CONTECH

CONTEMPORARY TECHNOLOGY UNIVERSITY

ACADEMIC CATALOG

School Code 66099659

2100 Geng Road, Suite 210, Palo Alto, California, 94303
Phone: (650) 772 6020

www.contech.university

August 1, 2023 to December 31, 2024

TABLE OF CONTENTS

CONTEMPORARY TECHNOLOGY UNIVERSITY

About Contemporary Technology University

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

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

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

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

Contemporary Technology University is owned by Stack Education, Inc. a delaware company with EIN: 38-4111008. There are no subsidiaries. Stack education, Inc. is owned by Volkan Karabacak, Veli Tetik, Gokhan Beydogan, Ozgun Bardiz and Seyhan Gulec.

Mission Statement

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

Educational Objectives

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

- Demonstrate personal and social responsibility by practicing responsible citizenship, being open to new ideas, and understanding the value of moral sensitivity and cultural diversity
- Practice intellectual skills such as critical and independent thinking, effective communication, and knowledge acquisition and application

- Recognize the ethical, legal, and social implications of computing in a global society
- Use oral and written communication skills to convey technical information effectively and accurately
- Demonstrate cultural and global awareness to be responsible citizens in a diverse society
- Demonstrate professional ethics and practice academic integrity

To achieve our mission, Contemporary Technology University will:

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

Vision

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

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

Administrators

Volkan Karabacak, Chief Executive Officer:

Strategic Leadership: Develop and implement the university's strategic plan in collaboration with the board and other executive leaders, ensuring alignment with the institution's mission and vision.

Stakeholder Relations: Foster positive relationships with key stakeholders, including faculty, staff, students, alumni, industry partners, government entities, and the broader community, acting as the primary spokesperson and ambassador for the university.

Organizational Oversight: Oversee all university operations, ensuring coherence, synergy, and efficiency across departments and functions.

Financial Stewardship: In collaboration with the CFO, ensure the university's financial health and sustainability by overseeing the allocation of resources, fundraising efforts, and the exploration of new revenue streams.

Institutional Culture and Climate: Foster a culture of academic excellence, innovation, inclusivity, and continuous improvement, ensuring that the institution remains adaptive, forward-thinking, and a leader in the realm of applied sciences.

Prof. Femin Yalcin, Chief Academic Officer

Curriculum Development & Review: Oversee the design, implementation, and continuous improvement of academic programs, ensuring they remain current, relevant, and aligned with the university's mission and the industry's needs.

Faculty Leadership: Recruit, develop, and retain top-quality faculty, fostering a culture of academic excellence, research, and continuous learning.

Accreditation & Compliance: Ensure that academic programs meet or exceed the standards set by accrediting bodies, maintaining the university's academic accreditation status, and complying with relevant educational regulations.

Student Academic Success: Oversee student advising, tutoring, and other support services to ensure high retention and graduation rates, as well as student satisfaction with academic experiences.

Research & Innovation: Foster an environment of research, innovation, and collaboration, securing funding for academic research and promoting partnerships with industries and other academic institutions.

Veli Tetik, Chief Financial Officer:

Financial Strategy & Planning: Develop and oversee the institution's financial strategy, ensuring its long-term financial health and sustainability.

Budget Management: Prepare and manage the university's annual budget, ensuring departments are adequately funded while maintaining fiscal responsibility.

Financial Reporting & Analysis: Regularly review financial statements, conduct analyses, and provide reports to stakeholders, including the Board of Directors, on the university's financial status.

Risk Management: Oversee risk management and insurance functions, ensuring that the institution is protected from financial risks.

Regulatory Compliance: Ensure compliance with financial regulations, standards, and best practices, including timely and accurate tax submissions, audits, and other financial disclosures.

Ipek Derin Polat, Chief Operating Officer:

Operational Strategy: Develop and implement an operational strategy that aligns with the university's mission and strategic goals, ensuring efficiency and effectiveness.

Infrastructure & Facilities Management: Oversee the maintenance, upgrade, and expansion of physical and digital infrastructures, ensuring they meet the needs of students, faculty, and staff.

Staff Leadership: Manage non-academic staff across various departments, fostering a culture of excellence, collaboration, and continuous improvement.

Emergency Preparedness & Response: Develop and oversee emergency response protocols, ensuring the safety and well-being of students, faculty, and staff in any crisis situation.

Hasan Demirhan, Chief Technology Officer (CTO)

Technology Strategy & Vision: Work closely with the CEO, board members, and other top administrators to define and implement a technology vision and strategy that aligns with the university's mission, vision, and long-term goals.

Innovation & Digital Transformation: Keep the university at the forefront of educational technology by fostering a culture of innovation, recommending new technologies, and leading digital transformation initiatives across various departments.

IT Governance & Security: Oversee the implementation and maintenance of robust cybersecurity measures, ensuring that the institution's digital assets and data are secure. Comply with relevant regulations and best practices in IT governance.

Team Leadership & Skill Development: Lead the technology team, recruiting top talent, fostering professional development, and ensuring a high level of competence in the tech department.

Operational Efficiency: Streamline technological operations, ensuring that the IT infrastructure is scalable and capable of meeting the demands of students, faculty, and administrative staff.

Budget & Resource Allocation: In collaboration with the CFO, develop and manage the technology budget, ensuring cost-effective allocation of resources while driving technological advancements.

Academic & Administrative Support: Work with the Chief Academic Officer to integrate technology into curriculum delivery and assessment, thereby improving the quality of education. Also, collaborate with the Chief Operating Officer for the technological aspects of operational efficiency.

Diversity and Non-Discrimination

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

Authorization Disclosure Statements

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

Address:1747 N. Market Blvd. Ste 225 Sacramento, CA 95834 P.O. Box 980818, West Sacramento, CA 95798-0818
Web site Address: www.bppe.ca.gov
Telephone and Fax #'s: (888) 370-7589 or by fax (916) 263-1897
(916) 574-8900 or by fax (916) 263-1897

- Prospective students are encouraged to review this catalog prior to signing an enrollment agreement. They are also encouraged to review the School Performance Fact Sheet, which must be provided to them prior to signing an enrollment agreement.

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

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

- Contemporary Technology University does not have a pending petition in bankruptcy, and is not operating as a debtor in possession, has not filed a petition within the

preceding five years, or has not had a petition in bankruptcy filed against it within the preceding five years that resulted in reorganization under Chapter 11 of the United States Bankruptcy Code (11 U.S.C. Sec. 1101 et seq.).

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Notice to Prospective Degree Program Students

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

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

If this institution stops pursuing accreditation, it must:

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

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

Institutional Representative Initial:
Date:

Student Initial:
Date:

ADMISSIONS POLICIES

General Admission Policy

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

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

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

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

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

Enrollment and Registration

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

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

Degrees Offered

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

NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT OUR UNIVERSITY

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

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

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

Credit transfer rules of The State of California.

