip, etc.
8. Task Runner: Grunt, Gulp, Webpack, etc.

## **AI Enhanced Digital Marketing Strategy and Analytics**

**Total Hours: 300**

**(22 Weeks)**

Digital Marketing program is a certificate program that is designed to provide students with knowledge of an entry level position as a Digital marketing Professional. Digital marketing refers to the promotion of products or services using digital technologies, such as the internet, mobile phones, social media, search engines, and other digital channels. The goal of digital marketing is to reach a targeted audience and promote brand awareness, generate leads, and drive sales through various tactics, such as search engine optimization (SEO), pay-per-click advertising (PPC), social media marketing, email marketing, content marketing, and more. By using digital channels, businesses can gather data on customer behavior and use it to create personalized, data-driven marketing campaigns that provide a better experience for customers and drive better results for the business.

### **Learning Outcome:**

Students with a skill set that would qualify them to be an entry-level **Digital marketing** professional. The student will attain a **comprehensive understanding of the following:**

1. Fundamentals of digital marketing: including online marketing channels, digital marketing strategies, and digital marketing metrics.
2. Search engine optimization (SEO): including keyword research, on-page optimization, and link building.

3. Pay-per-click advertising (PPC): including Google Ads and social media advertising.
4. Content marketing: including content creation, distribution, and promotion.
5. Social media marketing: including strategy, planning, and executing social media campaigns.
6. Email marketing: including email list building, email design, and email automation.
7. Mobile marketing: including mobile apps, SMS, and mobile web.
8. Web analytics: including tracking, reporting, and analysis of website traffic and conversion data.
9. E-commerce marketing: including shopping cart optimization, product listing ads, and retargeting.
10. Affiliate marketing: including affiliate program management, affiliate recruitment, and affiliate commission tracking.

**AI Enhanced Digital Marketing Strategy and Analytics  
Program**

**Total Hours: 300**

**Mode of Instruction: Virtual Live Instructor Driven.**

Courses (“Modules”)	Instructional hours
<b>Introduction to digital marketing</b>	<b>12</b>
<b>Search Engine Optimization (SEO)</b>	<b>36</b>
<b>Pay-Per-Click Advertising (PPC)</b>	<b>42</b>
<b>Social Media Marketing</b>	<b>24</b>
<b>Content Marketing</b>	<b>24</b>

<b>Email Marketing</b>	<b>24</b>
<b>Affiliate Marketing</b>	<b>24</b>
<b>Analytics and Reporting</b>	<b>36</b>
<b>Mobile Marketing</b>	<b>33</b>
<b>E-Commerce Marketing</b>	<b>45</b>
<b>Total</b>	<b>300</b>

**AI Enhanced Digital Marketing Strategy and Analytics  
Program**

**Total Hours: 300**

**22 Weeks**

**Mode of Instruction: Virtual Live Instructor Driven.**

**Program Syllabus**

<b>Course Number</b>	<b>Course Title</b>	<b>Module</b>	<b>Lecture Hours</b>	<b>Lab Hours</b>
<b>DMP100</b>	<b>Introduction to digital marketing</b>	<b>Overview of digital marketing</b>	<b>6</b>	
		<b>Importance of digital marketing</b>	<b>3</b>	
		<b>Digital marketing vs traditional marketing</b>	<b>3</b>	
<b>DMP 200</b>	<b>Search Engine Optimization (SEO)</b>	<b>Keyword research</b>	<b>3</b>	<b>6</b>
		<b>On-page optimization</b>	<b>3</b>	<b>6</b>
		<b>Off-page optimization</b>	<b>3</b>	<b>6</b>
		<b>Link building</b>	<b>3</b>	<b>6</b>
<b>DMP 300</b>	<b>Pay-Per-Click Advertising (PPC)</b>	<b>Google Ads</b>	<b>6</b>	<b>6</b>
		<b>Bing Ads</b>	<b>6</b>	<b>6</b>

