

Ross Business Institute
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2024 Catalog

Effective Date: January 1, 2024 – December 31, 2024

IMPORTANT NOTICE: 2024 OPERATIONAL STATUS

This statement serves as a formal addendum to the 2024 Catalog. In the event of any conflict between this notice and the contents of this catalog, this notice shall prevail.

Instructional Activity: For the 2024 reporting year, Ross Business Institute remained in an "inactive" status for all degree programs. There were zero (0) student enrollments and zero (0) graduates.

Financial Status: As confirmed by the 2024 Audited Financial Statements, the institution generated \$0 in tuition revenue during this period.

Degree Granting Authority: Pursuant to California Education Code Section 94885.1, the institution discontinued offering degree programs effective April 2024 and is currently in the process of applying for programmatic changes.

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Institutional Vision, Mission and Objectives

VISION

The vision of Ross Business Institute (RBI) is to provide students with the necessary knowledge and skills for employability and to deliver quality talent to a global marketplace using flexible learning opportunities to local and international students.

MISSION

Ross Business Institute (RBI) is committed to educating and developing leaders and technology professionals of enterprises who create value for their stakeholders and for society at large. RBI aims to provide world-class courses and educational services in high quality with affordable cost, to address the professional development needs of both local and international students. RBI's mission is to explore, create and stimulate ideas that deepen and advance the understanding of management, strategy, and leadership concepts for diligent entrepreneurs. RBI also seeks to advance the understanding of analytics, software programming, and engineering knowledge for new graduates. RBI believes these ideas and knowledge will lead to innovative, principled, and insightful business leaders in a global society.

OBJECTIVES

Through teaching, collaboration, and practical training opportunities, RBI seeks to have students understand the operations of an organization and how to survive in a fast-changing, competitive, high-tech environment. RBI's objective is to enable students to understand cultural diversity and the global environment of business. RBI also seeks to guide students to identify their interest of study as well as to apply the newest technologies to address and solve real-world problems. After graduation, students will be able to demonstrate in-depth knowledge in one concentration area and be able to communicate effectively as well as build on their knowledge and skills for career growth.

Institutional History

Since its inception in 2016, Ross Business Institute has been a beacon of excellence, illuminating the path of business education and leadership. Our history is a tapestry woven with dedication, innovation, and a relentless pursuit of excellence, spanning over 7 years. Established by visionary educators and industry leaders, Ross Business Institute emerged as a response to the evolving demands of the business world. We set out to create an institution that not only imparts knowledge but also nurtures the spirit of entrepreneurship, critical thinking, and ethical business practices.

From our modest beginnings to our current position of prominence, we have continually embraced change and innovation. Our curriculum has evolved to encompass the latest developments in the business landscape, ensuring that our graduates are well-prepared to navigate the complexities of the modern business realm. Throughout the years, we have celebrated remarkable milestones that define our journey. Our alumni, a testament to our commitment to excellence, have assumed key roles in multinational corporations, launched successful startups, and spearheaded initiatives that have transformed industries. Our esteemed faculty members, a cadre of distinguished experts, have pioneered groundbreaking research that continues to shape the business landscape.

Our history is a narrative of growth and adaptability. We have embraced emerging technologies, pioneered new pedagogical approaches, and fostered a culture of inclusivity and collaboration. As we look back with pride, we also look forward with unwavering determination to elevate our legacy and chart new territories of achievement.

Ross Business Institute stands as a testament to the power of education to shape futures and impact societies. As we continue to evolve and innovate, we invite you to be a part of our ongoing legacy – a legacy built on knowledge, integrity, and a commitment to shaping leaders who will transform the world of business.

Join us in celebrating our past, shaping our present, and embracing our future.

Description of the Facilities & Type of Equipment Used for Instruction

Distance Education Instruction

The university recommends the following technical specifications to ensure that students can successfully take proctored examinations and complete online coursework. Students with questions should contact info@rossbi.org.

Students will need a:

- Desktop or laptop computer that runs at least Windows 7 or Mac OS X, with at least 2GB RAM
- Webcam (built in or external with a resolution at least 640 x 480, with 1280x720 recommended)
- Computer microphone (many webcams have built in microphones)
- Computer speakers or headphones
- Microsoft Office (e.g., Word, Excel, PowerPoint)
- Web browser (most current version) with Adobe Flash Player installed. (Adobe Flash Player is a free download at www.adobe.com)
- Reliable high-speed internet connection of at least 3 Mbps download and upload speed (test internet speed at www.speedtest.net)

Prior to enrolling in a distance course, the student should answer following self-assessment items to determine if distance education is a good fit:

- I usually am able to comprehend what I read, including textbooks, study-guides, course syllabi, and other supplementary materials.
- I own or have readily available access to a computer that is connected to the internet.
- I am usually a self-motivated learner and usually accept responsibility for completing assignments, including preparing for examinations, with minimal oversight from my instructor.
- I am good at handling multiple tasks at the same time.
- I enjoy learning new computer technology skills
- In previous courses, I usually am able to create and follow a schedule without procrastinating and without “face-to-face” meetings with an instructor or fellow students to help me complete my assignments.
- My reading and writing skills have been adequate for successful completion of courses I have taken.
- I have been successful in previous classes with prioritizing my class workload.

- I understand that a distance education course requires at least as much or more time and effort as a classroom course.
 - My computer skills are adequate for successful completion of distance education courses.
- A. I have browsed the internet.
 - B. I understand how to use my computer
 - C. I can send, receive and reply to emails.
 - D. I can download and install plug-ins as needed.
 - E. I can print text or play audio and/or video files from Web sites.
 - F. I can save text, images, audio, or video from Web sites.
 - G. I can use a search engine to search the internet.
 - H. I can use word processing software (MS Word preferred) to create and save documents.

If you answered “no” to any of the questions, you may want to consider acquiring additional skills prior to enrolling in a distance education program. To discuss your computer skills and other abilities necessary for successfully completing a distance course, please contact info@rossbi.org.

Library Resources

Ross Business Institute’s (RBI) library is primarily a virtual library with connections online. RBI also provides access to internet. Students are required to use learning resources as needed to complete course requirements established by the instructors. Students will be informed at the onset of each term of enrollment, of projects which will require research. As a matter of policy, all instructors will provide links to internet-based resources pertaining to lessons within each course. The list of resources is subject to continuous revision. Instructors assure that students are made aware of these resources at the beginning of each course. Students are to be directed to additional study materials pertaining to the specific lessons that constitute each of the courses within the degree program. Students are provided access to the online library through the use of a unique password issued by the administration at the time of enrollment in the program of study.

Optimal Learning Environments: Class Sizes at Ross Business Institute

At Ross Business Institute, we prioritize an intimate and engaging educational experience to ensure that each student receives personalized attention and the opportunity to thrive. Our commitment to quality education extends to the optimal size of our classrooms, laboratories, and shop settings, fostering an environment conducive to active learning, meaningful interactions, and practical skill development. For typical classroom settings, we maintain a maximum student-to-faculty ratio of 20:1, allowing for in-depth discussions, collaborative projects, and individualized guidance. This deliberate approach to class size ensures that students have ample opportunities to engage with their peers and instructors, enhancing their understanding of course materials and promoting critical thinking.

By adhering to these carefully considered class sizes, Ross Business Institute upholds its commitment to providing a world-class education that empowers students to excel academically and professionally. Our focus on individualized attention within dynamic learning environments ensures that each student has the opportunity to reach their fullest potential. Join us at Ross Business Institute, where quality

education is tailored to each student's needs, setting the stage for success in the ever-evolving business landscape.

General Admissions Policy – All Programs

To be considered for admission to the RBI's Online MBA and MSCS program, applicants must submit the following:

- Statement of interest in an RBI program and an explanation how you anticipate using your RBI education to achieve your future career goals
- Resume demonstrating relevant work and/or volunteer experience
- Payment of all applicable fees, as per the current published fee schedule; note that an enrollment agreement will not be issued until all applicable fees are paid unless other financial arrangements have been made with the RBI President/CEO
- Proof of an undergraduate bachelor's degree from an accredited institution with a minimum GPA of 2.50. If you do not meet the minimum undergraduate GPA requirement, you may submit proof of at least three years of professional work experience
- Applicants must present proof of their previous educational history in one of the following formats:
 - Photocopies of the original degree and official transcript approved by an official authority or by a notary
 - Photocopies of the original diploma and official transcript. Diploma and official transcripts that are not in English need to be submitted together with an official translation.

Recognition of Credits

- This institution does not award credit for satisfactory completion of CLEP or other comparable examinations.
- This institution does not award credit for experiential learning.
- This institution does not admit Ability-to-Benefit students
- This institution has not entered into an articulation or transfer agreement with any other institution.

International Admission

Ross Business Institute does not provide visa services to international students nor verify student immigration status. Instructions at Ross Business Institute will be provided in both English and Chinese. For programs offered in the English language, applicants whose native language is not English or have not completed their studies at an accredited U.S. college or university must submit evidence of English proficiency through one of the following sources:

- Test of English as a Foreign Language (TOEFL) exam with a minimum qualifying score of 530 for paper based, or 71 for IBT Internet based. An IELTS score of 6.5 is sufficient as is passing the Language Proficiency Test verified by RBI.
- A transcript verifying completion of at least 30 semester hours of credit with an average grade of "C" or higher at an appropriately accredited college or university where the language of instruction was English.
- A transcript verifying a grade of "C" or higher in an English composition course from an appropriately accredited/recognized college or university.

- Students Unable to Provide Proof of English Proficiency – English Composition 1 Applicants who cannot present evidence of meeting one of the qualifications listed above or whose score falls below the minimum score required, but who have met all other Admissions requirements, may be considered for provisional admission as a non-degree student to demonstrate English proficiency. If accepted, these students will be required to successfully complete a University approved English course and examination, ENGL 101 English Composition 1. Those who earn a combined passing grade of B or higher will be fully accepted and can begin taking courses in RBI.

