



California Science and
Technology University

CATALOG

01/01/2026 - 12/31/2026

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1. MISSION STATEMENT

At California Science and Technology University, our mission is to empower our students with a comprehensive education that extends beyond traditional learning. We are dedicated to nurturing critical thinkers, problem solvers, and innovators who are prepared to excel in their chosen careers. Our threefold commitment is:

- **Excellence in Career Readiness:** We prioritize equipping our students with the skills and knowledge necessary for successful job placement. Our curriculum is tailored to meet the demands of the ever-evolving job market, particularly in the high-tech industries prevalent in Silicon Valley and beyond.
- **Student-Centric Education:** Our educational approach is centered around the unique aspirations and needs of each student. We foster a supportive and engaging learning environment, where students are encouraged to take an active role in their education, promoting personal growth and collaborative learning.
- **Commitment to Technological Advancement:** In an era of rapid technological change, CSTU is at the forefront of integrating the latest technologies into our educational programs. Our proximity to Silicon Valley allows us to stay abreast of developments, ensuring that our students are versed in the most current technologies and innovations.

Our mission at CSTU is not only to fulfill the educational aspirations of our students and faculty but also to contribute to the community by producing highly capable professionals. We aim to be a catalyst for change and progress, preparing our graduates to meet the challenges and opportunities in their respective fields with confidence and expertise.

2. HISTORY

California Science and Technology University (CSTU) emerged in the 1990s as a pivotal training hub for Silicon Valley professionals, aiding in career transitions and job placements. After a preparatory period of extensive training programs, CSTU was officially founded in September 2011. This initiative was led by visionary technology leaders from Silicon Valley who recognized a gap in traditional academic institutions: the need to teach practical technologies that are essential in the rapidly evolving tech industry. Located in the heart of Silicon Valley, the birthplace of many groundbreaking technologies, CSTU was created to address the urgent demand for professionals adept in these new technologies. The university catered to working professionals seeking to upskill without stepping away from their careers.

In May 2017, CSTU's journey took a significant leap forward with the involvement of two entrepreneurs. Their contribution brought substantial funding, allowing the institution to expand

its reach and offerings. Over the last three decades, CSTU has evolved, phasing out some non-degree programs while maintaining its primary focus on technology-oriented education.

Today, CSTU boasts a robust portfolio of programs including the Master of Business Administration (MBA), Master of Science in Computer Systems and Engineering (MSCSE), Bachelor of Science in Business Administration (BSBA), Bachelor of Science in Computer Systems and Engineering (BSCSE), and the Emerging Technology Training Program. Plans are underway to introduce more programs in 2026.

A landmark achievement came in 2022 when CSTU earned accreditation from the Accrediting Commission of Careers Schools and Colleges (ACCSC). In the same year, the university also gained approval to accept international students. CSTU's practical curriculum and strategic location in Silicon Valley have made it an attractive destination for students globally.

3. OBJECTIVES

California Science and Technology University is committed to propelling students to the forefront of technological innovation and enhancing their professional capabilities. Our key objectives include:

- **Tailored Education for Professionals:** Recognizing the unique challenges faced by working professionals, we provide adaptable and accessible higher education opportunities.
- **Career-Focused Training:** We equip our students with industry-specific training, preparing them for the dynamic demands of their future careers.
- **Relevant and Contemporary Curriculum:** Our academic offerings are continuously updated to reflect the developments in technology and market trends.
- **Industry-Experienced Faculty:** Our academically distinguished faculty members also possess substantial real-world industry experience, enriching the learning experience.
- **Emphasis on Cultural Diversity:** We integrate an understanding and appreciation of cultural diversity into our educational ethos.
- **Adaptive Educational Support:** Our support services are designed to accommodate the diverse life circumstances and schedules of our student body.
- **Encouraging Continuous Learning:** We foster an environment that values and promotes lifelong learning and continuous personal and professional development.
- **Technologically Advanced Education:** Our teaching methodologies and resources are geared towards making the most of current technological advancements.

In achieving these objectives, CSTU adheres to the highest ethical standards. Our operations and daily activities are deeply rooted in core values such as:

- **Respect for All:** We are committed to respecting the rights and dignity of every member of our community.

- Unwavering Integrity: Our conduct, both within and outside the university, is guided by a strong sense of integrity.
- Responsible Accountability: We hold ourselves accountable for ethical behavior and for adhering to legal and institutional guidelines.
- Pursuit of Excellence: Our dedication to excellence is unwavering, as we continually strive to excel in all our endeavors.

These values are not merely guidelines at CSTU; they form the foundation of our institution. We strive to not only educate but also to inspire our students and staff to excel and make a positive impact in the wider community.

4. NON-DISCRIMINATION POLICIES

CSTU does not discriminate on the basis of race, religion, color, national origin, sex, handicap or disability, or age in any of its policies, procedures or practices. The university's nondiscrimination policies comply with Title VI of the Civil Rights Act of 1964 (pertaining to race, color, and national origin), Title IX of the Education Amendments of 1972 (pertaining to sex), Vietnam Era Veterans Readjustment Assistance Act of 1974 (pertaining to veterans), and Section 504 of the Rehabilitation Act of 1973 (pertaining to age).

5. ADA POLICIES

California Science and Technology University is committed to maintaining an inclusive and accessible environment. Ensuring that all members of the university community have access to facilities, information, and information technology associated with administration and services, coursework and instruction, programs, and university-sponsored activities is critical to the university's educational mission and is among its highest priorities. The Americans with Disabilities Act (ADA) and California Science and Technology University policy prohibit discrimination against qualified individuals with disabilities in employment and educational programs.

California Science and Technology University provides reasonable accommodations in the form of reasonable modifications to policies, practices, or procedures in order to make its services, programs, and activities accessible to qualified individuals with disabilities unless the modification would fundamentally alter the nature of a university service, program, or activity. These accommodations and adjustments must be made in a timely manner and on an individualized and flexible basis.

Individual students, staff, and faculty members are responsible for identifying themselves as an individual with a disability when seeking an accommodation or, specifically in the case of

students, a modification to an academic program. Individual students, staff, and faculty members are also responsible for documenting their disability (from an appropriately licensed professional) and demonstrating how the disability limits their ability to complete the essential functions of their job or limits the student's participation in services, programs, or activities of the university. Medical documentation will be kept confidential.

Procedures

The standard procedures for accommodation requests allow for an interactive process whereby the following occur:

1. A request for accommodation is made;
2. The appropriate documentation is provided to support the disability and the requested accommodation; and
3. A reasonable accommodation is made, if appropriate.

Complaint Procedures

Employees or students who believe the university has not met its obligations under the ADA should consult with the university's ADA Coordinator, who has overall responsibility for coordinating the efforts of the university to comply with the Americans with Disabilities Act (ADA). The university ADA Coordinator will refer complaints for investigation.

6. NO FALSE ADVERTISING POLICIES

CSTU does not use erroneous, deceptive, or misleading information for recruiting students. Published data are collected in the manner required by internal policy and governing agencies. Verification of data is through CSTU or an independent third-party employment data verification company.

7. FACILITIES

Classes are held at 1591 and 1601 McCarthy Blvd., Milpitas, CA 95035. The campus is located in a high-technology R&D and business development area, situated three blocks north of the Montague Expressway just west of where Interstate 880, the Nimitz Freeway. The fully landscaped and abundant parking areas provide smooth traffic flow and easy building access; the peaceful neighborhood provides an appropriate learning environment for the students. The buildings are accessible to people using wheelchairs. The campus provides enough space for lecturing and activities and can be expanded easily if needed. Public transportation is available to

the campus. Students can take the Valley Transportation Authority (VTA) light rail to reach the campus. Once you get off the VTA light rail stop, it only takes a few minutes to walk into the classroom.

CSTU adopts a small classroom strategy to ensure the best learning environment. The maximum student to instructor ratios for classroom instruction is 50:1. The maximum number of students per classroom is 50.

The building provides high speed Wi-Fi internet services to all students and faculties. The facilities have adequate lighting, are air-conditioned and wheelchair accessible. Free student parking (including handicapped) is available around the building.

The building is equipped with central heating/air conditioning systems. All classrooms have a temperature control unit and are equipped with a large TV screen connected to an instructor's demo computer with access to the campus networks system and Internet, and a white board in addition to other standard classroom provisions.

8. DISCLOSURE STATEMENTS

This institution is a private institution approved to operate by the California Bureau for Private Postsecondary Education. Approval to operate means the institution is compliant with the state standards as set forth in the CEC and 5, CCR.

California Science and Technology University offers scholarships to students accepted into the Emerging Technology Training program or the degree programs. The scholarship for accepted students referred by career organizations is to cover the gap between the tuition and the funds provided by the career organizations. For those students who are not referred by career organizations and qualify for admission, CSTU will also provide a similar level scholarship to them for enrolling in the Emerging Technology Training Program or the degree programs. CSTU also provides a scholarship to promising students based on students' experience at a minimum of one year in the high-tech industry or who have completed courses in math and engineering with a GPA of 3.5 or above from a postsecondary institution approved by a state and/or accredited by an agency recognized by the U.S. Department of Education. For international students, the transcripts need to be evaluated by a third-party evaluation agency. CSTU recommends using an agency that is a member of the National Association of Credential Evaluation Services (NACES).

CSTU's degree programs are not intended to prepare graduates for any position that requires California State Licensure. This means our graduates are not eligible to sit for applicable licensure in California or other states.

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

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>.

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

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.

Any questions a student may have regarding this catalog that have not been satisfactorily answered by the institution may be directed to the admission office at the telephone number (408) 400-3948 or by email at admission@cstu.edu.

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 address 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.

CSTU does not assume responsibility for student housing, does not have dormitory facilities under its control or ownership, and is not affiliated with any dormitory or housing facilities.

The average cost for a room or apartment rental varies from between \$550 for a room per month to \$2,500 per month for a two-bedroom apartment. Student Services will provide students information on accommodation in the area.

CSTU does not provide housing assistance services to the students. CSTU has no responsibility to find or assist a student in finding housing.

California Science and Technology University lectures are offered in both distance learning and onsite learning. The lectures received through distance learning are conducted utilizing Zoom software. The instructor or teaching assistant assists students either onsite or through Zoom. Students' projects, assignments, etc., are evaluated and feedback to students within 7 (seven) days after the projects, assignments are submitted to the instructor or teaching assistant.

It is the policy of the institution to always provide a copy of the latest catalog either in print or electronically on the institution's website to all prospective students. This catalog shall be updated annually. 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.

Prior to signing an enrollment agreement, you must be given this catalog and a School Performance Fact Sheet, which you are encouraged to review prior to signing any agreement with the institution. These documents contain important policies and performance data for this institution. This institution is required to have you sign and date the information included in the School Performance Fact Sheet relating to completion rates, placement rates, and salaries or wages, prior to signing an enrollment agreement.

9. EDUCATIONAL PROGRAMS OFFERED

Program Title	Credential Awarded
Master of Business Administration (MBA) - In Person	Master of Business Administration
Master of Business Administration (MBA) - 100% On-line	Master of Business Administration

Master of Science in Computer Systems and Engineering (MSCSE) - In Person	Master of Science
Master of Science in Computer Systems and Engineering (MSCSE) - 100% On-line	Master of Science
Bachelor of Science in Business Administration (BSBA) - In Person	Bachelor of Science in Business Administration
Bachelor of Science in Business Administration (BSBA) - 100% On-line	Bachelor of Science in Business Administration
Bachelor of Science in Computer Systems and Engineering (BSCSE) - In Person	Bachelor of Science in Computer Systems and Engineering
Bachelor of Science in Computer Systems and Engineering (BSCSE) - 100% On-line	Bachelor of Science in Computer Systems and Engineering
Emerging Technology Training Program - In Person	Certificate of Completion
Emerging Technology Training Program - 100% On-line	Certificate of Completion

Program Delivery Methods

AT CSTU, there are two delivery methods: 1. In-person method and 2. 100% On-line. In the In-Person method, faculties and students will meet regularly on-site; while in the 100% On-line method, all classes are conducted online.

Distance Education Programs

All distance education courses at California Science and Technology University (CSTU) are delivered using a combination of the following technologies:

- Zoom – for live sessions or recorded sessions.
- Google Classroom – for assignment submission, file sharing, and instructor feedback.
- Google Drive - file sharing (slides and class materials class recordings)
- Google Groups – for course announcements, class discussions, group study coordination, and resource sharing.
- Slack/Emails – for ongoing communication between students, faculty, and advisors, including class discussions and departmental announcements.
- Campus Administration and Management System (CAMS) – for tracking attendance, grades, and academic progress.

Students can participate actively in live sessions or watch recordings and complete all online assignments and activities within the designated timeframes.

Admissions Requirements for Distance Education Students

Applicants seeking admission into a distance education program must meet all general admission requirements described in the Admissions Policies and Procedures section of this catalog. In addition, all applicants must complete the Distance Education Questionnaire as part of the admissions process. (see section 10, “Admission”). This questionnaire helps CSTU assess a student’s readiness for online study and ensures they possess the required technology skills and resources.

Technology and Access Requirements

Students enrolled in distance education courses must have regular access to a personal computer and a stable internet connection. The following minimum technology requirements apply

- A computer (Windows or macOS) capable of running the latest versions of web browsers (Chrome, Safari, Edge, or Firefox).
- Reliable high-speed Internet connection (minimum 10 Mbps recommended).
- Functional webcam, microphone, and speakers for participation in Zoom classes.
- Access to Google Workspace applications (Google Drive, Docs, Sheets, Slides, and Gmail) for coursework and communication.

Technical support is available through the CSTU IT Helpdesk for assistance with access or troubleshooting.

Expectations of Distance Education Students

Students enrolled in distance education programs are expected to:

- Attend the scheduled Zoom lectures (live sessions) or watch the recordings and involve group work.
- Submit assignments and projects on time using Google Classroom, designated for each course.
- Engage in online discussions and peer collaboration through Google Groups or Slack.
- Communicate regularly with instructors and advisors using the official CSTU communication platforms (emails, Google Groups, Slack, etc.).
- Maintain the same standards of academic integrity, attendance, and conduct as on-campus students.

Learning Resources and Student Services

CSTU provides distance education students with equal access to academic and administrative support services. These include:

- Learning Resource System (LRS): 24/7 online access to CSTU's electronic library resources, including databases, journals, and digital publications.
- Academic Advising: Virtual advising sessions through Zoom to assist with academic planning and course selection.
- Tutoring and Faculty Office Hours: Online tutoring and one-on-one TA/faculty support sessions available through Zoom.
- Career and Student Services: Access to virtual career workshops, counseling, and student activities through Google Groups and Slack channels.

Learning Outcomes and Graduation Requirements

All distance education students are held to the same academic standards, grading policies, and graduation requirements as residential students. Each course and program specifies learning outcomes aligned with CSTU's institutional objectives and the degree requirements established by the University.

Graduation from a distance education program requires successful completion of all courses in the approved Individual Academic Plan (IAP) and satisfaction of the University's overall academic, financial, and conduct requirements.

10. ADMISSIONS POLICIES

General Policy

CSTU maintains a transparent and consistent admissions process that clearly separates the functions of recruitment, admissions evaluation, and enrollment authorization in accordance with the Accrediting Commission of Career Schools and Colleges (ACCSC) Standards of Accreditation.

Inquiry and Information

Prospective students may contact CSTU by visiting the University's official website (www.cstu.edu) or by phone. Upon receiving an inquiry, CSTU provides an information package describing program offerings, admission requirements, tuition, and institutional policies.

Applicants are encouraged to schedule an appointment with an admissions representative to discuss their educational and career goals and, if desired, to tour the University's facilities. During this consultation, the admissions representative provides factual, published information about CSTU's programs, learning modalities, tuition and payment options, and entrance requirements.

Application Submission

To apply for admission, the prospective student must complete the following:

1. *Educational History:*

Applicants must also submit their educational history as part of their application. The history must include names, locations, and colleges and/or universities' enrollment information.

2. *Proof of Degree or Diploma Completion:*

Applicants must present proof of their degrees and transcripts in one of the following formats.

- a. Official copies sent directly to CSTU from an official authority (Ministry of Education, the school itself, etc.); the copies must be received unopened.
- b. Photocopies of the original diploma and transcript approved by an official authority or by a notary.
- c. Original diploma and transcript. Diplomas and transcripts that are not in English need to be submitted together with an official translation. In certain cases, the Admissions Office may require an applicant to present additional documentation.

3. *A copy of government-issued identification.*

4. *Proof of English proficiency, if applicable.*

Evaluation and Admission Decision

After preliminary review, the Admissions Officer prepares an admission recommendation based on the University's standards. The Department Head reviews the applicant's academic background and confirms program fit, and makes admission decisions. The Admissions Officer then issues an official Letter of Admission to qualified applicants. This step formally completes the admissions phase.

Enrollment Agreement and Separation of Duties

Upon admission, the students sign the Enrollment Agreement. This agreement specifies the program of study, tuition and fees, refund policy, and other conditions of enrollment.

To maintain integrity and compliance:

- The Department Heads are the only authorized institutional signatories for Enrollment Agreements.
- Recruitment staff and admissions personnel do not make admission decisions or sign enrollment agreements.
- The President provides oversight to ensure compliance but does not make admission decisions or sign enrollment agreements.
- Internal audits are conducted each term to confirm adherence to this separation-of-duties policy.

Recordkeeping and Review

All admissions and enrollment records are securely maintained in CSTU's student information system. The Admissions Office reviews policies annually to ensure continued compliance with state and accrediting requirements.

Admission Requirements for Graduate Program

Admission to a master's degree program requires a bachelor's degree completed at an appropriately accredited postsecondary institution. The applicants should have a GPA of 2.5 or better. Working experience is very important in admission consideration.

GRE or GMAT test scores are not required, but students are welcome to submit the score for scholarship application.

The master's degree programs, including Master of Business Administration (MBA) and Master of Science in Computer Systems Engineering (MSCSE), require 30 graduate semester credits completed beyond the Bachelor's degree. CSTU will consider the credit transfer and may accept a maximum of 15 graduate semester credits in transfer toward a master's degree program, earned in graduate courses for which a grade of "B" or higher was earned.

Admission Requirements for Undergraduate Program

Admission to bachelor's degree programs, including Bachelor of Science in Business Administration (BSBA), and Bachelor of Science in Computer Systems and Engineering (BSCSE), requires a high school's diploma or equivalent, or AA degree completed at an appropriately accredited postsecondary institution.

Candidates applying for admission to the undergraduate program are required to provide the following documents:

Transcripts

A transcript from high school or secondary school is required. The overall grade point average (GPA), as well as specific subject grades, such as mathematics, sciences, and English, is key factors in determining admission to CSTU. The minimum GPA requirement is 2.0.

Standardized test scores

ACT, SAT, or equivalent standard test scores.

Advanced Placement (AP) or International Baccalaureate (IB) scores

Students must request scores from the testing agency and an official score report be sent to the Admission Office prior to the start of enrollment of the requested enrollment semester.

Current ID

A government-issued photo identification document (ID), i.e. driver's license, passport, permanent resident card, etc.

Proof of immunization for bacterial meningitis (if under 22 years of age)

Submit proof of bacterial meningitis vaccination, or an exemption prior to registration. The shot must have been received during the five years prior to enrollment.

Enrollment Confirmation Fee

Once a student is accepted to the CSTU, an enrollment confirmation deposit of \$500.00 is required before new incoming freshman/transfer students can register for classes.

Admission Decisions are made on applications when they are complete, and applicants are notified promptly through the Office of Admission. The Office of Admission adheres to the CSTU acceptance criteria requirements. All students must submit all the required documents for acceptance.

CSTU does not have a minimum admission requirement on standardized test scores. The standardized test scores are for reference only. The standardized testing score will be considered for awarding scholarships.

The bachelor's degree programs require 120 semester credits. The graduate level courses can also be used toward the bachelor's degree if it is approved by CSTU's student advisor. CSTU will consider the credit transfer and may accept a maximum of 90 semester credits in transfer toward a bachelor's degree program, earned in accredited school for which a grade of "B" or higher was earned, or being approved by the admission committee.

Admission Requirements for Emerging Technology Training Program

To be admitted into the Emerging Technology Training Program (ETTP), applicants must have either a high school diploma (or equivalent) or a degree from an appropriately accredited postsecondary institution. Relevant industry work experience is also required. Higher education is strongly encouraged.

The ETTP program is designed to teach the practical technical skills needed in today's workforce, with a strong focus on the latest applications of artificial intelligence (AI) and data analytics.

Admission Requirements for International Students

For international students, English proficiency is required. A TOEFL score of 60 or any other English proficiency test with similar level is required. Additional information for English

proficiency can be found on session INTERNATIONAL STUDENTS AND VERIFYING ENGLISH PROFICIENCY.

Applicants with an undergraduate degree at the baccalaureate level or associate level from a school outside the United States must have their undergraduate transcripts evaluated by an independent credential evaluation service agency. CSTU recommends using an agency that is approved by National Association of Credential Evaluation Services (NACES). The evaluation findings will be accepted as the satisfaction of the degree requirement when indicating that an applicant's degree is the equivalent of one received from a regionally or nationally accredited or approved college in the United States.

All applicants need to fill out a '*DISTANCE EDUCATION QUESTIONNAIRE*' form which is included below for distance education assessment:

DISTANCE EDUCATION QUESTIONNAIRE

Please circle the letter that best describes you.

1. My need to take this program now is:

- a. High – I need it immediately for degree, job or other important reason
- b. Moderate – I could take it on campus later or substitute another course
- c. Low – It's a personal interest that could be postponed

2. Feeling that I am part of a class is:

- a. Not particularly necessary for me
- b. Somewhat important to me
- c. Very important to me

3. Classroom discussion is:

- a. Is not necessary for me to understand what I have read
- b. Sometimes helpful to me
- c. Almost always helpful to me

4. When an instructor hands out directions for an assignment, I prefer:

- a. Figuring out the instructions myself

- b. Trying to follow the instructions on my own, then asking for help if I need it
- c. Having the instructions explained to me.

5. I need instructor comments on my assignments:

- a. Within a few days, so I can review what I did
- b. Within a few hours, or I forget what I did
- c. Right away, or I get frustrated

6. Considering my job and personal schedule, the amount of time I have to work on an online class is:

- a. More than enough for a campus class or a Distance Learning class
- b. The same as for a class on campus
- c. Less than for a class on campus

7. When I am asked to use computers, voice mail, or other technologies that are new to me:

- a. I look forward to learning new skills
- b. I feel apprehensive, but try anyway
- c. I put it off or try to avoid it.

8. Do you have an Internet connection at home?

- a. Yes
- b. No, but plan to subscribe to an Internet service
- c. No

9. Access to the minimum equipment and technology resources:

- a. I have a computer that has a microphone (built-in or external) and a camera (built-in or external).
- b. I will buy a new computer that has a microphone and a camera. .
- c. I do not have a computer that will meet the requirement and will not buy a new one.

10. Do you have a place that allows you to listen to the online classes without interference from other people?

- a. Yes
- b. Most of time
- c. Not really

11. I typically complete assignments or projects:

- a. Ahead of time or on schedule without reminders.
- b. On time but need occasional reminders.
- c. At the last minute or after the deadline.

12. When I encounter a topic I don't understand, I:

- a. Actively research and seek out resources to help me.
- b. Try to figure it out on my own but may need guidance.
- c. Feel stuck and require immediate assistance.

13. I learn best through:

- a. Reading and writing (e.g., written materials, essays).
- b. Visual and auditory materials (e.g., videos, lectures).
- c. Hands-on practice or in-person instruction.

14. When participating in group projects or discussions:

- a. I actively contribute and enjoy collaborating online.
- b. I participate only when required.
- c. I prefer to work independently.

15. My previous experience with online learning is:

- a. Successful – I've taken online classes and did well.
- b. Mixed – I've tried online learning with some challenges.
- c. None – I've never taken an online course.

Credits Transfer Requirements

CSTU can accept credit transfer for undergraduate or graduate programs if the credits are earned at a school that is appropriately accredited and the courses can meet our degree requirements. Appropriately accredited postsecondary institutions are defined as those accredited by an accrediting agency recognized by the United States Department of Education, or by an accrediting agency recognized by the Council for Higher Education Accreditation (CHEA) or, for non-United States institutions, an educational institution approved by an equivalent authority.

For the graduate program, up to 15 semester credits can be transferred if the course description matches the course requirements of our master's degree program requirements. The transfer student may need to provide materials such as school catalogs/bulletins, course descriptions, course outlines, class assignments, or textbooks to assure proper evaluation. A grade of "B" or higher is required for the credit transfer.

For the undergraduate program, credits earned at another institute of higher education and credits earned by examination may be transferred to CSTU and applied toward an undergraduate degree program. The transfer student may need to provide materials such as school catalogs/bulletins, course descriptions, course outlines, class assignments, or textbooks to assure proper evaluation. The final determination of the applicability of credit transferred toward a degree sought at CSTU is made by the chair of the student's major department. Transfer credits are counted in the calculation of credit hours attempted and credit hours earned toward successful course completion percentage and maximum time frame allowed. Students who wish to appeal that evaluation may by submitting an appeal form to the CAO who will make the final decision on the course evaluation.

CSTU accepts up to a maximum of 90 undergraduate transfer credits (including credit by examination) from a four (4) year college or university or a student can transfer a maximum of 66 credit hours from community colleges. Transferable coursework with grades of "C" or above may be accepted for transfer credit from other institutes of higher learning.

International university transcripts require a course-by-course evaluation through an approved credential evaluation agency if credit transfer is requested. CSTU recommended agencies which are members of NACES, however, other US agencies are also acceptable. Please check with the admission office if you have any questions.

Credits by Examination

Students attending CSTU may receive college credit at any time based upon their scores on the Advanced Placement (AP), International Baccalaureate (IB), SAT Subject Tests, and College Level Examination Program (CLEP) tests. A maximum of 30 credit hours may be transferred by credit by examination.

California Science and Technology University does not accept hours or credit earned through challenge examinations, achievement tests, or experiential learning.

California Science and Technology University does not admit ability-to-benefit students.

California Science and Technology University has not entered into any transfer or articulation agreements with any other college or university.

California Science and Technology University does not offer English as a Second Language instruction. All instruction occurs in English.

11. ENGLISH PROFICIENCY VERIFICATION FOR INT'L STUDENTS

Applicants whose official language is not English and 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) with a minimum score of 500 for paper-based, or 60 for iBT Internet-based, or 6.0 for IELTS Score, or 85 for Duolingo, or any other English test score that is comparable to the above scores.
- 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, “B” or higher for a master’s degree.
- A transcript verifying a grade of “C” or higher in an English composition course from an appropriately accredited/recognized college or university, “B” or higher for a master’s degree.

Students who have completed their high school diploma at an US high school, or undergraduate degrees at a nationally or regionally accredited U.S. college or university, students who have been working in the United States for more than two (2) years, or who have studied at other universities for more than one (1) years are not required to submit an English testing score.

12. REVIEW OF DOCUMENTATION

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

CSTU recommends using evaluation agencies that are members of NACES, however, CSTU accepts evaluations from all other credible sources.

13. TRANSFERABILITY OF CREDITS AND CREDENTIALS

The transferability of credits you earn at California Science and Technology University is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the degree or certificate you earn in the educational program is also at the complete discretion of the institution to which you may seek to transfer. If the degree or certificate that you earn at this institution is not accepted at the institution to which you seek to transfer, you may be required to repeat some or all your coursework at that institution. For this reason, you should make certain that your attendance at this institution will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending California Science and Technology University to determine if your credits or certificate will transfer.

14. COMPLETING THE REQUIRED COURSES

Students are advised and individually guided through courses by direct contact with their professors. With assistance from their professors, students proceed from course to course in a steady, organized manner. This enables educational objectives to be achieved in the shortest possible time frame.

Upon enrolling in a course, the student receives a course syllabus and information about how to contact his/her professor assigned for that course. CSTU works with an online supplier to provide textbooks for students. Students are encouraged to use the services; however, textbooks may be purchased from local bookstores, from publishers, or from other suppliers.

The faculty and staff of CSTU are available to assist students in achieving their educational objectives. CSTU is especially sensitive to the special needs of adult students returning to college after a long absence from the classroom.

15. ATTENDANCE

A student is considered tardy if they are more than 15 minutes late for class. Students with excessive tardiness must meet with Student Services for advice. Excessive tardiness is defined as the accumulation of six (6) or more tardies. Six (6) tardies equal one (1) absence.

Any absence (also known as a class cut) needs to be made up by watching the class recording video if it is available and reading the class materials. Excessive absenteeism will be placed on attendance probation. Excessive absences are defined as absence from three (3) or more lectures without make-ups in a course. Students will be dismissed from the school if they are on attendance probation for two (2) consecutive courses unless they provide reasonable justification to the Department of Student Services.

Satisfactory attendance rate is defined as at least 67% attendance under Satisfactory Academic Progress standards and attendance of ten (10) lectures in a three (3) unit course or five (5) lectures in a one point five (1.5) unit course.

16. LEAVE OF ABSENCE (LOA)

Policy Overview

A Leave of Absence (LOA) is a temporary, authorized interruption of training granted only for documented hardship-related reasons and subject to the limitations outlined in ACCSC Section VII (A)(3)(c).

An LOA is distinct from non-enrollment during a student's designated optional terms. Non-enrollment during the optional semester does not require documentation, approval, or justification and does not constitute an LOA.

Any student-requested interruption of training of the institutionally scheduled academic calendar is administered exclusively under the LOA policy and is subject to the 180-day limitation in any 12-month period.

An approved Leave of Absence temporarily pauses enrollment but does not modify the student's assigned academic sequence. Upon return from an LOA, the student resumes enrollment in the next scheduled instructional term according to the published academic calendar.

A Leave of Absence may not be used to delay, shift, or substitute for a student's designated Optional Semester.

An approved Leave of Absence (LOA) may not result in an interruption of training exceeding 180 calendar days within any 12-month period, including any non-LOA periods of non-attendance.