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

Challenge Exams & Ability-to-Benefit Students

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

Applicants with Credentials from non-English Speaking Countries

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

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

Review of Documentation

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

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

Graduate Program Admission

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

International Applicants

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

1. A minimum score of **530** on the paper-based Test of English as a Foreign Language (TOEFL PBT), or **71** on the Internet Based Test (iBT), a **6.5** on the International English Language Test (IELTS), or **50** on the Pearson Test of English Academic Score Report.
2. A minimum score on the College Board Accuplacer ESL Exam Series is as follows:

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

3. A minimum B-2 English proficiency level identified within the Common European Framework of Reference (CEFR) standards and assessed through various ESOL examinations, including the University of Cambridge;
4. A transcript indicating completion of at least 30 semester credit hours with an average grade of “B” or higher at an institution accredited by an agency recognized by the United States Secretary of Education and/or the Council for Higher Education Accreditation (CHEA), or accepted foreign

5. A passing score of 70 on the Duolingo English Test: Passing the Duolingo English Test fully qualifies the applicant for CONTECH Programs. The test costs $49 and can be completed online and/or at home for the convenience of test-takers.
6. A letter from the University issuing the Bachelor's degree indicating that the language of study of the program was the English Language.

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

MSCS Degree Program

Contemporary Technology University's Master of Science in Computer Science program offers the students the opportunity to acquire a specialization in data science and applied artificial intelligence.

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

MSDM Degree Program

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

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

ACADEMIC POLICIES

Student Code of Conduct

As members of our academic community, we are committed to maintaining a conducive and respectful learning environment. Our Student Code of Conduct outlines the standards of behavior that reflect our values and expectations. Please take a moment to familiarize yourself with the following principles:

Demonstrate Respect for Self and Others:
Treating both yourself and others with respect is fundamental. Embrace the uniqueness of individuals' backgrounds, beliefs, and ideas. Uphold a culture of empathy and kindness, fostering an inclusive atmosphere where everyone feels valued.

Demonstrate Courtesy to Others:
Simple acts of courtesy, such as active listening, using polite language, and showing consideration for others' viewpoints, contribute to a harmonious community. Remember that your interactions with peers, faculty, and staff play a vital role in creating a positive learning environment.

Behave in a Responsible Manner:
Personal responsibility is key to your growth and success. Uphold honesty, integrity, and ethical conduct both inside and outside the classroom. Demonstrating responsible behavior reflects well on you and contributes to a trustworthy academic community.

Attend Class Regularly:
Regular attendance is essential for your educational journey. Attending classes punctually and consistently enables you to engage fully with the curriculum, participate in discussions, and benefit from collaborative learning experiences.

Be Prepared for Class:
Come to class prepared with completed assignments, necessary materials, and a mindset ready for active engagement. Your preparation enhances your learning and contributes to meaningful interactions with peers and instructors.

Take Seriously the Course of Study:
Approach your studies with dedication and curiosity. Value the learning process, as it paves the way for your personal and intellectual growth. Active engagement in your courses sets the foundation for a successful educational journey.

Avoid Plagiarism:
Uphold academic integrity by giving credit to the ideas and works of others. Plagiarism undermines the learning process and diminishes the value of your education. Always properly cite sources and contribute your unique insights to the academic discourse.

Cooperate with School Officials:

Cooperation with teachers, administrators, and staff ensures the smooth functioning of our school community. Follow their guidance, adhere to school policies, and communicate openly to address any concerns you may have.

Avoid Violation of Student Code of Conduct:
Familiarize yourself with our Student Code of Conduct and honor its guidelines. Engaging in behaviors that violate this code not only disrupts the learning environment but also jeopardizes the trust and integrity of our community.

Academic Progress Policy

Grading and Evaluation Procedures

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

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

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

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

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

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

Total Points Possible	100

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

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

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

Attendance and Participation
In general, attendance is measured and recorded by timely attending live sessions, participating, and posting responses to weekly discussion forums. Regular and punctual class attendance is an important form of student participation, facilitating clear delivery of course material, discussion of key ideas, and development of cooperative relationships between students and faculty that results in immediate academic results and longer-term success in personal and career development.

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

At Contemporary Technology University, specific class attendance requirements are established within the individual academic courses. To earn academic credit in a particular course, a student must be officially enrolled in that course within the first 14 days of the semester and must attend at least 75 percent of the course. Students who do not fulfill these requirements will receive a grade of "F" in the course. Course participation and attendance represent 30% of the final grade. A detailed rubric will follow this scale:

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

b. Accomplished (12 points) – Participates regularly and actively, uses specific examples to support responses, and demonstrates a thorough understanding of the question or concept being presented.
c. Competent (9 points) – Participates regularly but not as active in contributing, uses specific examples to support response, and communicates ideas, opinions, and conclusions with clarity.
d. Developing (6 points) – Does not participate regularly or actively, communicates ideas but does not provide examples to support response, and at times may not demonstrate an understanding of the question or concept being presented.
e. Limited (3 point) – Does not participate regularly or actively, has difficulty communicating ideas clearly, and does not demonstrate an understanding of the question or concept being presented.
f. No Participation (0 points)

Any University-related activity necessitating an absence from class counts as an absence when determining if the student has attended the required number of class activities. However, if prior arrangements are made, the student may be allowed to complete his/her assignments or the faculty member may provide appropriate substitutes. Likewise, students are usually allowed to make up class work and/or tests missed due to serious illness, accident, or death in the family. In these cases, the instructor should be informed in a timely manner.

Faculty members are responsible for:

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

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

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

Based on students' individual performances in each course, the final letter grades are given according to the table given below.

Letter Grade	Percentage	Performance	Numerical Grade

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

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

Course Repeat

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

Grade Point Average (GPA)

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

Standards of Academic Achievement

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

Maximum Degree Program Duration

The maximum time to complete any degree program is one and a half times the program length unless exceptional circumstances such as illness exist. The normal length of each academic program is indicated in the curriculum description for the academic programs in this catalog.

Grade Reports

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

Grade Appeal Procedure

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

2. If the Instructor accepts the appeal, he or she must inform the Director of Education and then send the corrected grade to the Student Services for rectification of the student's academic results. If the discussion between the student and the instructor does not resolve the issue within 3 weeks of the grade posting and if the student still believes that an unfair grade was awarded, the student must request a Grade Appeal Form from his or her instructor.
   The completed Grade Appeal Form with the instructor's comments on the request must be submitted by the student to Student Services no later than a month after the grade posting or it will not be accepted and the grade will stay as originally recorded.

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

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

Satisfactory Academic Progress

1. Students' academic progress will be evaluated at the end of every term, starting in the third term of their studies. For each evaluation point, a minimum standard of satisfactory

academic progress ("the Academic Standards") is defined in each of the following three parameters:

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

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

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

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

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

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

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

Graduation Requirements

Completion Timeframe:
The maximum duration to complete the Master's degree programs is one and a half times the normal program length, as indicated in the curriculum description for the academic programs in this catalog. Exceptions to this timeframe may be granted under exceptional circumstances such as medical illness, subject to approval by the relevant academic authorities.

Academic Performance:

In order to graduate, you must maintain a satisfactory level of academic achievement. If a student receives a grade of C- (73 points) or lower in any course, it is mandatory to repeat that course and earn a passing grade to meet the graduation requirements.