Students who apply to the RBI program based in Chinese will not be required to submit any evidence of English proficiency. For programs offered in the Chinese language, applicants whose native language is not Chinese or have not completed their studies at an accredited China. college or university must submit evidence of Chinese proficiency through one of the following sources:

- Test of Chinese as a Foreign Language exam or an RBI Chinese exam and a verbal interview
- A transcript verifying completion of at least 30 semester hours of credit with an average grade of “C” or higher at an appropriately accredited college or university where the language of instruction was Chinese.
- A transcript verifying a grade of “C” or higher in a Chinese composition course from an appropriately accredited/recognized college or university.
- A diploma from a Chinese-speaking high school

For programs offered in the English language, applicants with non-U.S. educational credentials may request obtain a foreign credential evaluation from any member of the National Association of Credential Evaluation Services (www.naces.org), such as Educational Credential Evaluators, Inc. (ECE), or another independent U.S. evaluation service approved by the Institute before submitting their transcripts. If a student chooses to submit her/his credentials to ECE, request forms and cost information are available at the ECE website (www.ece.org) or by contacting ECE at Post Office Box 92970, Milwaukee, WI 53202-0970, USA, telephone (414) 289-3400, fax (414) 289-3411. International applicants may obtain subject evaluations.

In order to be accepted, transcripts must be official (that is, sent directly from the institution to Ross Business Institute under seal in an unopened envelope) and must be confirmed by the RBI Registrar as valid. The Registrar will evaluate all official transcripts for students within 30 days of enrollment.

Prospective online international students should send official transcripts and foreign credential evaluations to:

Ross Business Institute
1525 McCarthy Blvd., Milpitas, CA 95035
Phone: (858) 832-3000

It is the prospective student's responsibility to ensure the proper paperwork is submitted to RBI in a timely manner to verify that he/she has completed the prerequisites for online instruction before the start date of his/her first course. If the online instruction prerequisites are not completed by start date, the student will be placed into the appropriate course(s) automatically, and will be required to complete these courses before starting their degree program.

Faculty

English Program		Chinese Program	
MBA Professionals	MSCS Professionals	MBA Professionals	MSCS Professionals
Ali Aiyed, PhD CaPella University Stevens Institute of Technology PMP Certification	Ahmed Banafa Lehigh University	Emily Pan University of South California Xihua University	Bill Jing New Jersey Institute of Technology (NJIT) Southwest Jiaotong University
Carmelita Omran, PhD Walden University University of Phoenix	Ahmed Ezzat, PhD University of New Hampshire Cairo University, Egypt	Helen Liu University of Illinois Wuhan University	Chunyan Ye East Tennessee State University Nanjing Agriculture University
Chris Honda, PhD Auburn University Northwestern Polytechnic University	Dongming Liang, PhD York University, Canada Chinese Academy of Sciences	Kevin Shi Thunderbird School of Global Management University of International Business and Economics	Dongming Liang, PhD York University, Canda Chinese Academic of Science
Fel Amistad, JD California Southern University University of Phoenix	John Kim, PhD New Mexico State University The University of Southern California West Coast University	Peter Lou, CFA University of Illinois at Urbana- Champaign (UIUC) University of Iowa Nanjing Normal University	Hao Yue, PhD University of Florida Xidian University
Leandro Loss, PhD University of Nevada-Reno UNICAMP – Universidade Estadual de Campinas	Victor Yu University of Akron Rosary College	Sam Lou, PhD University of Minnesota Zhejiang University	Victor Yu University of Akron Rosary College
Magdy Hussein, PhD Capella University University of Phoenix	Xiaoshu Qian, PhD University of Rhode Island	Steve Siew Santa Clara University San Jose State University	Xiaoshu Qian, PhD University of Rhode Island Zhejiang University
Michael Leinhos Temple University	Zhupei Shi, PhD New York University Fudan University, China	Zoey Wang, PhD Texas A&M University University of Texas at Dallas Nanjing Audit University	Zhupei Shi, PhD New York University Fudan University, China
Mike Hill, PhD Fielding Graduate University Southern Methodist University			
Satyendra Kaith, PhD University of Phoenix San Jose State University			
Stephen Hyatt, PhD University of Windsor, Canada Georgia Institute of Technology			

Notice to Prospective Degree Program Students

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

- Become institutionally accredited by an accrediting agency recognized by the United States Department of Education, with the scope of the accreditation covering at least one degree program.
- Achieve accreditation candidacy or pre-accreditation, as defined in regulations, by April 4, 2021, and full accreditation by April 3, 2024.

If this institution stops pursuing accreditation, it must:

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

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

(Note: As of April 3, 2024, the institution's degree-granting authority was voluntarily placed on inactive status pending the transition to certificate programs. No degrees were awarded in 2024.)

Degrees Offered

Master of Business Administration (MBA)

Ross Business Institute

To all persons to whom these presents may come greeting

be it known that

Student Name

having completed the studies and satisfied the requirements

for the degree of

Master of Business Administration

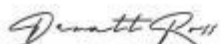
has accordingly been admitted to that degree with all the

Rights Privileges and Immunities thereunto appertaining in

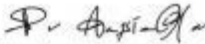
Witness Whereof. We have caused our institute seal to be here

affixed in the State of California this month of June

in the Year two thousand and twenty-one.


Chairman, Board of Trustees




President of the Institute

Ross Business Institute

To all persons to whom these presents may come greeting

be it known that

Student Name

having completed the studies and satisfied the requirements

for the degree of

Master of Science in Computer Science

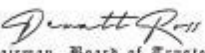
has accordingly been admitted to that degree with all the

Rights Privileges and Immunities thereunto appertaining in

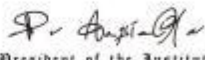
Witness Whereof. We have caused our institute seal to be here

affixed in the State of California this month of June

in the Year two thousand and twenty-three.


Chairman, Board of Trustees




President of the Institute

Policy on Award of Transfer Credit

Ross Business Institute will transfer a maximum of 20% of the units or credit that may be applied toward the award of the Master of Business Administration (Provisional) (online).

The policy and practice for the evaluation and award of transfer credit will be based on the decision that the applicant is qualified to successfully engage with Ross Business Institute curriculum and benefit from its educational purposes and programs.

The framework for this decision will consider:

1. **Comparability and Applicability:** Comparability of the nature, content, quality, and level of transfer credit, and the appropriateness and applicability of the credit earned, based on review of catalogs, course syllabi, and other materials, and from direct contact between knowledgeable, experienced faculty and staff at both the receiving and sending institutions.
2. **Balance in the Use of Accreditation Status in Transfer Decisions:** Critical assessment of whether the quality of an unaccredited institution can speak to the level of capability required by Ross Business Institute.
3. **Consistency:** Policies and practices that inform transfer decisions are to be applied consistently.
4. **Accountability for Effective Public Communication:** Full and accurate disclosure of transfer policies and practices to ensure consistent and defensible practices for transparency.

5. Commitment to Address Innovation: Demonstrating flexibility and openness, while not compromising quality expectations.
6. Applicability of Credit for Degree Purposes: Determination of applicability to the degree.

As with the Award of Academic Credit, the School monitors implementation of this policy to ensure:

- Faculty involvement and endorsement of policy/practices;
- Periodic review to ensure consistency of application of agreed-upon practices.

Ross Business Institute will accept transfer units toward the Master of Business Administration (Provisional) Chinese Distance Education earned at institutions approved by BPPE, public or private

institutions of higher learning accredited by an accrediting association recognized by the U.S. Department of Education, or any institution of higher learning, including foreign institutions, if the institution offering the graduate program documents that the institution of higher learning at which the units were earned offers degree programs equivalent to degree programs approved by BPPE or accredited by an accrediting association recognized by the U.S. Department of Education.

A student's RossBusiness Institute grade point average (GPA) is computed only on courses taken at Ross Business Institute. Any credit hours transferred into Ross Business Institute will count toward graduation but not be calculated in the student's Ross Business Institute GPA.

Ross Business Institute reserves the right to deny credit for courses that are not compatible with those offered in its degree programs. Some general categories of courses never receive transfer credit or, in some instances, receive credit on a restricted basis. Examples of courses that receive no credit include:

- Courses considered below college level
- Repeated courses or courses with duplicate subject content.
- Coursework earned at an institution that did not hold at least candidacy status with its regional accrediting association when the coursework was taken.
- Mathematics courses considered below college level, including basic math, business math, and beginning and intermediate algebra.
- Courses offered for non-credit continuing education units.
- Remedial English (e.g., reading, vocabulary development, grammar, speed reading, or any courses that are preparatory to an institution's first Freshman Composition course).
- Courses providing instruction in English as a Second Language (ESL)
- Examinations offered by the College-Level Examination Program (CLEP).
- Non-academic/vocational-technical courses.
- Remedial courses in any academic discipline (100-level and above).

Policy on Award of Academic Credit

Introduction

Ross Business Institute awards academic credits based on generally accepted practices in degree-granting institutions of higher education consistent with WSCUC's Credit Hour Policy (available on the WSCUC website) and federal regulations.

RBI has adopted the Policy Statement on Award of Credit, as established by the regional accreditation agency, WASC, and is consistent with USDE expectations, which states,

“34 CFR section 600.2 Credit hour: Except as provided in 34 CFR 668.8(k) and (l), a credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than ...”

- One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or
- At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practical, studio work, and other academic work leading to the award of credit hours.

Each of the following constitute one Semester Academic Credit Hour towards the programs of instruction at Ross Business Institute:

- 15 hours of didactic instruction, supplemented by a minimum of two hours of outside preparation for each hour of class time (or equivalent). Outside preparation will be substantiated by review of the course outline/syllabi;
- 30 hours of lab instruction;
- 45 hours of practical instruction.

In accord with this policy, credit hours will be assigned for all Ross Business Institute courses and programs.

Carnegie Credit Units

According to California's Title V code, section 55002, Ross Business Institute applies the Carnegie credit units. It means that a semester credit unit equals a minimum of three hours of work per week for a semester (15 weeks). In certain circumstances, it is possible to have more hours but not less. Three hours of student work including 1-hour lecture plus 2 hours of homework or 3 hours of labs for 15 weeks.

Lecture classes

For a lecture class, one credit unit is considered 1 hour of classroom lecture and 2 hours of homework per week. If the subject is equal to three-unit class, a student must spend 3 hours per week in class and spend another 6 hours per week on homework. The total hours are calculated by multiplying the number of weekly hours by 15 weeks.