More than one LOA may be granted only under unforeseen and documented circumstances, including but not limited to: 1) medical emergencies; 2) family care obligations; 3) military deployment; 4) jury duty; or 5) other documented hardship, provided that the total duration of all approved LOAs does not exceed 180 calendar days within any 12-month period.

For international students, Title IV students, and VA-funded students, an approved LOA must also comply with all applicable SEVIS, Title IV, and VA requirements. An approved LOA may not result in a violation of SEVIS status, Title IV eligibility requirements, or VA funding requirements. Students in these categories should consult with the appropriate school official before requesting an LOA to ensure continued compliance with applicable regulations.

CSTU treats the Optional Semester as a separately published academic-calendar period, not as a Leave of Absence. However, before approving any LOA, CSTU reviews the student's enrollment and attendance history, including any periods of non-attendance, to ensure that the LOA will not result in an interruption of training exceeding 180 days within any 12-month period.

Failure to return by the scheduled end date will result in termination of enrollment, and CSTU's Refund Policy will apply in accordance with published procedures.

Eligibility Requirements

- The student must be enrolled and in good standing.
- The LOA cannot be granted retroactively. Approval must be completed and approved before the leave period begins.
- International (F-1) students must consult the Designated School Official (DSO) to discuss immigration status impacts.
- The request must specify a valid, documented reason.

Acceptable Reasons for LOA

- Medical – illness, injury, surgery, or required treatment (including mental health needs).
- Family Emergency – illness, caregiving, or bereavement for an immediate family member.
- Military Service – active duty, reserve duty, or required military training.
- Financial Hardship – temporary inability to afford tuition or living expenses.
- Jury Duty / Civic Obligations – mandatory jury service or other legally required civic duties.
- Academic Circumstances - Needing additional time to resolve academic standing issues
- Personal Circumstances - Pursuing personal or professional opportunities (e.g., internships, research, startups); Relocation or visa/immigration issues
- Other Compelling Circumstances – with approval by the Academic Affairs Office.

Request and Approval Procedures

1. Student Submission

- The student completes the official Leave of Absence Request Form, available from the Student Services Office or the CSTU website.
- The form must include the reason for the leave, the requested start and end dates, and supporting documentation (e.g., medical notes, official orders, family notice).

2. Administrative Review

- The Student Services Office verifies that the request is complete, and the student meets eligibility criteria.
- The Academic Department Staff reviews the student's academic record and recommends approval or denial.

3. Official Approval and Recordkeeping

- The Director of Student Services signs and dates the LOA before the start of the leave. CSTU's system records the approval of the LOA. The effective start date of the LOA begins only after the approval is recorded.

4. Notification to the Student

- The student receives an official LOA Approval Notice confirming the approved duration and return date.

During the Leave

- The student is classified as temporarily inactive but remains in good academic standing.
- No coursework or grading occurs during the LOA period.

Returning from Leave

1. The student must contact the Student Services Office before the return date to confirm intent to resume study.
2. Failure to return or extend the leave by the approved date will result in withdrawal or termination, with refunds handled by CSTU's Refund Policy.

Administrative Oversight

The Student Services Office reviews all LOA cases annually to verify that approvals are signed and dated prior to the start of the leave, ensuring full compliance with ACCSC standards and CSTU's internal quality controls.

17. ACADEMIC POLICIES

Satisfactory Academic Progress

A student must maintain satisfactory academic progress (SAP) to remain in training. SAP is cumulative in that it includes all periods of active enrollment and all attempted coursework. SAP standards apply to all students equally. SAP is evaluated during periods of active enrollment and instructional participation only. SAP is not evaluated during a student's designated Optional Semester if the student does not enroll any courses, as defined in the Academic Calendar. To comply with the California Science and Technology University's satisfactory academic progress policy, the student must:

1. Be enrolled in a program of study with a valid enrollment agreement.
2. Complete his/her program within the maximum time allowed. The maximum time allowed is 150% of the published program length, measured by attempted coursework.
3. Maintain satisfactory attendance.

For a credit hour program, the credit hours attempted cannot exceed 1.5 times the credit hours required to complete the program. Non-enrollment during a student's designated Optional Semester is excluded from calculations of attempted credits and satisfactory academic progress. Students must nevertheless complete all program requirements within the institution's published maximum time frame, as measured by attempted coursework and enrollment periods.

The school is not required to terminate the enrollment of a student who is unable to complete the program within the maximum time frame unless the school has determined that the student has failed to meet school policies that would otherwise warrant termination (e.g., academic progress or attendance policies). For the purposes of reporting student achievement, the school may not classify students who do not complete the program within the maximum time frame as graduates.

At CSTU all the students' grades and evaluations are based on demonstrated performance during each course and the level of academic knowledge gained during the course. The grading will consist of letter grades of A through F with grade points as indicated in this catalog. Additional elements of essays, problems, projects and case studies will receive letter grades from the faculty based on the grading rubric established by the CSTU. Each course is based on a total of 100 maximum points.

Optional Semester

The Optional Semester is a calendar-based, cohort-determined semester. Students who elect not to enroll during their designated Optional Semester remain in good standing in accordance with the institution's published policies and are not treated as being on a Leave of Absence, withdrawn, or inactive. Please see the Academic Calendar section for more details.

However, if a student's Optional Semester follows an approved Leave of Absence, the student must ensure that the total period of non-attendance, including both the Leave of Absence and the Optional Semester, does not exceed 180 days. In such cases, students are required to register for courses during the Optional Semester or in the next available enrollment period to remain in compliance with the institution's 180-day non-attendance policy and any applicable federal, state, accreditor, SEVIS, Title IV, or VA requirements.

Grade Point Average

A student's grade point average (GPA) is obtained by dividing the total number of points earned by the total credit hours attempted. Grades and symbols used to record academic progress are listed in the grading system table below. GPA is based on a maximum of 4.0. Grade points are assigned to all grades as follows:

Grade	GPA	Indicator
A+	4.00	Excellent
A	4.00	Excellent

Grade	GPA	Indicator
A-	3.67	Excellent
B+	3.33	Above Average
B	3.00	Very Good
B-	2.67	Good
C+	2.33	Average
C	2.00	Satisfactory
C-	1.67	Repeat or consult the student's advisor
D+	1.33	Need to Repeat
D	1.00	Need to Repeat
D-	0.67	Need to Repeat
F	0	Need to Repeat
P	0	Pass
I	N/A	Incomplete
T	N/A	Transfer Credit
W	N/A	Withdrawal

The grade points stated above will be used to calculate the GPA. Students must maintain a 2.5 cumulative GPA to be in good standing for graduate programs and 2.0 for undergraduate programs.

Latin Honors

The CSTU uses the Latin Honors Distinctions outlined below:

- 3.50 to 3.69 -Cum Laude – with honors
- 3.70 to 3.89 -Magna Cum Laude – with high honors
- 3.90 to 4.00 -Summa Cum Laude – with highest honors

Progress Reports

Updates to progress are made after each lecture, homework, midterm and final exam. Online progress reports are available for each program. Students can login into the school learning system, Campus Administration and Management System (CAMS), and monitor their academic progress, which will give a predicted final score on the course. The CSTU Chief Academic Officer will contact students if the system predicts the student will fail the course. Besides the progress report for each course, the satisfactory progress for a program will be evaluated at 25%, 50%, 75% and 100% of the program. These evaluation points are calculated based on attempted coursework and enrolled instructional terms. Periods of non-enrollment during a student's designated Optional Semester are excluded from SAP percentage calculations. Students must maintain an average GPA of B (3.0) for graduate programs and C (2.0) for undergraduate programs to meet SAP standards. Students not meeting SAP standards will meet with the Chief Academic Officer to establish a written plan for improvement.

Failure to Meet SAP Standards

A term is a grading period which is eight (8) weeks. A semester has two (2) terms. A student who is making unsatisfactory progress at the end of an enrolled instructional term or at a program evaluation point will be placed on academic probation for the next enrolled instructional term. A student is not placed on academic probation, suspension, or dismissal solely due to non-enrollment during a designated Optional Semester. All probationary, suspension, and dismissal actions apply only to periods of active enrollment. If the student on academic probation achieves satisfactory progress for the subsequent term but has not achieved the required grades for overall satisfactory progress, the student may be continued on probation for one more term. If the student on probation fails to achieve satisfactory progress for the first probationary term, the student's enrollment will be terminated. If a student on probation fails to achieve satisfactory progress for the program at the end of two successive probationary terms, the student will be terminated. When a student is placed on academic probation, the student will be required to communicate with the Office of the Registrar prior to returning to class. The Office of the Registrar will inform the student of the date, action taken, and terms of the probation. This information will be clearly indicated in the appropriate permanent student's record.

Academic Dismissal

Any student who fails to achieve overall satisfactory progress for the program at the end of two successive probationary terms will be suspended from enrollment.

Academic Suspension Reinstatement

A student whose enrollment is suspended for unsatisfactory progress may reapply for admission after a minimum of one term. A student who returns after enrollment was suspended for

unsatisfactory progress will be placed on probation for the next term. The student will be advised of this action, and the student's file documented accordingly.

Academic Dismissal/Termination

If the student does not maintain satisfactory progress during or by the end of this final probationary period, then the student's enrollment will be terminated. Application of Standards: Satisfactory academic progress standards apply to all students and include all periods of the student's enrollment.

Appeals

Re-admission after termination for failing to meet SAP standards may be granted to an individual if a written appeal is made to the CSTU and the individual substantiates that mitigating circumstances were involved and corrective measures have been taken to prevent a recurrence. Appeals must be made within one month of the date of SAP notification.

Reinstatement

Students who have been dismissed for failure to maintain satisfactory academic progress may apply to be re-admitted after six (6) months. Such students may be re-admitted under a probation status. Such students can re-establish SAP good standing by successfully completing failed courses with a grade of "C" / 2.00 or better.

Students who are placed on Academic Suspension may apply to be reinstated as "active students." To change the status to active, students must submit a completed application for reinstatement along with a fee of \$400.00. Additional tuition fees will apply to uncompleted coursework.

The Optional Semester may not be used as a suspension, probationary, or remediation period and does not replace or delay required academic actions.

Transferred or Re-admitted Students' Maximum Time Frame

Transferred or re-admitted students will be allowed a maximum time frame of 150% of the portion of the program remaining at the point of re-entry.

Incomplete Grades

Students receiving, at the discretion of the faculty member, a grade of "I" will be evaluated according to the minimum standard for academic progress and will be re-evaluated at the end of the first two weeks of the following course during which time the student may complete missing

work. Courses indicating an “I” at the end of the two-week period will become an “F” with a “0” added to the GPA.

A student who withdraws during the last quarter of his/her program will receive a grade of “incomplete” if the student requests the grade at the time of withdrawal and the student withdraws for an appropriate reason unrelated to the student’s academic status. A student who receives a grade of incomplete may reenroll in the program during the 12-month period following the date the student withdraws and completes those incomplete subjects without payment of additional tuition.

Make-Up Work

Make-up work requirements are determined by instructors and may be described in the course syllabus. Any class absence can be made-up by watching class recording videos.

Course Withdrawals

If a student withdraws prior to the midpoint in a course, the student receives a “W” and the GPA is not affected but will be counted as work attempted. The student who receives a “W” grade will have a 12-month period following the date the student withdraws to complete the course at no additional tuition.

Transfer Credits

Transfer of credit courses does not affect the GPA and are not calculated in SAP. They are reflected on the transcript as “T”.

Repeating a Course

Students must repeat courses in which they have received an “F” grade or from which they withdraw. Students will be charged the regular tuition fees for each course they repeat in which they received an “F” grade. Students must earn a cumulative GPA of 3.0 or higher on a 4.0 scale for graduate study or a cumulative GPA of 2.5 on all courses that carry graduate credit. At CSTU, no grade below C- is acceptable for credit toward a certificate or degree and if a student receives a grade below C- in any course, that course must be repeated. The new grade will replace the old grade. For students who wish to improve their grade, the fee for repeating a course is the same as the regular tuition.

Graduation Date

Students will graduate meet all the graduation requirements. If the student fails to meet the graduate requirement, the student may repeat the failed courses to meet the graduation

requirements. Students need to apply for graduation during the final term. Student advisors will approve the application if all the requirements are met. Otherwise, the student advisor needs to communicate with the student about the deficiencies and how to make up the deficiencies.

18. STUDENT SERVICES

Student Services provides information on public transportation, general costs in the area of childcare, and points of interest.

The Department of Student Services will oversee the management of the career placement services offered to students and graduates via the CSTU Online Service Center on the institution's website which shall always be accessible to students using their university password to log into the career placement services section of the school's website.

19. NON-ACADEMIC COUNSELING

The Department of Student Services helps with personal and interpersonal issues such as relationships, cultural differences, assertiveness, and self-esteem. If a student needs a professional counselor, the Department of Student Services will help the student find a suitable counselor. Additionally, the Student Services Office helps students with educational/vocational concerns such as coping with university life, academic performance, test anxiety, reentry adjustment, and determining life goals. Students are encouraged to seek assistance from a counselor in dealing with any problems that might affect their success at CSTU.

20. STUDENT INTERACTION AND STUDY GROUPS

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

21. LIBRARY SERVICES AND LEARNING RESOURCES

CSTU's on-site library is open during normal business hours, Monday-Saturday 9:30AM-5:30PM. Staff is available to assist students and faculty during this time. Students can check out textbooks and other class materials from the on-site library.

The institution also provides its students with access to online library services via the Library and Information Resources Network (LIRN) Portal. This allows students to perform research on topics covered in each program. The school provides research databases that contain the most

thorough and up-to-date research materials available. Students are encouraged not only to learn from classes but also to pursue independent research by using resources organized by the Director of Library Services. Students receive a 30-minute orientation to LIRN.

The Director of Library Services is available on campus for up to 40 hours per week and is on-call for at least 40 hours per week to help students. Support is also provided via email inquiries within 10 hours of receipt. This individual is available to assist with resources for up to two (2) hours of post lecture each day and by appointment.

Students may use their mobile device, or a computer anywhere to access LIRN.

All students are provided with access to Gale resources, where the students can research for scholarly and peer reviewed journals, unlimited, full-text access to the entire Computer Science Collection, Computer and Information Systems Abstracts, Computer Science Journals, etc. The students are expected to fully utilize the Gale library database: Gale foundation, when addressing discussion questions, written assignments, course research projects (CRPs), and the capstone projects.

22. ACADEMIC ADVISING

Academic advising is an essential element of the educational process. Faculty members serve as academic advisors and counselors to the students.

Although online registration is available to students, they are welcome to meet with a faculty member before and during the course registration period each semester. During the meeting, the faculty member will examine the student's study plan, academic records, and choose suitable courses to enroll. Academic advising is also available to students throughout the school year. In addition to helping students plan course schedules, academic advisors may also encourage students to explore their academic options and personal goals in preparation for entering the professional world.

To ensure satisfactory progress of each student, the administrative staff, including the Chief Academic Officer and the Director of Student Services maintain close contact with the faculty to monitor those students who may need extra help. Class attendance records, available online to the staff, are used as one input for student advising. The student is to be contacted for advising when either of the following occurs: (1) The staff is informed by any faculty member who is concerned about the student's performance in the class at any checkpoint during the semester, (2) the student has a poor attendance record, (3) the student is placed in academic-probation status. Student records will be maintained at the school site for five years from the last date of attendance. Transcripts are maintained permanently.

23. CAREER PLACEMENT SERVICES

CSTU does not guarantee employment to any student upon graduation. CSTU does provide all graduates with assistance regarding placement opportunities, resume preparation, job search assistance and interview advising and advising concerning job search and job interview techniques. Placement assistance is available to all graduates of the institution. Additionally, CSTU is required under California law to track placement of its graduates for a period of up to 6 months upon completion of their program and to verify placement 2 months after employment.

As a key component of Student Services, career placement services help the students in the following areas: (1) Prepare resumes and sharpen interview skills, (2) Conduct career seminars and job fairs, (3) Identify the students' strengths and interests and provide career advice, (4) Provide internship opportunities to the students, and (5) Provide library materials and an online tool for the students to gain access to various sources of job related information. The Student Services in collaboration with the library, provides the students with access to a collection of books, articles, magazines, and brochures about employment opportunities. Employment information can be found on the online job posting board through the eCareer Center on the CSTU Online Service Center site. The service provides career planning and job search assistance prior to and after students' graduation.

24. RETENTION OF STUDENT RECORDS

The records for students, including a transcript of academic progress, shall be kept in files maintained in cabinets or electronically in such a way that adequate information is maintained by the institution for a period of 5 years from the student's date of completion or withdrawal to show student advancement, grades, and that satisfactory standard are enforced relating to progress and performance. All student files are kept in the Department of Student Services office and electronic copies in a secure server. A daily backup is made and stored "in the cloud" off-site by a professional provider with a secure file repository, backup, and recovery system.

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

- The names and addresses, both local and home, of each of its students.
- The courses of study offered by the institution.
- The names and addresses of its instructional staff, together with a record of the educational qualifications of each.

- The degrees or diplomas and honorary degrees and diplomas granted, the date of granting, together with the curricula upon which the diplomas and degrees were based.

25. TRANSCRIPTS

The CSTU will supply one official transcript upon graduation. Requests for additional transcripts must be made in writing and signed by the student. There is a \$15.00 charge for each transcript requested. For transcripts mailed outside of the U.S., there is an additional shipping fee of \$50.00. Students requesting the release of academic records and transcripts to employers or other groups or agencies must sign an authorization request and follow the procedures outlined in this section. In addition, students are informed that they may file complaints with the Family Educational Rights and Privacy Act Office of the United States Department of Education (FERPA) concerning alleged failures by the school to comply with the Family Rights and Privacy Act of 1974 (the 'Buckley amendment'), as amended, in relation to the procedures and decisions involved with any such matters.

26. STUDENT POLICIES AND PROCEDURES

The following paragraphs detail the standards of conduct that California Science and Technology University expects all of its members, students, staff, and faculty to follow. Students are subject to disciplinary action, including suspension or dismissal from the academic program, for violations of the university's policies regarding personal conduct.

27. ACADEMIC INTEGRITY POLICY

CSTU expects that all academic work submitted by students be original, or in the case of cited material, properly acknowledged as the work, ideas, or language of another. Further, all acts of academic dishonesty are strictly prohibited. These include, but are not limited to, cheating, plagiarism, fabrication, unauthorized collaboration, misappropriation of resource material, or any other violation of university regulations.

28. SEXUAL HARASSMENT POLICY

Whether verbal or physical, in person or by telephone, sexual harassment is an act of aggression. It is a violation of federal law under (section 703 of the Civil Rights Act of 1964 and under Title IX Education Amendments of 1972). CSTU encourages students and employees to confront sexual harassment, to report incidents and/or to seek advice and assistance. CSTU has both a moral and legal obligation to investigate all complaints of sexual harassment and to pursue sanctions when warranted.

It is the policy of the university that all persons, regardless of their sex, should enjoy freedom from discrimination of any kind. “Sexual harassment” means any unwelcomed sexual advances, request for sexual favors, and other verbal, visual, or physical conduct of a sexual nature made by someone from or in the work or educational setting, under any of the following conditions:

- Submission to such conduct is made either explicitly or implicitly a term or condition of an individual’s employment or status in a course, program, or activity.
- Submission to or rejection of such conduct is used as the basis for employment or educational decisions affecting that individual. Such conduct has the purpose or effect of unreasonably interfering with an individual’s work performance or educational experience, or creates an intimidating, hostile, or offensive environment for working or learning.
- Such conduct has the purpose or effect of unreasonably interfering with an individual’s academic performance, or of creating an intimidating, hostile, or offensive educational or working environment.

CSTU is committed to taking appropriate action against those who violate the policy prohibiting sexual harassment. CSTU is committed to protecting victims of harassment from retaliation.

29. DRUG AND ALCOHOL POLICY

The university recognizes the health risks associated with the use of illicit drugs and the abuse of alcohol and is committed to providing a drug-free educational environment and workplace. The university prohibits the unlawful manufacture, distribution, dispensation, possession, or use of any controlled substance and the abuse of alcohol by students and employees on university property or as part of any of its activities. Individuals found to be in violation or engaged in serious misconduct are subject to legal sanctions under local, State, or Federal law, as well as any administrative sanctions that the university may impose.

CSTU complies with the Drug-Free School and Communities Act Amendments of 1989, Public Law 101-226, and the Drug- Free Workplace Act of 1988, Public Law 100-690. The university supports the purpose of this legislation and provides copies of the school policies governing drug and alcohol abuse to all employees and students.

30. COMPLAINT AND GRIEVANCE POLICY

From time to time, differences in interpretation of university policies will arise among students, faculty, and/or the administration. When such differences arise, we urge students and staff to communicate any problems that arise directly to the individual involved. If the problem cannot

be resolved in this manner, the university administration should be contacted. Normally, the informal procedure of discussing the difference will resolve the problem.

Any student who feels that he or she has been subjected to unfair treatment by the university by any of its employees, entities, policies, procedures or programs may report the matter in writing to the President for review and action. The President is located in the administrative location of CSTU and is open Monday through Friday 9:30 AM to 5:30 PM. On making the complaint, the student will be advised of the next step, depending on the nature of the complaint.

The first step would be to attempt to resolve the complaint informally. If the complaint is resolved satisfactorily to all parties concerned the case shall be closed, with a written notice to that effect sent to the complainant and the respondent. If no informal resolution is possible, and the student wishes to pursue the complaint, the grievance may be referred to the Bureau of Private Postsecondary Education (BPPE) State of California, P.O. Box 980818, W. Sacramento, CA, 95798-0818, www.bppe.ca.gov, 916-431-6959, or ACCSC at 2101 Wilson Boulevard, Suite 302 Arlington, Virginia 2220.

31. ARBITRATION AT CSTU

Alternative Dispute Resolution: While no one expects disputes and conflicts, sometimes they do occur; and it is in the best interests of the parties to resolve the dispute in the simplest, fastest, and least expensive manner. Students at CSTU, therefore, agree to follow the three steps below:

Step One: Any and all disputes, conflicts, problems, controversies, or claims of any kind, without exception, arising from or connected to enrollment and attendance at the university (“dispute”) should first be taken up with the President. If the dispute is not then resolved, a written statement should be made of each party’s position and submitted to the Office of the President for a final decision. The parties may proceed to Step Two if the dispute is not resolved in Step One.

Step Two: The parties agree that any dispute should be resolved through mediation. Any such mediation will be held in the city in which the student resides. The parties agree to attend and make a sincere and good faith effort to resolve the dispute through this mediation.

Step Three: The parties agree that any dispute arising from enrollment, no matter how described, pleaded or styled, shall be resolved by binding arbitration under the substantive and procedural requirements of the Federal Arbitration Act conducted by the Better Business Bureau (BBB).

All determinations as to the scope, enforceability and effect of this arbitration agreement shall be decided by the arbitrator, and not by a court. The award rendered by the arbitrator may be entered in any court having jurisdiction.

I: Terms of Arbitration:

- A. Both Student and the university irrevocably agree that any dispute between them shall be submitted to binding Arbitration.
- B. Neither the Student nor the university shall file or maintain any lawsuit in any court against the other and agree that any suit filed in violation of this Agreement shall be dismissed by the court in favor of an arbitration conducted pursuant to this Agreement.
- C. The costs of the arbitration fee, filing fee, arbitrator's compensation, and facilities fees will be paid by the university, to the extent these fees are greater than a district court filing fee.
- D. The arbitrator's decision shall be set forth in writing and shall set forth the essential findings and conclusions upon which the decision is based.
- E. Any remedy available from a court under the law shall be available in the arbitration.

II: Procedure for Filing Arbitration:

1. Students are strongly encouraged, but not required, to utilize the first two steps of the grievance procedure described above, prior to filing arbitration.
2. A student desiring to file arbitration should first contact the vice president of Student Affairs, who will provide the student with a copy of the BBB rules at no cost. A student desiring to file arbitration should then contact the BBB, which will provide the appropriate forms and detailed instructions. The student should bring this form to the BBB.
3. A student may, but need not to, be represented by an attorney at the Arbitration.

Acknowledgment of Waiver of Jury Trial and Availability BBB Rules: By signing the Enrollment Agreement, each party understands the nature of arbitration; that arbitration is final and binding, and each party is waiving certain rights, including, but not limited to, its right to litigate its dispute in court, including its right to a jury trial. Both parties understand that the award of the arbitrator will be binding and not merely advisory.

32. STUDENTS WITH DISABILITIES

The university complies with the Americans with Disabilities Act of 1990 and Section 504 of the Federal Rehabilitation Act of 1973. Accordingly, qualified persons with disabilities cannot, on the basis of disability, be denied admission or subjected to discrimination in admission decisions. Further, no qualified disabled student may be excluded from any academic, research, counseling, financial aid, or other post-secondary education program or activity that the university provides to all students on the basis of that student's disability.

33. STUDENT DISCIPLINE

Students are expected to conduct themselves in a responsible manner that reflects generally accepted moral standards, honor, and good citizenship. They are also expected to abide by the regulations of the university. It is the student's responsibility to maintain academic honesty and integrity and to manifest a commitment to the goals of the university through proper conduct and behavior. Any form of academic dishonesty, or inappropriate conduct by students or applicants, may result in penalties ranging from a warning to dismissal as deemed by CSTU. Any such disciplinary action will be taken following the procedures of due process. Due process mandates that students be given notice and an opportunity to be heard, that is, informed in writing of the nature of the charges against them and provided with an administrative hearing on the issues and provisions for appeal.

34. REASONS FOR PROBATION, SUSPENSION, AND DISMISSAL OF STUDENTS

Following the procedures consistent with due process, students may be placed on probation, suspended, dismissed, or given a lesser sanction for any of the following reasons:

Plagiarism

Plagiarism is the presentation of someone else's ideas or work as one's own. An obvious form of plagiarism is intentionally stealing someone else's work. Using another person's sentence, phrase, or even a word that a person coined requires students to acknowledge the source of the sentence, phrase or coined word. To acknowledge the source, students can either use quotation marks or paraphrase the author. In both cases, students must cite the source of the quotation or paraphrase ideas properly.

Cheating or Other Academic Dishonesty

Any form of academic dishonesty reveals a serious lack of personal integrity and detracts from the quality of a student's education. As such, cheating is a violation of university policy because it diminishes the quality of student scholarships and defrauds those who rely on the integrity of the university's academic programs.

Academic dishonesty is any form of cheating or plagiarism (see above), or an attempt to obtain credit for academic work through fraudulent, deceptive or dishonest means. The following are examples of academic dishonesty, but are not intended to be inclusive:

- Using or attempting to use unauthorized materials, information, or study aids in any academic exercise, such as copying from another student's test
- Submitting work previously presented in another course
- Using sources or materials not authorized by the instructor in an examination
- Altering grading materials

- Sitting for an examination by a surrogate or acting as a surrogate
- Conducting any act which defrauds the results of the academic process
- Violating software copyrights

A faculty member has two options to resolve issues of cheating or plagiarism. The first option is to take care of the matter himself or herself and the second option is to refer the matter to the university for appropriate Action.

When an instructor has adequate evidence of academic dishonesty on the part of a student, the instructor can take action against the student under the first option. Variables affecting the severity of student penalties include whether the dishonesty was premeditated, the extent of the dishonesty (one answer or an entire project), the relative importance of the academic exercise (e.g., quiz or final examination), and whether the dishonesty was active or passive. Specific penalties that are considered are:

- Review with no action
- Warning
- Requirement that the work be repeated
- Reduction of grade on specific work in question
- A failing grade for the work in question, or for the entire course
- Any other penalty appropriate under the circumstances

The guidelines for appropriate penalties include an oral reprimand in cases where there is a reasonable doubt that the student knew that the action constituted academic dishonesty, an “F” on the particular paper, project or examination when the act was not premeditated or there were significant mitigating circumstances or an “F” in the course where the dishonesty was premeditated or planned. The instructor will document and report his or her actions to the Chief Academic Officer.

If the instructor utilizes the second option, he or she will notify the university of the type of academic dishonesty observed, provide a written statement regarding the matter, and provide the university with the names of all witnesses and all information and documentation necessary to prepare for a disciplinary hearing or other appropriate action by the university. Any of the specific penalties and guidelines for appropriate penalties above may be considered by the university. In the case of repeated infractions by a student, the university may exercise the option of dismissal.

Action by both the instructor and the university can be appealed through the appeal procedures set forth below.

35. NON-ACADEMIC REASONS FOR STUDENT DISCIPLINE

In addition to the reasons noted above, students may be disciplined for any of the following reasons:

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

Disciplinary action may include probation, suspension, and dismissal from the university and/or notification to the Department of Homeland Security. Students suspected of committing any violation of university policy are accorded procedures consistent with due process typically before disciplinary action is imposed. However, inappropriate students may be suspended prior to a due process hearing.

Any violation of university policy (including all forms of academic dishonesty) can result in a student being barred from graduate or professional schools at this or other universities. In addition, violating university policy can make a student ineligible for government commissions or other employment.

36. STUDENT RIGHTS

CSTU has adopted policies with regard to student rights and grievances that are maintained in the university's policy manuals. The university's policy seeks to treat all students with respect and fairness. All students may request access to or release of, at reasonable times, his or her education records as maintained by the university. Such a request must be in writing and addressed to the registrar. The written request must specify the records that the student desires to access or to be released, and to whom it is released. A student may request any special letters or

copies of documents pertaining to his/her student file but must pay the cost of producing or reproducing such documents.

A student may request changes in his or her records. If, on proper evidence, a material error in the record is proved, a change or correction will be made. The university has adopted a policy whereby all students have the right to appeal decisions of faculty and staff based upon university policy.

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, Suite 225, Sacramento, CA 95834 or P.O. Box 980818, West Sacramento, CA 95798- 0818, www.bppe.ca.gov, (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 (888) 370-7589 or by completing a complaint form, which can be obtained on the bureau's internet web site (www.bppe.ca.gov). A student can also contact ACCSC at 2101 Wilson Boulevard, Suite 302, Arlington, Virginia 22201, by phone: 703.247-4212, or by fax: 703.247.453, for any complaint. A complaint form is also available to download at ACCSC's website at www.accsc.org.