Core Courses:
Successful completion of all nine core courses, each worth 3 credits, is essential for the graduation. These core courses are designed to provide students with a strong foundation in the chosen field of study, and they contribute significantly to the overall academic experience.

Capstone Project:
As a culmination of the academic journey, students are required to complete a 3-credit capstone project. The capstone project serves as an opportunity for the students to showcase their mastery of the subject matter and their ability to apply your knowledge to real-world scenarios.

Academic Freedom

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

Academic Integrity

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

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

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

2. Course instructors have the initial responsibility for detecting and dealing with academic dishonesty. Instructors who believe that an act of academic dishonesty has occurred are obligated to discuss the matter with the student(s) involved. Instructors should possess reasonable evidence of academic dishonesty. However, if circumstances

prevent consultation with student(s), instructors may take whatever action (subject to student appeal) they deem appropriate.

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

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

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

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

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

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

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

Course Drops and Withdrawals

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

Course Drop

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

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

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

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

Course Withdrawal

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

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

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

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

- The student receives a grade of "W" for the course

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

Administrative Withdrawal

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

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

Withdrawal from the University and Institutional Refund Calculation

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

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

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

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

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

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

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

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

State of California Student Tuition Recovery Fund (STRF)

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

Unless relieved of the obligation to do so, students must pay the state-imposed assessment for the STRF, or it must be paid on their behalf, if they 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 their tuition.

students are not eligible for protection from the STRF and they are not required to pay the STRF assessment, if they are not California residents, or are not enrolled in a residency program.

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

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

1. The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and a student 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. A student was 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. A student was 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. A student has been awarded restitution, a refund, or other monetary awards by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but has been unable to collect the award from the institution.
7. A student sought legal counsel that resulted in the cancellation of one or more of their student loans and has an invoice for services rendered and evidence of the cancellation of the student loan or loans.

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

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

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

Leave of Absence

The University may grant, on a limited basis, a leave of absence to students, when the student is experiencing extenuating circumstances that prevent attendance and/or challenge an academic success. These circumstances may include: Medical emergencies, family emergencies, and other exceptional personal circumstances. The University reserves the right to request supporting documentation from relevant authorities. A request for a leave of absence must be made in writing, and be e-mailed to Student Services at students@contech.university including:

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

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

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

Student Grievance Procedure

At any time during their course, a student may file a grievance if they feel a situation has not been properly resolved with the instructor. A written appeal must be filed with the director of that department. The director of that department will then rule upon the grievance. If the student is not satisfied, a written appeal may be filed with the Director of Education. The Director is responsible for maintaining the complaint records and informing the student of the resolution. Any remaining unresolved complaints may be directed to the following address:

Bureau for Private Postsecondary Education

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

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

Website address:
www.bppe.ca.gov

Telephone and Fax #'s :

(888) 370-7589 or by fax (916) 263-1897.
(916) 574-8900 or fax (916) 263-1897

Family Educational Rights and Privacy Act (FERPA)

Scope

This policy informs students about their rights regarding educational records as stated by the Family Educational Rights and Privacy Act ("FERPA"). It offers guidance to Contech's faculty, staff, and other associates concerning the maintenance, access, and release of student education records.Each department responsible for maintaining records should establish procedures consistent with this policy.

Policy Statement

This policy provides a framework for Contech's compliance with FERPA. Any ambiguities in this document will be resolved in favor of a meaning that allows Contech to comply with relevant laws and be consistent with Contech policies.

Definitions

Student: Any individual who is enrolled or has been enrolled in Contech's online master programs.
Education Records: Records directly related to a student that are maintained by Contech or its agents.
Directory Information: Includes student name, email address, dates of attendance, and program of study.
University Official: Faculty, staff, third parties acting on behalf of Contech, and individuals serving on Contech committees.

Policy

Student Access to Education Records: Students may review their educational records by submitting a written request.
Disclosure of Directory Information: Contech may disclose directory information unless the student opts out.
Third-Party Access: Information can be disclosed to third parties with written consent from the student or as permitted by law.
Inactivity of Student Records: Records may be destroyed five years after the student's last registration, with certain exceptions.
Monitoring and Use: A list of all individuals who have accessed a student's record must be maintained.

Policy Oversight

Contech is responsible for:

Overseeing the implementation of this policy.
Interpreting the policy and resolving disputes.
Educating the community on this policy.
Ensuring annual notification of students regarding their FERPA rights.

STUDENT SERVICES

Student Identification Card

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

Learning Resources

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

Counseling

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

Student Interaction and Study Groups

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

Services Not Provided by the University

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

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

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

Academic Counseling

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

Graduate Placement

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

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

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

GENERAL INFORMATION

Tax Deductions for Educational Expenses

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

License and Credentials

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

Student Records Retention Policy

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

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

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

Transcripts of Records

Contemporary Technology University will supply one official transcript upon graduation. Requests for additional transcripts must be made in writing and signed by the student. There is a $15.00 charge for each transcript requested. For transcripts mailed outside of the U.S., there is an additional shipping fee of $50.00. Students requesting 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.

Sexual Harassment Policy

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

Sexual Harassment

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

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

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

Sexual Violence

The University understands Sexual Violence to be instances of:

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

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

Scope

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

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

Supervisors and Managers

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

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

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

Breach of Policy

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

Procedures seeking Support

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

Disclosures and Reports

Disclosures

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

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

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

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

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

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

Making a Report

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

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

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

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

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

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

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

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

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

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

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

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

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

Conflict of Interest

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

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

7. Investigating reports - complaint and discipline procedures

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

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

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

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

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

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

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

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

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

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

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

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

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

Investigation

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

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

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

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

Appealing University decisions

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

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

Family Educational Rights and Privacy Act

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

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

Annual Notification

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

Disclosure of Education Records

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

Information Technology Policy

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

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

Safe Workplace and Campus Policies

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

Nondiscrimination and Equal Opportunity Policy

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

Students with Disabilities

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

Commit to Integrity

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

PROGRAM DELIVERY

The Term Schedule

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

Weekly study units will be made available to students at the beginning of the enrollment period. Students always have access to the completed units.

Learning Method

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

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

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

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

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

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

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

The Benefits of Using Contemporary Technology University User-Friendly Interactive Online Campus Platform (Canvas LMS)

Canvas benefits the students with a learning environment that is fun, innovative and creative, and filled with purpose, to enhance our student's knowledge and help them as well as completing assignments on-the-go. Some of the features that are visible on our LMS platform:

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

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

The Study Process and Student Responsibilities

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

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

Components of the Study Process

- **Live Sessions (Workshops & Lectures)**

Online live sessions are carried out by the Zoom Platform and the meeting links are available through the Canvas LMS. All the live meeting recordings are uploaded to the LMS the next day of the session and are accessible throughout the Canvas LMS. Workshop sessions are

designed to provide an opportunity for students to practice the concepts, construct meaning together, synthesize information, and evaluate their progress and knowledge in a hands-on way. Between lecturing sessions, students are required to complete supporting course materials, practice interactive exercises, and complete other activities as detailed in the schedule of assignments.