A lecture at Ross Business Institute is online lecture, tutorial, student research, individual or group exercise and forum.Example

Subject	Unit value	Lecture hours per		Homework hours per	
		Week	Semester	Week	Semester
Subject 1	1	1	15	2	30
Subject 2	2	2	30	4	60
Subject 3	3	3	45	6	90
Subject 4	4	4	60	8	120
Subject 5	5	5	75	10	150

Grades and Standards for Student Achievement - Satisfactory Academic Progress

Grades are awarded on a traditional A, A-, B+, B, B-, C+, C, C-, D+, D, D- and F systems.

The minimum passing grade for all courses is a C.

The minimum allowable grade point average to maintain satisfactory progress is a C, or 2.0.

In calculating a student's grade point average, the following policy applies:

If the student has not completed the coursework and earned a grade at the end of the course, the instructor may issue one of the following grades.

A	4 Grade Points
A-	3.7 Grade Points
B+	3.3 Grade points
B	3 Grade Points
B-	2.7 Grade Points
C+	2.3 Grade Points
C	2 Grade Points
C-	1.7 Grade points
D+	1.3 Grade Points
D	1 Grade Point
D-	0.7 Grade Points
F	0.00 Grade Points

I/Incomplete

If the course has not been completed, the instructor may grant a grade of I or Incomplete for a two-month extension of the term. This extension is offered to the student at no additional tuition cost.

- If the student has made satisfactory academic progress and has successfully completed all course requirements by the two-month extension period, the student's grade will then be changed to a regular letter grade.
- If the student has not made satisfactory academic progress and has not successfully completed all course requirements at the two-month extension period, the student's I grade will then be changed to an F (Failure).
- Only the Chief Academic Officer may grant an extension beyond the two-month period based on special and extenuating circumstances. If an extension is granted, it will not be for more than one additional month.

W/Withdraw

The student may withdraw from any course before the end of the term. At the end of the term, the instructor may withdraw the student from the course and issue a grade of W if and when the instructor believes the student's progress is insufficient to warrant an extension. A student who withdraws or is administratively withdrawn must retake the course and is responsible for a new tuition payment for that course of study.

Minimum/Maximum Degree Time Requirements

The institution understands that many students are working adults attending RBI part-time. RBI encourages students to complete their studies in a timely manner. The minimum time to complete the online MBA program is 12 months. The maximum time to complete the online MBA program is one and a halftimes the program length (36 months), unless exceptional circumstances such as illness exist. The normal length of the academic program is indicated in the curriculum description for the academic programs in this catalog.

Criteria

Individual Assignments & Quizzes	60%
Discussion Assignments	20%
Team Project Assignments	20%
TOTAL	100%

Written assignments are graded based on their content, organization, and mechanics. Please keep the following criteria in mind:

Quality of Written Assignments	Poor	Needs Improvement	Meets Expectations	Exceptional
Content	Poor writing style with little or no specific details, no evidence of having studied the material, and/or off-topic.	Adequately written; some points elaborated but with minimal use of concepts from the material.	Well written, most points elaborated with clear and detailed information that supports thoughts and ideas and uses concepts from the material.	Well written, fully elaborates points. Clear and detailed information supports thoughts and ideas and shows full acquisition of concepts from the material.
Organization and Mechanics	Little or no structure present. Grammatical errors interfere with comprehension.	Organization present but awkward. Some grammatical errors present.	Good organization with few statements out of place. Minor grammatical	Clearly organized and remains focused. Few or no grammatical errors.

Your participation in Discussion Assignments will be evaluated as follows:

Quality of online discussion	Poor	Needs Improvement	Meets Expectations	Exceptional
Characteristics of posted messages	Messages are either missing or reflect almost no evidence of having attempted to address the discussion prompt.	Messages attempt to address the prompt, but reveal clear shortcomings: e.g., partially incomplete, limited to repetition of course materials, display only superficial understanding and thought, etc .	Messages fully address all aspects of the discussion prompt.	In addition to fully addressing the prompt, messages exceed expectations: e.g., uniquely insightful contributions, critical reflection, strong connections to other posts and course content, integration of outside materials and experiences, etc .

Program

Name of Program	Master of Business Administration
Program Description	Ross Business Institute is dedicated to the success of its student body. Our MBA program provides a strong foundation of business concepts, models, skills and methods with which to face immediate and future career challenges. Its purpose is to prepare students for responsible positions in a rapidly changing world; to develop an attitude of intellectual curiosity to foster a program of continuous learning throughout life; and to study management as a unique function applicable to all types of endeavors. We are prepared to graduate first-rate students who are able to excel in business and professional organizations.
Program Objectives	1. Career Development- Our graduates will learn and use skills required to fulfill life-long career development goals. 2. Leadership- Our graduates will develop and use leadership skills needed to be an asset to any professional organization. 3. Communication- Our graduates will be able to communicate on a global, multi-cultural level that ensures professional success both on a personal and organizational level. 4. Business Context- Our graduates will be able to identify business issues on a global level. This includes being able to identify and have expertise in ethics, regulations and cultural diversity issues in the workplace. 5. Business Analytics- Our graduates will be able to successfully analyze current trends in a competitive global market.
Language of Instruction	English
Semester Units	36 Semester Units
Program Months	12 Months
Is an Externship or Internship Required?	No

Graduation Requirements	Students must complete 36 units to successfully graduate from the MBA program. 18 units are required or core courses. Students must select six elective courses equaling 18 units. Students must have a minimum of a 3.0 GPA to graduate.
Job Classification SOC	11-2020 Marketing and Sales Managers 11-3030 Financial Managers 13-1111 Business Management Analysts 25-1011 Accounting Professors 25-1199 Project Management Professors 27-3090 Miscellaneous Media and Communication Workers
Final Tests or Exams	Yes. Students are evaluated through written and performance assessments.

Course	Module Description & Objectives	Semester Units
BUS 501 – Business Analytics	This course will teach students the advanced concepts of the emerging field of business analytics, providing them with vital tools in understanding how data analysis works in today's organizations. The program covers the three major tasks in modern Business Analytics: descriptive, predictive, and prescriptive data analytics. At the end of this course, the student will gain an understanding of how to use business analytics to formulate and solve business problems and become familiar with the processes needed to develop and analyze business data.	2
BUS 501L – Business Analytics Lab	This course provides practical activities in support to BUS501. Students will exercise the fundamental concepts of business analytics, learning and using computational tools utilized by today's organizations. Exercises cover the three major tasks in modern Business Analytics: descriptive, predictive, and prescriptive data analytics. At the end of this course, the student will demonstrate critical thinking skills, making the intellectual connection between quantitative and qualitative tools, and possesses the ability to develop a new and innovative business model for dynamic national and international business environments.	1
TMGT 505- Technology Management	This course focuses on the integration of various aspects of management: from strategic management principles, decision making methods, through operations and process management with emphasis on technical and managerial challenges presented by emerging and evolving technologies. At the end of this course, the student will be able to articulate a broad set of management alternatives to address competing technologies and identify operational scenarios and risk assessment for management challenges that affect new technical opportunities.	3
LMGT 506- Leadership & Management	This course focuses on the formation and development of groups through effective leadership. Team communication styles and roles within teams are examined; strategies that foster creativity in groups are discussed; and the impact of technology on teams and communication styles is evaluated. At the end of this course, the student will gain an understanding of how to compare and	3

	contrast theories of leadership within diverse groups and teams, and apply appropriate written and oral skills, technology and ethical leadership skills in organizational settings.	
GMKT 508- Global Marketing	This course covers modern strategies to deal with a globalized business world. Political, socio-cultural, economic and culturally specific issues will be emphasized. In addition, the course will talk about how global marketers apply competitive advantage and strategic positioning to deal with culture, government regulation, and economic barriers. At the end of this course, the student will learn insight on how to develop a successful global marketing plan and be able to identify differences and similarities between local and international markets.	3
MBA 509- Managing Innovation	This course is designed to equip the students with the knowledge and management skills to address the needs of new and innovative enterprises in a changing and uncertain environment. Topics include technology forecasting and assessment, program or products election and control, market development, financial management, and regulations and ethics. This course will help students understand the innovation process and help students create strategies to overcome technological failures in the business world. At the end of this course, the student will learn the importance of strategic alliances and networks; and realize the relationship between innovation and market research and also its influence on new product development.	3
ORG 513- Organizational Behavior	This course focuses on organizational behaviors such as communications, culture, problem-solving and motivation. Increased self-awareness and effective self-management leads to more effective management of others. This course integrates organizational behavior theoretical frameworks, models and activities to promote effectiveness and continuous improvement. At the end of this course, the student will increase self-awareness and acquire a larger repertoire of management behaviors and skills to use with individuals and teams.	3
Elective Courses- Students must pick six courses equaling 18 units		
ACM 502- Managerial Accounting	This course teaches the students the principles of managerial accounting, which is the internal use of accounting information to manage modern firms, including planning, analysis, and decision making. This course focuses on information generated by internal accounting information systems to evaluate organizational performance, methods to evaluate financial alternatives, and create financial plans. At the end of this course, the students will be able to clarify cost classification knowledge and understand how to prepare a master budget.	3
QNT 503- Quantitative Methods for Decision Making	This course is designed to develop students' ability to analyze complex business situations. The course teaches business decision-making methodology and the tools of management science using quantitative analysis for management problems. This course focus is quantitative reasoning to train students in	3

	analyzing and interpreting data. At the end of this course, the students will apply tools and techniques to aid in decision-making and gain insight into the complexities of managerial decisions in a global environment.	
FIN 504- Financial Management (English)	This course focuses on Financial Management. Students will understand the elements of financial management in the corporate workplace. In addition, students will understand the elements of financial statements. Use financial theory and its associated tools to analyze financial scenarios, make capital budgeting decisions, and apply them to business enterprises. At the end of this course, the student will be able to evaluate risk and return and explain the trade-off. Students will apply the concepts of financial management to contemporary financial events.	3
PMGT 510- Project Management	This course develops a foundation of concepts and solutions that supports the planning, scheduling, controlling, resource allocation, and performance measurement activities required for successful completion of a project. Managerial philosophy and organization structure will be emphasized in this course. Students will explore project management with a practical, hands-on approach through case studies and class exercises. At the end of this course, the student will understand project management design, development, and deployment; and be able to identify and use key performance metrics for project success.	3
EMGT 511- Environment Marketing Management	In this course, the students learn to develop marketing plans and business practices that seek a balance among economy, environment, as well as social responsibilities. This course will introduce students to the dominant management models that have been applied historically. The work will set the scene for an analysis of contemporary policy approaches to environmental making, planning and management. At the end of this course, the student will possess the ability to analyze environmental management in relation to the major principles of sustainable development, and translate generic concepts and methods into critical reviews of real-world environmental management practices.	3
MBA 512- Decision Making and Negotiating	This course emphasizes decision making and negotiation in today's business world. Students will learn from many instances where employees have to negotiate with clients, customers, suppliers, and even with co-workers. Skillfully negotiated agreements will increase satisfaction, provide a calmer workplace, and help teams to reach their business goals. At the end of this course, the student will recognize perils and pitfalls of decision-making and develop techniques that can improve them. Students will be able to apply the knowledge to model real-life problems.	3
CMGT 514- Change	This course will focus on leading teams during periods of change. Students will understand the changing business environment, the	3