		<b>Display advertising.</b>	<b>6</b>	<b>3</b>
		<b>Remarketing</b>	<b>6</b>	<b>3</b>
<b>DMP 400</b>	<b>ocial Media Marketing</b>	<b>Facebook advertising</b>	<b>3</b>	<b>3</b>
		<b>Instagram advertising</b>	<b>3</b>	<b>3</b>
		<b>LinkedIn advertising</b>	<b>3</b>	<b>3</b>
		<b>Twitter advertising</b>	<b>3</b>	<b>3</b>
<b>DMP 500</b>	<b>Content Marketing</b>	<b>Types of content</b>	<b>3</b>	<b>3</b>
		<b>Content creation</b>	<b>3</b>	<b>3</b>
		<b>Content promotion</b>	<b>3</b>	<b>3</b>
		<b>Content analysis</b>	<b>3</b>	<b>3</b>
<b>DMP 600</b>	<b>Email Marketing</b>	<b>Email list building</b>	<b>3</b>	<b>3</b>
		<b>Email campaign creation</b>	<b>3</b>	<b>3</b>
		<b>Email automation</b>	<b>3</b>	<b>3</b>
		<b>Email analytics</b>	<b>3</b>	<b>3</b>
<b>DMP 700</b>	<b>Affiliate Marketing</b>	<b>Overview of affiliate marketing</b>	<b>3</b>	<b>3</b>
		<b>Affiliate marketing strategies</b>	<b>3</b>	<b>3</b>
		<b>Affiliate network selection</b>	<b>3</b>	<b>3</b>

		<b>Commission structure</b>	<b>3</b>	<b>3</b>
<b>DMP 800</b>	<b>Analytics and Reporting</b>	<b>Overview of Analytics and Reporting's</b>	<b>3</b>	<b>3</b>
		<b>Overview of web analytics</b>	<b>3</b>	<b>3</b>
		<b>Google Analytics</b>	<b>3</b>	<b>6</b>
		<b>Tracking conversions</b>	<b>3</b>	<b>3</b>
		<b>Analyzing website traffic</b>	<b>3</b>	<b>6</b>
<b>DMP 900</b>	<b>Mobile Marketing</b>	<b>Overview of mobile marketing</b>	<b>6</b>	
		<b>Mobile app advertising</b>	<b>3</b>	<b>6</b>
		<b>SMS marketing</b>	<b>3</b>	<b>6</b>
		<b>Mobile optimization</b>	<b>3</b>	<b>6</b>
<b>DMP 1000</b>	<b>E-Commerce Marketing</b>	<b>Overview of e-commerce marketing</b>	<b>3</b>	
		<b>Product listing optimization</b>	<b>3</b>	<b>3</b>
		<b>Shopping cart abandonment</b>	<b>3</b>	<b>3</b>
		<b>Customer acquisition</b>	<b>3</b>	<b>3</b>
		<b>Setting marketing goals</b>	<b>3</b>	<b>3</b>
		<b>Conducting a SWOT analysis</b>	<b>3</b>	<b>3</b>
		<b>Creating a digital marketing plan</b>	<b>3</b>	<b>3</b>
		<b>Measuring success.</b>	<b>3</b>	<b>3</b>



<b>TOTAL</b>	<b>300</b>
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**Equipment, Books and Facilities**

<b>ITEM</b>
<b>Student Computers</b>
<b>Software Tools: Google Analytics Tools, Facebook Analytics Tool, Bing analytics Tool Google Analytics, Hootsuite, SEMrush, Mailchimp, Canva, Ahrefs, Hubspot and Hotjar</b>

**Textbooks and other required Materials**

**Books:**

Essentials of Digital Marketing, 17th Edition

ISBN10: 1260260372 | ISBN13: 9781260260373

By William Perreault, Joseph Cannon, and E. Jerome McCarthy

A PDF version of the book is given to all the students. All the classroom lecture materials are also provided to the students in three different fashions:

1. USB
2. Online access
3. Paperback (by request only)

**Software (student will be given access to use these software):**

1. Google Analytics Tools
2. Facebook Analytics Tool
3. Bing analytics Tool
4. Hootsuite

5. SEMrush
6. Mailchimp
7. Canva,
8. Ahrefs,
9. Hubspot
10. Hotjar

**AI Infused Software Quality Assurance**  
**Total Hours: 336**  
**(22 Weeks)**

**Software Quality Assurance Automation** program is a certificate program that is designed to provide students with knowledge of an entry level position as a Software Quality Assurance Automation engineer using Selenium Automation tool. Software Quality Assurance (SQA) Automation using Selenium is the process of using automated testing tools like Selenium WebDriver to test the functionality and performance of Cybersecurity - AI Applications. The main goal of SQA automation is to detect and prevent defects and issues in the software, thereby ensuring high-quality software releases. By using Selenium, test cases can be automated, reducing manual testing efforts, and increasing test coverage. Automated tests can be run multiple times, providing consistent and reliable results. The use of Selenium also enables testing in parallel, reducing the overall testing time and enabling quicker release cycles. In summary, SQA automation using Selenium helps in improving the quality of the software, reducing manual efforts, increasing testing efficiency and accuracy, and speeding up the software

development process.