37. COURSE MATERIAL ISBN AND PURCHASING INFORMATION

CSTU does not have a student bookstore. Students are required to purchase textbooks required for their courses on the open market. In accordance with the current HEOA requirements, CSTU will provide the ISBN and retail price of our texts along with information on various purchasing options and buyback programs. The ISBN and price information are provided in the syllabus. Course materials can be purchased from any source, the CSTU website offers a convenient means of obtaining required course materials. CSTU cautions students about obtaining course materials from overseas sources because of the risk of delivery time and quality of the materials. Purchase decisions should not be based on the purchase price alone.

38. SCHEDULE OF CHARGES

Program of Study	Registration Non-Refundable	Tuition Refundable	STRF * Non-Refundable	**Total Cost	***Tuition By Period of Attendance
Master of Business Administration (MBA)	\$90.00	\$29,400.00	\$0.00	\$29,490.00	\$8,820.00

Program of Study	Registration Non-Refundable	Tuition Refundable	STRF * Non-Refundable	**Total Cost	***Tuition By Period of Attendance
Master of Science in Computer Systems and Engineering (MSCSE)	\$90.00	\$29,400.00	\$0.00	\$29,490.00	\$8,820.00
Emerging Technology Training Program (Certificate)	90.00	\$11,760.00	\$0.00	\$11,850.00	\$6,300.00
Bachelor of Science in Business Administration (BSBA)	\$90.00	\$25,200.00 /Year	\$0.00	\$100,890.00	\$10,080.00
Bachelor of Science in Computer Systems and Engineering (BSCSE)	\$90.00	\$25,200.00 /Year	\$0.00	\$100,890.00	\$10,080.00

*Since April 1, 2024, the *Student Tuition Recovery Fund* (STRF) fee has been changed from two dollars and fifty cents (\$2.50) per one thousand dollars (\$1,000) of institutional charges to zero dollars (\$0), from each student in an educational program who is a California resident or is enrolled in a residency program. For institutional charges of one thousand dollars (\$1,000) or less, the assessment is also zero dollars (\$0).

Note: Authority cited: Sections 94877, 94923 and 94924, Education Code. Reference: Sections 94843, 94911(b), 94923 and 94924, Education Code.

**The estimated schedule of total charges for the entire educational program.

***The schedule of total charges for a period of attendance.

The cost per credit is \$980.00 for graduate programs and \$840.00 for undergraduate programs.

Students must purchase the textbook required for their course before class at the student's own cost. The estimated costs are as follows:

- Master of Business Administration (MBA): \$500.00
- Master of Science in Computer Systems and Engineering (MSCSE): \$500.00
- Bachelor of Science in Business Administration (BSBA): \$1000.00

- Bachelor of Science in Computer Systems and Engineering (BSCSE): \$1000.00
- Emerging Technology Training Program (Certificate): \$200.00

TUITION RATES ARE ESTABLISHED ON AN ACADEMIC YEAR BASIS. IF TUITION ADJUSTMENTS ARE MADE, THE UNIVERSITY WILL PROVIDE THE STUDENT WITH AT LEAST 60 DAYS' ADVANCE WRITTEN NOTICE PRIOR TO THE EFFECTIVE DATE. TUITION ADJUSTMENTS WILL ONLY APPLY TO TERMS THAT HAVE NOT YET BEGUN AT THE TIME OF NOTICE.

39. ADDITIONAL FEES

The following fees and charges are costs that students may incur beyond the basic tuition cost for specific degree programs. Fees are charged when services are rendered.

International Transcripts Evaluation Fee	\$150.00
Student Transfer Out Fee	\$250.00
Late Registration Fee	\$50.00
Master Level Graduation Fee	\$250.00
Additional Transcript Fee	\$15.00
Change of Program Fee	\$50.00
Leave of Absence Fee	\$50.00
Returned Check Fee	\$50.00
Student Activity Fee	\$50.00

Return Check and Credit Card Declines Policy

Students are responsible for all fees relating to checks returned from the bank due to nonpayment. The CSTU charges a fee of \$50.00 for any returned check or credit card declined.

40. STUDENT TUITION RECOVERY FUND

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, Suite 225, Sacramento, CA 95834, (916) 431-6959 or (888) 370-7589.

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

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

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

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

application for recovery within the original four (4) year period, unless the period has been extended by another act of law.

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

41. CANCELLATION AND REFUND POLICY

Students' Right to Cancel

1. You have the right to cancel your agreement for a program of instruction, without any penalty or obligations, through attendance at the first class session or the seventh calendar day after enrollment, whichever is later. Applicants who have not visited the school prior to enrollment will have the opportunity to withdraw without penalty within three business days following either the regularly scheduled orientation procedures or following a tour of the school facilities and inspection of equipment where training and services are provided. After the end of the cancellation period, you also have the right to stop school at any time; and you have the right to 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.
2. Cancellation may occur when the student provides a written notice of cancellation at the following address: 1601 McCarthy Boulevard, Milpitas, CA 95035
3. This can be done by mail or by hand delivery.
3. The written notice of cancellation, if sent by mail, is effective when deposited in the mail properly addressed with proper postage.
4. The written notice of cancellation need not take any particular form and, however expressed, it is effective if it shows that the student no longer wishes to be bound by the Enrollment Agreement.
5. If the Enrollment Agreement is canceled after attendance of the second class session or the seventh calendar day after enrollment, whichever is later, the school will refund the student any money he/she paid, less a registration fee, and less any deduction for equipment not returned in good condition, within 35 days after the notice of cancellation is received.

Withdrawal from the Program

The institutional refund policy for students who have completed 60 percent or less of the course of instruction shall be a pro rata refund. After the end of the cancellation period, you have a right to terminate your studies at this school at any time, and you have the right to receive a refund for the part of the course or program you have paid for and did not receive. You have the right to withdraw from the course of instruction at any time. If you withdraw from the course of instruction after the period allowed for cancellation, the school will remit a refund, less a

registration fee \$90.00, within 35 days following your withdrawal. You are obligated to pay only for educational services rendered and for unreturned books or equipment.

If you obtain books or equipment, as specified in the enrollment agreement and return them in good condition within 30 days following the date of their withdrawal, the school shall refund the charge for the books or equipment paid by you. If you fail to return books or equipment in good condition within the 30 day period, the school may offset against the refund the documented cost for books or equipment exceeding the prorated refund amount.

You may withdraw from the school at any time after the cancellation period (described above) 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 refund will be less a registration fee, and less any deduction for equipment not returned in good condition, within 35 days of withdrawal. If the student has completed more than 60% of the period of attendance for which the student was charged, the tuition is considered earned and the student will receive no refund.

For the 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; absences in excess of maximum set forth by the institution; and/or failure to meet financial obligations to the school.
- The student fails to return from a leave of absence.

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.

If the student has completed more than 60% of the period of attendance for which the student was charged, the tuition is considered earned and the student will receive no refund.

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 tuition not paid from federal student financial aid program funds.

42. TUITION PAYMENT METHODS

California Science and Technology University is in the process of participating in federal and state financial aid programs. CSTU accepts payment for tuition, books, equipment and other fees through cash payment, Zelle, PayPal, or personal or third-party checks. Payment in full is required prior to beginning each course.

Students assume the responsibility for payment of the tuition costs in full, either through direct payment or through a third party financial plan. All financial arrangements must be made before the beginning of each course.

43. EDUCATIONAL PROGRAMS

Program Name	Semester Credit Hours	Normal Completion Time
Master of Business Administration (MBA)	30	24 months
Master of Science in Computer Systems and Engineering (MSCSE)	30	24 months
Bachelor of Science in Business Administration (BSBA)	120	52 months
Bachelor of Science in Computer Systems and Engineering (BSCSE)	120	52 Months
Emerging Technology Training Program (Certificate)	12	8 months

Note: For a master's degree program, students can take up to 36 credits to meet the major requirement, and for a bachelor's degree program, students can take up to 135 credits to meet the core requirements.

44. CREDIT HOUR DEFINITION

California Science and Technology University measures its programs in semester credit hours. A credit hour is defined as an amount of work represented in intended learning outcomes and verified by evidence of student achievement for academic activities as established by the

institution comprising the following units: didactic learning environment; supervised laboratory setting of instruction; externship; and/or out-of-class work/preparation. A clock hour is defined as 50 minutes of instruction in a 60-minute period. Generally, a clock hour begins at the top of the hour and ends at the fifty-minute mark.

One semester credit hour equals 45 hours comprised of the following academic activities:

- One clock hour in a didactic learning environment = 2 credits
- One clock hour in a supervised laboratory setting of instruction = 1.5 credits
- One hour of externship = 1 credit
- One hour of out-of-class work and/or preparation for the didactic learning environment or supervised laboratory setting of instruction that are designed to measure the student's achieved competency relative to the required subject matter objectives = 0.5 credit

(In the rest of this catalog, for simplicity, credit means semester credit hour.)

45. PRIVACY POLICY

California Science and Technology University (CSTU) is committed to protecting your privacy. We collect personal, financial, and technical data to provide academic and administrative services, process enrollments and payments, enhance security, and improve user experience. We do not sell personal data but may share it with insurance providers, government agencies for regulatory compliance, or law enforcement if legally required. Data is safeguarded through security measures and retained only as necessary for academic, administrative, or legal purposes. This policy is subject to periodic updates, and any changes will be posted on our website.

46. BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION (BSBA)

The goal of the Bachelor of Science in Business Administration (BSBA) program is to equip individuals with the skills and knowledge necessary to excel in the global business sector. This program focuses not only on a thorough understanding of the core subjects but also on comprehending relevant research methods and methodologies. Such a focus is designed to enhance the student's capacity to synthesize and effectively utilize their knowledge in professional settings.

The Minor

The University encourages students to complete a minor, that is, a defined program of study in a discipline other than the student's major. A minor must be at least 18 core credit hours. Students should maintain at least a 2.00 GPA in their minor courses.

The Bachelor of Science in Business Administration program provides training that inspires students to be well-prepared for a changing business environment by building a solid foundation and understanding of business practices with global and ethical perspectives.

Goals of the BSBA Program

The goals of the Bachelor of Science in Business Administration are to enable students to:

- Gain business knowledge and problem-solving skills.
- Enhance collaboration skills and business communication skills.
- Explore global, ethical, and business information systems topics.
- Be able to conduct a quantitative and qualitative analysis of the business data and make a good decision with the business decision model.

Student Learning Outcomes of the BSBA Program

Graduates of the program will

- Acquire knowledge about and understanding of fundamental theories in business.
- Analyze business problems, formulate relevant solutions, and assess possible outcomes.
- Demonstrate efficient oral and written business communication skills.
- Demonstrate ability to make reasoned ethical and legal judgments related to the business profession.
- Develop effective team-working skills.
- Demonstrate knowledge of business information systems and integrate it into business problem-solving.
- Acquire knowledge about and understanding of fundamental theories in the concentration area and apply them to contemporary business environments.

Upon completion of the study, graduates may obtain jobs in marketing analysis, data processing, financial analysis, etc. The following is a list of job classifications the BSBA program prepares graduates for using the United States Department of Labor's Standard.

- 15-1199.08 - Business Intelligence Analysts
- 11-2021.00 - Marketing Managers
- 15-1199.10 - Search Marketing Strategists
- 13-1111.00 - Management Analysts
- 13-1161.00 - Market Research Analysts and Marketing Specialists
- 15-2031.00 - Operations Research Analysts
- 13-2099.01 - Financial Quantitative Analysts
- 11-2022.00 - Sales Managers
- 43-4051.00 - Customer Service Representatives

Degree Requirements for Bachelor of Science in Business Administration Program

For a Bachelor of Science degree in Business Administration, students must complete 120 semester credit hours (in the rest of this catalog, credit means semester credit hour): 36 credits of general education courses, 60 credits of core courses, and 24 credits of elective courses. The graduate level courses can also be used toward the bachelor's degree for core courses or elective course requirements if it is approved by CSTU's student advisor. The Bachelor of Science in Business Administration program focuses on two areas of business specialization: Finance and Management. The course requirements for the BSBA program are listed below:

General Education (choose 36 credits, 3 credits per course)

- GE100 American Literature
- GE110 U.S. History
- GE130 U.S. Government
- GE140 College Algebra
- GE150 Calculus
- GE160 Composition and Rhetoric
- GE200 Principles of Macroeconomics
- GE210 General Psychology
- GE220 General Sociology
- GE230 General Philosophy
- GE300 Professional Communication
- GE310 Statistics and Applications
- GE320 Logic and critical thinking

Core Courses for Financial and Management (60 credits, 3 credits per course)

- BA300 Management Information Systems
- BA302 Business Ethics
- BA304 Business Law
- BA306 Business Finance
- BA308 Management and Organizational Behavior
- BA310 Principles of Marketing
- BA320 Product Design
- BA330 Principles of Microeconomics
- BA400 Financial Accounting
- BA401 Managerial Accounting
- BA402 Financial Markets and Institutions
- BA404 Investments

- BA406 Financial Analysis and Valuation
- BA408 International Finance
- BA410 Financial Management
- BA422 Leadership in Organizations
- BA424 Human Resource Management
- BA426 Project Management
- BA428 Global Supply Chain Management
- BA432 Sale management

Elective Courses (choose 24 credits from below or any other courses offered in CSTU except GE courses)

- BA420 Small Business Management
- BA430 AI for business
- BA442 Business Analytics
- BA444 Business Intelligence
- BA446 Digital Marketing
- BA448 International Business
- BA450 Marketing Analytics
- BA482 Innovation and Entrepreneurship
- BA490 Special topics (3 credits)
- BA491 Seminars
- BA499 Internship

Minor in Business Administration Requirements

A Minor in Business Administration can be earned in conjunction with any major at CSTU. To earn a Minor in Business Administration, students must complete 6 BSBA core courses with a GPA of 2.0 and above.

Graduation Requirements

To graduate from the Bachelor of Science in Business Administration program, students must complete a minimum total of 120 credit hours with the following requirements:

Complete the required coursework in the following categories:

GE Course Requirements

Core Course Requirements

Elective Course Requirements

And fulfill the following requirements:

- Maintain a grade of C- or better for all courses taken to clear deficiencies or towards the degree requirements,
- Maintain an overall GPA of 2.5 or better,

- Maintain good standing with the university – with clear financial, library, and other school records,
- File a petition for graduation.

47. BACHELOR OF SCIENCE IN COMPUTER SYSTEMS AND ENGINEERING (BSCSE)

The Computer Systems and Engineering program strives for quality in teaching and research by covering the fundamentals as well as applied aspects of computer science while enabling students with technological problem-solving skills, collaborative activities, and consideration of ethical issues. The program focuses on full-stack development, Cloud Computing, and Security.

Goals of the BSCSE Program

The goals of the Bachelor of Science in Computer Systems Engineering program are to:

- Prepare students for entry to mid-level employment opportunities.
- Develop strong oral and written communication skills.
- Provide a clear understanding of ethical issues related to the computing profession.
- Prepare students for the upcoming AI technical revolution.

Student Learning Outcomes of the BSCSE Program

Graduates of the program will:

- Apply knowledge of computing and mathematics appropriate to computer science.
- Recognize the ethical, legal, security, and social implications of computing.
- Demonstrate communication skills to convey technical information accurately and effectively.
- Recognize the need for continuous professional and educational development.
- Develop and design software solutions using design methodologies, data structures, and programming languages.
- Acquire current skills in computer networks.
- Knowledge of designing a website.
- Understand the technical trend in Artificial Intelligence and Machine Learning.

Upon completion of the study, graduates may gain entry-level employment or higher-level positions that may include such position titles as software engineer, data analyst, data engineer, machine learning engineer and artificial intelligence engineer. The following is a list of job classifications the BSCSE program prepares the graduates for using the United States Department of Labor's Standard.

- 15-1132.00 - Software Developers, Applications
- 15-1152.00 - Computer Network Support Specialists
- 41-9031.00 - Sales Engineers

- 15-1131.00 - Computer Programmers
- 15-1199.01 - Software Quality Assurance Engineers and Testers
- 15-1134.00 - Web Developers
- 15-1111.00 - Computer and Information Research Scientists
- 15-1199.07 - Data Warehousing Specialists

Degree Requirements of the BSCSE Program

For a Bachelor of Science degree in Computer Systems and Engineering, students must complete 120 semester credit hours: 36 semester credit hours in general education courses, 60 semester credit hours in computer systems and engineering core courses, and 24 semester credits in elective courses. The graduate level courses can also be used toward the bachelor's degree for core courses or elective course requirements if it is approved by CSTU's student advisor.

General Education (choose 36 credits)

- GE100 American Literature
- GE110 U.S. History
- GE130 U.S. Government
- GE140 College Algebra
- GE150 Calculus
- GE160 Composition and Rhetoric
- GE200 Principles of Macroeconomics
- GE210 General Psychology (3 credits)
- GE220 General Sociology (3 credits)
- GE230 General Philosophy (3 credits)
- GE300 Professional Communication (3 credits)
- GE310 Statistics and Applications (3 credits)
- GE320 Logic and critical thinking (3 credits)

Core Courses (60 credits)

- CSE200 Introduction to Computer Science (3 credits)
- CSE210 Software Engineering (3 credits)
- CSE300 Computer Organization (3 credits)
- CSE302 Discrete Mathematics (3 credits)
- CSE304 Programming Languages (3 credits)
- CSE310 Algorithms and Data Structures (3 credits)
- CSE312 Computer Networks (3 credits)
- CSE314 Software Analysis and Test (3 credits)
- CSE400 Database Systems
- CSE402 Operating Systems
- CSE404 Web Application Development
- CSE408 Mobile app development
- CSE420 Network Security

- CSE422 Cloud Computing
- CSE426 DevOps
- CSE428 Artificial Intelligence and Applications
- CSE430 Machine Learning
- CSE432 Deep Learning
- CSE434 Natural Language Processing
- CSE438 Human Computer Interaction

Elective Courses (choose 24 credits from below or any other courses offered in CSTU except GE courses)

- CSE406 Introduction to Python
- CSE440 Digital integrated circuit design
- CSE450 Computer Graphics
- CSE452 Computer Vision
- CSE454 Computer Ethics
- CSE470 AI with GPT
- CSE472 Prompt Engineering
- CSE480 AI with reinforcement learning
- CSE482 Innovation and Entrepreneurship
- CSE490 Special Topics
- CSE491 Seminars
- CSE499 Internship

Minor in Computer Systems and Engineering Requirements

A Minor in Computer Systems and Engineering can be earned in conjunction with any major at CSTU. Students should complete 6 core CSE courses with a GPA 2.0 and above to earn a minor in Computer Systems and Engineering.

Graduation Requirements

To graduate from the Bachelor of Science in Computer Systems and Engineering, students must complete a minimum total of 120 credit hours with the following requirements:

Complete the required coursework in the following categories:

GE Course Requirements

Core Course Requirements

Elective Course Requirements

And fulfill the following requirements:

- Maintain a grade of C- or better for all courses taken to clear deficiencies or towards the degree requirements,
- Maintain an overall GPA of 2.5 or better,

- Maintain good standing with the University – with clear financial, library, and other school records,
- File a petition for graduation.

48. MASTER OF BUSINESS ADMINISTRATION (MBA)

The objective of the master's degree programs is to provide advanced training to those who wish to practice their profession with increased competence in the global business industries. The program emphasizes both mastery of the subject matter and an understanding of related research and research methodology. It is an MBA in Data Science that combines core business principles with data science, analytics, and machine learning. It is designed for professionals who want to leverage data-driven decision-making in business strategy, operations, and innovation. This emphasis implies the development of the student's ability to integrate and apply the subject matter. Students can be in Data Science concentration or Business Concentration. For Data Science Concentration, the majority of courses (more than 50%) should be in science and analytics. Same for the Business Concentration.

Program Length: 24 months

Semester Credit Hours (Credits): 30

Program Objectives:

- ✓ Students will demonstrate an understanding of business knowledge (principles, concepts, theories, perspectives) and skills (procedures, methods, strategies, approaches) for each business function/discipline, and of the interrelationships among business functions/disciplines.
- ✓ Students will demonstrate the capacity to identify problems, define objectives, gather and analyze information, evaluate risks and alternatives, make decisions that are ethical and responsible, and communicate clearly defensible ideas and plans. The decisions need to be based on the available data and data analysis, especially, based on the latest business analytics skills.
- ✓ Students will demonstrate the capacity to acquire information, and technologies of the high-tech industries, especially Artificial Intelligence and Data Science, so that they can make good planning based on the trend in technologies and leveraging on the data science to make better decisions.
- ✓ Students will demonstrate the capacity to work effectively and communicate with others as a colleague and as a manager.
- ✓ Students will demonstrate the capacity for continual self-managed learning for professional and career development.

A minimum of 30 semester credit hours of graduate study are required for the MBA program. The MBA curriculum includes coursework in the following categories: Core Requirements, Electives, and a Capstone Course.

Upon clearing background preparation work, students start to take courses to meet the degree requirements, beginning with the Core Requirements courses.

Upon completion of the study, graduates may obtain jobs in marketing analysis, data processing, financial analysis, etc. The following is a list of job classifications the MBA program prepares graduates for using the United States Department of Labor's Standard.

- 15-1199.08 - Business Intelligence Analysts
- 11-2021.00 - Marketing Managers
- 15-1199.10 - Search Marketing Strategists
- 13-1111.00 - Management Analysts
- 13-1161.00 - Market Research Analysts and Marketing Specialists
- 15-2031.00 - Operations Research Analysts
- 13-2099.01 - Financial Quantitative Analysts
- 11-3021.00 - Computer and Information Systems Managers
- 11-2022.00 - Sales Managers
- 43-4051.00 - Customer Service Representatives
- 11-1011.00 - Chief Executives

Core Requirements (21 credits)

The following required courses provide a knowledge base of interdisciplinary business theories and techniques for the students who would like to pursue a career in business management with the concentration in Data Science. The students can select courses totaling 21 credits from the following list to fulfill the core requirements.

- MB590 Special Topics
- MB591 Seminars
- MB594 Effective Business Communication
- MB600 Python for AI
- MB602 Practical User Experience with AI
- MB604 Machine Learning Fundamental
- MB606 AI for Business
- MB610 Cloud Computing and Security
- MB614 Practical Project Management
- MB616 Business Intelligence & Analytics and Data-Driven Strategy
- MB620 Deep Learning with PyTorch
- MB624 Practical Digital Marketing
- MB626 Business Data Analytics & Visualization (Power BI / Tableau)

- MB627 Statistical Methods for Business Decisions
- MB628 Machine Learning for NLP
- MB629 AI Strategy and Solution Engineering for Business
- MB630 Data Engineering with SQL and NoSQL
- MB632 Introduction to Cloud Computing
- MB634 Practical Organizational Behavior
- MB636 DevOps
- MB638 Deep Learning with TensorFlow
- MB640 Data Collection and Multivariate Analysis
- MB641 Product Management and Innovation (AI Product Management)
- MB642 Generative Artificial Intelligence
- MB644 Business Ethics
- MB646 A Practical Course on AI for Industrial Application
- MB648 ChatGPT application
- MB650 Strategic Marketing Management
- MB652 Prompt Engineering
- MB653 Cooperation Valuation and New Venture Financing
- MB654 Investment and Portfolio Management
- MB655 Financial Modeling and Forecasting
- MB656 Financial Management
- MB657 International Finance and Risk Management
- MB658 Accounting and Corporate Financial Management
- MB661 Leadership Foundations and Practice
- MB662 Digital Marketing with AI
- MB663 Advanced Leadership Development
- MB665 Global Logistics & Supply Chain Management
- MB666 Marketing Analytics
- MB668 Project Management with AI
- MB670 Business Law
- MB672 Innovation in Fintech
- MB674 Data Analytics using Alteryx
- MB676 Digital Marketing and Social Media Strategy with AI
- MB678 Sales Operations and Management
- MB680 Entrepreneurship & New Venture Creation
- MB690 Digital Content Creation Fundamental
- MB692 Video Production & Editing for Digital Platforms
- MB694 Content Strategy, & Distribution
- MB696 Generative AI for Content Creation
- MB698 Social Media Analytics & Performance Optimization
- MB699 Brand Partnerships, Monetization & Digital Community Building

Electives (6 credits)

The students may elect any graduate-level courses to meet the electives requirement. The following are additional options for the elective courses:

Curricular Practical Training (CPT): When applicable, the student may take curricular practicum courses and engage in practical training to work on company projects that are directly related to the student's course of study. The student must observe the rules required for taking the practicum courses. No more than 6 credits of practicum coursework may be counted towards graduation. Part-time CPT is 1 credit, and full-time CPT is 2 credits. Part-time CPT together with 9 concurrent credits, or full-time CPT together with 6 concurrent course credits are considered full-time study. Each 1 credit of a practicum course requires at least 45 hours of practical experience related to the student's program curriculum.

MB598 Business Administration Internship

Capstone Course (3 credits) (A required subject)

Students are required to start the capstone project as early as possible and under the guidance of the school adviser, integrate the knowledge and skills learned from the courses taken during the program.

MB599 Business Administration Capstone

Graduation Requirements

The Master of Business Administration degree program requires a minimum of 30 credits of graduate-level courses. The MBA degree program requires coursework in the following categories:

1. Core Requirements,
2. Electives, and
3. A Capstone Course.

The following are required for graduation:

- Maintain a grade of C- or better for all courses taken to clear deficiencies or towards the degree requirements,
- Maintain an overall G.P.A. of 3.0 or better,
- Maintain good standing with the university – with clear financial, library, and other school records,
- The student is approved to graduate after filing a petition for graduation.

49. MASTER OF SCIENCE IN COMPUTER SYSTEMS AND ENGINEERING (MSCSE)

The MSCSE program is designed for students who intend to become professional engineers in the high-technology industry, as well as for those who desire a modern, general education based on the problems and the promises of a technological society. CSTU offers a friendly atmosphere and a variety of academic programs that have made CSTU engineering graduates highly valued in high-tech firms in the Silicon Valley.

Program Length: 24 months

Semester Credit Hours (Credits): 30

Program Objectives:

- ✓ To provide each student the education by tailoring each student's study plan based on the student's background and interests.
- ✓ To provide in-depth professional training in the latest technologies.
- ✓ To provide relevant laboratory experience throughout each program as an integral part of the education.
- ✓ To nurture a learning environment which leads to professional values recognizing high quality and integrity in a true engineer.
- ✓ To provide graduate students an opportunity to pursue advanced training and professional development to practice their profession with increased competence.

A minimum of 30 semester credits of graduate study are required for the Master of Science in Computer Systems and Engineering program (MSCSE). They include a few required core courses, a number of elective courses based on the student's selection of technical pursuit, and a required capstone course. The computer systems engineering coursework will develop technical skills beneficial to the student for career planning. The student also has the opportunity to take elective courses outside of computer systems engineering to broaden the student's skillset. Upon clearing background preparation work, the student starts to take courses to meet the degree requirements. The student must begin his/her graduate study with the subjects listed in the Core Course section.

Graduates may gain entry-level employment or higher-level positions that may include such position titles as software engineer, data analyst, data engineer, machine learning engineer and artificial intelligence engineer. The following is a list of job classifications the MSCSE program prepares the graduates for using the United States Department of Labor's Standard.

- 15-1132.00 - Software Developers, Applications
- 15-1152.00 - Computer Network Support Specialists
- 41-9031.00 - Sales Engineers
- 15-1131.00 - Computer Programmers

- 15-1199.01 - Software Quality Assurance Engineers and Testers
- 15-1134.00 - Web Developers
- 15-1111.00 - Computer and Information Research Scientists
- 15-1199.07 - Data Warehousing Specialists

Core Requirements (21 credits)

- CSE552 Full Stack Development with AI Assistance
- CSE590 Special Topics
- CSE591 Seminars
- CSE600 Python for AI
- CSE602 Practical User Experience with AI
- CSE604 Machine Learning Fundamental
- CSE606 AI Application with GAN
- CSE608 AI Application with Reinforcement Learning
- CSE610 Cloud Computing and Security
- CSE612 Computer Vision and multimodal (includes VLA models)
- CSE616 Business Intelligence & Analytics and Data-Driven Strategy
- CSE618 Advanced Data Structure and Algorithms in Python
- CSE620 Deep Learning with PyTorch
- CSE622 Big Data Analytics with Apache Spark
- CSE624 Network Security
- CSE626 Business Data Analytics & Visualization (Power BI / Tableau)
- CSE628 Machine Learning for NLP
- CSE629 AI Strategy and Solution Engineering for Business
- CSE630 Data Engineering with SQL and NoSQL
- CSE631 Network & Communication Fundamentals
- CSE632 Introduction to Cloud Computing
- CSE633 Systems & Infrastructure (&Cloud) Security
- CSE635 Secure Software Engineering
- CSE636 DevOps with AI Assistance
- CSE637 AI Security
- CSE638 Deep Learning with TensorFlow
- CSE641 Robot Operating Systems (ROS/ROS2)
- CSE642 Generative artificial intelligence
- CSE643 Mechatronics and Embedded Systems
- CSE644 Cloud Management
- CSE645 SLAM & Autonomous Navigation and Path Planning
- CSE646 A Practical Course on AI for Industrial Application
- CSE648 ChatGPT application

- CSE650 Digital Integrated Circuit Design using FPGA
- CSE651 Software Development with Agentic AI
- CSE652 Prompt Engineering
- CSE654 AI and Gen AI Application
- CSE656 Network, Security and AI
- CSE658 Advanced Application of Large Language Models
- CSE662 Digital Marketing with AI
- CSE664 GPT Project
- CSE668 Project Management with AI
- CSE674 Data Analytics using Alteryx
- CSE676 Digital Marketing and Social Media Strategy with AI
- CSE678 LLM, LangChain and Applications

Electives (6 credits)

The student may take any graduate-level courses to meet the requirements of elective courses, including those outside of computer engineering. When applicable, the student may take Curricular Practicum courses and engage in practical training to work on company projects that are directly related to the student's course of study. No more than 6 credits of practicum coursework may be counted towards graduation. Part-time CPT is 1 credit and full-time CPT is 2 credits. Part-time CPT together with concurrent 9 course credits and full-time CPT together with 6 concurrent course credits are considered full-time study. Each 1 credit of a practicum course requires at least 45 hours of practical experience related to the student's program curriculum.