Management	elements of competitiveness, and the dynamic of entrepreneurship and business. Students will also comprehend human resources availability and the changing world of digital and internet business practices and how they interact with social networking and digital advertising work in the business world. At the end of this course, the students will gain an appreciation for the impact of change management on organizational results and be able to create action plans to past barrier points and to the desired future states.	
HRM 515- Human Resources Management (English)	This course will focus on Human Resources topics such as screening, hiring, interviewing, training and promoting. Diversity training and EOE requirements will be emphasized. The course will examine the role of the human resource professional as a strategic partner in managing today's organizations. Implications of legal and global environments are appraised, and rising benefit costs are analyzed. At the end of this course, the students will be able to compare and contrast methods used for selection and placement of human resources, and identify and explain the issues involved in establishing compensation systems.	3
MIS 516- Managing Information Systems	This course provides the student with an overview of information systems used by businesses today. Students will build skills for the modern workplace, as they learn to lead management discussions and drive decisions about their firm's information systems. This course will also allow students to understand and discuss ethical and social issues in information systems and their applications. At the end of this course, the students will be able to map information technology to business processes within the organization, and examine the role and ethical concerns with information systems including security and privacy.	3
CS 517- Computer Science for Business Professionals	This course is designed for managers, product managers, founders, and decision-makers. Topics include cloud computing, networking, privacy, scalability, security, and more, with an emphasis on web and mobile technologies. Students emerge from this course with first-hand appreciation of how it all works and all the more confident in the factors that should guide their decision making. This course empowers students to make technological decisions even if not technologists themselves.	3

Name of Program	Master of Science in Computer Science
Program Description	Ross Business Institute is dedicated to the success of its student body. The Master of Science in Computer Science degree focuses on two prospects. First, it guarantees you have a strong foundation in computer science as a discipline. Second, it certifies that you have focused on a particular area in detail and have additional depth in this specialty. Graduate programs in computer science (CS) differ from undergraduate programs not much in the topics, but they cover in the depth in which the topics are covered. The curriculum will include variety of programming languages & algorithms in coding aspect, modern Internet technologies and applications, Machine Learning, Artificial Intelligence, and Big Data analysis shows human-computer interactions. We are prepared to graduate first rate student who are able to excel in high-tech and professional organizations.
Program Objectives	1. Measurable Objective -Students will demonstrate a breadth of knowledge in computer science, as exemplified in the areas of data structures, operating systems, computer programming, and software development. 2. Qualitative Objectives -Students will be able to solve problems working in group settings, translate information to people from different fields and communicate effectively. 3. Programming-Students will be equipped with programming skills using a programming language in the application of computer science concepts and demonstrate the abilities to apply them in an industry setting. 4. Analytical skills -Students will be able to demonstrate research and data interpretation skills, identify the trend and apply critical thinking solutions. 5. Security and Ethics -Students will be able to evaluate computer security vulnerabilities and threats, and countermeasures that are effective and ethical.
Language of Instruction	English
Semester Units	36 Semester Units
Program Months	12 Months
Is an Externship or Internship Required?	No
Graduation Requirements	Students must complete 36 units to successfully graduate from the MBA program. 18 units are required or core courses. Students must select six elective courses equaling 18 units. Students must have a minimum of a 3.0 GPA to graduate.
Job Classification SOC	15-1121 Data Processing Systems Analyst 15-1121 Information Systems Analyst 15-1130 Software Developers and Programmers 15-1131 Computer Programmers 15-1132 Software Applications Architects 15-1134 Web Developers 15-1142 Network Administrators
Final Tests or Exams	Yes. Students are evaluated through written and performance assessments.

Course	Module Description & Objectives	Semester Units
CS 503 - Discrete/Combinatorial Mathematics	This course is about discrete structures and forms an introduction to the theoretical side of computer science. Sets, permutations, graphs, trees, and finite state machines are essential portions of discrete structures. Students will create discrete objects and set up relationships between these objects. This "calculus of computer science" will serve students as a foundation for computational thinking. At the end of this course, the student will be able to use discrete structures to create mathematical arguments and identify effective tree structure to distribute big datasets.	3
CS 524 - Distributed/Parallel	This course covers topics related to parallel and distributed computing, including parallel and distributed architectures and	3

Systems	systems, parallel and distributed programming paradigms, parallel algorithms, and scientific and other applications of parallel and distributed computing, Grid Computing, Cluster Computing, and Many-core Computing. Course topics may include SMP, MMP, client-server, clusters, clouds, grids, peer-to-peer systems. At the end of this course, the student will be able to implement and structure distributed systems programs, and identify the security challenges faced by distributed systems.	
CS 561 – Machine Learning	This course includes machine learning and statistical pattern recognition. Topics include: generative/discriminative learning, parametric/non-parametric learning, neural networks, support vector machines and clustering, dimensionality reduction learning theory reinforcement learning and adaptive control. The course will cover recent applications of machine learning, such as robotic control, data mining, bioinformatics, speech recognition, and text and web data processing. At the end of this course, the student will understand the basic theory underlying machine learning, and be able to apply machine learning algorithms to solve problems of moderate complexity.	3
CS 601 – Advanced Computer Algorithms Design and Complexity Analysis	This course builds upon basic algorithm and uses new ideas. The students will start with networks flows which are used in more typical applications such as optimal matchings, finding disjoint paths and flight scheduling as well as more surprising ones like image segmentation in computer vision. The students will then proceed to linear programming with applications in optimizing budget allocation, portfolio optimization, finding the cheapest diet satisfying all requirements and many others. At the end of this course, the student will demonstrate adequate comprehension of the theory of intractability and be able to analyze a variety of algorithms with practical applications and the resource requirements of each.	3
CS 682 – Web Architectures and Programming	This course teaches students the Client-Server programming paradigm in the context of the web and internet. The course begins with an overview and differences between objects, components, business objects and Frameworks. The rest of the class covers the evolution from object to components and the motivation for frame works. At the end of this course, the student will understand the evolution of application development from objects to components and the motivation for frameworks. The students will apply the knowledge to deal with real-world problems with different security issues.	3
Elective Courses- Students must pick six courses equaling 18 units		
CS 501 Data Structures and Computer Algorithms (3 credits)	This course is intended to teach efficient use of algorithms and data structures to solve problems. Students will learn the logical relationship between data structures associated with a problem and the physical representation. This course cover algorithms and data organization, arrays, stacks, double linked lists, queues, single and trees, graphs, internal sorting, hashing, and heap structures. At the end of this course, the student will be able to	3

	demonstrate advantages and disadvantages of specific algorithms and data structures, and formulate new solutions for programming problems or improve existing code using learned knowledge.	
CS 542 Programming Languages	This course is an overview to the design and implementation of programming languages. A wide variety of language features including imperative, object-oriented, logic, and functional programming will be covered, with an emphasis on modern languages, such as C++ and Java. The focus will be on fundamental concepts, and on the differences between languages, the reasons for those differences, and the implications those differences have for language implementation. At the end of this course, the student will have ability to program in different language paradigms and evaluate their relative benefits.	3
CS 560 Artificial Intelligence	Artificial Intelligence (AI) is a complex, yet intriguing and growing, field where computer systems exhibit intelligence in many aspects. A variety of techniques such as reduction, reasoning, knowledge representation, machine learning etc. are essential tools to build applied systems and to account for intelligence from a computational point of view. Students will practice decision trees, neural network, and support vector machine (SVM) to design problem-solving agents, the intelligent agents. At the end of this course, the student will knowhow to build simple knowledgebased systems, and apply knowledge representation, reasoning, and machine learning techniques to real-world problems.	3
CS 563 Data Mining	In this course, we teach some of the computational methods currently used in data mining techniques. Topics include data processing, statistical modeling, data warehousing and online analytical processing, data conditioning and cleaning, data transformation, text and web mining, mining massive datasets, data stream mining, data mining algorithms, association and correlation, pattern mining, classification, cluster analysis, outlier detection, knowledge discovery, knowledge representation, and validation. At the end of this course, the student will be able to apply preprocessing statistical methods for any given raw data, and examine the types of the data then present a general classification of tasks.	3
CS 584 Software Engineering	In this course, students will learn the elements of engineering and the relationship of engineering to software practice. It also covers how those principles and practices apply to the design, development, and maintenance of software throughout the entire software lifecycle. The course will also introduce traditional and contemporary approaches to software engineering practice. At the end of this course, the student will have an understanding of the principles behind these techniques, so as to make sound judgements during systems and software design and development.	3
CS 604 Cyber Security	This course will provide students with principles of data and technology that frame and define cyber security. Students will gain insight into the importance of cyber security and the integral	3

	role of cyber security professionals. The interactive, self-guided format will provide a dynamic learning experience where users can explore foundational cyber security principles, security architecture, risk management, attacks, incidents, and emerging IT and IS technologies. At the end of this course, the student will be able to distinguish system and application security threats and vulnerabilities, and apply cyber security architecture principles to real world problems.	
CS 623 Internet of Things	This course will help the students gain adequate knowledge on the Internet of Things. Students will learn how Internet of Things devices interact together & with users and the protocols used by Internet of Things devices, as well as the challenges that comes with such technologies. Students will explore many real-life examples of IoT devices that are commercially available, and they will have a glimpse of the future of the Internet of Things. At the end of this course, the student will be able to identify vulnerabilities and recent attacks involving in the Internet of Things. Students will be able to evaluate the threat environment based on industry and/or device types.	3
CS 624 Cloud Computing	This course provides a hands-on comprehensive study of Cloud concepts and capabilities across the various Cloud service models including Infrastructure as a Service (IaaS), Platform as a Service (PaaS), Software as a Service (SaaS), and Stream-Processing-as-a-Service (SPaaS). The topics covered in the course will familiarize students with the use of vendor-maintained applications and processes available on the Cloud on a metered on-demand basis in multi-tenant environments. At the end of this course, the student will be able to identify problems, explain, analyze, and evaluate various cloud computing solutions. The student will evaluate the difference between two strongest cloud services, AWS and GAE.	3
CS 681 Big Data and NoSQL	This course covers multiple facts of Big Data: (1) Algorithms used to extract information from Big data. (2) Hadoop anatomy including both Map Reduce as a parallel processing paradigm to Big Data, and HDFS as a scalable highly available Distributed File system. (3) Spark architecture and Mesos. (4) Survey for six different No SQL databases including the data model and the query interface, and the trade-offs between RDBMS and NoSQL databases. At the end of this course, the student will discover the value of big data and analytics for organizations, and be able to embed big data and analytics in existing business intelligence architectures.	3