**Learning Outcome:**

Students with a skill set that would qualify them to be an entry-level **Software Quality Assurance Automation** professional using Selenium Automation tool. The student will attain knowledge to:

1. Understanding of automation testing concepts and frameworks.
2. Knowledge of automating functional and regression tests for Cybersecurity - AI Applications.
3. Proficiency in writing test scripts using Selenium WebDriver.
4. Ability to implement various testing techniques like smoke testing, integration testing, etc.
5. Familiarity with integrating Selenium with other tools and technologies like Jenkins, JUnit, etc.
6. Improved testing efficiency and accuracy through automation.
7. Better understanding of software quality assurance and its importance

**AI Infused Software Quality Assurance**

**Total Hours: 336**

**Mode of Instruction: Virtual Live Instructor Driven.**

<b>Courses (“Modules”)</b>	<b>Instructional hours</b>
<b>Introduction to Software Quality Assurance (SQA)</b>	<b>18</b>
<b>Introduction to Automation Testing</b>	<b>12</b>
<b>Introduction to Selenium</b>	<b>30</b>

<b>Basic Programming Concepts</b>	<b>39</b>
<b>Java Programming for Selenium</b>	<b>51</b>
<b>Cybersecurity - AI Application Testing with Selenium</b>	<b>51</b>
<b>TestNG Framework for Automation Testing</b>	<b>48</b>
<b>Selenium and Continuous Integration</b>	<b>24</b>
<b>Advanced Selenium Techniques</b>	<b>48</b>
<b>Best Practices for Automation Testing</b>	<b>15</b>
<b>Total</b>	<b>336</b>

**AI Infused Software Quality Assurance**

**Total Hours: 336**

**22 Weeks**

**Mode of Instruction: Virtual Live Instructor Driven.**

**Program Syllabus**

<b>Course Number</b>	<b>Course Title</b>	<b>Module</b>	<b>Lecture Hours</b>	<b>Lab Hours</b>
<b>SQA100</b>	<b>Introduction to Software Quality Assurance (SQA)</b>	Overview of SQA	<b>3</b>	
		Importance of SQA in software development	<b>2</b>	<b>1</b>
		Software testing methodologies	<b>3</b>	<b>9</b>
<b>SQA 200</b>	<b>Introduction to Automation Testing</b>	Overview of automation testing	<b>3</b>	
		Benefits of automation testing	<b>2</b>	<b>1</b>

		Types of automation testing	2	1
		Automation testing tools	2	1
<b>SQA 300</b>	<b>Introduction to Selenium</b>	Overview of Selenium	3	
		Selenium components	3	6
		Selenium WebDriver	3	6
		Selenium Grid	3	6
<b>SQA 400</b>	<b>Basic Programming Concepts</b>	Introduction to programming concepts	3	
		Data types and variables	3	6
		Conditional statements and loops	3	6
		Functions and methods	3	6
		Arrays and data structures	3	6
<b>SQA 500</b>	<b>Java Programming for Selenium</b>	Introduction to Java programming	3	3
		Data types and variables	3	6
		Conditional statements and loops	3	6
		Functions and methods	3	6
		Arrays and data structures	3	6
		Object-Oriented Programming (OOP) concepts	3	6