CSE598 Computer Systems Engineering Internship

Capstone Course CSE599 (3 credits) (A required subject)

Students are required to start the capstone project as early as possible and under the guidance of the school adviser, integrate the knowledge and skills learned from the courses taken during the program.

CSE599 Computer Systems Engineering Capstone

Graduation Requirements

The Master of Science in Computer Systems and Engineering (MSCSE) degree program requires a minimum of 30 credits of graduate-level courses. The MSCSE degree program requires coursework in the following categories:

1. Core Requirements,

2. Electives, and
3. A Capstone Course.

The following are required for graduation:

- A graduate student admitted with undergraduate deficiencies must clear the deficiencies in the early terms. The student may clear a subject by either taking the course and earning a passing grade or passing a proficiency exam on the subject,
- Maintain a grade of C- or better for all courses taken to clear deficiencies or towards the degree requirements,
- Maintain an overall G.P.A. of 3.0 or better,
- Maintain good standing with the university – with a clear financial, library, and other school records,
- The student is approved to graduate after filing a petition for graduation.

Students received a master's degree upon successful completion of the program.

50. EMERGING TECHNOLOGY TRAINING PROGRAM

The emerging technology training program is designed for students who have some professional experience in the high-tech industry. CSTU offers a friendly atmosphere and a variety of training programs that provide the training for the technologies needed for high-tech firms in Silicon Valley, especially the latest technologies, hence students can keep up with the advance of the fast-growing high-tech industry.

Program Length: 8 months

Semester Credit Hours (credits): 12

Program Objectives:

- ✓ To provide each student the education by tailoring each student's study plan based on the student's background and interests.
- ✓ To provide in-depth professional training with current industrial learning resources to the student.
- ✓ To provide relevant laboratory experience throughout each program as an integral part of the education.
- ✓ To nurture a learning environment that leads to professional values recognizing high quality and integrity in a true engineer.
- ✓ To provide students an opportunity to pursue advanced training and professional development to practice their profession with increased competence.

The Emerging Technology Training Program requires students to take 12 credits of courses from either the MBA program, the MSCSE program, or the upper division courses (3xx or 4xx level) BSBA program and the BSCSE program.

The coursework will lead graduates to obtain jobs in the field that requires them to apply data analysis or artificial intelligence skills to their jobs. The following is a list of job classifications the Emerging Technology Training program prepares the graduates for using the United States Department of Labor's Standard.

- 11-9199.00 - Managers, All Other
- 15-1133.00 - Software Developers, Systems Software
- 11-2022.00 - Sales Managers
- 41-9031.00 - Sales Engineers
- 15-1199.08 - Business Intelligence Analysts
- 17-2199.00 - Engineers, All Other
- 11-9199.00 - Managers, All Other
- 15-1152.00 - Computer Network Support Specialists
- 15-1132.00 - Software Developers, Applications
- 15-1134.00 - Web Developers
- 13-2099.01 - Financial Quantitative Analysts
- 15-1111.00 - Computer and Information Research Scientists
- 15-1199.07 - Data Warehousing Specialists
- 15-1199.10 - Search Marketing Strategists
- 15-1131.00 - Computer Programmers
- 27-3042.00 - Technical Writers
- 15-1199.08 - Business Intelligence Analysts
- 13-1161.00 - Market Research Analysts and Marketing Specialists
- 11-2021.00 - Marketing Managers
- 13-1111.00 - Management Analysts
- 43-4051.00 - Customer Service Representatives
- 15-2031.00 - Operations Research Analysts
- 11-1011.00 - Chief Executives
- 15-1199.01 - Software Quality Assurance Engineers and Testers

Graduation Requirements

The number of credits required for the Emerging Technology Training Program is 12 credits. A Certificate of Completion will be awarded to students after completing the program. California Science and Technology University does not have a cumulative final test or examination required for the completion of any of its programs.

51. COURSE DESCRIPTIONS

General Education

GE100 American Literature (3 credits)

American Literature explores the rich and diverse literary traditions of the United States. Through the study of various literary works, this course provides students with an understanding of the major themes, styles, and historical contexts that have shaped American literature. Throughout the course, students will engage with a wide range of literary genres, including novels, short stories, poems, and essays, written by prominent American authors from different time periods. They will analyze these texts to gain insights into the social, cultural, and political dynamics that have influenced American society and its literary expression.

Prerequisite: None

GE 110 U.S. History (3 credits)

U.S. History offers an in-depth exploration of the history, events, and ideas that have shaped the United States from its colonial beginnings to the present day. Through the study of primary and secondary sources, historical texts, and engaging discussions, this course provides students with a comprehensive understanding of the political, social, economic, and cultural developments that have influenced the nation's trajectory. The course covers major themes and periods in U.S. history, highlighting key events, influential figures, and significant movements that have shaped the American experience.

Prerequisite: None

GE130 U.S. Government (3 credits)

U.S. Government is a comprehensive course that explores the foundations, principles, institutions, and processes of the United States government. Through the study of political theories, historical contexts, and contemporary issues, this course provides students with a solid understanding of the structure and functions of the U.S. government and the rights and responsibilities of its citizens. The course covers a wide range of topics related to U.S. government and politics.

Prerequisite: None

GE140 College Algebra (3 credits)

College Algebra is a fundamental course that provides students with a comprehensive understanding of algebraic concepts and techniques. This course is designed to develop students' mathematical skills and reasoning abilities, providing them with a strong foundation for further studies in mathematics, science, and related fields. The course covers a range of topics in algebra, focusing on the fundamental principles and applications of algebraic equations, functions, and graphs. It aims to enhance students' problem-solving abilities, critical thinking, and mathematical literacy.

Prerequisite: None

GE150 Calculus (3 credits)

Calculus is an introductory course that explores the fundamental concepts and techniques of calculus. This course is designed to develop students' mathematical thinking, problem-solving skills, and analytical abilities, providing them with a solid foundation for further studies in mathematics, science, engineering, and related fields. The course covers the core topics of differential and integral calculus, focusing on functions, limits, derivatives, and integrals. It aims to deepen students' understanding of mathematical modeling, rates of change, and the fundamental principles that underpin calculus.

Prerequisite: None

GE160 Composition and Rhetoric (3 credits)

Composition and Rhetoric is a foundational course that focuses on developing students' skills in critical thinking, effective communication, and persuasive writing. This course emphasizes the principles of rhetoric and composition, equipping students with the tools to express their ideas clearly, coherently, and persuasively in both written and oral forms. The course covers a range of topics related to composition and rhetoric, aiming to enhance students' abilities to analyze texts, construct arguments, and communicate effectively in various contexts.

Prerequisite: None

GE200 Principles of Macroeconomics (3 credits)

Principles of Macroeconomics is an introductory course that provides students with a comprehensive understanding of the principles and concepts of macroeconomics. This course focuses on the study of the economy as a whole, including the factors influencing economic growth, inflation, unemployment, and government policies. The course covers a wide range of topics in macroeconomics, aiming to develop students' analytical skills in understanding the functioning of national economies and the global economic system.

Prerequisite: None

GE210 General Psychology (3 credits)

General Psychology is an introductory course that provides students with a comprehensive overview of the field of psychology. This course explores the fundamental theories, concepts, and research methods in psychology, offering students a broad understanding of human behavior and mental processes. The course covers a wide range of topics in psychology, aiming to develop students' knowledge of psychological principles, and an appreciation for the diversity of human behavior.

Prerequisite: None

GE220 General Sociology (3 credits)

General Sociology explores the fundamental principles and theories of sociology. This course provides students with a comprehensive understanding of human society, social interactions, and social institutions. It examines the dynamics of social behavior, social structures, and the impact of social factors on individuals and groups. The course covers a wide range of topics in sociology, aiming to develop students' sociological imagination and an appreciation for the social complexities of the world.

Prerequisite: None

GE230 General Philosophy (3 credits)

General Philosophy explores the fundamental concepts, theories, and methods of philosophy. This course provides students with a broad understanding of philosophical inquiry and encourages critical thinking and analysis of fundamental questions about existence, knowledge, morality, and the nature of reality. The course aims to develop students' ability to engage in philosophical reasoning, evaluate arguments, and appreciate different philosophical perspectives.

Prerequisite: None

GE300 Professional Communication (3 credits)

This course trains students on the essential skills and techniques for communicating in a professional environment. Skills that are focused on include business etiquette and professionalism, written communication, verbal communication, interpersonal communication, navigating cultural differences, and communicating through technology. Students will learn how to effectively communicate with reports, emails, presentations, and memos, as well as articulate creative arguments in a business context.

Prerequisite: None

GE310 Statistics and Applications (3 credits)

This course covers statistical concepts and their applications in data science. The course will be structured around the following topics: Statistics, Exploratory data analysis, Statistical inference, Regression analysis, Model selection and validation, Time series analysis, and Bayesian statistics.

Throughout the course, students will gain practical experience in statistics through hands-on programming assignments using popular statistical libraries such as NumPy, pandas, and Scikit-learn in Python. By the end of the course, students will have a solid understanding of statistical concepts and be able to apply statistical techniques to analyze and interpret data in a variety of real-world problems.

Prerequisite: None

GE320 Logic and critical thinking (3 credits)

This course aims to develop students' skills in logical and critical thinking. It will introduce students to various types of reasoning, including deductive and inductive reasoning, as well as fallacies of reasoning. Students will learn how to identify and evaluate arguments, and distinguish between good and bad reasoning. They will also learn how to construct valid and sound arguments and identify common logical fallacies. The course will be delivered through a combination of lectures, group discussions, and exercises. Students will be expected to engage in independent reading and research to enhance their understanding of the topics covered. By the end of the course, students will have developed a solid foundation in logical and critical thinking and will be able to apply these skills to real-world situations.

Prerequisite: None

Financial and Management (60 credits)

Core Courses

BA 300 Management Information Systems (3 credits)

This course examines how modern businesses and organizations use information systems and technologies to streamline day-to-day operations and support decision making. Topics relevant to management information systems include business process analysis and modeling, data management systems, IT infrastructure and hardware, the information system development life cycle, and data security and privacy. Students will study existing applications of information systems through case-studies, and learn how to develop new solutions to support organizational objectives.

Prerequisite: None

BA302 Business Ethics (3 credits)

This course explores the impact of ethical considerations and principles in guiding the decision-making and governance of business organizations. Through extensive case studies and classroom discussion, the course will demonstrate the importance of ethical behaviors and responsible decision making for the long-term success of organizations and their stakeholders. Topics include corporate social responsibility, employee rights, whistleblowing and corporate governance, conflicts of interest and stakeholder theory, advertising and information disclosure, and government regulations.

Prerequisite: None

BA304 Business Law (3 credits)

Business Law introduces the legal principles and regulations that govern business activities. This course examines the legal framework within which businesses operate and the implications of legal issues on business decision-making. The course covers a variety of topics related to business law, aiming to develop students' understanding of legal concepts and their application to real-world business scenarios.

Prerequisite: None

BA306 Business Finance (3 credits)

Business Finance is a course that focuses on the principles and practices of financial management in a business context. This course provides students with an understanding of financial decision-making and the tools and techniques used in managing the financial aspects of a business. The course covers a range of topics related to business finance, aiming to develop students' ability to analyze financial data, make informed financial decisions, and effectively manage financial resources.

Prerequisite: None

BA308 Management and Organizational Behavior (3 credits)

Overview of how understanding the actions and behaviors of people within organizations can enable effective management and leadership. The course analyzes individual qualities such as personality, values, and emotions, pitfalls with perception, attitude, and decision-making, and tactics for power, influence, and persuasion. The course will also cover structural aspects of organizations, including motivation, job design, organizational culture, leadership, change, and contemporary topics like remote work.

Prerequisite: None

BA310 Principles of Marketing (3 credits)

This course teaches the basics of the theories and practices that enable effective marketing in a modern business environment. Considers the planning, implementation, and evaluation of marketing efforts in a wide variety of different types of businesses, including consumer and business-to-business companies, service-based and product-based companies, and in for-profit and nonprofit organizations. Students will apply their knowledge in a term-project to demonstrate their mastery of the core concepts.

Prerequisite: None

BA320 Product Design (3 credits)

This course covers the principles, methods, and tools used to design and develop products that meet user needs and business goals. The course covers the following topics: User-centered design and design thinking, ideation and conceptualization of product ideas, Product design principles and best practices, Design research and user testing, Prototyping and iteration, Business and sustainability considerations in product design.

Prerequisite: None

BA330 Principles of Microeconomics (3 credits)

This course introduces principles of economic principles and concepts that apply to individual decision-making and functioning of markets. Topics covered include supply and demand, price elasticity, consumer behavior, factor markets, market failures, and international trade. Students should be able to understand underlying microeconomic theories related to the functioning of markets, and apply these concepts to real-world situations in order to make informed economic decisions.

Prerequisite: None

BA400 Financial Accounting (3 credits)

This course covers the principles and concepts of financial accounting. The field of financial accounting involves recording, summarizing, and reporting transactions and other economic activities of a business to regulatory authorities and the general public. The course will cover topics such as the accounting cycle, the four basic financial statements, revenue and expense recognition, and financial statement analysis. By the end

of this course, students will know how to handle assets, liabilities, equities, revenues, and expenses in accounting.

Prerequisite: None

BA401 Managerial Accounting (3 credits)

Managerial Accounting is a course that focuses on the use of accounting information for internal decision-making and planning within an organization. This course provides students with an understanding of managerial accounting concepts, techniques, and tools used by managers to support business operations and strategic decision-making. The course covers a variety of topics related to managerial accounting, aiming to develop students' ability to analyze and interpret accounting information for effective managerial decision-making.

Prerequisite: BA400

BA402 Financial Markets and Institutions (3 credits)

This course presents an in-depth understanding of the workings of financial markets and institutions. The scope of this course covers asset and liability management, intermediaries, stocks and bonds, derivatives, mortgages, and foreign exchange. The course will also take a deeper look at the structure and function of money markets and capital markets, and specific financial institutions involved such as banks, insurance companies, and funds. Activities such as case studies, group projects, and simulations may be used to help students better grasp the skills needed to effectively analyze these course concepts.

Prerequisite: None

BA404 Investments (3 credits)

This course educates students on investment theory and core concepts relevant to selecting assets and securities. Students will be taught different kinds of investment vehicles, portfolio management strategies, and risk management techniques. The course also exposes students to qualitative concepts such as market efficiency, intrinsic value, and risk. Students may be tasked with maintaining a virtual portfolio to put these theories

into practice and to provide a concrete understanding of how investment theory can be applied.

Prerequisite: None

BA406 Financial Analysis and Valuation (3 credits)

This course goes in depth in analyzing the financial state of a corporation. This course extends on accounting with a thorough look at the key financial statements, explaining financial ratios and metrics, evaluating financial performance and risk, understanding different methods of valuations, and using these concepts to develop financial analysis and valuations of real-world firms. Students will also exercise effective communication skills to present their findings to others.

Prerequisite: None

BA410 Financial Management (3 credits)

Financial Management focuses on the principles and techniques used in managing the financial resources of a business organization. This course provides students with an understanding of financial management concepts and practices to make informed financial decisions that maximize shareholder wealth. The course covers a wide range of topics related to financial management, aiming to develop students' ability to analyze financial data, evaluate investment opportunities, manage risk, and make strategic financial decisions.

Prerequisite: None

BA422 Leadership in Organizations (3 credits)

This course provides students with in-depth knowledge on the various leadership theories and insight into effective leadership practices. Topics include management versus leadership, traits and characteristics of leaders, leadership attitudes and styles, situational leadership theories, power and influence, and motivation and coaching skills for leaders.

Prerequisite: None

BA424 Human Resource Management (3 credits)

This course is designed to introduce the field of Human Resource Management and focuses on theories, principles, and practices of Human Resources Management (HRM) in organizations. Topics include human resource management functions such as recruitment, selection, training, performance management, motivation, communication, legal environment, benefits and compensation.

Prerequisite: None

BA426 Project Management (3 credits)

This course covers the tools and techniques required for project management. Topics include project selection, project planning, budgeting, scheduling, resource allocation, project control, project crashing, and project termination and tools such as work breakdown structures, network diagrams, and performance measurement. Students will also acquire soft skills to become effective project managers and apply both soft and technical skills in real projects.

Prerequisite: None

BA428 Global Supply Chain Management (3 credits)

Global Supply Chain Management is a course that focuses on the management of global supply chains and logistics operations in a dynamic and interconnected business environment. This course provides students with an understanding of the strategic, operational, and tactical aspects of managing supply chains on a global scale. The course covers a variety of topics related to global supply chain management, aiming to develop students' ability to analyze supply chain systems, design efficient logistics networks, and effectively manage global supply chain operations.

Prerequisite: None

BA432 Sales Management (3 credits)

This is a comprehensive college-level course that focuses on the principles, strategies, and practices essential for managing a successful sales team and achieving organizational goals. The course is designed to provide students with both theoretical knowledge and

practical skills, preparing them for roles in sales leadership across various industries. Key topics covered include: 1. Role of Sales in Business Strategy; 2. Sales Process and Techniques; 3. Salesforce Management; 4. Performance Metrics and Evaluation; 5. Customer Relationship Management (CRM); 6. Sales Territory Design and Quotas; 7. Ethics in Sales; etc. By the end of the course, students will be equipped to create and implement sales strategies, manage diverse teams, and adapt to changing market dynamics. This course is ideal for those aspiring to careers in sales leadership, business development, or marketing management.

Prerequisite: None

Elective Courses

BA420 Small Business Management (3 credits)

This course examines the economic and social environment in which small businesses function, and the critical role of entrepreneurship in fostering business growth and development. Topics include facts about going into business, conducting a feasibility study, financing a business, essential management skills, marketing strategies and legal issues.

Prerequisite: None

BA430 AI for business (3 credits)

AI (Artificial Intelligence) is transforming the way businesses operate, providing new opportunities to improve processes, decision-making, and customer experiences. This course will cover the key concepts, techniques, and tools used in AI for business. Topics covered in the course include Machine learning, Natural language processing (NLP), Predictive Analytics, Robotic process automation (RPA), AI ethics, and bias. Throughout the course, students read materials related to AI and business and used some tools like Python or Excel to implement the concepts and techniques covered in class. By the end of the course, students should be able to identify opportunities for using AI in a business context, design and implement AI solutions, and evaluate the impact of AI on business performance.

Prerequisite: None

BA442 Business Analytics (3 credits)

Business analytics is the practice of using data to derive insights and make informed decisions in business settings. This course covers the key concepts, techniques, and tools used in business analytics. Topics covered in the course may include: Descriptive analytics, Predictive analytics, Prescriptive analytics, Data collection and preparation, Data analysis and interpretation.

Throughout the course, students will work with real-world data sets and use software tools like Excel, Python, and Tableau to implement the concepts and techniques covered in class. By the end of the course, students should be able to use data analytics to make informed business decisions and communicate their findings to stakeholders.

Prerequisite: Python

BA444 Business Intelligence (3 credits)

Business intelligence (BI) is a technology-driven process for analyzing data and presenting actionable information to help organizations make data-driven decisions. This course covers the key concepts, tools, and techniques used in business intelligence. Topics covered in the course include: Data warehousing, Data Extract, Transform, Load (ETL), Data modeling, Online analytical processing (OLAP), Dashboards and reporting, Data mining, Data quality and governance.

Throughout the course, students will work with real-world data sets and use software tools like SQL, Microsoft Power BI, and Tableau to implement the concepts and techniques covered in class. By the end of the course, students should be able to design and implement a business intelligence solution that supports data-driven decision-making in an organization.

Prerequisite: Python

BA446 Digital Marketing (3 credits)

This course covers the key concepts, techniques, and tools used in digital marketing. Topics covered in the course include: Search engine optimization (SEO), Pay-per-click (PPC) advertising, social media marketing, Email marketing, and Content marketing, Web analytics, Conversion rate optimization (CRO).

Throughout the course, students will work on real-world digital marketing projects and use software tools like Google Ads, Google Analytics, and social media advertising platforms to implement the concepts and techniques covered in class. By the end of the course, students should be able to design and execute a digital marketing campaign that drives traffic, engages with customers, and achieves business objectives.

Prerequisites: None

BA448 International Business (3 credits)

International Business is a college-level course that explores the dynamics of conducting business across national borders. It equips students with knowledge of the global business environment and the strategies needed to operate successfully in international markets. Key topics include: Globalization, International Trade Theories, Market Entry Strategies, Cross-Cultural Management, International Financial Systems, Ethics and Sustainability, etc. Through case studies and projects, students gain practical skills to analyze global markets, develop strategies, and address challenges like political risk and economic fluctuations. This course prepares students for careers in international trade, management, and consulting.

Prerequisites: None

BA450 Marketing Analytics (3 credits)

Marketing Analytics is a college-level course that teaches students how to use data-driven approaches to optimize marketing strategies and decision-making. The course covers essential topics such as customer segmentation, marketing performance metrics, predictive modeling, and ROI analysis. Students learn to use tools like Excel, Tableau, and Python to analyze data, identify trends, and measure campaign effectiveness. Emphasis is placed on interpreting data to inform decisions and drive business growth. Practical projects and case studies provide hands-on experience, preparing students for careers in marketing, data analytics, or business strategy roles in a data-centric environment.

BA482 Innovation and Entrepreneurship (3 credits)

Innovation and Entrepreneurship is a college-level course that explores the process of creating, developing, and managing innovative ventures. It covers key concepts such as opportunity identification, business model design, market analysis, and funding strategies. Students learn how to think creatively, assess risks, and build scalable solutions to real-world problems. The course emphasizes practical skills like pitching ideas, developing prototypes, and managing teams. Case studies and interactive projects provide insights into successful startups and corporate innovation. By the end, students are equipped to launch their ventures or drive innovation within organizations, fostering entrepreneurial thinking and leadership skills.

Prerequisites: None

BA490 Special Topics (0.5 - 1.5 credits)

Special topics courses include courses that address a current or timely topic, that are in a "pilot" phase before being offered on an ongoing basis, or that are known to be one-time offerings. Special topics course offerings can vary from term to term. Each special topic course should add the keyword on the course title to identify the course content.

BA491 Seminars (1.5 – 3.0 credits)

This course is meant to give students opportunities to explore topics in broad areas. Students will participate in a series of presentations. The presenters will come from other schools, industries, our faculty, and other students. The topics may be any aspect of the latest technologies or an approach that is interesting to students. Students can take up to two seminar courses. In this course, students will participate in activities that will develop their broad skills and knowledge, also they will have opportunities to explore a special topic in depth.

BA499 Internship (1-3 credits)

A business administration internship is an opportunity for students to gain practical experience in a business environment and apply the concepts and theories they have learned in the classroom. The internship may focus on a specific functional area of business administration, such as marketing, finance, human resources, or operations. The internship could be conducting market research and analysis to support business decision-making, assisting with the development and implementation of marketing

campaigns and strategies, supporting financial management activities, assisting with the planning and execution of operational processes and procedures, and providing administrative support to various departments.

No more than 3 credits of practicum coursework may be counted towards graduation. Part-time internship is 1 credit, and full-time internship is 2 credits. Part-time internship together with 9 concurrent credits, or full-time internship together with 6 concurrent course credits are considered as full-time study. Each 1 credit of a practicum course requires at least 45 hours of practical experience related to the student's program curriculum.

Prerequisites: Approval by program advisor

Bachelor of Science in Computer Systems Engineering

Core Courses

CSE200 Introduction to Computer Science (3 credits)

This course is a foundational course that provides students with a comprehensive introduction to the fundamental concepts and principles of computer science. This course aims to develop students' understanding of the basic components of computer systems, programming concepts, problem-solving techniques, and the impact of computing in society. The course covers a wide range of topics in computer science, providing students with a solid foundation for further study and exploration in the field.

Prerequisite: None

CSE210 Software Engineering (3 credits)

Software Engineering is a course that focuses on the principles, techniques, and practices used in the systematic development of high-quality software systems. This course provides students with a comprehensive understanding of the software engineering process, including requirements analysis, design, implementation, testing, and maintenance. The course covers a variety of topics related to software engineering, aiming to develop students' skills in designing, developing, and managing software projects effectively.

Prerequisite: None

CSE300 Computer Organization (3 credits)

This course covers the concepts, theories, and techniques involved in the design and implementation of computer systems, including hardware and software components, and their interaction with each other.

Instruction set architectures, memory systems, input/output systems, input and output, and computer arithmetic will be included in the course. Students will learn about the different types of computer architectures and how they are designed and implemented. This includes single-processor systems, multi-processor systems, and parallel computing systems.

Prerequisite: None

CSE302 Discrete Mathematics (3 credits)

This course introduces concepts of mathematics and mathematical reasoning and provides an in-depth study about discrete concepts such as finite sets and structures, and their properties and applications. Topics include, but are not restricted to principles of counting, combinatorics, logic, sets, relations, functions, induction and other methods of proof, recursion, and graph theory.

Prerequisite: None

CSE304 Programming Languages (3 credits)

This course covers the history of programming languages. It illustrates programming language concepts such as syntax, semantics scoping, binding, data types and implementation, pattern matching, data control, storage management, parameter passing, and operating environment. The course also covers the paradigms of imperative, functional, logic-based, and object-oriented programming languages.

Prerequisite: SCE300

CSE310 Algorithms and Data Structures (3 credits)

This course covers the principles, techniques, and tools used to design and analyze algorithms and data structures. The course covers the following topics: Algorithm analysis and complexity theory, Sorting and searching algorithms, Graph algorithms, Dynamic programming, Greedy algorithms, Divide and conquer algorithms, Data structures such as arrays, linked lists, trees, graphs, and hash tables.

The course includes both lectures and hands-on programming assignments that allow students to apply the concepts and techniques learned in the course. Students are expected to have some programming skills and knowledge of basic computer science concepts such as programming paradigms, data types, and control structures.

By the end of the course, students should be able to design, analyze, and implement efficient algorithms and data structures that can solve a variety of computational problems. The course also emphasizes the importance of algorithmic thinking, problem-solving, and creativity in computer science and software engineering.

Prerequisites: CSE304

CSE312 Computer Networks (3 credits)

This course covers the concepts and principles of modern computer networks with an emphasis on protocols, architectures, and implementation issues of application, transport, network, data link and physical layers.

Prerequisite: None

CSE314 Software Analysis and Test (3 credits)

This course covers software analysis and testing, including the principles, methodologies, and tools used to ensure the quality and reliability of software systems. The course covers the following topics: Software quality assurance and quality control, Software testing methodologies and strategies, Test plan development and test case design, Unit testing, integration testing, and system testing, Performance testing and load testing, Test automation and testing tools, Formal verification and validation techniques.

Prerequisite: None

CSE400 Database Systems (3 credits)

This course covers database system design, including relational and other data models, database design, data description and query languages, file organization, index structures, database integrity and security, access control, interfacing with database systems, transaction programming, and design and implementation of database applications.

Prerequisite: None

CSE402 Operating Systems (3 credits)

This course focuses on operating system structure and design techniques; process management, CPU and disk scheduling; process synchronization, concurrency, and memory and file management, device management, virtual memory; mass storage and I/O systems; and OS security.

Prerequisite: CSE300

CSE404 Web Application Development (3 credits)

This course covers Web Application development: markup languages, layout design, client and server-side programming using HTML, XHTML, XML, Ajax, JavaScript, DHTML; database integration, React, Vue, jQuery, Swift, security, and e-commerce. Programming languages and tools will be among the most significant such as Java, servlets, JavaServer Pages, Active Server Pages, .NET, XML, Python, and Node.js for backend work.

Prerequisite: None

CSE408 Mobile app development (3 credits)

This course covers the principles, techniques, and tools used to design and build mobile applications for iOS and Android devices. The course covers the following topics: mobile app development and mobile platforms, User interface design and development, Data management and storage for mobile devices, Working with sensors, location services, and other mobile device features, Mobile app security and privacy, Testing, debugging, and deployment of mobile applications, Cross-platform development using frameworks such as React Native and Xamarin.

Prerequisite: None

CSE420 Network Security (3 credits)

This course covers the principles, methods, and tools used to secure computer networks and data from cyber attacks. The course covers the following topics: Network security and cybersecurity, Network security protocols and standards, Network security threats and vulnerabilities, Network security policy and risk management, Firewalls, intrusion detection, and prevention systems, Virtual private networks (VPNs) and secure remote access, Cryptography and encryption, Security for wireless networks and mobile devices, Ethical hacking and penetration testing.

Prerequisite: None

CSE422 Cloud Computing (3 credits)

This course covers the principles, methods, and tools used to design, implement, and manage cloud-based systems and services. The course covers the following topics: Cloud computing and cloud services, Cloud service models, Cloud deployment models, Cloud architecture and design patterns, Cloud security and privacy, Cloud service management and orchestration.

By the end of the course, students should be able to design and implement cloud-based systems and services that meet business requirements and technical constraints, and have a good understanding of the principles and best practices of cloud computing.

Prerequisites: None

CSE426 DevOps (3 credits)

This course covers the principles, methods, and tools used to improve the collaboration and communication between software development teams and IT operations teams. The course covers the following topics: DevOps and its benefits, Continuous Integration (CI) and Continuous Delivery/Deployment (CD), Configuration Management (CM) and Infrastructure as Code (IaC), Virtualization and containerization technologies, Cloud Computing and Microservices architecture, Monitoring and Logging for DevOps. We will use DevOps tools: Jenkins, Docker, Kubernetes, etc.

Prerequisites: None

CSE428 Artificial Intelligence and Applications (3 credits)

This course covers the principles, techniques, and applications of artificial intelligence. The course covers the following topics: AI and its subfields, Knowledge representation and reasoning, Search algorithms and game playing, Machine learning and data mining, Natural language processing, Computer vision and image processing, Robotics and autonomous agents, Ethical and societal implications of AI.