Attendance Policy – All Programs

Distance Education Instruction

This institution's policy on attendance is based on the premise that regular communication between the faculty member and the student is essential. To assure this timely communication, your instructor will respond to each of your assignment submissions or exam submissions within 7 consecutive calendar days. To further assure this timely communication, you must respond to each of your instructor's inquiries within 7 consecutive calendar days as well.

In an online course, the student must demonstrate regular and substantive interaction with the instructor. Regular and substantive interaction is defined as completing one of the following academically related activities at least once a week in order to be marked as having attended and actively participating:

- Watch every class video (either real time or recorded) at least once
- Post to the course discussion board substantive comments relevant to the subject
- Substantive exchanges with the instructor about course content, concepts, and assignments
- Submit a graded unit assignment or exercise
- Attempt a pre-final exam or final exam
- Submit a final project

Logging into a course and clicking on resources will not count as having participated. Reading discussion boards, and reading or viewing course resources, though academically important, are not measured or counted as student attendance.

Online students who do not engage through one of the six activities for 7 consecutive calendar days will be withdrawn from Ross Business Institute.

Leaves of Absence

The Leave of Absence policy at Ross Business Institute is designed to provide students with the opportunity to temporarily suspend their enrollment due to exceptional circumstances while ensuring that the required knowledge, skills, and competencies are reasonably achievable. This policy aligns with Ross Business Institute's commitment to promoting acceptable student attendance and maintaining academic progress.

Approval and Request Process

- Students seeking a leave of absence must submit a written and signed request for a leave of absence to the administrative office via email or regular mail to:

Ross Business Institute

1525 McCarthy Boulevard, Milpitas, CA 95035

in advance, except in cases of unforeseen circumstances preventing advance notice. The request should outline the reason(s) for the leave and the expected duration.

- The school's designated authority will review and approve leave of absence requests based on valid and acceptable reasons, ensuring that the requested leave does not exceed the allowable limit.
- In exceptional cases where unforeseen circumstances prevent a student from submitting a request prior to the leave period, the school will secure the request and reasons for the leave along with supporting documentation at a later date. The leave of absence period will begin from the date the circumstances prevented the student from attending school.

Duration of Leave

- The maximum leave of absence period is 180 days within any consecutive 12-month period.
- Students may be granted more than one leave of absence, provided that the combined duration of all leaves does not exceed 180 days within a 12-month period. Each leave of absence must adhere to the school's policy and standards for approval.

Consequences and Return

- Students are required to return to school on the agreed-upon date following the approved leave of absence. Failure to return as scheduled will result in termination of enrollment.
- If a student does not return following an approved leave of absence, the school will follow the termination process outlined in the school's published policy. The school's refund policy will be applied in accordance with applicable and published requirements.

Appeal Process

In the event of extenuating circumstances that prevent a student from returning from an approved leave of absence as scheduled, the student may appeal for an extension. The appeal should be submitted in writing (signed) and include supporting documentation. The school's designated authority will review the appeal and make a determination based on the merit of the case.

Make-Up Work Policy

In the event that a student misses classes, assignments, or assessments due to legitimate and documented reasons, the school recognizes the importance of providing opportunities for make-up work. The purpose of the make-up work policy is to ensure that students have a fair chance to catch up on missed material and assessments while maintaining the integrity of the educational process.

Valid Reasons for Make-Up Work

Acceptable reasons for requesting make-up work include a documented medical illness, participation in an official school event, or a family emergency. A doctor's note or other relevant documentation may be required.

Notification and Communication

Students are expected to notify their subject teachers within 24 hours of a missed class or assignment. Notification can be done through email, a designated online platform, or by informing the school's attendance office.

Timeframe for Make-Up Work

Make-up work should be completed within five schooldays from the date of the student's return. In case of prolonged absence, such as due to illness, an extended timeframe may be considered.

Assignments and Assessments

Missed quizzes and homework assignments can be made up, but in-class group projects may not be eligible for make-up. Major exams or tests must be rescheduled and taken within a specified time frame.

Procedure for Requesting Make-Up Work

To request make-up work, students must write a "Request for Make-Up Work", which should outline the reason for the request and signed.

Location and Timing of Make-Up Work

Make-up assessments will be scheduled during a designated "Make-Up Period" after regular school hours. Alternative assignments can be submitted electronically within the specified timeframe.

Grading and Evaluation

Late submissions of make-up work will have a penalty of 10% deduction per day. The maximum attainable grade for a make-up assessment is 80% to ensure that the incentive to attend regular classes is maintained.

Responsibilities of Students and Teachers

Students are responsible for collecting missed materials, completing assignments, and scheduling make-up assessments. Teachers will provide guidelines, materials, and necessary support for students' successful completion.

Appeals and Exceptions

Students may appeal for an extension of the make-up work deadline in exceptional circumstances, such as a prolonged illness. Appeals should be submitted in writing to the school principal for consideration.

Code of Conduct

General Behavior Expectations

All students are expected to treat each other and all members of the school community with kindness, respect, and consideration. Honesty, integrity, and responsible behavior are fundamental values upheld by our school.

Anti-Bullying and Harassment

Our school maintains a strict anti-bullying and anti-harassment policy. Any form of bullying, harassment, or discrimination based on race, gender, religion, or any other characteristic is prohibited. Students are encouraged to report incidents promptly.

Attendance and Punctuality

Regular attendance is essential for academic success. Students are expected to attend all classes on time. Parents should notify the school in advance of any planned absences or tardiness.

Use of Technology and Devices

Students are permitted to use electronic devices for educational purposes under the guidance of teachers. Personal devices should be used responsibly and should not disrupt the learning environment.

Academic Integrity

Academic integrity is a core value of our school. Plagiarism, cheating, and any form of academic dishonesty are strictly prohibited. Students are expected to complete their assignments with honesty and integrity.

Classroom Behavior

Students should actively engage in classroom discussions, respect the opinions of others, and follow the teacher's instructions. Disruptive behavior that hinders the learning process is not acceptable.

Conflict Resolution

In the event of conflicts, students are encouraged to communicate openly and respectfully with each other. If resolution cannot be reached, they can seek mediation from a school counselor or staff member.

Disciplinary Actions and Consequences

Violations of the conduct policy may result in disciplinary actions such as verbal warnings, written warnings, detention, suspension, or expulsion, depending on the severity of the offense.

Student Rights and Responsibilities

Students have the right to learn in a safe and inclusive environment. They have a responsibility to contribute positively to the school community, maintain good conduct, and uphold the school's values.

Reporting and Communication

Students, parents, and staff should report conduct violations or concerns to the appropriate school personnel. Open communication channels are available for addressing and resolving such issues.

At the discretion of the school administration a student may be dismissed from school for reasons

including, but not limited to:

- Coming to class in an intoxicated or drugged state.
- Possession of drugs or alcohol on campus.
- Possession of a weapon on campus.
- Behavior creating a safety hazard to other person(s).

- Disobedient or disrespectful behavior to other students, an administrator or instructor.
- Stealing or damaging the property of another.

Any students found to have engaged in such conduct will be asked to leave the premises immediately. Disciplinary action will be determined by the Chief Executive Officer of this institution and such determination will be made within 10 days after meeting with both the chair of the department in which the student is enrolled and the student in question.

Cancellation Policy

This policy explains the refund policy for applicants who choose to cancel their enrollment within specific timeframes.

Ross Business Institute offers distance educational programs where the instruction is offered recorded videos. The Institution shall transmit the first lesson and any materials to any student within seven days after the institution accepts the student for admission and course enrollment.

The student has the right to cancel the enrollment agreement and obtain a refund of charges paid through attendance at the first class session, or the seventh day after enrollment, whichever is later. Cancellation is effective on the date the written notice of cancellation is sent to the email: info@rossbi.org, or mailed to the address: 1525 McCarthy Boulevard, Milpitas, CA 95035. If the institution sent the first lesson and materials before an effective cancellation notice was received, the institution shall make a refund within 45 days after the student's return of the materials.

This Institution shall transmit all of the lessons and other materials to the student if the student (a) has fully paid for the educational program; and (b) after having received the first lesson and initial materials, requests in writing that all of the material be sent. If the Institution transmits the balance of the material as the student requests, the Institution shall remain obligated to provide the other educational services it agreed to provide, such as responses to student inquiries, student and faculty interaction, and evaluation and comment on lessons submitted by the student, but shall not be obligated to pay any refund after all of the lessons and materials are transmitted.

Withdrawal From the Program

You may withdraw from the school at any time and receive a pro rata refund if you have completed 60 percent or less of the scheduled days in the current payment period in your program through the last day of attendance.