- **Discussion Forums**

Asynchronous discussion forums take place on the Canvas platform. The online discussions allow students to share their experiences, thoughts, outside references, and any insights gained from the reading assignments for this course. Questions are assigned by the instructor to spur discussion on relevant topics in business analysis, and students will be encouraged to raise questions and discuss topics on their own.

- **Assignments and Assessments**

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

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

- **Final Project**

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

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

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

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

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

Library Resources and Services

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

Computing and Networking Resources

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

Course Forum Access

For regulatory, accreditation, and other administrative purposes, the Course Forum may be accessed and observed by persons other than students, faculty, and staff. Access to the course

forum will be authorized only after the review of such a request and the determination that access is necessary and appropriate, does not infringe on the activities of students and faculty, and does not threaten the academic integrity of the course forum. Although the course forum is not open to public access, it is neither a private nor confidential domain; neither students nor faculty should assume privacy within the course forum.

Contact Information for Students

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

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

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

Electronic communication

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

- Microsoft Internet Explorer
- Mozilla Firefox
- Netscape Navigator

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

Recommended Minimum System Requirements:

❖ **Windows**

- PC Processor: 1.5 GHz Pentium or higher
- Windows Operating System: Windows 7 or higher
- System Memory (RAM): 1GB or higher

- Display: 800×600 or higher, 16-bit color or higher
- Video Memory: 128MB of video RAM or higher
- Sound: 16-bit sound card or higher
- Microsoft Word, Microsoft Excel, or Microsoft Office.
- AULMS access code required for all assignments, which will be used to complete all assignments, quizzes, and exams.
- Windows Media Player.
- **ADOBE READER 9.3 OR HIGHER**. This free software is required to listen to multimedia lectures. **OTHER PDF VIEWERS ARE NOT COMPATIBLE.** It can be downloaded from www.adobe.com.

❖ **Macintosh**

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

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

Technical Support

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

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

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

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

Contemporary Technology University strives to prevent the spread of computer viruses by employing the latest virus detection software on all University-owned computer systems;

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

Facilities

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

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

Facilities Standards

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

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

Equipment Plans

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

- 2 LCD projectors ViewSonic Full HD (1920x1080p) on a screen up to 300-inches in 3500 lumens. Keystone-Vertical (+/- 40°) or similar alternatives.
- 2 Boards Staples Staples Standard Melamine Dry-Erase Whiteboard
- LIRN online library and librarian services
- Amazon S3 Cloud Server
- High-speed fiber optic internet
- Wi-Fi access to internet everywhere on campus

- 4 Computers/Laptops with minimum specs:
    - CPU: 1.2GHz Intel Core
    - Graphics: Intel HD Graphics 615
    - RAM: 8GB RAM

Office Hours

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

Student Login Username and Password

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

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

PROGRAM DESCRIPTIONS

MASTER OF SCIENCE IN COMPUTER SCIENCE (MSCS)

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

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

The Master of Science in Computer Science program consists of ten (10) 3-credit hour courses for a total of 30 credit hours

- Courses are distributed as follows:
- Program required core courses: 9 courses (27 credit hours)
- Program specialization Capstone course: 1 course (3 credit hours)
- Length of program: 12 months

Program Objectives

Contech aims to provide its students with a broad education in AI and Machine Learning Specialization program that will enable them to:

- Develop a robust foundation in programming, becoming proficient in diverse programming environments and tools and enhancing their software development capabilities.
- Attain the necessary skills and hands-on experience for effectively handling and manipulating data, including working with big data, engaging with databases, and extracting valuable insights by inquiring and modifying data.
- Acquire a comprehensive theoretical understanding of applied statistics, probability, machine learning, and artificial intelligence, and apply these techniques proficiently in practical scenarios.
- Master various deep learning techniques, ensuring they possess the practical skills and experience to deploy both machine learning and AI solutions to complex challenges.
- Stay at the forefront of the AI field, harnessing current edge skills and fostering a spirit of innovation to create and design novel and applicable projects and systems in AI and machine learning.

Contech aims to provide its students with a broad education in Data Science Specialization that will enable them to:

- Identify the different phases required for the preparation of a good visualization: data collection, processing, and representation.
- Design a data collection method that manages to map an activity, task, or process into concrete data.
- Use existing techniques and tools for data mining, statistics, and information visualization.

- Design and develop interactive, usable, and eloquent visualizations.
- Design and develop a system to support decision-making, contemplating the complete process: data collection, processing, and visualization.

MSCS - Degree Plan

PROGRAM CORE COURSES

Code	Course	Core Classification	Credit Hours	Learning Hours
M.Sc. IN C.S..1001	Python for Data Science	Core/Required	3	150
M.Sc. IN C.S..1002	Probability & Statistics Essentials	Core/Required	3	150
M.Sc. IN C.S..1003	Data Cleaning & Visualization	Core/Required	3	150
M.Sc. IN C.S..1004	Data Manipulation & Processing for ML	Core/Required	3	150
M.Sc. IN C.S..1005	Database Systems and Tools for Data Science	Core/Required	3	150
M.Sc. IN C.S..1006	Machine Learning Fundamentals	Core/Required	3	150
M.Sc. IN C.S..1007	Digging Deep in Deep Learning	Core/Required	3	150

PROGRAM SPECIALIZATION, AND CAPSTONE COURSES

1. Specialization in Artificial Intelligence and Machine Learning :

Code	Course	Core Classification	Credit Hours	Learning Hours
M.Sc. IN C.S..1008	Reinforcement Learning & AI	Core/Required	3	150
M.Sc. IN C.S..1009	Real World Applications for Artificial Intelligence and Data Science	Core/Required	3	150
M.Sc. IN C.S..1010	Capstone Project in Artificial Intelligence	Capstone	3	150

2. Specialization in Data Science :

Code	Course	Core Classification	Credit Hours	Learning Hours
M.Sc. IN C.S..1011	Data Algorithms	Core/Required	3	150
M.Sc. IN C.S..1012	Natural Language Processing	Core/Required	3	150
M.Sc. IN C.S..1013	Capstone Project in Data Science	Capstone	3	150

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

MSCS Course Descriptions

M.Sc. IN C.S.1001 PYTHON FOR DATA SCIENCE
3 credit hours
Prerequisite: None

In this course, students will be introduced to the Python programming language. They will explore its fundamental principles and techniques as well as its usage in data-centric fields, which are becoming more and more popular in all industries. Students will have a chance to examine real-world examples and cases to place data science techniques in context. They will further develop data-analytic thinking.

This course will illustrate the proper application of data science is as much an art as it is a science. Finally, this course covers Python-associated data analysis libraries for conducting data science techniques successfully.

M.Sc. IN C.S..1002 PROBABILITY & STATISTICS ESSENTIALS
3 credit hours
Prerequisite: None

In this course, students will be introduced to statistics and how this mathematical discipline is used in data science. Students will learn several techniques for sampling data such as random sampling, stratified sampling, and cluster sampling. They will master how to summarize distributions using the mean, median, mode, range, variance, standard deviation, etc. Students will also learn how to visualize distributions using frequency distribution tables and graphs such as histograms, ogive, and box plots.