Prerequisite: None

CSE430 Machine Learning (3 credits)

This course covers the principles, methods, and tools used in Machine Learning. The course covers the following topics: Machine Learning and its applications, Supervised Learning: Regression, Classification, Decision Trees, Random Forest, and Gradient Boosting; unsupervised Learning: Clustering, Dimensionality Reduction, and Association Rules. Model Evaluation and Selection: Cross-Validation, Bias-Variance Tradeoff, and Ensemble Learning, Feature Engineering and Data Preparation. We will use machine learning libraries and tools: such as Scikit-learn, Pandas, etc.

Prerequisites: CSE304 Programming Languages

CSE432 Deep Learning (3 credits)

This course provides an in-depth study of the principles, methods, and tools used in Deep Learning. The course covers the following topics: Deep Learning and its applications, Artificial Neural Networks, Convolutional Neural Network, Recurrent Neural Network, Optimization Methods, such as Gradient Descent, Stochastic Gradient Descent, Adam, and Adagrad, Regularization Techniques, Deep Learning Frameworks with TensorFlow or PyTorch.

By the end of the course, students should be able to design, develop, and apply Deep Learning models to solve complex problems in various domains, such as computer vision, speech recognition, and autonomous driving.

Prerequisite: CSE304 Programming Languages

CSE434 Natural Language Processing (3 credits)

This course will provide a comprehensive introduction to NLP, covering the key concepts, methods, and applications of NLP. The course will be structured around the following topics: NLP, language modeling, text classification, named entity recognition, sentiment analysis, and machine translation.

Throughout the course, students will gain practical experience in NLP through hands-on programming assignments using Python and popular NLP libraries such as NLTK and spaCy. By the end of the course, students will have a solid understanding of the fundamentals of NLP and be able to apply NLP techniques to a variety of real-world problems.

Prerequisite: CSE304 Programming Languages

CSE438 Human Computer Interaction (3 credits)

Human-Computer Interaction is a course that explores the design, evaluation, and usability of interactive computer systems from a user-centered perspective. This course focuses on understanding the interaction between humans and computers and emphasizes the importance of creating user-friendly and efficient interfaces. The course covers a variety of topics related to human-computer interaction (HCI), aiming to develop students' understanding of the principles and techniques used in designing intuitive and effective user interfaces.

Prerequisite: CSE304 Programming Languages

Elective Courses

CSE406 Introduction to Python (3 credits)

This course is designed to teach the fundamentals of Python programming. Students learn core concepts such as data types, variables, control structures, functions, and file handling. The course also covers object-oriented programming, libraries, and modules to enhance code efficiency and functionality. Emphasis is placed on problem-solving and building real-world applications, including data analysis and automation. Through hands-on exercises and projects, students develop practical coding skills and a strong foundation in programming logic. This course prepares students for further studies in computer science, data science, and software development.

CSE440 Digital integrated circuit design (3 credits)

This course covers the design and implementation of digital circuits using integrated circuit technology. The course will be structured around the following topics: Digital circuits, Combinational logic design, Sequential logic design, Verilog HDL, Digital circuit simulation.

Throughout the course, students will gain practical experience in digital circuit design through hands-on laboratory assignments, where they will use software tools such as Cadence and Verilog to design and simulate digital circuits. By the end of the course, students will have a solid understanding of digital integrated circuit design.

Prerequisite: CSE304 Programming Languages

CSE450 Computer Graphics (3 credits)

Computer Graphics is a course that focuses on the principles and techniques used in creating and manipulating digital images and visual content. This course explores the fundamentals of computer graphics, including 2D and 3D graphics rendering, modeling, and animation. The course covers a variety of topics related to computer graphics, aiming to develop students' understanding of the underlying algorithms and concepts used in generating and displaying visual content.

Prerequisite: CSE304 Programming Languages

CSE452 Computer Vision (3 credits)

Computer Vision is a college-level course that delves into the science of teaching machines to see and interpret visual data. Students learn key concepts such as image processing, feature extraction, object detection, and deep learning techniques using neural networks. Topics include applications like facial recognition, autonomous driving, and augmented reality. Through hands-on projects, students get to code algorithms that make computers "understand" images—no magic wand needed! By the end, students can create smart systems capable of analyzing visual information, equipping them for roles in AI, robotics, and tech innovation. Warning: May cause you to see the world in pixels!

CSE454 Computer Ethics (3 credits)

Computer Ethics is a college-level course exploring the ethical and societal implications of technology and computing. Key topics include privacy, intellectual property, cybersecurity, AI ethics, and the digital divide. Students examine case studies to analyze the responsibilities of technology professionals and the impact of their decisions on individuals and society. The course emphasizes critical thinking and ethical decision-making frameworks, encouraging students to address issues like data misuse, cybercrimes, and bias in algorithms. By understanding the ethical dimensions of computing, students are better prepared to navigate challenges responsibly in their careers as technology developers and decision-makers.

CSE470 AI with GPT (3 credits)

AI with GPT is a course that explores the principles and applications of Artificial Intelligence (AI) using the GPT (Generative Pre-trained Transformer) model. This course focuses on understanding the fundamentals of AI and how GPT can be used for various tasks such as natural language processing, text generation, and machine learning. The course covers a variety of topics related to AI and GPT, aiming to develop students' understanding of the underlying algorithms and techniques used in AI-powered applications.

Prerequisite: CSE304 Programming Languages

CSE472 Prompt Engineering (3 credits)

Prompt Engineering is a college-level course focused on designing effective prompts to interact with AI systems, particularly large language models. Students learn how to craft prompts for diverse applications like text generation, summarization, question answering, and creative problem-solving. Key topics include understanding model behavior, fine-tuning prompts, using constraints, and leveraging APIs. The course emphasizes practical skills through projects where students create prompts for real-world tasks, such as customer service, education, and content creation. By mastering prompt engineering, students gain insights into AI capabilities and develop techniques to optimize interactions, making them valuable contributors to AI-driven industries.

CSE480 AI with reinforcement learning (3 credits)

AI with Reinforcement Learning is a course that explores the principles and applications of Artificial Intelligence (AI) using reinforcement learning techniques. This course focuses on understanding the fundamentals of reinforcement learning and how it can be applied to solve complex problems and make intelligent decisions. The course covers a variety of topics related to AI and reinforcement learning, aiming to develop students' understanding of the underlying algorithms and techniques to solve practical problems.

Prerequisite: Python

CSE490 Special Topics (0.5 - 1.5 credits)

Special topics courses include courses that address a current or timely topic, that are in a "pilot" phase before being offered on an ongoing basis, or that are known to be one-time offerings. Special topics course offerings can vary from term to term. Each special topic course should add the keyword on the course title to identify the course content.

CSE491 Seminars (1.5 – 3.0 credits)

This course is meant to give students opportunities to explore topics in broad areas. Students will participate in a series of presentations. The presenters will come from other schools, industries, our faculty, and other students. The topics may be any aspect of the latest technologies or an approach that is interesting to students. Students can take up to two seminar courses. In this course, students will participate in activities that will develop their broad skills and knowledge, also they will have opportunities to explore a special topic in depth.

CSE499 Internship (1-3 credits)

The Bachelor of Science in Computer systems Engineering internship is designed to provide students with the opportunity to gain practical experience in a professional work environment. The internship is structured around the following objectives: Professional development, Technical skills development, Industry exposure. Students will be required to keep a journal and submit regular progress reports to the internship coordinator. By the end of the course, students will have gained valuable professional and technical skills that will prepare them for a successful career in computer engineering.

No more than 3 credits of practicum coursework may be counted towards graduation. Part-time internship is 1 credit, and full-time internship is 2 credits. Part-time internship together with 9 concurrent credits, or full-time internship together with 6 concurrent course credits are considered as full-time study. Each 1 credit of a practicum course requires at least 45 hours of practical experience related to the student's program curriculum.

Prerequisite: Approval by the program advisor

MBA Program Courses

MB590 Special Topics (0.5 - 1.5 credits)

Special topics courses include courses that address a current or timely topic, that are in a "pilot" phase before being offered on an ongoing basis, or that are known to be one-time offerings. Special topics course offerings can vary from term to term. Each special topic course should add a keyword on the course title to identify the course content.

MB591 Seminars (1.5 – 3.0 credits)

This course is meant to give students opportunities to explore topics in broad areas. Students will participate in a series of presentations. The presenters will come from other schools, industries, our faculty, and other students. The topics may be any aspect of the latest technologies or an approach that is interesting to students. Students can take up to two seminar courses. In this course, students will participate in activities that will develop their broad skills and knowledge, also they will have opportunities to explore a special topic in depth.

MB594 Effective Business Communication (1.5 credits)

This course is designed for students to learn the practical ways in the corporate world to communicate effectively. It contains four modules: 1. Managing up, 2 Managing across, 3. Multi-channel communication, 4. Storytelling and Presentation. It provides specific tools and methodology to build effective communication for internal and external channels, and enhances our students' ability to convey an idea, convince others, and influence widely. Templates, tools, and practicing sessions are included in this class. This class helps students to become leaders who can effectively communicate their mission,

strategy, and innovative ideas, and gain support and resources to make a bigger impact. Presentations are required for this course.

MB598 Business Administration Internship (1-2 credits)

This course is designed for students to gain practical experience from working in industry. Part-time CPT is 1 credit, together with concurrent 9 course credits, and full-time CPT is 2 credits, together with 6 concurrent course credits. Each 1 credit of a practicum course requires at least 45 hours of practical experience related to the student's program curriculum.

MB599 Business Administration Capstone (3 credits)

This course is designed for students to gain practical experience in integrating the knowledge learned from the program including the core courses, and elective courses, and deliver a final project under the guidance of the course instructor. The final delivery project will vary depending on the needs of the industry, and the students' backgrounds. The scope of the course is determined by the instructor.

MB600 Python for AI (1.5 credits)

Python is a language with a simple syntax, and a powerful set of libraries. It is an interpreted language and it is widely used in many scientific areas for data exploration. This course is an introduction to the Python programming language for students without prior programming experience. We cover data types, control flow, object-oriented programming, and libraries for data science and AI applications. The teaching is based on easy-to-understand examples, pseudocode, and practicing. Each concept will be taught through exercises. This course is ideal for an introductory programming course or a programming logic and design course. Python is a fully object-oriented programming language. We will first introduce the student to the fundamentals of Python and objects that are created from standard library classes. Then the student learns to write classes, explores the topics of inheritance and polymorphism, and learns to write recursive functions. Finally, the student learns to use the libraries for data science and AI applications. The topics included in this course included: 1. Introduction to Computers and Programming: Input, Processing, and Output, 2. Decision Structures and Boolean Logic and Repetition Structures, 3. Python Functions, 4. Files and Exceptions, 5. Lists

and Tuples, 6. Strings in Python, 7. Dictionaries and Sets, 8. Classes and Object-Oriented Programming, 9. Inheritance, 10. Recursion, 11. Libraries for Data Science and AI.

MB602 Practical User Experience with AI (1.5 credits)

This course focuses on designing and evaluating user experiences for AI-powered applications. Students explore user-centered design principles, usability testing, and interaction design as applied to intelligent systems. Topics include human–AI interaction, explainability, trust and transparency, prompt design, personalization, and ethical UX considerations. Through applied exercises and case studies, students learn how to translate user needs into effective AI-driven experiences that balance functionality, usability, and responsible design.

MB604 Machine Learning Fundamental (1.5 credits)

The Machine Learning course provides students with the ability to apply machine learning or predictive analytics methods. Machine learning models covered include classifiers, regression, and unsupervised learning. Some more advanced topics, such as, deep learning models are introduced. In this course, you will learn how to apply machine learning to creating data-driven solutions to business problems, and query data sources for both training machine learning models and production models. You will also learn how to construct, evaluate, and cross-validate classification and regression models to predict value in production and how to construct unsupervised learning models to discover and understand structure in unlabeled data sets, develop and understand deep learning models and their relationship to other machine learning models. This course offers essential elements of traditional Machine Learning with a focused introduction to supervised and unsupervised learning algorithms, statistical modeling, and key best practice techniques for building well trained models.

MB606 AI for Business (1.5 credits)

The course offers an executable guide for applying AI to business problems. AI-First companies are the only trillion-dollar companies, and soon they will dominate even more industries, more definitively than ever before. These companies succeed by design - they collect valuable data from day one and use it to train predictive models that automate core functions. As a result, they learn faster and outpace the competition in the process.

The course focuses on helping participants understand various aspects of AI as applicable to business including identifying the most valuable data, building the teams that build AI, integrating AI with existing processes and keep it in check, measure and communicate its effectiveness and reinvest the profits from automation to compound competitive advantage. It's not about building the right software - it's about building the right AI.

The pedagogy for the course will include a combination of classroom sessions that cover foundational concepts of AI, and case-study discussions of how AI has been used in businesses and student projects. Each student will be involved in a real-life AI business project where they will work in a team setting, identify a business problem that can be solved using AI, and plan and design a prototype/proof-of-concept to address the business problem.

MB610 Cloud Computing and Security (1.5 credits)

This course offers students an introductory understanding and hands-on experience of cloud computing using AWS. It will cover a wide range of topics in computing, Storage, Networking, Security, Monitoring and Logging, as well as Account and Cost Management. Topics include the evolution of cloud computing, AWS global infrastructure, architectural principles, key services, and their common use cases, security and compliance models, pricing, and account management. Students will do hands-on projects on setting up the AWS account and selecting needed resources.

MB614 Practical Project Management (1.5 credits)

This course teaches the foundation of project management and the impact of generative artificial intelligence (AI) on project management practices and the evolving role of project managers in the AI era. Students will learn how AI-powered tools and techniques can be leveraged to automate, assist, and augment key project management functions. The curriculum covers project management foundation, AI trends, practical use cases, ethical considerations, and the skills required for project managers to succeed in an AI-driven business environment. The objective for this course is to allow students understand the fundamentals of project management, including project charters, development approaches, scope, schedules, budgets, communication, and stakeholder/team management, explore AI trends and their applications in project management, evaluate how generative AI (GenAI) can enhance various project management processes and AI-powered tools for automating, assisting, and augmenting tasks, analyze ethical and compliance considerations when integrating AI into project

management, and Discuss the evolving role of project managers and the necessary skills for success in the AI era.

MB616 Business Intelligence and Data-Driven Strategy (1.5 credits)

This course covers intermediate and advanced business analytic topics and how they can be used to support business decision making in the corporate setting. The class is hands-on and data-driven. It focuses on applying quantitative / statistical and qualitative / judgmental approaches to solving business problems. Students will learn how to analyze business data using a combination of descriptive / predictive / prescriptive processes to result in sound business decisions.

MB620 Deep Learning with PyTorch (1.5 credits)

This course is an introduction to the whole spectrum of deep learning with a focus on its application in computer vision. Deep learning is a branch of machine learning which mainly uses the technology of neural networks. We will discuss the basics of computer vision, machine learning and venture into the deep learning theories and state of the art architectures. We will also learn a variety of machine learning and deep learning frameworks with a focus on PyTorch. The introduction to basic neural networks, convolutional neural networks and recurrent neural networks is combined with the development of actual applications in the computer vision space.

MB624 Practical Digital Marketing (1.5 credits)

This course offers an in-depth understanding and hands-on experience in current digital marketing. We will look at how to build and manage campaigns from small to global, including multiple languages in multiple countries. Overview of the types of campaigns along with a detailed look at tools and methods. This includes keyword research, SEO (search engine optimization), digital advertising on Google and Microsoft Bing search engines, social media marketing with Facebook, Instagram, Twitter, LinkedIn, email marketing, content marketing, and web analytics with Google Analytics. This class enables students to design and carry out a digital marketing campaign for any project. Each lecture is followed by practical hands-on work. You will see how to use a tool and then you will do the work in class. There will be lots of examples of digital marketing

success (and failures) at companies. Discussion and your questions about your projects or companies are strongly encouraged.

MB626 Business Data Analytics & Visualization (Power BI / Tableau) (1.5 credits)

Data and information visualization (data viz or info viz) is an interdisciplinary field that deals with the graphic representation of data and information. It is a particularly efficient way of communicating when the data or information is numerous, for example a time series. It is also the study of visual representations of abstract data to reinforce human cognition. By using visual elements like charts, graphs, and maps, data visualization tools provide an accessible way to see and understand trends, outliers, and patterns in data. It is a great way to present data to audiences without confusion. In the world of Big Data, data visualization tools and technologies are essential to analyze massive amounts of information and make data-driven decisions. We will use Tableau as a hands-on tool to practice data visualization subjects.

MB627 Statistical Methods for Business Decisions (1.5 credits)

This course provides a foundation in statistical methods used in business analysis and decision-making. Topics include descriptive statistics, probability concepts, hypothesis testing, correlation, and regression analysis. Students learn how to interpret statistical results and apply them to real-world business problems. Emphasis is placed on using data to support managerial decisions under uncertainty.

MB628 Machine Learning for NLP (1.5 credits)

In this course unstructured text data modeling using the state of the art Natural Language Processing techniques will be introduced. Students will learn text processing fundamentals including stemming and lemmatization etc. Various techniques such as TF-IDF, and embeddings etc. will be utilized towards the text modeling such as sentiment classification, document classification, topic modeling etc. Later in the course, attention models followed by Transformers and its variations (BERT/GPT/ChatGPT etc) will be introduced. Overall, at the end of this course, students will get a good grasp on the state of the art NLP tools and techniques and how to leverage those while building NLP based applications. The topics covered in this course include: 1. Introduction to NLP 2. Introduction to Python Programming (very high-level), introduction to NLP specific

python libraries (NLTK, Gensim, Spacy etc) 3. Introduction to Machine Learning concepts and algorithms NLP – Text processing NLP – Text modeling w/ statistical methods Introduction to Word Embeddings NLP – Text modeling w/ Embeddings NLP – advanced text modeling (text classification / topic modeling / similarity scores etc) Introduction to Deep Learning (RNNs / LSTM etc) Introduction to Attention and Transformer models (BERT/GPTs) ChatGPT, Prompt Engineering, and Generative AI.

MB629 AI Strategy and Solution Engineering for Business

This course examines artificial intelligence from an integrated business strategy and solution engineering perspective. Students explore how AI creates value across key business functions, including operations, marketing, finance, and customer experience. The course introduces foundational AI and machine learning concepts—such as data pipelines, model development, and deployment—without requiring advanced technical background.

Students learn to translate business needs into AI-enabled solutions, evaluate technology and platform options, and manage the AI solution lifecycle. Topics include AI-driven business models, solution design, governance, risk management, and ethical considerations. The course emphasizes managerial decision-making and cross-functional collaboration, preparing students to lead AI initiatives from concept to execution.

MB630 Data Engineering with SQL and NoSQL (1.5 credits)

This course covers SQL and NoSQL databases with AWS and Apache Cassandra. The first part of the course will cover SQL languages and the second part will cover NoSQL. We will practice how to write complex SQL queries. Apache Cassandra is a free, distributed, wide-column store. NoSQL database management systems are designed to handle large amounts of data across many commodity servers, providing high availability with no single point of failure. Cassandra supports clusters spanning multiple data centers, with asynchronous masterless replication allowing low-latency operations for all clients. We will have hands-on projects about real applications. While Cassandra is a NoSQL database designed for massive data analytics, Cassandra offers a limited SQL interface called CQL, that does not have a join and windows function. We will integrate Spark SQL with Cassandra and run advanced SQL queries such as join, window function, and nested sub-queries. We will also work on PostgreSQL, an open source relational database for more advanced SQL queries that are designed to handle SQL coding challenges in many of the data science and data engineering job interviews.

MB632 Introduction to Cloud Computing (1.5 credits)

This course equips IT professionals, developers, and students with an in-depth understanding of cloud computing, covering essential concepts, service models like IaaS, PaaS, SaaS, and DaaS, and cloud types including public, private, hybrid, and multi-cloud environments. Participants will gain practical skills through hands-on labs focusing on virtualization, containerization with Docker, and orchestration using Kubernetes. The course culminates in a capstone project where students design and propose a cloud-based application tailored to a specific industry, addressing real-world challenges with comprehensive solutions. Graduates of this course will possess the knowledge and skills to effectively implement and manage cloud technologies in various professional settings.

MB634 Practical Organizational Behavior (1.5 credits)

This course is designed to provide an in-depth examination of the dynamics of human behavior within the context of organizations. It aims to offer a comprehensive understanding of how various elements within an organizational setting - such as its structural design, prevailing cultural ethos, leadership styles, and modes of communication - play a pivotal role in shaping individual and group behaviors. Emphasis is placed on analyzing the interplay between these organizational components and their cumulative impact on employee performance, team dynamics, decision-making processes, and overall organizational effectiveness. The course also explores theoretical frameworks and practical case studies to illustrate these concepts, fostering a nuanced appreciation of the complex interdependencies that exist within any organizational ecosystem.

MB636 DevOps (1.5 credits)

This course offers graduate students a deep understanding of DevOps concepts and hands-on experience of the best practices advocated by the DevOps methodology. Topics include what is DevOps (and what it is not), the history of the evolution of DevOps, common best practices of DevOps and the expected benefits, DevOps job market, and future of DevOps. It provides a comprehensive introduction about Software Development Life Cycle (SDLC), System architecture, monitoring and alerting, Testing patterns, Deployment patterns, Team contributes improvement patterns, and Configuration management systems. It teaches students about the concepts and fundamental principles

of DevOps, and the applications of such principles as the best practical software application development processes. It will also introduce the common DevOps tooling including modern Cloud Native/Kubernetes Platform and touch on latest DevOps developments such as GitOps and MLOps. DevOps is a set of practices that combines software development and IT operations. It aims to shorten the systems development life cycle and provide continuous delivery with high software quality. Software and the Internet have transformed the world and its industries, from shopping to entertainment to banking. This course will teach students how to design, build, and deliver software using the DevOps philosophy. One fundamental practice is to perform very frequent but small updates. This is how organizations innovate faster for their customers. Popular DevOps tools (like Docker, Jenkins) will be used for teaching. Other tools may be used as needed.

MB638 Deep Learning with TensorFlow (1.5 credits)

TensorFlow is one of the most in-demand and popular open-source deep learning frameworks available today. The course teaches you applied machine learning skills with TensorFlow so you can build and train powerful models. In this hands-on course, you'll learn the necessary tools to build scalable AI-powered applications with TensorFlow. After finishing this course, you'll be able to apply your new TensorFlow skills to a wide range of problems and projects. This course can help you prepare for the Google TensorFlow Certificate exam and bring you one step closer to achieving the Google TensorFlow Certificate.

MB640 Data Collection and Multivariate Analysis (1.5 credits)

This course teaches students about the advanced data analytics in the business world. Students will learn the method to gather, clean, analyze and model data to provide insights. Students also learn the foundations for statistical inference, the process of inferring properties of an entire population from those of a subset known as a sample, and various modeling, which allows us to associate how differences in data that describe one phenomenon are related to differences in others. Various modelings are used for assessing profitability, setting prices, identifying anomalies, and generating forecasting. Big data has become more and more common in business. This course also covers how to build a multivariate model with big data.

MB641 (AI) Product Management and Innovation

This course examines the principles and practices of product management with a focus on innovation and AI-enabled products. Students learn how to identify customer needs, define product vision and strategy, prioritize features, and manage the end-to-end product lifecycle. Special emphasis is placed on AI product considerations, including data requirements, model performance, human–AI interaction, ethical implications, and cross-functional collaboration between business, engineering, and data teams. The course prepares students to lead product development initiatives in technology-driven organizations.

MB642 Generative Artificial Intelligence (1.5 credits)

This comprehensive course delves into the advanced applications of large language models (LLMs) across various industries. Designed for professionals and enthusiasts with a foundational understanding of machine learning and natural language processing, the course provides in-depth knowledge and practical skills to leverage the power of LLMs. Participants will explore the architecture and evolution of LLMs, master advanced prompting techniques, and implement specialized models and frameworks. Through real-world case studies, hands-on labs, and assignments, learners will develop the expertise to apply LLMs in customer service, business analytics, education, finance, and content creation. Key Learning Outcomes: 1. Deep understanding of LLM and modern AI; Proficiency in building and fine-tuning LLMs; 2. Experience with specialized applications like RAG and fine tuning; 3. Skills in applying LLMs to industry-specific use cases.

MB644 Business Ethics (1.5 credits)

This course examines the fundamental concepts and theories of business ethics, focusing on the application of ethical principles to contemporary business challenges. Students will develop critical thinking and analytical skills to identify, analyze, and resolve ethical dilemmas in various business contexts. Course Objectives include: 1). Understand the importance of ethical behavior in business and its impact on stakeholders; 2). Analyze ethical issues using various ethical frameworks and theories; 3). Develop critical thinking and problem-solving skills to address ethical dilemmas; 4). Enhance communication and collaboration skills through class discussions and projects; 5). Apply ethical principles to real-world business scenarios and case studies.

MB646 A Practical Course on AI for Industrial Application (1.5 credits)

In this highly practical course, learners will obtain first-hand experience leveraging AI / Generative AI models (GPT/ Gemini etc..) to streamline applications and enhance data-driven decision making. Through interactive modules and hands-on projects, students will learn how leading organizations currently apply GenAI tools such as chatbots, text generation, and data synthesis to reduce costs, accelerate workflows, and gain competitive advantages.

The course takes an applied approach to equip students with practical frameworks to implement AI/GenAI in various domains. Real-world use cases and guest speaker sessions with industry practitioners will underscore how organizations are employing these technologies in operations ranging from customer service to human resources. Upon completion, students not only grasp GenAI capabilities, but possess the practical skills and responsible mindset to successfully incorporate these tools in various roles. The course welcomes all students seeking an actionable perspective on leveraging AI to drive organizational performance and productivity.

MB648 ChatGPT Application (1.5 credits)

This comprehensive course delves into the advanced applications of large language models (LLMs) across various industries. Designed for professionals and enthusiasts with a foundational understanding of machine learning and natural language processing, the course provides in-depth knowledge and practical skills to leverage the power of LLMs. Participants will explore the architecture and evolution of LLMs, master advanced prompting techniques, and implement specialized models and frameworks. Through real-world case studies, hands-on labs, and assignments, learners will develop the expertise to apply LLMs in customer service, business analytics, education, finance, and content creation. Key Learning Outcomes: 1. Proficiency in building and fine-tuning LLMs; 2. Ability to implement advanced prompting strategies; 3. Experience with specialized models like RAG and LangChain; 4. Skills in applying LLMs to industry-specific use cases; 5. Capability to develop AI-powered applications.

MB650 Strategic Marketing Management (1.5 credits)

Whether you are selling goods, services, properties, events, or even ideas, marketing should be a critical function for your organization. When considered properly, marketing deals with the whole process of entering markets, establishing profitable positions, and

building lasting customer relationships. To fully execute on a marketing strategy requires not only a solid understanding of the essential tools of marketing, however; it also requires collaboration across multiple departments to ensure there is key strategic alignment to support the marketing vision.

This course therefore focuses on developing a framework for a comprehensive marketing plan, while also exploring the typical decisions that marketing leadership might face in their efforts to balance a marketplace's needs and opportunities with an organization's objectives, capabilities, and resources.

MB652 Prompt Engineering (1.5 credits)

Prompt engineering is the art and science of writing prompts that effectively communicate the desired information or task to a large language model (LLM) to get more efficient and accurate results. In this course, we will learn an introduction to prompt engineering and learn at least 8 different techniques to optimize its functioning. The new jobs emerging are "Prompt Engineers" which will help you to communicate better with AI to achieve the desired results.

The topics included in this course included: Learning Prompt engineering fundamentals; Learn Zero-shot, few shot, COT, role prompting and others; Explore the Summarizing, Inferring, Expanding and Transforming techniques; exploring instructional, Creative, multimodal, and adversarial prompts.

MB653 Cooperation Valuation and New Venture Financing (1.5 credits)

This course examines the valuation of cooperative business arrangements and the financing of new ventures across their life cycles. Students develop an understanding of how strategic partnerships, joint ventures, startups, and early-stage companies are valued under uncertainty. Topics include venture capital and private equity financing, valuation methodologies for early-stage firms, term sheets, capital structure decisions, dilution, exit strategies, and financial negotiation between founders and investors. Emphasis is placed on applying valuation frameworks to real-world entrepreneurial and cooperative business scenarios through cases and practical exercises.

MB654 Investment and Portfolio Management (1.5 credits)

This course is designed to provide students with a comprehensive understanding of investment principles, strategies, and practices, drawing extensively from the book "Investments" by Bodie, Kane, and Marcus. Over the course of 7 weeks, students will delve into the foundational concepts of investing, exploring financial markets, asset classes, portfolio theory, risk management, and more. This course will equip students with the knowledge and tools necessary to make informed investment decisions and construct well-diversified portfolios.

MB655 Financial Modeling and Forecasting (1.5 credits)

This course focuses on the development and application of quantitative financial models to support managerial decision-making. Students learn to build integrated financial models for budgeting, forecasting, valuation, and scenario analysis using spreadsheet-based tools. Key topics include financial statement modeling, cash flow forecasting, sensitivity and scenario analysis, forecasting techniques, and model validation. The course emphasizes practical skills required to translate business assumptions into structured financial models that support strategic planning, investment analysis, and performance evaluation.

MB 656 Financial Management (1.5 credits)

This course is designed to further introduce modern financial theories, tools, and methods used in the analysis of financial problems. The point of view of corporate financial managers will be taken to interact with efficient capital markets. While making the best use of constrained resources is necessary, maximizing shareholders' equity is also vitally important. The primary focus is on analysis and forecast of internal operations and the use of short-term and long-term capital. Upon completion of this course, students will be able to: 1. Write financial report to the top management. 2. Demonstrate presentation skills on a real-world financial case study. 3. Conduct financial analysis with solid quantitative skills. 4. Acquire financial data to recreate recommendations for the top management. 5. Explore the Wall Street opinions to formalize a conclusion.