The student shall provide a written notice of program withdrawal to the email: info@rossbi.org, or mailed to the following address: *1525 McCarthy Boulevard, Milpitas, CA 95035*. After approval, the refund will be less a registration or administration fee not to exceed \$250.00, and less any deduction for books and materials not returned in new condition as stated as refundable on the enrollment agreement. A refund will be made within 45 days of withdrawal.

For the purpose of determining a refund under this section, a student shall be deemed to have withdrawn from a program of instruction when any of the following occurs:

- The student notifies the institution of the student's withdrawal or as of the date of the student's withdrawal, whichever is later.
- The institution terminates the student's enrollment for failure to maintain satisfactory progress; failure to abide by the rules and regulations of the institution; and/or failure to meet financial obligations to the School.

For the purpose of determining the amount of the refund, the date of the student's withdrawal shall be deemed the last date of recorded attendance. The amount owed equals the daily charge for the program (total institutional charge, minus non-refundable fees, divided by the number of days in the program), multiplied by the number of days scheduled to attend, prior to withdrawal. For distance education students scheduled days are based on a five-day week, which does not include Saturday or Sunday, or any defined holiday as enumerated in Section 6700 of the California Government Code.

If any portion of the tuition was paid from the proceeds of a loan or third party, the refund shall be sent to the lender, third party or, if appropriate, to the state or federal agency that guaranteed or reinsured the loan. Any amount of the refund in excess of the unpaid balance of the loan shall be first used to repay any student financial aid programs from which the student received benefits, in proportion to the amount of the benefits received, and any remaining amount shall be paid to the student. If the student has received federal student financial aid funds, the student is entitled to a refund of monies not paid from federal student financial aid program funds.

Refund Policy

The refund policy at Ross Business Institute is designed to provide clear guidelines regarding refund calculations, timelines, and procedures. The school is committed to ensuring a fair and transparent process for students in cases of withdrawal, termination, or other circumstances that may warrant a refund.

Refund Calculation

Refunds will be calculated using a pro-rata method based on the length of time the student attended the program. The formula for calculating refunds is as follows: $\text{Total Program Cost} \div \text{Total Program Duration} = \text{Cost Per Day}$. $\text{Refund Amount} = \text{Cost Per Day} \times \text{Number of Days Remaining in the Program}$.

Refund Calculation Date

Refunds will be calculated from the date of official withdrawal or termination as determined by the school's records. This is the date on which the student notifies the school of their intention to withdraw or the date on which the school officially terminates the student's enrollment.

Refund Time Frame

Refunds will be processed and issued within 30 days from the official withdrawal or termination date.

No Written Notification Requirement

Students are not required to provide written notification of withdrawal in order to receive a refund. The school will initiate the refund process based on its own records and official documentation.

Maximum Refund Period

Refunds will not be issued more than 90 days from the student's withdrawal or termination date. The school is committed to promptly processing and disbursing refunds to eligible students.

Academic Probation and Termination Policy

This policy outlines the conditions and procedures regarding probation and termination for enrolled students at Ross Business Institute. It covers situations where a student's academic progress or behavior falls below the expected standards.

Academic Probation Policy

The Chief Academic Officer may place a student on academic probation if the student is not making satisfactory academic progress as per this institution's published policy. The student's grade point average will be monitored at the end of each enrollment period as the grades are posted. Should the student's GPA fall below that required for graduation, a student may be placed on academic probation. The student will be notified by email that he/she has been placed on academic probation with an explanation for the reason.

If the student wishes to appeal RBI's decision to place him/her on academic probation, the student must submit a written request via email or by regular mail requesting an administrative academic review to the Chief Academic Officer.

Termination of Enrollment

When a student's academic performance or behavior fails to meet the school's standards, the school administration reserves the right to initiate the termination of enrollment. Termination of enrollment is a serious disciplinary action that may be executed under the following circumstances:

- **Poor Academic Performance:** When a student's academic grades do not meet the minimum standards or requirements set by the school, the possibility of termination of enrollment may be considered.

- **Severe Misconduct:** Students involved in severe misconduct, such as cheating, plagiarism, fraud, violent behavior, harassment, or other serious violations, may face termination of enrollment.
- **Recurring Violations:** Following multiple instances of rule violations, the school may consider termination of enrollment, especially if the student fails to improve their behavior within the specified timeframe.

Termination Process

- A thorough investigation will be conducted by the school before proceeding with the termination of enrollment to ensure fairness and due process.
- The school administration will communicate with all relevant parties involved with the student, present evidence of the violations, and provide the student an opportunity to respond.
- The student will be notified of the decision to terminate enrollment, along with an explanation of the reasons for termination.
- Depending on the nature and severity of the termination, the school may outline whether there is a possibility for reapplication or appeal.
- Detailed information regarding reapplication or the process to reinstate enrollment will be provided by the school following termination.

Appeals Process

Students have the right to appeal a termination decision after it has been made, providing them with an opportunity to present their perspective and reasons for reconsideration. The appeals process is as follows:

- Students should submit an appeal application according to the specified timeframes and methods outlined by the school.
- The appeal application should include the student's personal details, specifics of the termination decision, as well as the student's defense statement and grounds for appeal.
- The school will review the student's appeal application, consider the evidence and reasons presented, and engage in further communication with the student.
- An independent appeals committee or panel may be convened by the school to review the student's appeal and provide recommendations or decisions.
- The outcome of the appeal will be communicated to the student, outlining whether further action will be taken and whether the termination decision is upheld or reversed.

The school ensures a fair and transparent appeals process and collaborates with students to address matters related to the termination of enrollment.

Graduation Academic Policy and Requirements

Ross Business Institute graduates those students who are in good standing upon the satisfactory completion of all academic and financial requirements.

The following are the academic degree requirements for a Ross Business Institute student .

- Students must complete 36 units to successfully graduate from the program. (18 units are required or core courses. Students must select six elective courses also equaling 18 units.)
- Students must have a minimum overall cumulative grade point average of 3.00 (or a grade of “B”) to graduate.
- Students must have earned a grade of C or higher for all courses in the program.

Notes

- 1) A grade of C- or lower is not considered a passing grade for any course.
- 2) If the student receives a grade of C- or lower for any course, this failed course must be repeated in order for the student to graduate.
- 3) Only the grade of the repeated course will be used to calculate the student’s cumulative grade point average for graduation but both the original and repeated courses grades will appear on the student’s official transcript.
- 4) A student whose cumulative grade point average drops below 3.0 after a module will be placed on academic probation for the following module. If a student does not raise his/her cumulative grade point average to a 3.0 or higher after the next module, he/she will be subject to academic dismissal.

Charges: Tuition & Fees

Payment Plan	Pay by Semester*	One-time Payment in total	Scholarship
Tuition Pay by Unit	\$270/unit	\$220/unit	Waived
Assessment Fee by Course (Non-Refundable)	N/A	N/A	\$200/course
Registration Fee (Non-Refundable)	\$50	\$50	\$50
Technology Fee (Non-Refundable) **	\$100/semester	\$100/semester	Waived
Books and Supplies	\$100/semester	\$100/semester	Waived
Student Tuition Recovery Fund Fee	\$ 0 Non-Refundable, per semester (\$0 for every \$1,000 rounded to the nearest \$1,000)		
Total Cost	\$10,470	\$8,570	\$2,450

* Each student must register in at least 1 course (3 units/course) per semester.

** Technology Fee for 6 semesters estimated (3 semesters/ year), including online library fee.

Additional Fees (Non-Refundable):

Bounced Check Penalty fee (per check)	\$ 50
Late Payment Fee	\$ 100

Official Transcript Fee (per copy)	\$ 15
Graduation Fee	\$ 200

Employment Assistance Services

The mission of our career service is to promote the success of our students and alumni by facilitating their personal and professional growth and development. For those students seeking to change careers or explore new career opportunities, we offer free career services support, including individual career advising such as resume/cover letter review and mock interview by appointment, career workshop with topics like job search strategies and interview skills once per semester, and career fairs with the opportunities to meet potential employers and internship providers twice a year. To participate in the workshop and career fairs, students are required to register for the events. The detailed information will be sent to the student's email. While we cannot promise to place anyone in any job, our services and expertise can make the transitions easier.

RBI does not guarantee employment upon graduation. The primary responsibility for obtaining employment resides with the RBI graduate.

Student Housing

This institution has no responsibility to find or assist a student in funding housing.

This institution does not operate dormitories or other housing facilities. This institution does not provide assistance nor does it have any responsibility to assist students in finding housing. Housing around the south bay area can be found at craigslist (<https://sfbay.craigslist.org/sby/>).

Student Services

At Ross Business Institute, we are dedicated to providing comprehensive student services to enhance your educational experience and support your personal and academic growth. Our range of student services is designed to address your diverse needs and ensure your success throughout your journey with us.

Academic Advising

Our academic advisors are available to guide you in course info, planning your academic path, and ensuring you meet your educational goals. You can schedule appointments through email info@rossbi.org for personalized guidance and support online.

Health and Wellness Programs

Participate in wellness programs, fitness classes, and health education sessions to promote a healthy lifestyle. We prioritize your physical and mental well-being.

Student Organizations and Clubs

Engage in extracurricular activities through student organizations, clubs, and events. These opportunities foster connections, leadership skills, and a sense of community.

Technology Support

Receive technical support for accessing online platforms, software, and digital resources, ensuring a seamless learning experience.

Student Feedback and Support Channels

We value your feedback. If you have concerns or suggestions, our Student Services department is here to listen and assist in resolving issues.

To access these student services, please email us via info@rossbi.org. Our dedicated staff is available to guide you through obtaining the support you need to thrive at Ross Business Institute.

RBI 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 provide assistance in identifying appropriate professional assistance in the student’s local community but does not offer personal counseling assistance. The cost of these services is borne by the student.