Students will be able to solve complex probability problems using the fundamental rules of probability. They will discover the importance of conditional probability and when to use the law of total probability and Bayes' rule. Students will be introduced to the concepts of discrete and continuous random variables, their probability distributions, and their characteristics. They will build an understanding of the importance of normal distribution in the field of statistics.

Students will then be exposed to advanced statistical concepts such as estimation and hypothesis testing. Students will understand how to construct confidence intervals and how to conduct hypothesis tests for unknown population parameters. They will also be introduced to the statistical learning topics that are fundamentals of machine learning algorithms. Finally, they will be exposed to regression and classification concepts, and the fundamentals of measuring the quality of models.

M.Sc. IN C.S..1003 DATA CLEANING & VISUALIZATION
3 credit hours
Prerequisite: M.Sc. in C.S. 1001

In this course, students will be introduced to techniques for reading and normalizing JSON, CSV, HTML, SQL, and other common data types. They will demonstrate multiple approaches to aggregate data by groups and examine different strategies for concatenating and merging data. Students will learn to anticipate common data challenges when combining data. They will discover how to handle missing values in data, a critical part of almost every data analysis project, as well as how to handle outliers.

Students will learn how to supercharge data analysis workflow with cleaning and analytical techniques from the Python Pandas library. This course introduces common techniques for navigating around Pandas DataFrame, selecting columns and rows, and generating summary statistics. Students will explore a wide range of strategies to identify missing values and outliers. They will also learn how to update Pandas series with scalars, arithmetic operations, and conditional statements based on the values of one or more series, as well as, look at data in a completely different way.

Students will learn how to communicate insights and tell stories using data visualization by creating visually attractive plots with Seaborn, which is a Python data visualization library based on Matplotlib. Students will also learn how to add annotations to their visualization to provide additional context and add clarity to presentations.

M.Sc. IN C.S..1004 DATA MANIPULATION & PROCESSING FOR ML
3 credit hours
Prerequisite: M.Sc. in C.S. 1001

In this course, students will be introduced to Pandas DataFrames to import and inspect datasets and practice building DataFrames from scratch, and become familiar with Pandas' intrinsic data visualization capabilities. Students will be able to apply Exploratory Data Analysis (EDA).

Students will become familiar with concepts such as upsampling, downsampling, and interpolation by using Pandas' method chaining to efficiently filter data and perform time series analyses. They will learn how to manipulate and visualize time series data using Pandas. Students will discover MultiIndexes and how to extract data from them. Students will learn how to leverage Pandas' extremely powerful data manipulation engine to get the most out of datasets. They will understand how to tidy, rearrange, and restructure the data by pivoting or melting and stacking or unstacking DataFrames. Students will also understand how to identify and split DataFrames by groups or categories for further aggregation or analysis.

Students will master handling and manipulating different types of data e.g. numerical, categorical, text, and images. Students will be exposed to the concept of the data preparation process to utilize data for machine learning algorithms.

M.Sc. IN C.S..1005 DATABASE SYSTEMS AND TOOLS FOR DATA SCIENCE
3 credit hours
Prerequisite: None

In this course, students will be introduced to essential tool sets to conduct data-related analysis. Students will learn and practice how to use the terminal on UNIX machines. They will learn about how to navigate the file system, how to alter permissions for different users, and how to create and run a Python script from the command line to become comfortable in day-to-day data analysis tasks. They will also learn the concepts such as how to pipe and redirect the output into a file, how to search files for a string, and how to clean, explore, and consolidate data using the command line.

Students will be exposed to building a project that combines Python data skills with command line expertise, and writing Python scripts to compute summary statistics, and then running the scripts directly from the command line. They will further be exposed to learning Git and version control systems and why it’s critical to be able to use version control in any sort of collaborative programming environment by covering the fundamentals.

Students will start building some experience working with SQL databases to explore and analyze data in SQL through hands-on active learning. Students will master how to view SQLite database tables, and how to apply filters, and functions to create summary statistics or various tables. They will also learn how to compute group-level summaries, how to query virtual columns, and how to write complex or nested SQL queries using subqueries.

Students will learn and master working with PostgreSQL. They will also learn how to query external data sources using an API and explore the basics of scraping data from the web to analyze.

M.Sc. IN C.S..1006 MACHINE LEARNING FUNDAMENTALS
3 credit hours
Prerequisite: M.Sc. in C.S. 1001 and M.Sc. in C.S. 1002

In this course, students will be introduced to the basics of machine learning and the concepts of supervised, unsupervised, and reinforcement learning. Students will discover machine learning algorithms including both classification and regression models such as linear regression, logistic regression, decision tree, random forest, KNN, SVM, and so on. They will build an understanding of what is happening in the model training process with an introduction to scikit-learn, which is an open-source machine learning library for the Python programming language.

Students will get insights into performance evaluation and learn parameters of machine learning models to optimize machine learning algorithms to boost the accuracy and performance of trained models. They will dig into k-fold cross-validation to perform more rigorous testing for machine learning models. Students will learn the basics of linear regression and classification models and how to apply feature engineering for machine learning by learning how to evaluate the importance of features and select appropriate features to yield the best performance.

Students will also learn concepts such as machine learning explainability to open the 'black box' of algorithms, machine learning pipelines, and workflow of machine learning projects. They will apply various machine learning algorithms by using the scikit-learn library and discover some well-known cloud services. Students will also learn about online competitions for data science and how to get prepared and join competitions to contribute to online environments.

M.Sc. IN C.S..1007 DIGGING DEEP IN DEEP LEARNING
3 credit hours
Prerequisite: All six (6) standard core courses

In this course, students will be introduced to the basics of deep neural networks. Students will learn scikit-learn to build and train neural networks. They will visit concepts such as graph theory, activation functions, hidden layers, and the structure of deep learning models.

Students will learn how to measure the performance of deep learning models with advanced techniques using ROC curves, sensitivity, and specificity for classification, and MAE, and MSE for regression models. They will be guided to build strategies to improve performances

by hyperparameter tuning, altering the structure of deep learning models, and using various optimization algorithms to boost the accuracy and performance of trained models.

Students will discover some advanced deep learning algorithms, namely, Convolutional Neural Networks (CNN) for visual tasks and Recurrent Neural Networks (RNN) for language tasks. They will also discover transfer learning techniques to adapt models for new tasks. Students will learn to use the TensorFlow library which is specifically designed for deep learning. They will be exposed to contemporary tools and cloud services that data scientists in the industry prefer.

M.Sc. IN C.S..1008 REINFORCEMENT LEARNING & AI
3 credit hours
Prerequisite: All six (6) standard core courses

In this course, students will be introduced to reinforcement learning and its applications. Students will learn about Markov Decision Processes, Bandit Algorithms, Dynamic Programming, and Temporal Difference (TD) methods. Students will be introduced to the Value function, Bellman Equation, and Value iteration. They will also be introduced to Policy Gradient methods.

Students will learn to make decisions in an uncertain environment. They will be introduced to RBM & Autocoders algorithms to learn efficient coding of unlabeled data in unsupervised learning. They will be able to use these techniques which are applied to many problems, including facial recognition, feature detection, anomaly detection, and acquiring the meaning of words.