MB657 International Finance and Risk Management (1.5 credits)

This course explores financial decision-making in a global business environment, with a focus on managing international financial risks. Topics include foreign exchange markets,

exchange rate determination, international capital markets, cross-border financing, multinational capital budgeting, and country risk analysis. Students examine techniques for managing currency, interest rate, and political risks using financial instruments and operational strategies. The course integrates theory with applied cases to prepare students for financial management roles in multinational organizations.

MB658 Accounting and Corporate Financial Management (1.5 credits)

This course is designed to equip students with the essential knowledge and tools to navigate the world of finance. Students will learn how to make key financial decisions and gain a competitive edge in their future careers. We will explore modern financial theories and analyze real-world problems such as how to maximize the value of a firm. We will also delve into essential accounting concepts and tools such as the balance sheet and income statement and analyze the role of finance in the business world. The course also introduces CPA/CFA-aligned concepts in financial reporting and corporate governance. In addition, students will explore how AI is transforming corporate accounting through improved efficiency, accuracy, compliance, and decision support.

MB661 Leadership Foundations and Practice (1.5 credits)

This course provides a foundation in leadership principles and applied managerial skills essential for effective leadership in organizational settings. Students examine major leadership theories and styles while developing self-awareness, emotional intelligence, ethical judgment, and interpersonal effectiveness. Core topics include communication and influence, motivation, team leadership, conflict management, and managerial decision-making. Through case studies, self-assessments, and applied exercises, students build practical leadership capabilities required to lead individuals and teams in diverse and dynamic business environments.

MB662 Digital Marketing with AI (1.5 credits)

This course explores how AI is transforming digital marketing, including search engines, platforms, and methods like SEO, content marketing, and digital advertising. Students will learn keyword research, analytics with Google Analytics 4.0, and the integration of digital marketing strategies into business goals, including KPIs like CPL, CR, and tCPA. The course emphasizes practical application, encouraging the use of AI tools such as

ChatGPT, Microsoft Copilot, Google Gemini, and AI image generators like Dall-e. Students will work on individual or team projects, with final presentations during the exam. New ways to use AI appear every few days. Course materials and discussions will incorporate the latest advancements in AI for digital marketing.

MB663 Advanced Leadership Development (1.5 credits)

This course focuses on advanced and strategic leadership capabilities required for senior management and executive roles. Students explore leadership in complex organizational contexts, emphasizing strategic vision, organizational culture, governance, and transformational change. Topics include leading organizational transformation, decision-making under uncertainty, stakeholder management, and executive presence. The course integrates advanced case analysis and applied frameworks to prepare students to lead organizations effectively in global, technology-driven, and rapidly changing environments.

MB664 Human Resources Management (1.5 credits)

This course provides a foundational understanding of Human Resource Management (HRM) and its role in optimizing employee performance and fostering a positive workplace. Topics include recruitment, training, compensation, employee relations, performance management, and HR's role in organizational development. Both domestic and international HRM concepts are covered, equipping students to apply these practices in various industries. The topics included in this course are:

- Understanding the fundamentals of Human Resource Management
- Exploring recruitment and selection processes to attract top talent.
- Delving into employee training and development programs to enhance skills and performance.
- Investigating compensation and benefits strategies to motivate and retain employees.
- Examining employee relations and labor law compliance to maintain a harmonious workplace.
- Analyzing performance management systems to evaluate and improve employee productivity.
- Studying the role of HR in organizational development and change management.

MB665 Global Logistics and Supply Chain Management (1.5 credits)

This course examines the strategic and operational aspects of global logistics and supply chain management. Topics include supply chain design, procurement, inventory management, transportation, global sourcing, and risk management. Students analyze how technology, globalization, and sustainability impact supply chain performance. The course prepares students to make informed decisions that enhance efficiency, resilience, and competitiveness in global supply networks.

MB666 Marketing Analytics (1.5 credits)

This course introduces the key concepts and tools of marketing analytics, focusing on using data to measure, manage, and improve marketing performance. Students will learn how to collect, analyze, and interpret data from various marketing channels to understand customer behavior, optimize campaigns, and enhance return on investment (ROI). The course emphasizes practical application, exploring how businesses can use analytics to make strategic decisions, allocate resources effectively, and improve customer experiences in a competitive, data-driven environment. Through scenarios and hands-on activities, students will gain skills to apply marketing analytics in real-world contexts.

MB668 Project Management with AI (1.5 credits)

This course explores the impact of generative artificial intelligence (AI) on project management practices and the evolving role of project managers in the AI era. Students will learn how AI-powered tools and techniques can be leveraged to automate, assist, and augment key project management functions. The curriculum covers AI trends, practical use cases, ethical considerations, and the skills required for project managers to succeed in an AI-driven business environment. Course Objectives:

- Understand the fundamentals of project management, including project charters, development approaches, scope, schedules, budgets, communication, and stakeholder/team management.
- Explore AI trends and their applications in project management.
- Evaluate how generative AI (GenAI) can enhance various project management processes.
- Explore AI-powered tools for automating, assisting, and augmenting tasks.
- Analyze ethical and compliance considerations when integrating AI into project management.

- Discuss the evolving role of project managers and the necessary skills for success in the AI era.

MB670 Business Law (1.5 credits)

Business law is the body of laws that govern how business organizations and business entities are established, run, and managed. This course is taught from a practice and project orientation and focuses on giving business managers and engineers a foundation to understand the basic environment of law as it is applied to business and to the field of engineering. Business law pertains to a wide range of topics including foundational subjects such as sources of law at a national, state, and local level, constitutional law, and principles regarding the general regulation of business. Other areas of study include contracts, criminal and civil law, the process of litigation, intellectual property, and employment law. This class will include an emphasis on the development of an entrepreneurial mindset which is highly important when working in a modern Silicon Valley type organization.

MB672 Innovation in Fintech (1.5 credits)

This course explores the rapidly evolving Fintech sector, covering digital payments, blockchain, cryptocurrencies, robo-advisors, digital lending, and regulatory challenges. Students will analyze case studies, explore innovations, and develop a Fintech business concept. The course features lectures, readings, case discussions, and guest speakers from leading Bay Area firms, offering practical insights into industry trends. Assessment includes assignments, participation, and a group project with a final presentation. No prerequisites are required, though basic finance and economics knowledge is helpful.

Prerequisites: None

MB674 Data Analytics using Alteryx (1.5 credits)

This course will provide students with hands-on training in Alteryx, a leading data analytics software platform. Students will learn how to prepare, blend, and analyze data from various sources using Alteryx's powerful data wrangling and analytic tools. The course covers the full analytics lifecycle from data ingestion to insight delivery. By the end of the course, students will be able to independently build repeatable workflows to integrate, clean, transform, model and report on data. They will gain practical experience

applying advanced analytic techniques like predictive modeling, and reporting. The skills learned are highly valuable across many industries and job roles involving data analysis.

MB676 Digital Marketing and Social Media Strategy with AI (1.5 credits)

This course studies how to use digital marketing for the world of AI. You'll see how to use AI as your own CMO. We'll use context engineering, RAG, datasets, and other things with AI. No technical knowledge is needed. If you're clear in your goals, the AI will do the rest. You'll see how to align your marketing with the business goals for the CEO or yourself. After the course, you'll be able to do digital marketing for a company, startup, or your own business for any product or service.

MB678 Sales Operations and Management (1.5 credits)

This course focuses on developing skills for managing and leading sales teams across multi channel environments focusing mostly on B2B selling. Students will explore the key responsibilities of sales leaders at various levels—salesperson, manager, and executive. Topics include sales team recruitment, performance management, leadership development, motivation strategies, sales technology, and ethical considerations in sales leadership.

MB680 Entrepreneurship & New Venture Creation (1.5 credits)

Entrepreneurship (From Idea to Startup) MBA class is a practical course in which students work on developing and testing the idea(s) and assumptions for a new venture. The course combines theory with hands-on entrepreneurship. Students will test each aspect of the business model and share those insights with their peers in class. By the end of the course, students will have completed a business plan and be able to demonstrate the business opportunity. This course covers the following important topics:

1. The concept of entrepreneurship, from a historical and research perspective
2. The characteristics of entrepreneurs
3. The process of identifying and evaluating opportunities for new ventures
4. Writing and presenting a business plan for such opportunities
5. Assembling resources, both human and financial, required for the venture
6. Ethical and legal issues relating to new ventures
7. Identifying challenges in new ventures, and identifying how to overcome them

8. Managing and growing the new venture

MB690 Digital Content Creation Fundamentals (1.5 credits)

This course introduces the principles and tools of digital content creation across platforms. Students learn content formats, storytelling techniques, audience analysis, and production workflows. Topics include text, image, audio, and video content, platform considerations, and ethical and legal issues. The course provides a foundation for strategic and professional content development.

MB692 Video Production and Editing for Digital Platforms (1.5 credits)

This course focuses on video production techniques tailored to digital and social media platforms. Topics include pre-production planning, filming techniques, lighting, audio capture, editing workflows, and post-production optimization. Students learn to create platform-appropriate video content that aligns with branding and audience engagement objectives.

MB694 Content Strategy and Distribution (1.5 credits)

This course examines how digital content supports marketing, branding, and business objectives. Students learn content planning, audience segmentation, editorial calendars, multi-channel distribution strategies, and performance alignment. Emphasis is placed on integrating content strategy with organizational goals and platform algorithms.

MB696 Generative AI for Content Creation (1.5 credits)

This course explores the use of generative AI technologies in digital content creation. Topics include AI-generated text, images, audio, and video; prompt engineering; workflow integration; quality control; and ethical considerations. Students learn how to leverage generative AI tools to enhance creativity, productivity, and scalability while maintaining brand consistency and responsibility.

MB698 Social Media Analytics and Performance Optimization (1.5 credits)

This course focuses on measuring and optimizing content performance across social media platforms. Students learn key metrics, analytics tools, A/B testing, attribution models, and optimization techniques. The course emphasizes data-driven decision-making to improve engagement, reach, conversion, and return on investment.

MB699 Brand Partnerships, Monetization, and Digital Community Building (1.5 credits)

This course examines strategies for monetizing digital content and building sustainable online communities. Topics include brand partnerships, influencer marketing, sponsorship models, subscription and platform-based monetization, and community engagement strategies. Students analyze case studies and develop approaches to long-term brand and audience value creation.

MSCSE program courses

CSE552 Full Stack Development (1.5 credits)

This course introduces the fundamental principles of full-stack web development. Students will learn to build dynamic, robust, and user-friendly end-to-end web applications using front-end and back-end technologies, integrate databases, and deploy applications. The course focuses on hands-on projects to provide practical experience and real-world application. The topics included in this course include: Front-End Development Fundamentals: HTML5 and CSS3, JavaScript basics, DOM manipulation and asynchronous programming. Front-End Frameworks: React.js and Angular. Back-End Development Fundamentals: Node.js and Express.js, Server-side rendering, and RESTful APIs. Database Technologies: SQL databases (MySQL, PostgreSQL), NoSQL databases (MongoDB) and database design and normalization. Full-Stack Development: integrating front-end and back-end components, authentication and authorization and deployment strategies. Advanced Topics: web security, testing and debugging and performance optimization.

CSE590 Special Topics (0.5 - 1.5 credits)

Special topics courses include courses that address a current or timely topic, that are in a "pilot" phase before being offered on an ongoing basis, or that are known to be one-time

offerings. Special topics course offerings can vary from term to term. Each special topic course should add the keyword on the course title to identify the course content.

CSE591 Seminars (0.5 - 1.5 credits)

This course is meant to give students opportunities to explore topics in broad areas. Students will participate in a series of presentations. The presenters will come from other schools, industries, our faculty, and other students. The topics may be any aspect of the latest technologies or an approach that is interesting to students. Students can take up to two seminar courses. In this course, students will participate in activities that will develop their broad skills and knowledge, also they will have opportunities to explore a special topic in depth.

CSE598 Computer Systems Engineering Internship (1-2 credits)

This course is designed for students to gain practical experience from working in industry. Part-time CPT is 1 credit, together with concurrent 9 course credits, and full time CPT is 2 credits, together with 6 concurrent course credits. Each 1 credit of a practicum course requires at least 45 hours of practical experience related to the student's program curriculum.

CSE599 Computer Systems Engineering Capstone (3 credits)

This course is designed for students to gain hands-on experience on integrating the knowledge learned from the program including the core courses, and elective courses, and deliver a final project under the guidance of the course instructor. The final delivery project will vary depending on the trend of the computer industry, and the students' background. The scope of the course is determined by the instructor.

CSE600 Python for AI (1.5 credits)

Python is a language with a simple syntax, and a powerful set of libraries. It is an interpreted language and it is widely used in many scientific areas for data exploration. This course is an introduction to the Python programming language for students without prior programming experience. We cover data types, control flow, object-oriented programming, and libraries for data science and AI applications. The teaching is based on

easy-to-understand examples, pseudocode, and practicing. Each concept will be taught through exercises. This course is ideal for an introductory programming course or a programming logic and design course. Python is a fully object-oriented programming language. We will first introduce the student to the fundamentals of Python and objects that are created from standard library classes. Then the student learns to write classes, explores the topics of inheritance and polymorphism, and learns to write recursive functions. Finally, the student learns to use the libraries for data science and AI applications. The topics included in this course included: 1. Introduction to Computers and Programming: Input, Processing, and Output, 2. Decision Structures and Boolean Logic and Repetition Structures, 3. Python Functions, 4. Files and Exceptions, 5. Lists and Tuples, 6. Strings in Python, 7. Dictionaries and Sets, 8. Classes and Object-Oriented Programming, 9. Inheritance, 10. Recursion, 11. Libraries for Data Science and AI.

CSE602 Practical User Experience with AI (1.5 credits)

This course teaches students how to drive product design in effective and iterative cycles to assess what works best for the business and users. This course is for both UX designers who wish to learn strategy, technique, and process of designing UX, and business leaders who wish to understand and improve the UX engagement model in an agile environment, how stakeholders collaborate with the design team, and how to inject design thinking in the product development life cycle. You will learn valuable UX principles, tactics, and techniques and how product teams can easily incorporate design, experimentation, iteration, and continuous learning from real users into their Agile process, how and when to introduce what user research in different phases of product development. This course will position you as a professional UX designer, or pro-UX business leader in a fast-moving agile process.

CSE604 Machine Learning Fundamental (1.5 credits)

The Machine Learning course provides students with the ability to apply machine learning or predictive analytics methods. Machine learning models covered include classifiers, regression and unsupervised learning. Some more advanced topics, such as, deep learning models are introduced. In this course, you will learn how to apply machine learning to creating data driven solutions to business problems, query data sources for both training machine learning models and production models. You will also learn how to construct, evaluate, and cross-validate classification and regression models to predict value in production and how to construct unsupervised learning models to discover and

understand structure in unlabeled data sets, develop and understand deep learning models and their relationship to other machine learning models.

CSE606 AI Application with GAN (1.5 credits)

This course focuses on deep neural network learning with Generative Adversarial Network (GAN) and introduces some key concepts in deep neural learning. Training Deep learning networks requires a good understanding of the nature of gradient descent and its variant, and different forms of loss functions. GAN is a class of machine learning frameworks. Given a training set, GAN learns to generate new data with the same statistics as the training set. A GAN trained on photographs can generate new photographs that look at least superficially authentic to human observers. Though originally proposed as a form of generative model for unsupervised learning, GANs have also proven useful for semi-supervised learning, fully supervised learning, and reinforcement learning. The core idea of a GAN is based on the "indirect" training through the discriminator, which itself is also being updated dynamically.

CSE608 AI Application with Reinforcement Learning (1.5 credits)

This course focuses on in-depth understanding of deep learning applications and introduces some key concepts in reinforcement learning. Training Deep learning networks can be a challenging task and requires a good understanding of the nature of gradient descent and its variants. Students will learn about different forms of loss functions and hyper parameters and regularization in conv nets, RNNs and others. The focus then turns into reinforcement learning as an alternative to supervised learning. OpenAI Gym is introduced as a tool to simulate the agent's environment and interaction. We will use Keras as a key framework to model different neural network architectures.

CSE610 Cloud Computing and Security (1.5 credits)

This course offers students an in-depth understanding and hands-on experience of cloud computing using AWS. It will cover a wide range of topics in Compute, Storage, Networking, Security, Monitoring and Logging, as well as Account and Cost Management. Topics include evolution of cloud computing, AWS global infrastructure, architectural principles, key services and their common use cases, security and

compliance model, pricing and account management. Students will do hands-on projects on setting up the AWS account and select needed resources.

CSE612 AI Application in Computer Vision (1.5 credits)

The course covers the fundamental concepts in Computer Vision, including probability and mathematical theories, image processing, feature detection, structure from motion, face detection and recognition, etc. The course also introduces the deep learning tools such as PyTorch and TensorFlow with computer vision applications such as human pose estimation. Students will learn the fundamental concepts of computer vision theories and practical solutions. Students will also learn to use the OpenCV software for solving image processing and computer vision problems, and the PyTorch and TensorFlow tools for training deep learning neural network models to solve computer vision problems.

CSE618 Algorithm in Python (1.5 credits)

This graduate-level course provides a comprehensive introduction to fundamental data structures and algorithm design techniques. Students will learn to analyze the efficiency of algorithms and implement various data structures and algorithms in practical applications. By the end of this course, students will be able to: Understand the fundamental data structures used in computer science; Analyze the time and space complexity of algorithms; Design and implement algorithms for solving a wide range of problems; Apply data structures and algorithms to real-world scenarios; Develop critical thinking skills for problem-solving. The topics covered in this course included: Algorithms Analysis; Array / List; Dictionary / Hash; Tuples; Stacks / Queues; Linked Lists; Recursion; Divide and Conquer / Greedy Method; Dynamic Programming / Backtracking; Sort / Search Methods; Tree; Graph; and Trie.

CSE620 Deep Learning with PyTorch (1.5 credits)

This course is an introduction to the whole spectrum of deep learning with a focus on its application in computer vision. Deep learning is a branch of machine learning which mainly uses the technology of neural networks. We will discuss the basics of computer vision, machine learning and venture into the deep learning theories and state of the art architectures. We will also learn a variety of machine learning and deep learning frameworks with a focus on PyTorch. The introduction to basic neural networks,

convolutional neural networks and recurrent neural networks is combined with the development of actual applications in the computer vision space.

CSE622 Big Data Analytics with Apache Spark (1.5 credits)

Spark has increased the speed of analyzing applications significantly. Because of being versatile and easy to use, Spark is rapidly gaining market share. Spark makes it easier to solve complex data problems on a large scale. It is now the most active open source project in the big data community. This course introduces the use of Spark Core, SQL, Hadoop / HDFS / Hive (Needed for Spark) for practical applications, online demonstration, and enterprise application cases (such as housing price database). In this course, students will learn the command line syntax and examples of using commands through Spark, and Spark program tuning tips and writing application code in Python and Scala with Spark in the areas of SQL, streaming, machine learning and graph computing. Note: there are hands-on heavy coding practices throughout the class.

Prerequisite: Working experience, basic computer concept, business software tools.

CSE624 Network Security (1.5 credits)

This course covers key security issues in computer communication networks. Among the issues to be discussed are: the security of LANs, WANs; threats to computer networks through exploitation of network infrastructure design weaknesses; security flaws in the network infrastructure protocols; security of content in computer network services; and risk assessment and security policies. Network intrusion detection and forensics technologies, cryptographic and authentication systems, capability and access control mechanisms are also discussed, including new developments in Internet routing and transport protocols, secure mail, directory, and multimedia multicast services. Current trends and research in security policies and technologies will also be discussed.

CSE626 Business Data Analytics & Visualization (Power BI / Tableau) (1.5 credits)

Data and information visualization (data viz or info viz) is an interdisciplinary field that deals with the graphic representation of data and information. It is a particularly efficient way of communicating when the data or information is numerous, for example a time series. It is also the study of visual representations of abstract data to reinforce human cognition. By using visual elements like charts, graphs, and maps, data visualization tools

provide an accessible way to see and understand trends, outliers, and patterns in data. It is a great way to present data to audiences without confusion. In the world of Big Data, data visualization tools and technologies are essential to analyze massive amounts of information and make data-driven decisions. We will use Tableau as a hands-on tool to practice data visualization subjects.

CSE628 Machine Learning for NLP (1.5 credits)

In this course unstructured text data modeling using the state of the art Natural Language Processing techniques will be introduced. Students will learn text processing fundamentals including stemming and lemmatization etc. Various techniques such as TF-IDF, and embeddings etc. will be utilized towards the text modeling such as sentiment classification, document classification, topic modeling etc. Later in the course, attention models followed by Transformers and its variations (BERT/GPT/ChatGPT etc) will be introduced. Overall, at the end of this course, students will get a good grasp on the state of the art NLP tools and techniques and how to leverage those while building NLP based applications. The topics covered in this course include : 1. Introduction to NLP 2. Introduction to Python Programming (very high-level), introduction to NLP specific python libraries (NLTK, Gensim, Spacy etc) 3. Introduction to Machine Learning concepts and algorithms NLP – Text processing NLP – Text modeling w/ statistical methods Introduction to Word Embeddings NLP – Text modeling w/ Embeddings NLP – advanced text modeling (text classification / topic modeling / similarity scores etc) Introduction to Deep Learning (RNNs / LSTM etc) Introduction to Attention and Transformer models (BERT/GPTs) ChatGPT, Prompt Engineering, and Generative AI

CSE629 AI Strategy and Solution Engineering for Business (1.5 credits)

This course examines artificial intelligence from an integrated business strategy and solution engineering perspective. Students explore how AI creates value across key business functions, including operations, marketing, finance, and customer experience. The course introduces foundational AI and machine learning concepts—such as data pipelines, model development, and deployment—without requiring advanced technical background.

Students learn to translate business needs into AI-enabled solutions, evaluate technology and platform options, and manage the AI solution lifecycle. Topics include AI-driven business models, solution design, governance, risk management, and ethical

considerations. The course emphasizes managerial decision-making and cross-functional collaboration, preparing students to lead AI initiatives from concept to execution.

CSE630 Data Engineering with SQL and NoSQL (1.5 credits)

This course will teach SQL and NoSQL databases with AWS and Apache Cassandra. The first part of the course will cover SQL languages and the second part will cover NoSQL. We will practice how to write complex SQL queries. Apache Cassandra is a free, distributed, wide column store. NoSQL database management systems are designed to handle large amounts of data across many commodity servers, providing high availability with no single point of failure. Cassandra supports clusters spanning multiple datacenters, with asynchronous masterless replication allowing low latency operations for all clients. We will have hands-on projects about the real applications. While Cassandra is a NoSQL database designed for massive data analytics, Cassandra offers a limited SQL interface called CQL, that does not have a join and windows function. We will integrate Spark SQL with Cassandra and run advanced SQL queries such as join, window function, and nested sub-queries. We will also work on PostgreSQL, an open source relational database for more advanced SQL queries that are designed to handle SQL coding challenges in many of the data science and data engineering job interviews.

CSE631 Network and Communication Fundamentals (1.5 credits)

This course provides a comprehensive foundation in computer networking and data communications. Topics include network architecture, protocols, data transmission, routing and switching, wireless and mobile networks, and performance analysis. Students examine the OSI and TCP/IP models, network services, and emerging communication technologies. The course emphasizes conceptual understanding and practical implications for modern distributed and cloud-based systems.

CSE632 Introduction to Cloud Computing (1.5 credits)

This course equips IT professionals, developers, and students with an in-depth understanding of cloud computing, covering essential concepts, service models like IaaS, PaaS, SaaS, and DaaS, and cloud types including public, private, hybrid, and multi-cloud environments. Participants will gain practical skills through hands-on labs focusing on virtualization, containerization with Docker, and orchestration using Kubernetes. The

course culminates in a capstone project where students design and propose a cloud-based application tailored to a specific industry, addressing real-world challenges with comprehensive solutions. Graduates of this course will possess the knowledge and skills to effectively implement and manage cloud technologies in various

CSE633 Systems and Infrastructure Security (Cloud Security) (1.5 credits)

This course examines security principles and practices for modern computing infrastructures, including on-premise, virtualized, and cloud environments. Topics include system hardening, access control, identity and key management, virtualization security, container security, cloud-native threats, and infrastructure risk assessment. Students analyze real-world attack vectors and defensive strategies to secure enterprise and cloud-based systems.

CSE635 Secure Software Engineering (1.5 credits)

This course focuses on designing, developing, and maintaining secure software systems throughout the software development lifecycle. Topics include secure coding practices, threat modeling, vulnerability analysis, secure architecture, code review, and software testing for security. Students learn how to integrate security into agile and DevOps environments and how to mitigate common software vulnerabilities.

CSE636 DevOps with AI (1.5 credits)

This course offers graduate students a deep understanding of DevOps concepts and hands-on experience of the best practices advocated by the DevOps methodology. Topics include what is DevOps (and what it is not), the history of the evolution of DevOps, common best practices of DevOps and the expected benefits, DevOps job market, and future of DevOps. It provides a comprehensive introduction about Software Development Life Cycle (SDLC), System architecture, monitoring and alerting, Testing patterns, Deployment patterns, Team contributes improvement patterns, and Configuration management systems. It teaches students about the concepts and fundamental principles of DevOps, and the applications of such principles as the best practical software application development processes. It will also introduce the common DevOps tooling including modern Cloud Native/Kubernetes Platform and touch on latest DevOps developments such as GitOps and MLOps. DevOps is a set of practices that combines

software development and IT operations. It aims to shorten the systems development life cycle and provide continuous delivery with high software quality. Software and the Internet have transformed the world and its industries, from shopping to entertainment to banking. This course will teach students how to design, build, and deliver software using the DevOps philosophy. One fundamental practice is to perform very frequent but small updates. This is how organizations innovate faster for their customers. Popular DevOps tools (like Docker, Jenkins) will be used for teaching. Other tools may be used as needed.

CSE637 AI Security (1.5 credits)

This course explores security challenges and defenses related to artificial intelligence and machine learning systems. Topics include adversarial attacks, data poisoning, model inversion, privacy risks, robustness, explainability, and secure deployment of AI models. Students examine both offensive and defensive perspectives and learn techniques to assess and mitigate risks in AI-enabled systems.

CSE638 Deep Learning with TensorFlow (1.5 credits)

TensorFlow is one of the most in-demand and popular open-source deep learning frameworks available today. The course teaches you applied machine learning skills with TensorFlow so you can build and train powerful models. In this hands-on course, you'll learn the necessary tools to build scalable AI-powered applications with TensorFlow. After finishing this course, you'll be able to apply your new TensorFlow skills to a wide range of problems and projects. This course can help you prepare for the Google TensorFlow Certificate exam and bring you one step closer to achieving the Google TensorFlow Certificate.

CSE641 Robot Operating Systems (ROS/ROS2) (1.5 credits)

This course introduces the Robot Operating System (ROS and ROS2) as a framework for developing robotic applications. Students learn system architecture, communication models, sensor integration, motion control, and simulation tools. Emphasis is placed on building modular, scalable robotic systems and understanding real-time and distributed computing considerations in robotics applications.

CSE642 Generative Artificial Intelligence (1.5 credits)

This comprehensive course delves into the advanced applications of large language models (LLMs) across various industries. Designed for professionals and enthusiasts with a foundational understanding of machine learning and natural language processing, the course provides in-depth knowledge and practical skills to leverage the power of LLMs. Participants will explore the architecture and evolution of LLMs, master advanced prompting techniques, and implement specialized models and frameworks. Through real-world case studies, hands-on labs, and assignments, learners will develop the expertise to apply LLMs in customer service, business analytics, education, finance, and content creation. Key Learning Outcomes: 1. Deep understanding of LLM and modern AI; 2. Proficiency in building and fine-tuning LLMs; Experience with specialized applications like RAG and fine tuning; 3. Skills in applying LLMs to industry-specific use cases.

CSE643 Mechatronics and Embedded Systems

This course covers the integration of mechanical, electronic, and computational components in intelligent systems. Topics include sensors and actuators, microcontrollers, embedded programming, control systems, and real-time constraints. Students gain hands-on experience designing and implementing embedded systems for robotics and autonomous applications.

CSE644 Cloud Management (1.5 credits)

This class focuses on Cloud Native Application Architecture, the standard for modern cloud platforms. It covers foundational container technologies, SDLC methodologies, and best practices. Key topics include the Cloud Native Computing Foundation (CNCF), its evolution, and Kubernetes—the core computing platform of CNCF — its role as the cloud computing OS, and its impact on DevOps. The course provides a comprehensive introduction to container technologies, their integration with SDLC, and strategies for building and managing cloud-native services and infrastructure. The course explores the trade-offs between self-hosting Kubernetes clusters and using managed services. Students will examine the capabilities, limitations, and pros and cons of popular Kubernetes installation tools like kOps and kubeadm. They will also gain an overview of major managed Kubernetes offerings from Amazon, Google, and Microsoft. Additionally, practical Cloud Infrastructure as Code tooling will be introduced for hands-on experience across the three cloud platforms. If time permits, the course will cover emerging MLOps

and LLMOps technologies, showcasing innovations at the intersection of Kubernetes and Machine Learning.

CSE645 SLAM and Autonomous Navigation and Path Planning (1.5 credits)

This course examines the algorithms and systems used for simultaneous localization and mapping (SLAM), autonomous navigation, and path planning. Topics include probabilistic robotics, sensor fusion, mapping techniques, localization algorithms, trajectory planning, and obstacle avoidance. Students analyze and implement methods used in mobile robots, autonomous vehicles, and intelligent navigation systems.

CSE646 A Practical Course on AI for Industrial Application (1.5 credits)

In this highly practical course, learners will obtain first-hand experience leveraging AI / Generative AI models (GPT/ Gemini etc..) to streamline applications and enhance data-driven decision making. Through interactive modules and hands-on projects, students will learn how leading organizations currently apply GenAI tools such as chatbots, text generation, and data synthesis to reduce costs, accelerate workflows, and gain competitive advantages.