<b>SQA 600</b>	<b>Cybersecurity - AI Application Testing with Selenium</b>	Overview of Cybersecurity - AI Application testing	<b>3</b>	
		Element locators in Selenium	<b>3</b>	<b>6</b>
		Writing test cases with Selenium WebDriver	<b>3</b>	<b>9</b>
		Debugging and error handling	<b>3</b>	<b>6</b>
		Verifying page elements	<b>3</b>	<b>6</b>
		Data-driven testing with Selenium	<b>3</b>	<b>6</b>
<b>SQA 700</b>	<b>TestNG Framework for Automation Testing</b>	Introduction to TestNG	<b>3</b>	<b>3</b>
		Configuring TestNG with Selenium	<b>3</b>	<b>9</b>
		TestNG annotations and test case execution	<b>3</b>	<b>9</b>
		TestNG data providers and data-driven testing	<b>3</b>	<b>9</b>
		TestNG reporting and test result analysis.	<b>3</b>	<b>3</b>
<b>SQA 800</b>	<b>Selenium and Continuous Integration</b>	Introduction to continuous integration	<b>3</b>	<b>3</b>
		Configuring Selenium with Continuous Integration tools like Jenkins	<b>3</b>	<b>3</b>
		Scheduling and triggering automation test cases with Jenkins.	<b>3</b>	<b>3</b>
		Continuous integration reporting and analysis	<b>3</b>	<b>3</b>
<b>SQA 900</b>	<b>Advanced</b>	Advanced WebDriver techniques	<b>3</b>	<b>9</b>

	<b>Selenium Techniques</b>			
		Advanced test case design and implementation	<b>3</b>	<b>9</b>
		Cross-browser testing with Selenium	<b>3</b>	<b>9</b>
		Performance and load testing with Selenium	<b>3</b>	<b>9</b>
<b>SQA 1000</b>	<b>Best Practices for Automation Testing</b>	Introduction to best practices for automation testing	<b>2</b>	<b>1</b>
		Test case design and maintenance	<b>2</b>	<b>1</b>
		Code quality and maintainability	<b>2</b>	<b>1</b>
		Debugging and error handling	<b>2</b>	<b>1</b>
		Automation testing strategy and planning	<b>2</b>	<b>1</b>
			<b>129</b>	<b>207</b>
<b>TOTAL</b>			<b>336</b>	

### **Equipment, Books and Facilities**

<b>ITEM</b>
<b>Student Computers</b>
<b>Software Tools: Selenium, Git and GitHub, Jenkins and WebServers</b>

### **Textbooks and other required Materials**

#### **Books:**

Selenium WebDriver 3 Practical Guide: End-to-end automation testing for web

and mobile browsers with Selenium WebDriver by Unmesh Gundecha, Satya Avasarala.

ISBN-13: 9781788999762

A PDF version of the book is given to all the students. All the classroom lecture materials are also provided to the students in three different fashions:

1. USB
2. Online access
3. Paperback (by request only)

**Software (student will be given access to use these software):**

1. Selenium
2. Git and GitHub
3. Jenkins
4. Web Servers

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Institute is NOT accredited by any accreditation agency that is recognized by US Department of Education. Institution does not participate in any Federal or State Financial Aid Programs. **The institution does participate in WIOA / EDD grant programs.**

**That a student enrolled in an unaccredited institution is not eligible for federal financial aid programs.**



If a student obtains a loan to pay for an educational program, the student will have to repay the full amount of the loan plus interest, less the amount of any refund, and that, if the student receives federal student financial aid funds, the student is entitled to a refund of the money's not paid from federal financial aid funds.

Institution is not under pending petition in bankruptcy, 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.).

**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 current version of the catalog can be found on the school's website. Prospective students are provided with a PDF copy of the catalog prior to signing an enrollment agreement.**

**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**

**Address:**

**1747 N. Market Blvd. Suite 225, Sacramento, CA 95834.**

**Phone No. (888) 370-7589**

**Fax No: (916) 263-1897**

**[www.bppe.ca.gov](http://www.bppe.ca.gov)**

**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](http://www.bppe.ca.gov)**

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

The transferability of credits you earn at California Institute of Career Development is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the certificate you earn in Medical Assisting, AI-Driven Administrative Assistant, AI Powered Data Analyst, AI Enhanced Digital Marketing Strategy and Analytics, AI – Infused Quality Assurance, Cybersecurity AI Applications, Machine Learning – Smart App Builder, DevOps – Development & Operations Automation and AI - Driven Accounting and Bookkeeping Mastery Program are also at the complete discretion of the institution to which you may seek to transfer. If the certificate that you earn at this institution are not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. For this reason, you should make certain that your attendance at this institution will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending California Institute of Career Development to determine if

your certificate will transfer.

The transfer of credit is accepted only from schools accredited by an agency recognized by the U.S. Department of Education or the Council for Higher Education Accreditation.

The Institute does not have any transfer or articulation agreements between the institution and any other college or university that provides for the transfer of credits earned in the program of instruction.

Currently, no credit for prior experiential learning is granted by this institution.