M.Sc. IN C.S..1009 REAL WORLD APPLICATIONS FOR DATA SCIENCE AND ARTIFICIAL INTELLIGENCE
3 credit hours
Prerequisite: All six (6) standard core courses

In this course, students will be faced with some real-world applications including but not limited to prediction, regression, classification, recommender systems, image recognition, audio recognition, text recognition, computer vision, clustering, and anomaly detection, Natural Language Processing (NLP). They will be exposed to case studies in which they may need to use data cleaning, data visualization, data manipulation, model training, model evaluation, sampling, feature engineering, etc. techniques.

M.Sc. IN C.S..1010 CAPSTONE PROJECT IN ARTIFICIAL INTELLIGENCE
3 credit hours
Prerequisite: All six (6) standard core courses and the three (3) specialization courses

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

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

M.Sc. IN C.S..1011 DATA ALGORITHMS
3 credit hours
Prerequisite: All six (6) standard core courses and the three (3) specialization courses

In the context of data science, data structures and algorithms allow data scientists to process, analyze, and derive insights from vast datasets efficiently. By understanding various data structures and algorithms, data scientists can optimize their data processing pipeline and improve the performance of methods used for data analysis and predictive modeling.

This course provides a comprehensive introduction to data algorithms and structures, and advanced programming techniques for data science. It covers topics such as data structures, algorithms, optimization techniques, and data processing for big data. By the end of the course, you will have a solid understanding of how to design and implement efficient algorithms and data structures for solving complex data science problems.

Additionally, the course emphasizes best software practices, debugging, and version control to ensure students are well-equipped for real-world data science and machine learning engineering roles. With a balanced mix of theory and practice, this course promises to provide the technical prowess required in today's data-driven industries

M.Sc. IN C.S..1012 NATURAL LANGUAGE PROCESSING
3 credit hours
Prerequisite: All six (6) standard core courses and the three (3) specialization courses

The "Natural Language Processing (NLP)" course is about the domain of human language analysis, understanding, and generation through computational techniques. Students embark on

a journey beginning with foundational concepts, exploring text processing mechanisms like tokenization and stemming, and diving into linguistic intricacies. The course further delves into statistical language models and the power of word embeddings, highlighting both traditional and deep learning approaches.
Students will gain hands-on experience in core NLP tasks, such as sentiment analysis, machine translation, and information extraction. Towards the culmination of the course, advanced applications in chatbots, question-answering systems, and speech recognition are unveiled. With a blend of theory, practical assignments, and a culminating capstone project, participants will emerge well-versed in state-of-the-art NLP techniques, ready to tackle real-world language processing challenges in AI and data science arenas.

M.Sc. IN C.S..1013 CAPSTONE PROJECT IN ARTIFICIAL INTELLIGENCE
3 credit hours
Prerequisite: All six (6) standard core courses and the three (3) specialization courses

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

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

MASTER OF SCIENCE IN DIGITAL MARKETING (MSDM)

The Contemporary Technology University's Master of Science in Digital Marketing program is intended to address student competencies of excellence locally and internationally, to provide a broadly educated student, through the provision of knowledge creation, research skills and competencies based on scientific process and findings.
The program is designed for students with a strong background in business management, media and arts, and students who seek the specific techniques and tools involved in digital marketing and the business skills to apply this knowledge effectively and strategically.
The program consists of ten (10) 3-credit hour courses for 30 credit hours
Courses are distributed as follows:

- Program required core courses: 9 courses (27 credit hours)
- Program Capstone course: 1 course (3 credit hours)
- Length of program: 12 months

Program Objective
Contech aims to provide its students with a broad education that will enable them to:

- Become proficient in both traditional and contemporary marketing strategies, ensuring competence in leveraging time-tested and cutting-edge approaches in the field.
- Gain mastery of digital marketing tools and be empowered to navigate and effectively utilize the diverse array of tools available in the digital landscape.
- Develop strategic thinking as a core program objective, with the aim of fostering their ability to develop and implement impactful digital marketing strategies that align with business goals.
- Master analytics proficiency, a crucial facet of the program's objectives, to ensure they can collect, interpret, and derive insights from data to make informed marketing decisions.
- Cultivate creativity as an essential skill and be encouraged to think innovatively and create compelling marketing campaigns that capture audience attention and drive engagement.

MSDM Degree Plan

PROGRAM SPECIALIZATION, AND CAPSTONE COURSES
1. Digital Marketing:

Code	Course	Core Classification	Credit Hours	Learning Hours
M.S. IN D.M..1001	Digital Marketing Foundations	Core/Required	3	150
M.S. IN D.M..1002	Consumer Behavior in a Digital World	Core/Required	3	150

M.S. IN D.M..1003	Branding in Digital Marketing	Core/Required	3	150
M.S. IN D.M..1004	PPC Marketing	Core/Required	3	150
M.S. IN D.M..1005	Search Engine Optimization	Core/Required	3	150
M.S. IN D.M..1006	Content Marketing	Core/Required	3	150
M.S. IN D.M..1007	Social Media Marketing	Core/Required	3	150
M.S. IN D.M..1008	Data-Driven Marketing and Digital Analysis	Core/Required	3	150
M.S. IN D.M..1009	Digital Marketing Strategy	Core/Required	3	150
M.S. IN D.M..1010	Capstone Project in Digital Marketing	Capstone	3	150

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

MSDM Course Descriptions

M.S. IN D.M..1001 DIGITAL MARKETING FOUNDATIONS
3 credit hours
<u>Prerequisite:</u> None

In this course, students will be introduced to some fundamental concepts in marketing and digital marketing. Students will be equipped with comprehensive and practical guidance on how organizations can optimize digital media and technology to meet marketing goals. They will gain a real-world grasp of digital marketing as this course combines marketing theory with practical work experience through a step-by-step framework that enables the planning, integration and measurement of each digital platform and technique. Students will learn best practice frameworks for developing a digital marketing strategy and engage in practical aspects linked to effective digital marketing techniques, including search marketing, conversion optimization, and digital communications using social media.

M.S. IN D.M..1002 CONSUMER BEHAVIOR IN A DIGITAL WORLD
3 credit hours
Prerequisite: None

In this course, students will be introduced to the relationship between traditional and online buyer behaviors, the stages of buyer decision-making, and the strategies used by sellers in the digital market. Students will be guided on which internal processes occur within consumers'

minds and how knowledge of these processes can be useful for creating digital marketing strategies. Students will learn to identify customer journeys and analyze customer touchpoints using digital marketing tools and data from web analytics.

M.S. IN D.M..1003 BRANDING IN DIGITAL MARKETING
3 credit hours
Prerequisite: None

In this course, students will be introduced to how to create and manage a successful digital brand. Students will learn about branding processes and digital brand engagement in the digital age, where brands need to build relationships through two-way communication with their consumers. They will also learn about the tips for running a digital brand successfully, and how rich and powerful content, combined with digital distribution, is integral to brand engagement.