The course takes an applied approach to equip students with practical frameworks to implement AI/GenAI in various domains. Real-world use cases and guest speaker sessions with industry practitioners will underscore how organizations are employing these technologies in operations ranging from customer service to human resources. Upon completion, students not only grasp GenAI capabilities, but possess the practical skills and responsible mindset to successfully incorporate these tools in various roles. The course welcomes all students seeking an actionable perspective on leveraging AI to drive organizational performance and productivity.

CSE648 ChatGPT Application (1.5 credits)

This comprehensive course delves into the advanced applications of large language models (LLMs) across various industries. Designed for professionals and enthusiasts with a foundational understanding of machine learning and natural language processing, the course provides in-depth knowledge and practical skills to leverage the power of LLMs. Participants will explore the architecture and evolution of LLMs, master advanced prompting techniques, and implement specialized models and frameworks. Through

real-world case studies, hands-on labs, and assignments, learners will develop the expertise to apply LLMs in customer service, business analytics, education, finance, and content creation. Key Learning Outcomes: 1. Proficiency in building and fine-tuning LLMs; 2. Ability to implement advanced prompting strategies; 3. Experience with specialized models like RAG and LangChain; 4. Skills in applying LLMs to industry-specific use cases; 5. Capability to develop AI-powered applications.

CSE650 Digital Integrated Circuit Design using FPGA (1.5 credits)

Digital design using FPGAs is a very important activity in industries because the cost of an FPGA design is much lower than that of an ASIC design. Also, the time-to-market is much faster. To design a digital system using the FPGA, the designers should understand the architectures of the FPGA, as well the CAD tools that come along with it. In this course, we will study in detail the FPGAs architecture. Various digital blocks such as combinational logic, sequential logic, finite state machines, RAM, DSP, and a microprocessor are built by exploiting the architectures of the FPGAs. At the end of the course, the students can design systems and IP exploiting FPGA architecture using Verilog.

CSE651 Software Development with Agentic AI (1.5 credits)

This course explores modern software development practices enhanced by agentic artificial intelligence systems. Students learn how autonomous AI agents can assist with requirements analysis, code generation, testing, debugging, and system orchestration. Topics include agent architectures, multi-agent collaboration, human–AI interaction, governance, and reliability. The course emphasizes applied development workflows and responsible use of agentic AI in software engineering.

CSE652 Prompt Engineering (1.5 credits)

Prompt engineering is the art and science of writing prompts that effectively communicate the desired information or task to a large language model (LLM) to get more efficient and accurate results. In this course, we will learn an introduction to prompt engineering and learn at least 8 different techniques to optimize its functioning. The new jobs emerging are "Prompt Engineers" which will help you to communicate better with AI to achieve the desired results.

The topics included in this course included: Learning Prompt engineering fundamentals; Learn Zero-shot, few shot, COT, role prompting and others; Explore the Summarizing, Inferring, Expanding and Transforming techniques; exploring instructional, Creative, multimodal, and adversarial prompts.

CSE654 AI/Gen AI Application (1.5 credits)

In this highly practical course, learners will obtain first-hand experience leveraging AI and Generative AI models (GPT, Gemini etc..) to streamline applications and enhance data-driven decision making. Through interactive modules and hands-on projects, students will learn how leading organizations currently apply GenAI tools such as chatbots, text generation, and data synthesis to reduce costs, accelerate workflows, and gain competitive advantages. The course takes an applied approach to equip students with practical frameworks to implement AI and GenAI in various domains. Real-world use cases and guest speaker sessions with industry practitioners will underscore how organizations are employing these technologies in operations ranging from customer service to human resources. The topics included in this course encompass: 1. Utilize the LangChain framework to connect to different LLM models; 2. Link LLM's to other data sources to develop context-aware applications; 3. Leverage LangChain memory to track User and AI conversations; 4. Use LangChain to build agentic workflows for accomplishing tasks

CSE656 Network, Security and AI (1.5 credits)

This course explores the intersection of network security, data security, and artificial intelligence (AI). Students will learn key principles of secure network design, cryptography, data privacy, and AI applications in security, including anomaly detection, malware analysis, and secure AI model deployment. Topics include firewalls, intrusion detection systems, data encryption, compliance with GDPR/CCPA, and privacy-preserving AI techniques like federated learning. The course also covers AI-powered network monitoring, threat prevention, and emerging trends such as quantum computing and blockchain. By the end, students will be equipped to design and implement secure, AI-enhanced systems.

CSE658 Advanced Application of Large Language Models (1.5 credits)

This comprehensive course delves into the advanced applications of large language models (LLMs) across various industries. Designed for professionals and enthusiasts with

a foundational understanding of machine learning and natural language processing, the course provides in-depth knowledge and practical skills to leverage the power of LLMs. Participants will explore the architecture and evolution of LLMs, master advanced prompting techniques, and implement specialized models and frameworks. Through real-world case studies, hands-on labs, and assignments, learners will develop the expertise to apply LLMs in customer service, business analytics, education, finance, and content creation. Key Learning Outcomes:

- Proficiency in building and fine-tuning LLMs.
- Ability to implement advanced prompting strategies.
- Experience with specialized models like RAG and LangChain.
- Skills in applying LLMs to industry-specific use cases.
- Capability to develop AI-powered applications.

CSE662 Digital Marketing with AI (1.5 credits)

This course explores how AI is transforming digital marketing, including search engines, platforms, and methods like SEO, content marketing, and digital advertising. Students will learn keyword research, analytics with Google Analytics 4.0, and the integration of digital marketing strategies into business goals, including KPIs like CPL, CR, and tCPA. The course emphasizes practical application, encouraging the use of AI tools such as ChatGPT, Microsoft Copilot, Google Gemini, and AI image generators like Dall-e. Students will work on individual or team projects, with final presentations during the exam. New ways to use AI appear every few days. Course materials and discussions will incorporate the latest advancements in AI for digital marketing.

CSE664 GPT Project (1.5 credits)

This course provides an in-depth exploration of advanced technologies, focusing specifically on the development and deployment of AI-powered chatbots. The course will delve into key concepts including AI/LLM, LLM API, Prompt Engineering, and Semantic Database. Participants will gain hands-on experience with Large Language Models (LLMs), learning to harness their capabilities for creating sophisticated, conversational agents. The course also offers practical project experience, guiding students through the intricacies of building and deploying these chatbots. The course is structured around three key areas:

- Foundational Technologies: Exploration of the underlying technologies that form the backbone of modern LLMs.
- Industry Tools: Hands-on experience with current tools such as GPT for practical applications.
- Project Focus: A project-based approach emphasizing the application of learned tools and technologies using agile methodology.

CSE668 Project Management with AI (1.5 credits)

This course explores the impact of generative artificial intelligence (AI) on project management practices and the evolving role of project managers in the AI era. Students will learn how AI-powered tools and techniques can be leveraged to automate, assist, and augment key project management functions. The curriculum covers AI trends, practical use cases, ethical considerations, and the skills required for project managers to succeed in an AI-driven business environment. Course Objectives:

- Understand the fundamentals of project management, including project charters, development approaches, scope, schedules, budgets, communication, and stakeholder/team management.
- Explore AI trends and their applications in project management.
- Evaluate how generative AI (GenAI) can enhance various project management processes.
- Explore AI-powered tools for automating, assisting, and augmenting tasks.
- Analyze ethical and compliance considerations when integrating AI into project management.
- Discuss the evolving role of project managers and the necessary skills for success in the AI era.

CSE674 Data Analytics using Alteryx (1.5 credits)

This course will provide students with hands-on training in Alteryx, a leading data analytics software platform. Students will learn how to prepare, blend, and analyze data from various sources using Alteryx's powerful data wrangling and analytic tools. The course covers the full analytics lifecycle from data ingestion to insight delivery. By the end of the course, students will be able to independently build repeatable workflows to integrate, clean, transform, model and report on data. They will gain practical experience applying advanced analytic techniques like predictive modeling, and reporting. The skills learned are highly valuable across many industries and job roles involving data analysis.

CSE676 Digital Marketing and Social Media Strategy with AI (1.5 credits)

This course studies how to use digital marketing for the world of AI. You'll see how to use AI as your own CMO. We'll use context engineering, RAG, datasets, and other things with AI. No technical knowledge is needed. If you're clear in your goals, the AI will do the rest. You'll see how to align your marketing with the business goals for the CEO or yourself. After the course, you'll be able to do digital marketing for a company, startup, or your own business for any product or service.

CSE678 LLM, LangChain and Applications (1.5 credits)

In this course, the students will be exposed to LangChain, which is a framework for developing applications powered by LLM's. LangChain provides modular abstractions for working with large language models, along with a wide range of implementations. Using the LangChain framework, data-aware and agentic applications can be developed which connect LLM's with other data-sources. Students will be exposed to the underlying components that constitute the LangChain framework which can be leveraged "as-is" or "customized" to build robust Generative AI applications. The topics included in this course encompass:

- Utilize the LangChain framework to connect to different LLM models
- Link LLM's to other data sources to develop context-aware applications
- Leverage LangChain memory to track User and AI conversations
- Use LangChain to build agentic workflows for accomplishing tasks

52. ADMINISTRATION AND FACULTY

Executive Officers

President / Chief Academic Officer

Glen Qin (Zhigang Qin) Ph.D. EECS MBA

Staff

Director of Registrar, Records, Campus Management System Designer

Maggie Ren, MFA

Director of Library Services

Peijun Zheng, PhD

Director of Student Services

Swati Singh

Director of Marketing and Strategy

Leni Jin

Finance and Accounting

Jane Qin

DSO

Mary Zhang

Department Chair, Computer Systems and Engineering

YC Feng, PhD., MBA

Department Chair, Business Administration

Peter Dominick, MBA

Faculty

Master of Business Administration (MBA) and Bachelor of Science in Business Administration (BSBA)

Glen Qin (15 years' experience)

Ph.D. in EECS, University of California, Berkeley

MS in Science & Engineering, University of California, Berkeley

MBA, Northwestern Polytechnic University

BS in Engineering, Tsinghua University, Beijing, China

Jeng-Dau Wu (James) (10 years' experience)

Ph.D. in Business Administration, Golden Gate University, San Francisco, CA

MS in Business Administration, University of California, Berkeley, CA

BS of Business Administration, National Taiwan University, Taiwan

Guangbin (March) Liao (12 years' experience)

MBA in Business, UC Berkeley, Berkeley, CA

BS in Automation, University of Science and Technology of China, Anhui, China

Flora Chu (15 years' experience)

Ph.D. in Business Administration, Northwestern Polytechnic University, Fremont, CA

MS in Business Administration, Chadwick University, Birmingham, AL

BS in Business Administration, Biola University, La Mirada, CA

Leland Lee Winters (15 years' experience)

Ph.D. in Business Administration, Northwestern Polytechnic University, Fremont, CA
Ph.D. in Medicine UTESA, Medical School, Santo Domingo, Dominican Republic
MS in Health Administration, University of Washington, Seattle, WA

An Luo (18 years' experience)

Ph.D. in Biomedical Engineering, Columbia University, New York, NY
MS in Pattern Recognition & Intelligent Systems, Chinese Academy of Sciences, Beijing, China
BE in Electrical Engineering, Tsinghua University, Beijing, China

Qian (Chandler) Qian (16 years' experience)

Ph.D. in Systems Design Engineering, University of Waterloo, Ontario, Canada
MS in Geography, University of Waterloo, Ontario, Canada
BS in Environmental Planning and Management, Nankai University, Tianjin, China

Andreas Ramos (13 years' experience)

MA in Philosophy, University Heidelberg, Heidelberg, Germany
BA with Honors in Philosophy, University of Tennessee, Knoxville, Tennessee

Xinyu Zhang (12 years' experience)

MA in Computer Science, University of West Florida, Pensacola, FL

Peter Lou (30 years' experience)

M.A. Ph.D (ABD), International Economics, University of Iowa, Iowa City
M.B.A., University of Illinois at Urbana-Champaign (UIUC)

Xinyu Zhang (24 years' experience)

M.A. Computer Mediated Communication, University of West Florida, Pensacola, FL

Morris Nelson (23 years' experience)

MBA California Science and Technology University, Milpitas, CA
BA Business/Computer Science, Metropolitan State University St. Paul, MN

Sherman (Xiaodong) Jiang (10 years' experience)

MBA, University of Iowa, Iowa City, IA
Bachelor's degree in Chemical Engineering, University of Shanghai, Shanghai, China

Wickey (Jiewen) Wang (16 years' experience)

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Bachelor of Mgt. Information Systems Xi'an University of Arch & Tech— Xian, Shaanxi, PR
China

Argus O Milton (23 years' experience)

MBA – Master of Business Administration, Keller Graduate School Of Management – Atlanta, GA

Bachelor of Arts in Health Care Management, 2005, Life University – Marietta, GA

Bachelor of Science in Business Administration, Life University – Marietta, GA

Peter Dominick (18 years' experience)

MBA, Leavey School of Business, Santa Clara University, Santa Clara, CA

BA, University of California, Santa Cruz, Santa Cruz, CA

Wayne C. Lim (24 years' experience)

Doctor of Business Administration, Case Western Reserve University

MBA, Harvard Business School

Joseph K. Lee (30 years' experience)

Master of Science in Law (MS Law) Northwestern University Pritzker School of Law, Chicago

Master of Business Administration (MBA) Cornell University, Ithaca NY

Master of Science in Industrial Engineering (MSIE) Purdue University, West Lafayette IN

Tony E. Kelly (27 years' experience)

Master of Science – Finance Conferred, Georgetown University (McDonough School of Business) Washington, D.C.

Bachelor Business Administration - Finance and Investments, Bernard Baruch College New York, NY

Xin Lu (15 years' experience)

Ph.D., Information Sciences and Technology, The Pennsylvania State University, University Park, PA, USA

M.E., Signal and Information Processing, B.E., Electronic Information and Engineering, Tianjin University, Tianjin, China

Scott Kane (15 years' experience)

Master of Business Administration| International Management (MBA), Portland State University

Bachelor of Arts | International Studies, University of Oregon

Jiewen Wang (17 years' experience)

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Bachelor of Mgt. Information Systems, Xi'an University of Arch & Tech, Xian, Shaanxi, PR China

Ken Halbrecht (27 years' experience)

MBA in Finance, International Business, Fordham University - New York, NY

BS in Economics in Marketing and Operations Research, dual major. Minor in

Comp Sci and Law, The Wharton School, The University of Pennsylvania, Philadelphia, PA

Amit Manghani (23 years' experience)

MBA, Cornell University, Johnson School of Business, Ithaca, NY

Master of Science in Computer Science, Southern Methodist University, Dallas, Texas

Akshay Shriniwar (19 years' experience)

MBA, Management & Information Technology, San Francisco State University, CA
Master of Science (MS), Human Factors Engineering, (HCI), Wright State University, OH
Bachelor of Engineering (BE), Electrical, Electronics & Power, Government Engineering College, Aurangabad, India

Maryam (Nousha) Ladoni (22 years' experience)

Master of Fine Arts (M.F.A.), University of Wisconsin, Madison
Bachelor's Degree, Design University of Kashan

Aben Hill (25 years' experience)

Pacific Coast Banking School Graduate Certificate, University of Washington, Seattle, WA
Executive Master of Business Administration (EMBA) in Management, Golden Gate University, San Francisco, CA
Bachelor of Science (B.S.) in Management, Potomac College, DC
Graduate Certificate -Diverse Leaders Program, University of California (UCLA), San Francisco, CA

Arasch Fatemi (25 years' experience)

Master of Business Administration, University of North Alabama
Bachelor of Science in Computer Networking, Regis University

Chilone Payton (7 years' experience)

Doctorate of Philosophy in Human and Social Service, Walden University | (In Progress)
Master of Arts in Psychology, Northcentral University, Prescott Valley, AZ
Master of Arts in Marriage and Family Therapy, University of the Rockies, Boulder, CO
Bachelor of Science in Psychology, Ashford University, Clinton, IA

Gordon Bai (20 years' experience)

Master of Business Administration, University of Southern California
Bachelor of Science in Material Engineering, Harbin Institute of Technology

Hanya Hu (22 years' experience)

Master of Science in International Marketing, Sheffield Hallam University

Natalia Podkhodova (28 years' experience)

Ph.D., Herzen State Pedagogical University
Master of science degree in Mathematics

Tess Tran (14 years' experience)

M.A. in English, Middlebury College
B.A. in English and French Literature, New College of Florida

Yang Li (21 years' experience)

M.S. in Economics, University of Arkansas, Fayetteville, AR.
B.S. in International Trade and Economics, Beijing Technology and Business University

Master of Science in Computer Systems and Engineering(MSCSE) and Bachelor of Science in Computer Systems and Engineering (BSCSE)

Bhairav Mehta (15 years' experience)

MBA in Product Management, Cornell University, Ithaca, NY, USA
MS in Computer Science, Queen's University, Kingston, Canada

Danian Gong (19 years' experience)

Ph.D. in Communication and Information Systems, Tsinghua University, Beijing, China
MS in Engineering, Tsinghua University, Beijing, China
BS in EE Dept., Zhejiang University, Hangzhou, China

Ge Yung (George) Jen (24 years' experience)

Ph.D. in Computer Engineering, Northwestern Polytechnic University, Fremont, CA
MBA in Business, Northwestern Polytechnic University, Fremont, CA
MS in Computer Engineering, Wayne State University, Detroit, MI

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DBA University of Florida,
MBA Indian Institute of Management Calcutta
BS University of Mumbai Mathematics/Statistics

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BA in Mathematics, University of California at Berkeley, Berkeley, CA

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Rohit Sharma (19 years' experience)

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BS in Engineering, AMU, Aligarh, India

Bo Shen (24 years' experience)

Ph.D. in Computer Science, Wayne State University - Detroit, MI
B.S. in Computer Science, Nanjing University of Aeronautics & Astronautics - Nanjing, CN

Amir Amadzadeh (22 years' experience)

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Weilan Wu (15 years' experience)

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B.S. Electrical Engineering, National Taiwan University

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Master of Science in Computer Systems and Engineering, California University of Science and Technology
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Ph.D. in Electrical & Computer Engineering, Washington University, St. Louis, Missouri.
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B.S. in Electrical Engineering, the University of Illinois at Urbana-Champaign.

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Master of Science in Computer Science, University of Southern California, Los Angeles, CA
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M.Sc. in Electrical Engineering, San Jose State University
M.E.Sc. in Electrical Engineering, Western University, Ontario
B.Sc. in Electrical Engineering, Sharif University of Technology, Tehran

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Ph.D in Computer Sciences, University of California San Diego
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Tue Ngo (13 years' experience)

Ph.D. in Physics, University of California - Los Angeles
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MS, Institute of Computational and Mathematical Engineering, Stanford University
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Robert Chen (26 years' experience)

Master of Business Administration, California University of Science and Technology
Master of Engineering, San Jose State University
Bachelor of Engineering in Electrical Engineering, Huazhong University of Science and
Technology

53. ACADEMIC CALENDAR

Academic Calendar, Semesters, Terms, and Optional Semester

California Science and Technology University (CSTU) operates on a year-round academic calendar consisting of six (6) terms per year. Each term is approximately two (2) months in length. Two connected terms form a semester, and each semester spans approximately four (4) months.

Students may begin enrollment in any term. For academic, regulatory, and accreditation purposes, a student's first academic period is defined as the term in which the student first enrolls in and attends any CSTU course. That term is deemed as the first term of the student's first semester for academic, regulatory, and accreditation purposes.

Four consecutive terms (two consecutive semesters) constitute an academic year. Following completion of an academic year, the fifth and sixth terms, which together constitute the third semester, are designated as the student's Optional Semester.

The timing of a student's optional terms is cohort-driven and determined solely by the student's initial term of enrollment and the published academic calendar. Because students may start in different terms, the calendar timing of the optional terms may differ among students; however, the structure is institutionally defined and uniformly applied.

Enrollment in the optional terms is not required for normal academic progression or timely program completion. Students who elect not to enroll in their designated optional terms remain active and in good academic standing and are not considered to have an interruption of training, leave of absence (LOA), withdrawal, or inactive status.

Students do not request approval or provide documentation to utilize the optional terms. The optional terms are not discretionary or individually negotiated.

Time not enrolled during the optional terms will not be used to extend enrollment beyond the program's published maximum timeframe, nor will it be combined with a Leave of Absence in a manner that results in an interruption of training exceeding 180 days in any 12-month period, in compliance with ACCSC Standards of Accreditation.

A Leave of Absence (LOA) does not reset a student's academic year, alter the sequencing of semesters or terms, or change the timing of the student's designated Optional Semester. The Optional Semester remains anchored to the student's original term of enrollment and the published academic calendar.

International students must consult with the Designated School Official (DSO) regarding enrollment decisions to ensure continued compliance with U.S. Department of Homeland Security, Student and Exchange Visitor Program (SEVP) regulations.

2026 Term Start Dates
January 5, 2026
Mar 1, 2026
May 1, 2026
July 1, 2026
Sept. 1, 2026
Nov. 1, 2026

CSTU offers programs on a modular based schedule. Classes start every other month. Students may enroll at the beginning of a class.

HOLIDAYS

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

54. Emergency Response Plan



EMERGENCY PREPAREDNESS PLAN

1601McCarthy Boulevard, Milpitas, CA 95035
408.400.3948
www.cstu.edu

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INTRODUCTION

The safety of the students, faculty, and staff at California Science and Technology University is our highest priority. The overall goal of the California Science and Technology University Emergency Preparedness Plan (EPP) is to provide the California Science and Technology University with a comprehensive emergency management operation, which will provide reasonable levels of protection necessary for life, property, and the safety of its students and employees.

The EPP will serve as the basic framework for the school in times of emergency or crisis. This framework identifies the individuals and resources necessary to adequately protect students and School employees. The EPP is meant to be a living document that will grow and change within the emergency management process of the School; therefore, it is important to continually assess the policies and procedures of the Plan so that in the event of an emergency or disaster, minimal damage is sustained.

The effectiveness of any emergency preparedness and crisis management program is based on the level of training and the readiness of its personnel. California Science and Technology University is committed to ensuring the safety of its students and employees. In order to achieve this, a designated representative and the Emergency Response Team (ERT) should review policy and determine what training and communication is required to maintain compliance. Emergency preparedness training is part of the scheduled school in-services and participation is required of all California Science and Technology University employees.

Students are encouraged to talk to their family members about ways of getting in touch with one another should normal communication be disrupted. Students and family members are reminded that California Science and Technology University will likely be a safe place to be during an emergency should immediate travel not be a viable option.



Glen Qin
President

California Science and Technology University

EMERGENCY CONTACTS

Important Phone Numbers

For all other incidents, use the business numbers listed below.

ORGANIZATION	LOCATION	CONTACT
Police	1275 N Milpitas Blvd, Milpitas, CA 95035	(408) 586-2400
California Highway Patrol	2020 Junction Ave, San Jose, CA 95131	(408) 961-0900
Poison Control	3333 California Street, Suite 420, San Francisco, CA 94118	800-222-1222
American Red Cross of Greater	2731 N 1st St, San Jose, CA 95134	(877) 727-6771
Hospital	Kaiser Permanente Medical, 611 S Milpitas Blvd, Milpitas, CA 95035	(408) 945-2900
Fire Department	775 Barber Ln, Milpitas, CA 95035	(408) 586-2860
Utilities	Pacific 111 Almaden Blvd, San Jose, CA 95113 Gas and Electric Company	(800) 743-5000
Taxi Cabs	1603 Cortez St, Milpitas, CA 95035	(408) 971-1234
Suicide Hotline	Suicide Hotline – National Suicide Prevention Lifeline	1-800-273-TALK (8255) www.suicidepreventionlifeline.org
National Weather Service		http://www.weather.gov/
National Oceanic and Atmospheric Administration		www.noaa.gov

California Science and Technology University Contact Numbers

Campus Office Numbers

OFFICE	PHONE NUMBER
Main Direct Line	(408) 400-3948
President	(408) 666-3690
Registrar	(415) 988-1410

All Campus Staff Contact Information

Staff Member	Cell Number
President, Chief Academic Officer, and CFO: Glen Qin	(408) 666-3690
Chief Operating Officer: Henry Zhang	(408) 391-5020
Campus Management System Designer, Records, Registrar: Ms. Maggie Ren	(415) 988-1410
Director of Student Services: Swati Singh	(480) 438-0718
Director of Strategic Planning, Admission: Leni Jin	(408) 621-9736
International Students Affairs: Mary Zhang	(408) 915-9969

EMERGENCY RESPONSE TEAM

The **Emergency Response Team (ERT)** is responsible for preparing for, mitigating, responding to, and recovering from an emergency. Its duties include:

- Ensuring that all elements of this emergency preparedness plan are reviewed and updated as needed, but not less than annually;
- Assigning roles and responsibilities to school personnel in the event of a crisis and conducting training for those individuals to perform those responsibilities;
- Organizing practice emergencies to test the efficiency and appropriateness of the elements of this plan.;
- Acting as centralized management during a time of crisis until normal operations have resumed.
- Communicating the situation to designated individuals in the media.

ERT Members

Name / Title	Cell Number
Glen Qin / President	(408) 666-3690
Maggie Ren / Registrar, Records	(415) 988-1410
Student Services: Swati Singh	(480) 438-0718
Admission: Leni Jin	(408) 621-9736

In the event of an emergency or major disaster, the ERT members should be the points of contact for further instructions.

ERT Responsibilities

Response is the process of implementing appropriate actions while an emergency situation is unfolding. In this phase, schools mobilize the resources needed to address the emergency at hand. In any emergency situation, get help right away. Alert someone immediately—a school administrator, the 911 Dispatcher, the local fire department, or the police department, as appropriate.

Calling 911

911 is a telephone number dedicated to calls for emergency assistance, such as a traffic accident, fire, paramedic service, crime in progress, bodily injury, imminent threat to life, or major property damage or loss.

The 911 Dispatcher may ask you to stay on the line until responders arrive. This will assist the dispatcher in keeping the fire, police, or rescue squad updated as the situation being reported unfolds.

Updating the Emergency Procedures

All ERT Personnel will revise and review emergency procedures with staff regularly to ensure readiness and work with different departments including government agencies, campus facility management team, and marketing team.

In the event of an emergency, the President will staff the command post. The President's Office will be the Facilities Management operations center. This staff will remain on-site until the emergency condition has passed.

Emergency Response Team (ERT) Task Lists

In addition to the Emergency Team assignments, every staff member has general responsibilities during an emergency.

President

- Assume the overall direction of all emergency responses based on actions outlined in this Plan. Good judgment, based on the facts available, is of paramount importance.
- Identify the type of crisis. Obtain as much information about it as possible and determine the appropriate response.
- Identify key staff who should be involved in planning the response.
- Activate the ERT.
- Ascertain what action needs to be implemented. Secure the school building, if necessary.
- Maintain communication among all relevant staff at officially designated locations.
- Establish what information needs to be communicated to staff, students, families, and the community. Ascertain medical needs. Monitor how emergency first aid is being administered to the injured.

- Decide if more equipment and supplies are needed.
- Identify what community resources need to be involved.
- Identify provisions required for special needs population.
- Determine whether special transportation arrangements are needed.
- Prepare an informational letter to squelch rumors.
- Arrange for outside post-disaster trauma counseling for students and staff.
- Identify follow-up activities that will be used to evaluate response.

Designated Staff

- Provide assistance to the President, as needed.
- Handle telephones.
- Monitor radio emergency broadcasts and communications.
- Assist with health emergencies, as needed.
- Serve as messengers.
- Supervise students in their charge.
- Direct evacuation of students to inside or outside assembly areas, in accordance with signals, warnings, or written notification.
- Send students in need of first aid to a person trained in first aid. Acquire assistance for those who are injured and need to be moved.

Other School Employees

- Report to the President for directions.

General Emergency Preparation Information

Suspension of Service

All instructions such as canceling classes, closing of buildings, releasing of employees, etc., will be given only through authorized ERT personnel, which include the President/all staff.

Resumption of Service

- Following the lifting of an emergency situation, essential personnel in the ERT will determine which buildings and facilities can be used safely for classes and other purposes and will make appropriate recommendations to the ERT Director.
- The President, upon recommendation from the ERT Director, will issue necessary directives and instructions concerning the resumption of classes and the use of School buildings and facilities.

EMERGENCY ACTIONS

All Clear

All Clear is used to conclude other immediate actions taken upon an emergency to notify staff and students that normal school operations can resume. **All Clear** signifies that the emergency is over. This is the final action used to conclude the following actions:

- Evacuation
- Lockdown
- Shelter in Place
- Standby
- Take Cover

President Actions

- Determine that the emergency is over and it is safe to resume classes. It may be necessary to talk to first responders to make this determination.
- Make the **All Clear** announcement.

ERT/Designated Staff Actions

- As soon as the **All Clear** announcement has been made, return to the classroom or to staff desks, unlock doors and windows, and immediately begin discussions and activities in classrooms to assist students in addressing fear, anxiety, and other concerns.

Evacuation

During the preparation for an emergency, the Southside parking lot is our designated evacuation site. Depending on the number of students needing shelter, other appropriate facilities may be used.

General Evacuation Procedures

- Signal an evacuation.
- Call 9-1-1.
- Coordinate with ERT and law enforcement agencies.
- Follow evacuation routes. Check to see if anyone has been left behind. Report any missing students or staff.

President Actions

- When clearance to return to the buildings is determined or received from appropriate agencies, announce **All Clear** to return to classrooms and resume school activities.

ERT/Designated Staff Actions

- Instruct students to leave the building in an orderly manner using the designated evacuation routes and reassemble in the assigned Assembly Area.
- Take the emergency Disaster Kit and student roster when leaving the building and
- Remain in the Assembly Area until further instructions are given.
- Wait for another action or the **All Clear** instruction to return to school buildings and normal class routine.

Assisting Those with Disabilities During an Evacuation

The needs and preferences of non-ambulatory individuals will vary. Those at ground floor locations may be able to exit without help. Others may have minimal ability to move, and lifting may be dangerous. Some non-ambulatory people also have respiratory complications. Remove them from smoke and vapors immediately.