Academic Calendar

***Note: Ross Business Institute did not enroll students or conduct classes during the 2024 academic year. The dates listed below were tentative and no sessions were held.**

Ross Business Institute 2024 School Year Calendar

Semester	Start	End
2024 Spring	Mar, 2024	May, 2024
2024 Summer	Jun, 2024	Aug, 2024
2024 Fall	Sep, 2024	Nov, 2024
2024 Winter	Dec, 2024	Feb, 2025

Graduation Month

Year	Month
2024	Jun
2024	Sep
2024	Dec
2025	Mar

Student Complaint Procedure

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

Schools accredited by the Accrediting Commission of Career Schools and Colleges must have a procedure and operational plan for handling student complaints. If a student does not feel that the school has adequately addressed a complaint or concern, the student may consider contacting the Accrediting Commission. All complaints reviewed by the Commission must be in written form and should grant permission for the Commission to forward a copy of the complaint to the school for a response. This can be accomplished by filing the ACCSC Complaint Form. The complainant(s) will be kept informed as to the status of the complaint as well as the final resolution by the Commission. Please direct all inquiries to:

Accrediting Commission of Career Schools & Colleges

2101 Wilson Boulevard, Suite 302

Arlington, VA 22201

(703) 247-4212

www.accsc.org | complaints@accsc.org

A copy of the ACCSC Complaint Form is available at the school and may be obtained by contacting complaints@accsc.org or at <https://www.accsc.org/StudentCorner/Complaints.aspx>.

The following is an outline of the Commission's procedures for reviewing complaints: (For further information on the Commission's procedures please refer to Section VI, Rules of Process and Procedure, Standards of Accreditation.)

1. All complaints that are reviewed by the Commission must be in written form and should include permission from the complainant for ACCSC to forward a copy of the complaint to the school. If permission is not included in the complaint letter, the Commission will forward a copy of the ACCSC Complaint Form requesting the complainant's permission. If a complainant does not submit a signed complaint form, the Commission, at its discretion, may not be able to process the complaint.

2. Permission is not necessary for advertising complaints since advertising is considered public information .
3. The Commission will conduct an initial review of the complaint to determine whether the complaint sets forth information or allegations that reasonably suggest that a school may not be in compliance with ACCSC standards or requirements.
 - i. If additional information or clarification is required, the Commission will send a request to the complainant. If the requested information is not received within 30 days, the complaint may be considered abandoned and not investigated by ACCSC.
 - ii. If the Commission determines after the initial review of the complaint that the information or allegations do not reasonably suggest that a school may not be in compliance with ACCSC standards or requirements, the complaint may be considered closed and not investigated by ACCSC.
 - iii. If the Commission determines after the initial review of the complaint that the information or allegations reasonably suggest that a school may not be in compliance with ACCSC standards or requirements, the Commission will forward the complaint to the school named in the complaint and will summarize the allegations, identify the ACCSC standards or requirements that the school allegedly violated, and allow the school an opportunity to respond. In the event that there is a pending on-site evaluation at the school, the on-site evaluation team and the school may be made aware of the complaint at any stage in this process . In all instances, the Commission will take the school's response to the complaint into consideration prior to rendering a decision .
4. In cases of advertising violations, the Commission will forward a copy of the advertisement to the school, citing the standard that may have been violated and requesting a response before a specific date .
5. If a news article or media broadcast carries a negative report on an ACCSC accredited school, the school is requested to respond to the statement(s) on or before a specific date .
6. The school will have an opportunity to submit a response to the complaint. The Commission will review the complaint and the response for compliance with accrediting standards and requirements.
7. If the Commission concludes that the allegations may establish a violation of ACCSC standards or requirements, the Commission will take appropriate action to require the school to achieve compliance as required and will send a letter to the complainant (and a copy to the school). A record of this file is maintained at the Commission's office .

8. If the Commission concludes that the allegations do not establish a violation of standards or requirements, The Commission will consider the complaint closed.
9. In all instances, the Commission will send a letter to the complainant and the school regarding the final disposition of the complaint, and a record of the complaint will be kept on file at the Commission's office.

Student Grievance Procedures – Student Rights

Most problems or complaints that students may have with the school or its administrators can be resolved through a personal meeting with the student's instructor or a counselor. If, however, this action does not resolve the matter to the satisfaction of the student, he/she may submit a written complaint to the RBI Chief Academic Officer via email or regular mail (Ross Business Institute; 1525 McCarthy Boulevard, Milpitas, CA 95035).

The written complaint must contain a statement of the nature of the problem, the date the problem occurred, the names of the individuals involved, copies of documents if any, which contain information regarding the problem, evidence demonstrating that the institution's complaint procedure was properly followed, and the student's signature. The student can expect to receive a written response within ten business days. Student's rights are set forth at various places in this catalog. Contact the school director if you require additional information.

Any remaining unresolved complaints may be directed to the following address:

Bureau for Private Postsecondary Education

Physical Address: 1747 N. Market Blvd. Ste 225 Sacramento, CA 95834

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

Website Address: www.bppe.ca.gov

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

A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling (916) 574-8900 or by completing a complaint form, which can be obtained on the bureau's Internet Website www.bppe.ca.gov.

Complaint procedures

Right to Cancel

Student Tuition Recovery Fund

Notice Concerning Transferability of Credits

Student Grievance Procedures

Student Rights to Inspect Records and Obtain Transcripts

Non-Discrimination Policy

Academic Freedom

Sexual Harassment

Institutional Learning Outcomes (ILOs)

Students completing a degree program at Ross Business Institute will demonstrate the following Institutional Learning Outcomes (ILOs) that incorporate the breadth and depth of their learning experiences as well as acquired their competencies:

- Students will be able to recognize and integrate foundational knowledge across functional areas.
- Students will be able to apply critical thinking skills to solve business problems.
- Students will be able to apply effective oral communication skills in a diverse and global environment.
- Students will be able to apply effective written communication skills in a diverse and global environment.
- Students will be able to identify and assess ethical issues and properly articulate ethical decisions.

Hour of Operation, Office Staff, and Faculty Contact

Business Hours: 9:30 a.m. to 6:30 p.m. Mondays through Fridays

Office Staff: Yinjie Ma

Faculty: Students could contact faculty via email or Canvas.

Privacy Act

It is this institution's intent to carefully follow the rules applicable under the Family Education Rights and Privacy Act. It is our intent to protect the privacy of a student's financial, academic and other school records. We will not release such information to any individual without having first received the student's written request to do so, or unless otherwise required by law.

Nondiscrimination Policy

RBI is committed to providing equal opportunities to all applicants to programs and to all applicants for employment. Therefore, no discrimination shall occur in any program or activity of this institution, including activities related to the solicitation of students or employees on the basis of race, color, religion, religious beliefs, national origin, sex, sexual orientation, marital status, pregnancy, age, disability, veteran's status, or any other classification that precludes a person from consideration as an individual. Please direct any inquiries regarding this policy to the Chief Operations Officer who is assigned the responsibility for assuring that this policy is followed.

Academic Freedom

Ross Business Institute is strongly committed to fostering a teaching and learning environment that is based on academic freedom. The University is dedicated to the search for truth and its dissemination. Board Directors, administrators, faculty, staff and students of the University recognize and acknowledge that professional integrity requires the protection of academic freedom for all constituents to examine all pertinent data or information, question assumptions and to be guided by the evidence.

Academic freedom is defined as the essential right of faculty and students to seek the truth, inquire and freely express intellectual pursuits within a framework of critical assessment and appraisal. This basic right will be exercised by the faculty in their roles and performance of responsibilities.

Academic freedom for instructors includes the right to evaluate and grade the academic performance of students. Academic freedom for students includes the right to be evaluated and graded fairly, transparently and competently. Punitive grading is not accepted except for justifiable cause such as when a student is found guilty of an academic violation such as cheating or plagiarism.

Both instructors and students have the freedom to express their opinions about the topic and material offered in their courses. However, they should not discuss controversial matters that have no relation to their subjects. Students have the right to disagree with the content and/or the teaching method of the instructor or class. However, this does not mean that students have a right to be disruptive to the classroom environment or to avoid completing assigned projects, papers, tests or other forms of classroom assignments or assessment of performance.

It is not inappropriate for an instructor and a student to meet outside of class to share their views about topics not related to the course content. However, they are encouraged to explore appropriate and applicable ways to discuss related subject matter within the content and context of the classroom.

Academic freedom means having the right for a student to pursue appropriate actions against an instructor by filing a formal complaint based on grounds of incompetence and/or unprofessional or unethical behavior. An instructor also has the right to pursue appropriate disciplinary actions against a student based on grounds of inappropriate or unethical behavior or conduct.

Students from all levels and disciplines have the right to receive quality presentation and teaching of philosophies related to their disciplines. However, it does not mean that instructors have to give equal weight to all theories to students from different disciplines or levels.

Instructors are free to express individual opinions (oral or written), free from any censorship or discipline, provided they clearly indicate that they do not represent, speak for, or on behalf of Ross Business Institute.

Instructors, staff and students shall be free to associate through membership in professional, political, religious, fraternal, and social organizations of their choice, provided they clearly indicate that they do not represent, speak for, or on behalf of the University.

The Ross Business Institute adjudication process shall be used to protect individual rights and the integrity and sustainability of the University and be used to resolve any disagreement between the student, instructor, staff and the University regarding their exercise of academic freedom.

Sexual Harassment

This institution is committed to providing a work environment that is free of discrimination, intimidation and harassment. In keeping with this commitment, we believe that it is necessary to affirmatively confront this subject and express our strong disapproval of sexual harassment. No one associated with this institution may engage in verbal abuse of a sexual nature; use sexually degrading or graphic words to describe an individual or an individual's body; or display sexually suggestive objects or pictures at any facility or other venue associated with this institution. Students are responsible for conducting themselves in a manner consistent with the spirit and intent of this policy.

Student Records and Transcripts

Student records for all students are kept for five years. Transcripts are kept permanently. Students may inspect and review their educational records. To do so, a student should submit a written request identifying the specific information to be reviewed. Should a student find, upon review, that records that are inaccurate or misleading, the student may request that errors be corrected. In the event that a difference of opinion exists regarding the existence of errors, a student may ask that a meeting be held to resolve the matter. Each student's file will contain student's records, including a transcript of grades earned. The first copy of the official transcript is provided at no charge. Subsequent copies are available upon advance payment of the transcript fee of \$25.00 for two copies. Transcripts will only be released to the student upon receipt of a written request bearing the student's live signature. No transcript will be issued until all tuition and other fees due the institution are paid in full.

Return of Lessons and Projects (distance education)

Instructors will evaluate student's submission of lessons, projects, or dissertations and will return within seven days from the date of receipt of such items.