M.S. IN D.M..1004 PPC MARKETING
3 credit hours
Prerequisite: None

In this course, students will be introduced to the technical understanding and skills to build and maintain a pay-per-click (PPC) marketing strategy. Students will learn about the fundamental concepts and ad formats of paid search, display, and video advertising. Students will also understand how to create and manage campaigns in Google Ads, Meta, Twitter, Snapchat, Tiktok, and Gmail. In order to optimize campaigns, students will explore how to add targeting, re-marketing, and a bidding strategy to the campaigns. In addition, students will learn how to analyze their effectiveness by pulling detailed reports in Google Ads, Google Analytics, and Meta.

M.S. IN D.M..1005 SEARCH ENGINE OPTIMIZATION
3 credit hours
Prerequisite: None

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

M.S. IN D.M..1006 CONTENT MARKETING
3 credit hours
Prerequisite: None

In this course, students will be introduced to how to plan and execute a content marketing strategy. Students will plan and execute a content marketing strategy in a persona-oriented and data-driven way informed by business objectives, aligned with the buyer journey and overall marketing strategy. They will understand the fundamentals of content marketing and how to develop a strategy by conducting social listening, competitor analysis and content audits.

In addition, students will learn how to develop target personas and how to select the most suitable CMS for their needs. To achieve this, students will explore social listening, competitor analysis, target personas, content audit, and Content Management Systems. Students will create and curate compelling and innovative content. They will understand how to promote content across distribution channels and measure content marketing ROI.

M.S. IN D.M..1007 SOCIAL MEDIA MARKETING
3 credit hours
Prerequisite: None

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

M.S. IN D.M.1008 DATA-DRIVEN MARKETING AND DIGITAL ANALYTICS
3 credit hours
Prerequisite: None

In this course, students will be introduced to Google Analytics and other performance analysis services. Students will interpret data from such services to generate thoughtful and compelling insights. Students will understand digital analytics metrics and key performance indicators (KPIs). Students will develop a technical understanding of analytics from a data collection and validation perspective.

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

In this course, students will be introduced to digital marketing strategies. Students will understand comprehensively how digital technologies are changing marketing strategies and tactics across different industries. They will learn marketing concepts that are relevant in the digital environment, analyze best practice examples, and develop skills for creating, delivering, and communicating value by using digital marketing tools and social media platforms.

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

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

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

Notice to Prospective Degree Program Students

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

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

If this institution stops pursuing accreditation, it must:

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

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

Institutional Representative Initial:
Date:
Student Initial:
Date:

SCHEDULE OF CHARGES

Program Tuition

The following is the tuition for each program offered by the University as approved by the Board of Directors for the academic years 2022 and 2023. The University reserves the right to update the tuition and fee schedule at any time upon approval of the Board of Directors.

MASTER OF SCIENCE IN COMPUTER SCIENCE (MSCS) TUITION

Cost per credit hour: $400
# of credits in program: 30
Total tuition for program: $12,000
Total cost for program: $12,000

RECOMMENDED COURSE SEQUENCE

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

TERM	# of credits taken	Cost
FIRST TERM	9	$3,600
SECOND TERM	9	$3,600
THIRD TERM	9	$3,600
FOURTH TERM	3*	$1,200
TOTAL FOR PROGRAM	30	$12,000

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

MASTER OF SCIENCE IN DIGITAL MARKETING TUITION

Cost per credit hour: $400
# of credits in program: 30
Total tuition for program: $12,000
Total cost for program: $12,000

RECOMMENDED COURSE SEQUENCE

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

TERM	# of credits taken	Cost
FIRST TERM	9	$3,600
SECOND TERM	9	$3,600
THIRD TERM	9	$3,600

FOURTH TERM	3*	$1,200
TOTAL FOR PROGRAM	30.	$12,000

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

Payment Plans

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

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

Option 2 – Monthly Payment
The student pays the tuition in 12 installments. The 1st installment is due 20 days prior to the first day of classes of the program.

Option 3 – SNPL (Study Now, Pay Later)
SNPL:The student pays $1,500 before enrolling the program. Student also needs to make a payment of $2,500 before getting the graduation certificate. The remaining balance of the tuition is payable with a installment of $250 per month and deferred until post-graduation and when the student is earning more than $15,000 annually. Please note that the student's payment obligation continues until the student repays the full amount of the tuition.

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

Policy for University Grants & Scholarships

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

In either circumstance, the applicant/student must contact Contemporary Technology University and explain why he or she cannot pay the fee. Contemporary Technology University

may correspond with the applicant/student further to clarify his or her circumstances and may request 'proof of circumstance'. Proof of circumstance may include:

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

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

CONTEMPORARY TECHNOLOGY UNIVERSITY FACULTY

Master of Science in Computer Science

Atlas Khan

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

Boris Kerkez

Experienced lecturer and researcher. B.S. in Systems Analysis and M.S. in Mathematics from Miami University in Oxford, Ohio, and a Ph.D. in Computer Science from Wright State University in Dayton, OH. Over fifteen years of teaching experience in undergraduate CS and Math curriculum, as well as over twenty years of experience in CS and Math independent research. Hobbies include cosmology, electronic music, and basketball.

Sergiy Shevchenko

AWS, Microsoft, ITIL, and DELL certified IT professionals with broad knowledge in a variety of technologies. Working as a Senior Systems Engineer. Managing a hybrid network of multiple domain controllers, file, application, database servers. Designing and developing server, application and network security policies, AD infrastructure and storage management. Identity Management unification and consolidation across multiple platforms. Plan and implement disaster recovery procedures including hot-swap, on-site and off-site data backups. Using virtual environments heavily it includes but is not limited to VMWare, MS azure, AWS, Unix, CentOS, RedHat, Ubuntu, and all flavors of Microsoft Windows.

Shanup Peer

Founder of Openloop Analytics, an AI Services and Consulting company based out of India/Dubai. Currently working on Predictive Analytics, leveraging on the strengths of both Classical statistical techniques as well as advanced Deep Learning techniques to provide

tailor-made business solutions. Engagements with Government entities and Corporate clients, managing and developing Technology solutions that have been deployed on a country-wide scale. As an academician, worked with Springboard, USA in the role of Data Analytics Career Track Mentor. Currently, he is associated with deeplearning.ai/Coursera in a dual capacity – Providing Alpha/Beta Test support for new courses and Specializations, and, as a Mentor for the Machine Learning Specialization. Recognized as Top mentor by deeplearning.ai for Q2 and Q3 2022.

M.S in Electrical Engineering (Applied Microwaves and Mathematical Modeling) from Missouri University of Science and Technology, USA and an MBA in Operations/Marketing from GLIM, India. Funded researcher by the U.S. government (National Science Foundation, NSF) and has led to several publications in reputed international Journals (IEEE) and conference proceedings.

Suman Saha

Assistant Teaching Professor, specialization in finding bugs in software or in binary code, especially those that lead to system security holes. Ph.D. from the Universite Pierre et Marie Curie/INRIA, Paris, France. Winner of the William C. Carter Award 2013 for making an important contribution to the field of dependable computing. Master's degree from Hanyang University, Ansan, South Korea and his bachelor's degree from Premier University, Chittagong, Bangladesh. Postdoctoral fellowships at Harvard University and Pennsylvania State University. Saha brings his global teaching experience to the University.