To alert visually-impaired individuals

- Announce the type of emergency.
- Offer your arm for guidance.
- Tell the person where you are going and the obstacles you encounter.
- When you reach safety, ask if further help is needed.

To alert individuals with hearing limitations

- Turn lights on/off to gain a person's attention -OR-
- Indicate directions with gestures -OR-
- Write a note with evacuation directions.

To evacuate individuals using wheelchairs

- Give priority assistance to wheelchair users with electrical respirators
- Most wheelchairs are too heavy to take downstairs; consult with the person to determine the best carry options.
- Reunite the person with the wheelchair as soon as it is safe to do so.

Lockdown

Lockdown is initiated to isolate students and school staff from danger when there is a crisis inside the building and movement within the school might put students and staff in jeopardy. **Lockdown** is used to prevent intruders from entering occupied areas of the building. The concept of **Lockdown** is a “no one in, no one out” scenario. During **Lockdown**, all exterior doors are locked, and students and staff are to remain in the classrooms or designated locations at all times. ERT or Designated instructors and other school staff are responsible for accounting for students and ensuring that no one leaves the safe area. **Any warning does not normally precede a lockdown.** This action is considered appropriate for, but is not limited to, the following types of emergencies:

- Gunfire
- Extreme violence outside the classroom

Lockdown differs from **Shelter-In-Place** because it does not involve shutting down the HVAC systems to provide protection from outside air and does not allow for the free movement of staff and students within the building.

President Actions

- Make an announcement. Instruct teachers and staff to immediately lock doors and remain in the classroom or secured area until further instructions are provided.
- Call 911. Provide the location, status of campus, and all available details of the situation.
- When clearance is received from appropriate agencies, give the **All Clear** instruction to indicate that it is safe to unlock the doors and return to the normal class routine.

ERT/Designated Staff Actions

- Immediately lock doors and instruct students to lie down on the floor.
- Close any shades and/or blinds if it appears safe to do so.
- Remain in the classroom or secured area until further instructions are provided by the President, a member of the ERT, or law enforcement.

Shelter in Place

Shelter in Place is a short-term measure implemented when there is a need to isolate students and staff from the outdoor environment to prevent exposure to airborne contaminants. The procedures include closing and sealing doors, windows and vents; shutting down the classroom/building heating, ventilation and air conditioning systems to prevent exposure to the outside air; and turning off pilot lights.

Shelter in Place allows for the free movement of staff and students within the building, although one should not leave the room until further instructions are received. Those in buildings with exterior passageways must remain in the classroom while **Shelter in Place** is instituted. It is appropriate for, but not limited to, gas leaks, external chemical releases, dirty bombs, and hazardous material spills.

President Actions

- Make an announcement on the public address system. Give clear instructions, remain calm, and convey reassurance that the situation is under control.
- When clearance is received from appropriate agencies, give the **All Clear** instruction to indicate that the normal school routine can resume.
- Make arrangements for central HVAC shutdown, as necessary.

ERT/Designated Staff Actions

- Immediately clear students from the halls. Stay away from all doors and windows.
- Keep all students in the classroom until further instructions are received. Assist those needing special assistance.
- Secure individual classrooms: a) close and lock doors and windows; b) shut down the classroom HVAC system; c) turn off local fans in the area; d) seal gaps under doors and windows with wet towels or duct tape; e) seal vents with aluminum foil or plastic wrap; and f) turn off sources of ignition, Wait for further instructions.

EMERGENCY RESPONSES (CODE SILVER)

Armed Subject or Hostage

Follow these procedures within the building whenever a person:

- Has a weapon.
- Says they have a weapon.
- Is holding another person against their will.

Overall Procedures:

1. Call 911
2. Notify the President and/or ERT member. Relay accurate information:
 - a. Where in the building is the event occurring?
 - b. How many are involved (perpetrators and hostages)?
 - c. What demands, if any, have been made?
 - d. Is anyone injured?
3. Render the appropriate assistance and coordinate with ERT member(s), police, and other authorities.

President Actions

- Call 911. Provide all known essential details of the situation:
 - Number of hostage takers and description
 - Type of weapons being used
 - Number and names of hostages
 - Any demands or instructions the hostage taker has given
 - Description of the area
- Identify an assembly area for responding officers away from the hostage situation. Have ERT or designated staff wait at the assembly area for police to arrive.
- Protect building occupants before help arrives by initiating a **Lockdown** or **Evacuation** (or a combination of both) for all parts of the building.
- Secure exterior doors from outside access.

- When police arrive, assist them in a quiet, orderly evacuation away from the hostage situation.
- Gather information on students and/or staff involved and provide the information to the police.
- Identify media staging area, if appropriate. Implement a hotline for parents.
- Account for students as they are evacuated.
- Provide recovery counseling for students and staff.

ERT Designated/Staff Actions

- If possible, assist in evacuating students to a safe area away from the danger. Protect students by implementing a **Lockdown**.
- Alert the President.
- Account for all students.

Bomb Threat (Code Yellow)

In the event that the school receives a bomb threat by telephone, follow the Bomb Threat Checklist on the next page to document information about the threat. Keep the caller on the telephone as long as possible and listen carefully to all information the caller provides. Make a note of any voice characteristics, accents, or background noises, and complete the Bomb Threat Report as soon as possible.

Person Receiving Threat By Telephone

- Listen. Do not interrupt the caller. Remain calm and courteous.
- Read the phone's visual display.
- Keep the caller on the line with statements such as *"I am sorry, I did not understand you. What did you say?"*
- Notice details: background noises, and voice descriptions.
- Ask: When? Where? What? How?
- Alert the President, ERT member, or someone else by prearranged signal to notify the telephone company to trace the call while the caller is on the line.
- Call 911 and notify the President immediately after completing the call.
- Complete the Bomb Threat Checklist.

Person Receiving Threat By Mail

- Note the manner in which the threat was delivered, where it was found, and who found it.
- Limit handling of the item by immediately placing it in an envelope so that fingerprints may be detected. Written threats should be turned over to law enforcement.
- Caution students against picking up or touching any strange objects or packages.
- Notify President.

President Actions

- Call 911.
- If the caller is still on the phone, contact the phone company to trace the call. Tell the telephone operator the name of the school, the name of the caller, phone number on which the bomb threat came in. This must be done quickly since the call cannot be traced once the caller has hung up.
- Instruct staff and students to turn off cellular phones. Do not use those devices during this threat since explosive devices can be triggered by radio frequencies.

- Determine whether to evacuate the threatened building and adjoining buildings. If the suspected bomb is in a corridor, modify evacuation routes to bypass the corridor.
- Use the personal notification by designated persons, to evacuate the threatened rooms.
- Direct a search team to look for suspicious packages, boxes or foreign objects.
- Do not return to the school building until it has been inspected and determined safe by proper authorities.
- Avoid publicizing the threat any more than necessary.

ERT/Designated Staff Actions

- Evacuate students as quickly as possible, using primary or alternate routes.
- Do not return to the building until emergency response officials determine it is safe.

ERT Actions

- Use a systematic, rapid, and thorough approach to search the building and surrounding areas.
- Check classrooms and work areas, public areas (foyers, offices, bathrooms), exterior areas (shrubbery, trash cans, debris boxes), and power sources (, electric panels,).
- If a suspicious item is found, make no attempt to investigate or examine the object.
- Notify the President.

Explosion (Code Triage/External or Internal Disaster)

Emergency response will depend on the type of explosion (smoke bomb, chemical lab incident, etc.) and proximity to the school. All students should be kept away from the explosion.

President Actions

- Determine whether site evacuation should be implemented. **Evacuation** may be warranted in some buildings but others may be used for **Shelter in Place**.
- Notify Fire Department (call 911). Provide the school name, address, exact location within the building, your name and phone number, and the nature of the emergency.
- Secure the area to prevent unauthorized access until the Fire Department arrives.
- Notify ERT of any missing students.
- Notify the utility company of breaks or suspected breaks in utility lines or pipes. Provide the school name, address, location within the building, your name, and phone.
- Direct a systematic, rapid, and thorough approach to search the building and surrounding areas. Check classrooms and work areas, public areas (foyers, offices, bathrooms, and stairwells), unlocked closets, exterior areas (shrubbery, trash cans, debris boxes), and power sources (computer rooms, gas valves, electric panels, telephone panels).
- If the damage requires the school to be closed, notify students and staff of school status and alternate sites for classroom instruction. Do not return to the school building until it has been inspected and determined safe by proper authorities.

ERT/Designated Staff Actions

- Drop, cover, and hold on.
- If an explosion occurred inside the school building, **Evacuate** to the outdoor assembly area. Keep students and staff at a safe distance from the building(s) and away from fire-fighting equipment.
- Check to be sure all students have left the school site. Remain with students throughout the evacuation process.
- Upon arrival at the assembly area, check attendance. Report the status to the President immediately.
- Render first aid as necessary.

- Do not return to the building until the ERT personnel determine it is safe to do so.
- If an explosion occurred in the surrounding area, initiate **Shelter in Place**. Keep students at a safe distance from the site of the explosion.

Fire/Arson (Code Red)

Should any fire endanger the students or staff, it is important to act quickly and decisively to prevent injuries and contain the spread of the fire. All doors leading to the fire should be closed. Do not re-enter the area for belongings. If the area is full of smoke, students and employees should be instructed to crawl along the floor, close to walls, which will make breathing easier and provide direction. Before opening any door, place a hand an inch from the door near the top to see if it is hot. Be prepared to close the door quickly at the first sign of fire. All fires, regardless of their size, which are extinguished by school personnel, require a call to the Fire Department to indicate that the “fire is out”.

Within School Building

President Actions

- Sound the fire alarm to implement **Evacuation** of the building.
- Immediately **Evacuate** the school using the primary or alternate fire routes.
- Notify the Fire Department (call 911).
- Direct ERT team to be sure all students and personnel have left the building.
- Oversee Instructors take roll call of students.
- Ensure that access roads are kept open for emergency vehicles.
- Notify the appropriate utility company of suspected breaks in utility lines or pipes.
- Do not allow staff and students to return to the building until the Fire Department declares that it is safe to do so.

ERT/Designated Staff Actions

- **Evacuate** students from the building using primary or alternate fire routes. Maintain control of the students a safe distance from the fire and firefighting equipment.
- Notify the President of ERT personnel of any missing students.

Near the School

President Actions

- Notify the Fire Department (call 911). The Fire Marshall will direct operations once on site.

- Determine the need to implement an **Evacuation**. If the fire threatens the school, execute the actions above. If not, continue with the school routine.

Medical Emergency

Medical accidents and emergencies can occur at any time and may involve a student or staff member. Some emergencies may only need first aid care, while others may require immediate medical attention.

Please note that this EPP is not intended to be a First Aid manual.

For life-threatening and other serious medical emergencies:

- Dial 9-1-1 for paramedics immediately. Do not use a mobile phone unless you can give the dispatcher your address. Be sure to identify yourself, indicate the nature of the injury, and your specific campus location.
- Inform an ERT member who will conduct the preliminary investigation, and make any appropriate personnel notifications.

President Actions

- Assess the victim (ABC – Airway, Breathing, Circulation).
- Call 911, if appropriate. Provide:
 - School name, address including nearest cross street(s), and fastest way for ambulance to reach the building
 - The exact location within the building
 - Nature of the emergency and how it occurred
 - Approximate age of the injured person
 - Caller's name and phone number
- Do not hang up until advised to do so by the dispatcher.
- Assign an ERT member to meet the rescue service and show the medical responder where the injured person is.
- Assemble emergency care and contact information of the victim
- Monitor the medical status of the victim, even if he or she is transported to the hospital.
- Assign an ERT member to remain with the individual, even if he or she is transported to the hospital.
- Advise staff of the situation (when appropriate).

ERT/Designated Staff Actions

- Assess the scene to determine what assistance is needed.
- Notify the President.
- Stay calm. Keep the individual warm with a coat or blanket.
- An individual trained in first aid may begin first aid until paramedics arrive. Do not move the individual unless there is a danger of further injury.

- Do not give the individual anything to eat or drink.

Physical Injuries

Student Injuries

An ERT or staff member should document all student injuries whether or not there is any sign of injury.

For minor injuries, first aid kits are available at the following location: office

Do not administer first aid unless you are trained and/or feel comfortable doing so. Use discretion when deciding to move an injured student.

If a student is injured and requires medical attention, provide the student with a copy of the **Student Injury Report** form for completion. If the student is not able to fill out the form at the time of injury, an ERT or staff member should gather as much information from the student and/or witnesses as possible. Make sure to document in detail how the injury occurred.

Staff, ERT members, or other students **should not** attempt to transport the injured student. Call a taxi or paramedics, as necessary, for transport to a medical facility. The injured student may also call a family member for transport.

Employee Injuries

If an employee has a serious occupational injury or illness that requires medical attention beyond first aid, call the paramedics for transport to the nearest medical facility. Another employee should NEVER transport an injured or ill employee to a medical facility.

In all instances when an injury occurs, an incident report must be completed and the incident must be reported to the President.

Earthquakes

One of the most frightening and destructive phenomena of nature is a severe earthquake and its terrible aftereffects. In order to deal with this situation, emergency preparedness must become a way of life. In the event of a major earthquake or disaster, freeways and surface streets may be impassable, and public services could be interrupted or taxed beyond their limits. Therefore, everyone must know how to provide for their own needs for an extended period of time, whether at work, home or on the road.

President Actions

- Notify utility companies of any break or suspected break in utility lines.
- Keep staff and students in sheltered areas of the building.
- Take appropriate action to safeguard school property.
- Upon passage of the earthquake, if safe, return to normal routine.

ERT/Designated Staff Actions

During an Earthquake:

1. Stay in the building. Do not evacuate.
2. DROP, and take shelter under tables, desks, in doorways and similar places. Keep away from overhead fixtures, windows, filing cabinets, and bookcases. COVER your head and neck with your arms. HOLD the position until the ground stops shaking.
3. Assist any disabled persons in the area and find a safe place for them.
4. If outside, stay outside. Move to an open area away from buildings, trees, power lines, and roadways.

After an Earthquake:

1. Check for injuries. If qualified, give first aid; otherwise, seek help.
2. Check for safety hazards: fire, electrical, gas leaks, water supply, etc. Coordinate with the Director and begin turning off all potentially hazardous equipment such as gas and electric appliances.
3. Do not use telephones, including cellular/mobile phones, or roads unless necessary. Keep them open for emergency use.
4. Be prepared for aftershocks.
5. Cooperate, keep informed and remain calm.

6. DO NOT RETURN to a building unless told to do so by emergency officials.

If an Evacuation is Ordered:

1. Seek out any disabled or injured persons in the area and give assistance. Exit using the stairway. Do not use elevators.
2. Beware of falling debris or electrical wires as you exit.
3. Go to an open area away from buildings, trees, power lines, and roadways.
4. Wait for further instructions from emergency personnel.

THREATS TO SAFETY

Students Who May Be Suicidal

Suicide, attempted suicide, and suicidal gestures have a significant detrimental effect, not only on the involved student but also on others in the school community. There is no way to predict who will commit suicide, or when, but there are warning signs, including: increasing talk of death, talk about not being worth living, and reckless behavior. School staff with reasonable cause to believe that a student is suicidal should notify the President immediately. Attention should focus on the safety and best interests of the student, whose health, life or safety may be endangered.

Immediate Action

In the event that a staff member has reason to believe that a student may be suicidal or represent a potential threat to others the following action is to be taken:

- Take all comments about suicidal thoughts seriously, especially if details of a suicide plan are shared.
- Immediately report concerns to the President or ERT designee.
- **Under no circumstances should an untrained person attempt to assess the severity of suicidal risk;** all assessment of threats, attempts, or other risk factors must be left to the appropriate professionals.

President Actions

- Call an ambulance in the event of an overdose or injury requiring medical attention.
- Call 911 if an immediate threat exists to the safety of the student or others.
- Calm the student by talking and reassuring until the police arrive. Try to have the student relinquish devices for and means of harming self. If an individual is armed with any type of weapon, USE EXTREME CAUTION. Do not attempt to remove the weapon from the possession of the individual. Allow police to do so.
- Cancel all classes.
- Arrange for medical or counseling resources that may provide assistance.

ERT/Designated Staff Actions

- Inform the President of what was written, drawn, spoken and/or threatened.
- Move other students away from the immediate area, but remain with the troubled student until assistance arrives.

- Calmly talk to the student to determine whether he/she has any life-threatening devices (e.g., gun, knife, drugs, etc.) If possible, calmly remove them from the student and the immediate environment. Do NOT struggle if you meet resistance.
- Calmly move the student to a pre-arranged, non-threatening place away from other students where the President or an ERT member and a telephone will be close by.

Response to a Suicide Attempt Not Occurring at School

When a school becomes aware that a student or staff member attempted suicide, the school must protect that person's right to privacy. Should a parent or other family member notify the school of a student's suicide attempt, the family should be referred to appropriate community agencies for support services. Staff response should be focused on quelling the spread of rumors and minimizing the fears of fellow students and staff. Any services provided to the person who attempted suicide must be kept confidential and coordinated with outside service providers, such as a suicide crisis counselor or hospital emergency team.

A suicide attempt becomes a crisis to be managed by school staff only when one or more of the following conditions exist:

- Rumors and myths are widespread and damaging.
- Students witness police action or emergency services response.
- A group of the attempt survivor's friends are profoundly affected by the suicide attempt and request support.

When one or more of the above conditions exists, the following should be implemented:

- Tell the person providing the information about the suicide attempt not to repeat it elsewhere in the school.
- If school office staff members heard the report, tell them NOT to repeat or give out any information within or outside school unless they are specifically told to do so.

Students Who May Represent a Potential Threat to Others

Immediate Steps

In the event that a staff member has reason to believe that a student may represent a potential threat to others, the actions listed below are to be taken. These steps apply only to situations in which the student is presenting no immediate threat.

- Take all comments about doing harm to others seriously, especially if details about how the acts are to be carried out are shared.
- Immediately report concerns to the President.
- **Under no circumstances should an untrained person attempt to assess the severity of the risk;** all assessment of threats, attempts, or other risk factors must be left to the appropriate professionals.

NOTE: It is important to avoid inappropriately labeling or stigmatizing individual students because they appear to fit a specific profile or set of early warning indicators. It's okay to be worried, but it's not okay to overreact and jump to conclusions.

Threats / Assaults

Threats occur when a belligerent or armed person on the school site bullies, intimidates or coerces others, targeting an individual, particular group or the entire school community. Threats are presented as overt hostility. They may receive by written note, email communication, phone call or orally. The procedure below applies to an oral threat.

President Actions

- Assess the type of threat to determine the level of risk to the safety of students and staff. In categorizing the risk, attempt to determine:
 - Is the individual moving towards violent action?
 - Is there evidence to suggest movement from thought to action
- High violence potential qualifies for arrest or hospitalization.
- Safety is endangered when there is: (a) sufficient evidence of repetitive/intentional infliction of emotional distress upon others; or (b) sufficient evidence of the unintentional infliction of emotional distress upon others.
- Notify police (dial 911), if the safety of students or staff is endangered. Provide the exact location and nature of the incident and school response actions.
- Isolate the threatening person from other students and staff, if it is safe to do so. Initiate appropriate response actions, which may be **Lockdown** or **Evacuation**. Cancel all outside activities.

- Respond to students who are prone to overt displays of anger in a calm, non-confrontational manner. If an immediate threat is not clearly evident, attempt to diffuse the situation.
- If an individual is armed with any type of weapon, USE EXTREME CAUTION. Do not attempt to remove the weapon from the possession of the individual. Allow police to do so.
- Facilitate a staff meeting to review plans for keeping the school safe. Enlist the support of community service providers.

ERT/Designated Staff Actions

- If any students are outside, move them inside the building or away from the site of the threat/assault. If unable to do so, have students lie down and cover their heads. Keep students calm.
- Inside the classroom, institute **Lockdown**. Close all curtains and blinds.
- Disconnect television systems so the individual cannot view news coverage and see locations of police/students, etc.
- Remain with students until **All Clear** is given.

Weapons on School Property

The brandishing of any weapons poses an immediate threat to students and staff. The response is the same whether the weapon is used, seen, or suspected but not in use. Safety must always be the foremost consideration. A person wielding a weapon will usually respond best to calm, reasonable talk. In addition to calming the individual, talking allows time for law enforcement officials and other professionals to arrive.

President Actions

- Remain calm. Depending on how the situation unfolds, initiate **Lockdown** or **Evacuation**, as needed. Do not confront the suspect.
- Call 911. Provide essential details of the situation, i.e., suspect, location, weapons, number of persons involved, motive, and actions taken by the school (e.g. **Lockdown**).
- Identify a command post for police to respond. Assist the police in entering the school. Provide officers with critical information.
- If the suspect has left, secure all exterior doors to prevent re-entry.
- Isolate and separate witnesses. Instruct them to write a statement of events while waiting for police to arrive.
- Gather information about the incident for the police:
 - Name of suspect with a weapon.
 - Location of a witness when the weapon was seen.
 - What did the suspect do with the weapon after it was displayed?
 - What is the current location of the suspect with the weapon?
- Reserve a private area for the suspect to be taken and questioned. Police officers should take possession of and secure any weapon located.
- Secure a detailed written statement from witnesses including staff.
- Provide informational updates to staff and students during the next few days to squelch rumors.

ERT/Designated Staff Actions

- Remain calm. Take immediate action to prevent casualties. Isolate the suspect and/or area. Move others to a safe area to protect them from danger.
- Alert the President.
- Make no effort to intervene. Allow a law enforcement officer to take possession of the weapon.
- Account for all students.
- Assist police officers – provide identity, location, and description of individuals and weapons.

PUBLIC INFORMATION DISSEMINATION

- In an emergency, the President is responsible for all means of internal and external communications related to an emergency incident. **Only the President or ERT designee is authorized to disseminate official information about campus emergencies to the campus and the community at large.**
- The designated individual shall conduct and manage all media contacts, act as lead spokesperson, and determine other appropriate spokespersons from campus leadership.
- The designated individual will arrange all interviews, distribute all information materials to the press and general public, and assist with communications to the campus community during the emergency. This will be done in coordination with emergency agencies, the President, and ERT members.
- The designated individual will maintain a press briefing area for the duration of the emergency, if necessary.
- In the aftermath, the designated individual will continue to handle media inquiries, general public information, and information for the campus community as deemed necessary by the situation.

The primary forms of information distribution are: The school's main web page www.cstu.edu school-wide Google Group posting and external news media.

It is important to get a positive message on the school's incoming phone lines as soon as possible.

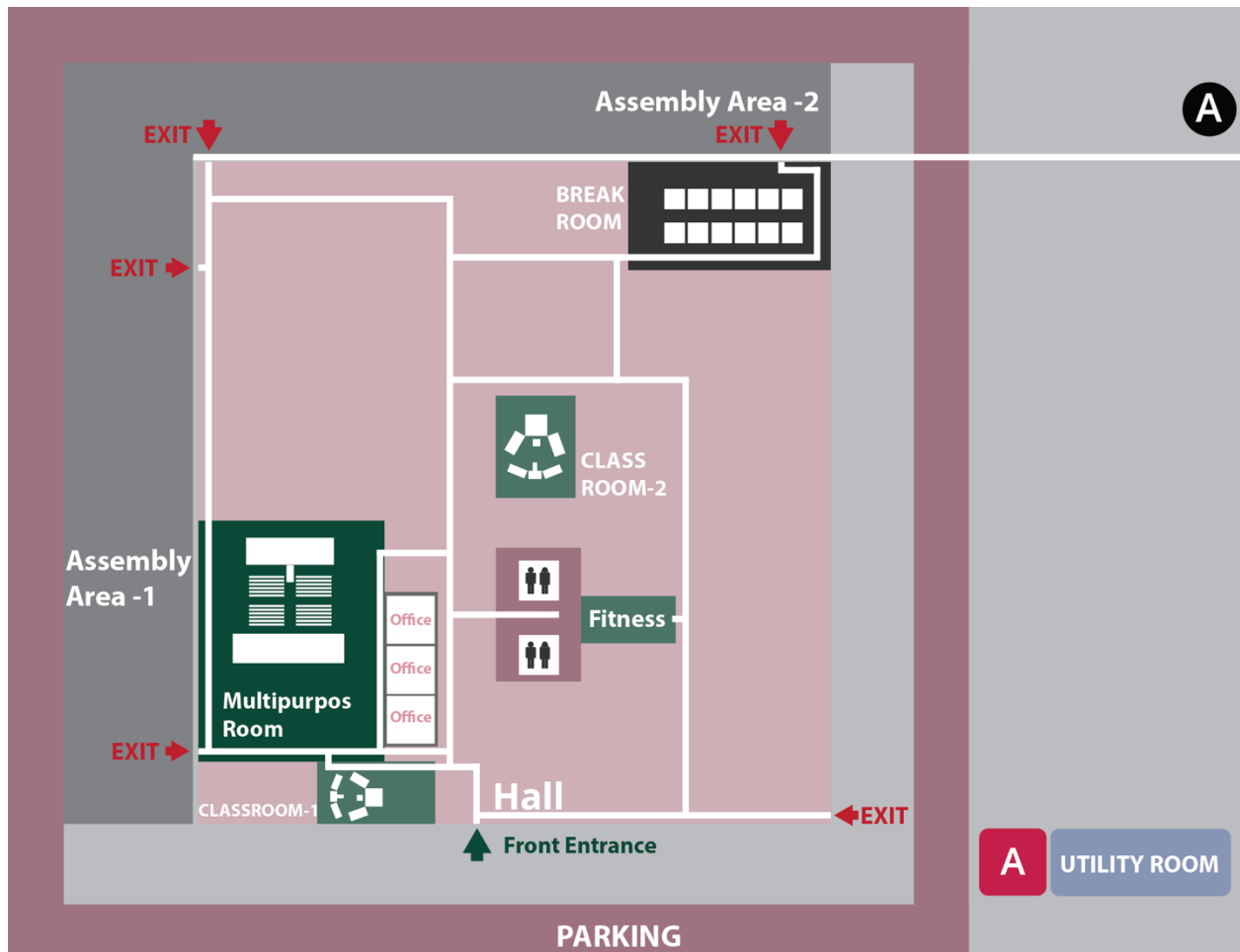
In the event it is necessary to conduct a news briefing, the designated individual will escort reporters on campus, and/or establish an information center for members of the media. The nature and location of the incident will determine the site to be used.

If any staff member receives a phone call or e-mail inquiring about an emergency situation, he or she must direct such inquiries to the President or member of the ERT.

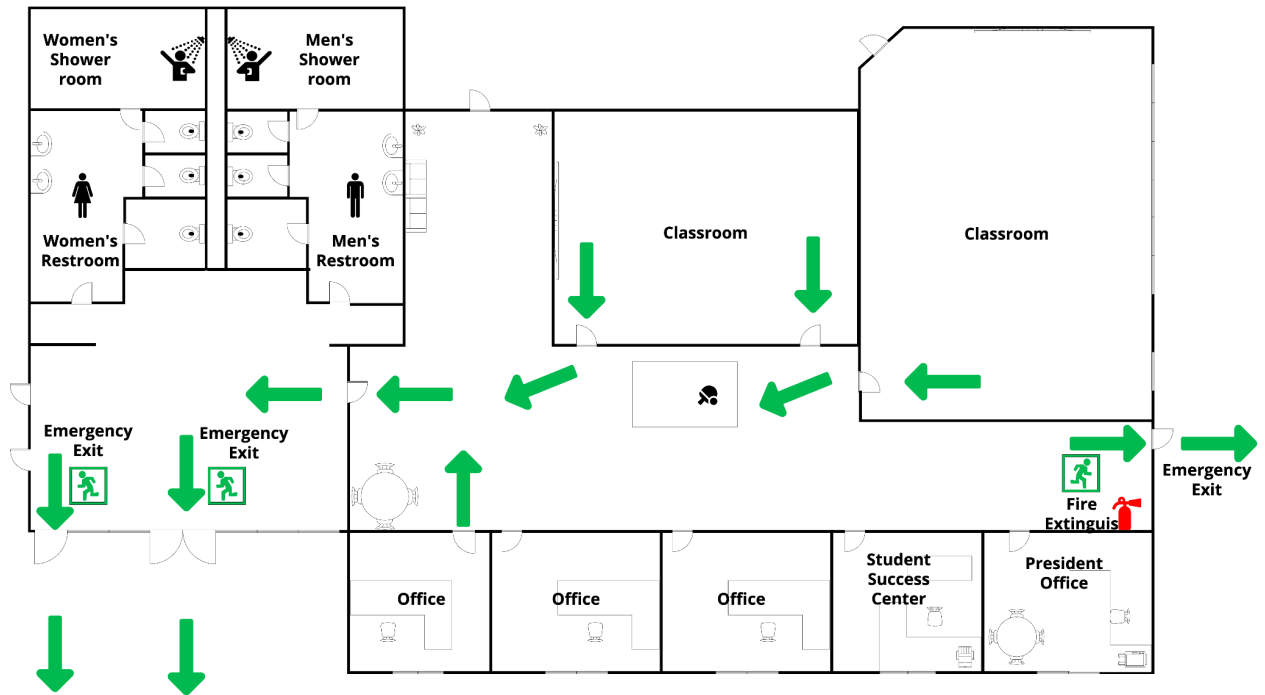
The following is to be used as a guideline for communicating during a crisis. Each incident will be different and will require flexibility and adjustment as the situation unfolds.

CAMPUS MAP

Include campus maps and site maps that include information related to rooms, halls, stairs, elevators, utility shut-offs, staging areas, etc.



1591 Emergency Exit Map



EMERGENCY PREPAREDNESS TRAINING

Staff Orientation and Training

Method:

Review of Emergency Preparedness Plan (EPP) and locations(s) with the new employee(s).

EPP Accessibility for Staff and Students

Emergency Preparedness Plans are located in electronic format on the website of the California Science and Technology University website at www.cstu.edu for faculty and student accessibility.

California Science and Technology University Training Timeline:

Annual review and assessment of plan (ERT members) documented and revised copy uploaded to the website.