Statement on Equality and Diversity

Our Charter for Inclusivity

At Ross Business Institute, we are committed to working together to build a learning community founded on equality of opportunity, a learning community which celebrates the rich diversity of our faculty, staff, and student populations. Discriminatory behavior has no place in our community and will not be tolerated.

Ross Business Institute equality and diversity policies promise equal treatment and opportunity for all regardless of gender, sexuality, race, color, disability, religion, age, and ethnicity or nationality. We call on all members of our community to make a personal commitment to equality and diversity.

General Statement of our Equality and Diversity Policy

The achievement of genuine equality of opportunity is at the heart of our mission as a provider of higher education. We aim to build a learning community which exhibits the diverse range of skills and experience which cannot be found within any single group of faculty, staff or students. In pursuing this goal, we want our community to value and to be at ease with its own diversity and to reflect the needs of the wider community within which we operate.

Ross Business Institute will adhere to all applicable federal and state laws as they pertain to equality and diversity. However, Ross Business Institute highly encourages all faculty, staff, and students to embrace equality and diversity and to go beyond the strict confines of these laws to provide genuine opportunities for all.

Responsibility

Every member of our community has a moral and legal responsibility to promote equal treatment within our community and to respect its diversity.

The Ross Business Institute head of Human Resources is responsible for matters relating to equality of opportunity in employment. This includes developing policies which meet all applicable federal and state legislation and for monitoring and enforcing these policies for all faculty and staff. All faculty, staff, and students are responsible for ensuring that their actions are carried out in accordance with this policy. They may be held personally to account, should their actions fall short of the requirements of this policy in any way.

The Ross Business Institute Chief Academic Officer is responsible for matters relating to student equality.

This includes developing policies which meet all applicable federal and state legislation and for monitoring and enforcing these policies for all students. All students are responsible for ensuring that their actions are carried out in accordance with this policy. They may be held personally to account, should their actions fall short of the requirements of this policy in any way.

Applicability

This policy covers all aspects of employment and academic life, including advertisements, recruitment, induction, compensation, conditions of service, staff development, change management, promotions, grievance and disciplinary procedures, course development, student admissions, learning and teaching, and assessment. It applies also to relationships with other institutions and with suppliers and contractors. The policy applies to the treatment of potential/future as well as existing faculty, staff, and students.

Equality and Diversity: Employment

We are committed to being an equal opportunity employer. Our goal is to have faculty and staff from all groups in our society represented at all levels of employment, both to ensure that no available talent is overlooked and to provide role models for our students.

- Recruitment and Selection

All stages of recruitment and selection will be conducted in accordance with all applicable federal and state laws as well as Ross Business Institute Recruitment and Selection Policy. All staff who serve on appointments committees will receive mandatory training and support.

- Induction

All staff will take part in induction programs tailored to their needs.

- Probation

Ross Business Institute probation procedures for new staff will reflect the principles contained in this policy.

- Promotion

Opportunities for promotion will be openly advertised. Promotion procedures will be based on an objective assessment of candidates against published criteria.

- Faculty & Staff development

Faculty and staff at all levels and in all areas of work will have an equal right of access to the training and development they need. Uniform and equitable criteria will be applied in formulating and implementing training and development programs. Ross Business Institute seeks to avoid perceived imbalances in the allocation of resources for training and development.

- Disciplinary and grievance procedures

Faculty and staff members who believe that they have been discriminated against by their membership of an under-represented group in any disciplinary or grievance procedure will be encouraged to pursue the matter in accordance with the spirit and procedures of this policy. Ross Business Institute will routinely monitor all actions under the grievance and disciplinary procedures by gender, sexuality, race, color, disability, religion, age, and ethnicity or nationality.

- Equality and Diversity: learning and teaching

Ross Business Institute is committed to ensuring that all students, both actual and potential/future, enjoy equality of opportunity and are free from any experiences of any form of discrimination whether direct, indirect or through victimization. We recognize that the content of our academic programs directly and actively informs students of the University's commitment to diversity. We will seek to ensure that all programs promote equality with respect to gender, sexual orientation, race, color, disability, religion, age, and ethnic or national origin. We will urge our staff to avoid making assumptions and having expectations of our students based on misconceptions or stereotypes of how particular groups are perceived to perform or behave. The religious heritage, scientific, technological and mathematical achievements, visual arts, music and literature of non-Western societies and other groups will be appropriately represented in our learning materials.

Student recruitment

We are committed to promoting access to higher education to under-represented groups and individuals. Recruitment and admissions practices will be free from unlawful discriminatory criteria.

Questions relating to the applicant's race, ethnic origin, age, disability, religion, gender, color, sexuality, marital status or family responsibility, will not be part of the selection process – and will not play any role in the admission of a student to the University.

Other Disclosures

Catalog Update Policy

The policy of this institution is to update the official school catalog annually, in January of each year. Annual updates may be made by the use of supplements or inserts accompanying the catalog. If changes in educational programs, educational services, procedures, or policies required to be included in the catalog by statute or regulation are implemented before the issuance of the annually updated catalog, those changes shall be reflected at the time they are made in supplements or inserts accompanying the catalog.

Policy – Distribution of This Catalog and Program Brochures

This institution makes its current catalog and current program brochures available to the public at no charge. Individuals who wish to obtain a copy can make arrangements by simply calling the school's office.

Instructional Location

The instructional method will be a distance education. The students will have an in-residence learning with qualified technology requirements/components on your own responsibilities.

BPPE Approval

This institution is a private institution approved to operate by the California Bureau for Private Postsecondary Education. (BPPE) Approval to operate means the institution is compliant with minimum standards contained in the California Private Postsecondary Education Act of 2009 (as amended) and Division 7.5 of title 5 of the California code of Regulations.

Financial Stability – Bankruptcy History

This institution has not had a pending petition in bankruptcy, is not operating as a debtor in possession and has not filed a bankruptcy petition within the preceding five years nor has had a petition in bankruptcy filed against it within the preceding five years that resulted in reorganization under chapter 11 of the United States Bankruptcy Code.

Review Documents

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.

Questions

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 at 1747 N. Market Blvd. Ste 225 Sacramento, CA 95834, P.O. Box 980818, West Sacramento, CA 95798-0818, www.bppe.ca.gov, toll free telephone number (888) 370-7589 Fax (916) 263-1897

Notice Concerning Transferability of Credits and Credentials Earned at Our Institution

The transferability of credits you earn at Ross Business Institute is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the degree you earn in the educational program is also at the complete discretion of the institution to which you may seek to transfer. If the credits or degree 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 Ross Business Institute to determine if your credits or degree will transfer.”

Visa Related Services

This institution only provides distance education, no visa related services for international students are offered.

The following apply to students for whom English is not their primary language:

Language Proficiency

For a student whose college or equivalent coursework was not completed in English, and for whom English was not a primary language, if interested in English-based program(s), the student must attain a qualifying score of 550 (paper-based) or 80 (internet-based) on TOEFL. An IELTS score of 6.5 is sufficient. This requirement does not apply to students who have received their high school diploma or the equivalent at an academic institution which has provided the instruction in the English language. Similarly, this requirement does not apply to students who have completed coursework, in English, at the college level.

Instruction

Instructions will be given in English and Chinese in separate programs.

English as a Second Language Instruction

This institution does not provide ESL instruction.

Accreditation Status

This institution is not accredited by an accrediting agency recognized by the United States Department of Education. These programs do not lead to licensure in California or other states. A degree program that is unaccredited or from an unaccredited institution is not recognized for some employment positions, including but not limited to, positions with the State of California. A student enrolled in an unaccredited institution is not eligible for federal financial aid.

STRF Disclosure

“The State of California established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic loss suffered by a student in an educational program at a qualifying institution, who is or was a California resident while enrolled, or was enrolled in a residency program, if the student enrolled in the institution, prepaid tuition, and suffered an economic loss. Unless relieved of the obligation to do so, you must pay the state-imposed assessment for the STRF, or it must be paid on your behalf, if you are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition.

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

“It is important that you keep copies of your enrollment agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school. Questions regarding the STRF may be directed to the Bureau for Private Postsecondary Education, 1747 N. Market Blvd. Ste 225 Sacramento, CA 95834, Telephone and Fax #'s: (888) 370-7589 or by fax (916) 263-1897.

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

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

- The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law, or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.
- 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.
- You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans.

To qualify for STRF reimbursement, the application must be received within four (4) years from the date of the action or event that made the student eligible for recovery from STRF.

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

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

Policies and Procedures Regarding Financial Aid

The school does not participate in either State or Federal financial aid programs, nor does it provide financial aid directly to its students. A student enrolled in an unaccredited institution is not eligible for federal financial aid programs.

Loan Repayment

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

Financial Aid Disclosures

No financial aid is offered. If the institution reviews accreditation, the student may then be eligible for state and federal financial aid programs.

Professions – Requirements for Eligibility for Licensure

None of the educational services offered lead to occupations that require licensure.

Any questions a student may have regarding this catalog that have not been satisfactorily answered by the institution may be directed to:

- Bureau for Private Postsecondary Education at 1747 N. Market Blvd. Ste 225 Sacramento, CA 95834, P.O. Box 980818, West Sacramento, CA 95798-0818, www.bppe.ca.gov, toll free telephone : (888) 370-7589 or by fax (916) 263-1897
- Accrediting Commission of Career Schools & Colleges 2101 Wilson Boulevard, Suite 302 Arlington, VA 22201 (703) 247-4212 www.accsc.org | complaints@accsc.org

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 Website www.bppe.ca.gov.

Catalog and Policies Availability

This catalog and all policies may be found at <https://sites.google.com/view/rossbi-compliance/home>

Administration and Governing Board

Governing Board

Chairman of the Board:

Name: Anna Gates
Address: 1143 Munich Ter, Sunnyvale, CA 94089
Telephone: (650) 248-0228

Board Member 1:

Name: Angie Ma
Address: 1525 McCarthy Blvd, Milpitas, CA 95035
Telephone: (858) 832-3000

Board Member 2:

Name: Jing Zhou
Address: 10732 154th PL NE, Redmond, WA 98052
Telephone: (732) 237-6170

Board Member 4: Vivi Chen

Name: Vivi Chen
Address: 14660 Hancock Court, Los Gatos, CA 95032
Telephone: (408) 306-3927