Nail Senbas

Bachelor's degree from Bogazici University and Master's degree in industrial engineering from Galatasaray University. Experience with deep learning and machine learning algorithms and proposed a machine learning approach to model subjective well-being from a psychological perspective. Worked as an analyst in treasury, preparing economic forecasts and managing bank portfolios. Lectured on advanced statistics and mathematics as well as guided students through their projects at StudyLab Abroad Education Consulting.

Sıla Övgü Korkut Uysal

Sıla Övgü Korkut Uysal is an Associate Professor of Mathematics with degrees from Ege University and Izmir Institute of Technology. She has earned accolades from TUBITAK for her

research and is currently pursuing a second Ph.D. in Translational Oncology at Dokuz Eylül University. Sıla specializes in mathematics and oncological research.

Master of Science in Digital Marketing

Nicholas Metcalfe

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

Robert Braathe

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

Julio Sanoja

Environmental engineer from University of Michigan class of 1983, and a chemical engineer from Universidad Simón Bolívar class of 1980. Strategically designing and executing SEO and digital marketing projects since 2002. Experience in giving conferences, workshops, and courses about Google, SEO, digital marketing, and digital advertising since 2002. 40 years of experience in entrepreneurship, strategy, business, marketing, and sales; and 20 years of experience in digital marketing, consulting, strategy, SEO, and digital advertising. Written and published 280 articles about Google, SEO, digital marketing, and digital advertising. Worked for and with global brands such as Exxon, Dow Chemical, Gulf Oil, Harbison Walker,

Cambridge International Consulting, IMG Academy, Pfizer, AstraZeneca, Sandoz, Mercedes Benz.

Catriona Savage

Massachusetts, USA native with two advanced degrees from Emerson College, covering Media Art, Entrepreneurship, Global Marketing Communications and Advertising. Experience in working with professional musicians and business owners of all sizes for over 15 years. Owner of several small businesses, remains an in-demand consultant for CEO's, and is a member of the Dell Women's Entrepreneurial Network and The American Business Women's Association.

Anju Gulla

MBA and a Ph.D. in Marketing from a reputed university in India and living in the Google Ads Certified Professional and a Digital Marketing trainer. 20 years of experience in industry, teaching, training & research. Experience in multicultural global environments with leading Corporates, Universities, and Business Schools across India, Saudi Arabia, Dubai, and the United States. Conducted several Faculty Development Programs and Management Development Programs in Digital Marketing and Data Analysis.

As a Digital Marketing professional, managed brand communication utilizing digital platforms. Well versed in various digital marketing strategies targeted at growing an online presence to create brand awareness and loyalty across a wide audience. As a Digital Marketer, managed a team of experts in Search Engine Optimization (SEO), Search Engine Marketing (SEM), Social Media Marketing (SMM), Email Marketing, Analytics, Website Content, and design changes for better user experience. Executing brand strategy and communication while keeping the brand's core values in mind. Managed all ATL and BTL brand activities. Authored several research papers and my work has been published in well-reputed journals. Trained more than 10000 students and executives in Digital Marketing so far.

Antoniette Warren

Marketing Strategist with over 10 years of experience driving digital engagement and content strategy. Leveraging data and insights to understand consumer needs to best aid brands in developing effective marketing campaigns and brand positioning. As an Adjunct Professor, provides her students with the competencies to build successful brands and tell compelling stories on digital channels.

Can Berk Yakar

Can Berk Yakar is an International Business Development and Digital Marketing Specialist based in Rome, Italy. He holds a Master's in Business Management from Sapienza University of Rome and dual Bachelor's degrees in Public Relations and Advertising, and Business Administration from İzmir University of Economics. With expertise in market analysis, internationalization, and digital marketing, he is fluent in Turkish, English, and Italian, and has a beginner's proficiency in French. Currently, he serves as Senior Business Development at WordLift.

Kristy Chadwick Bio

Kristy Chadwick is a passionate advocate for education and personal development, driven by her belief in the transformative power of technology. She is a key figure at TTRO (The Training Room Online), an innovative organization committed to designing next-generation learning solutions. There, she leads a talented team focused on harnessing immersive technologies and cutting-edge learning methodologies to upskill and empower individuals for the challenges of today and tomorrow. Known as a 'class rebel,' Kristy is at the forefront of the digital education revolution, aiming to bring meaningful competencies to organizations and individuals alike. Her commitment to evolving learning paradigms makes her a catalyst for change in the field of education.

Adam King

Adam King is a seasoned Senior Growth Marketing Manager with over 12 years of experience specializing in digital marketing strategies that drive key performance metrics and business growth. Based in SF Bay, CA, Adam has honed his skills at GrowthSV and other organizations, leading multi-channel campaigns that have produced industry-leading return on ad spend (ROAS) and cost per lead (CPL). With proficiency in an array of tools and platforms, including Marketo, HubSpot, and Salesforce, he's not only a tactical executor but also a strategic thinker who has successfully recruited, trained, and mentored top talent. Adam's diverse skill set ranges from SEO strategy to software development, making him a comprehensive asset in the digital marketing landscape.

Matthew Hanauer

Dr. Hanauer holds a Ph.D. in Qualitative and Quantitative Research Methodology from Indiana University. There, he specialized in applied statistics and program evaluation. He has published more than 10 articles and presented at over 20 national conferences. With over 7 years of experience in the healthcare industry, Dr. Hanauer's expertise lies in machine learning, natural language processing (NLP), and causal inference analyses.

Cansu Ozgul

Cansu Özgül is a globe-trotting brand strategist with over 14 years of experience, headquartered in both New York and Miami. An alumni of Parsons School of Design and a digital nomad by lifestyle, Cansu founded the award-winning creative agency Contempco and data company P3AK. Raised in Istanbul and London, where she earned a Theory of Music degree from the Royal Academy of Arts, her multicultural upbringing informs her unique approach to branding. She has held key roles at Imaginity, working on global branding for clients like Pepsi and Nestle, and in digital advertising at fashion powerhouse Giorgio Armani. Additionally, she's collaborated with design agency Fantasy Interactive, serving high-profile clients like Google, Microsoft, and Coca-Cola. A member of Dream:in, a global network of

creative leaders and innovators, since 2012, she's passionate about making a positive impact. Recently, Cansu expanded her expertise by completing a program in Digital Health and Data from Harvard Business School. Currently, she selectively engages in high-impact projects, utilizing her deep experience to create unforgettable brands and experiences.

Irene Becerra

Irene Becerra is a seasoned Digital Marketing professional with over two decades of expertise in digital marketing, demand generation, programming, and UX design. Her passion lies in driving growth for companies by staying at the forefront of marketing trends and utilizing her extensive skill set to deliver results that matter for both B2B and B2C customers. Working both locally and globally, Irene Becerra has driven Digital Marketing strategies across multiple industries. She has her bachelor's degree in Computer Science from Baylor University, underpinning her practical experience with a solid educational foundation. Furthermore, she has pursued continuous professional development, earning certifications in Digital Product Management, Campaign Management, Google Analytics, and Google Ads Search.

Jasmine Sandler

Jasmine Sandler is a Digital Marketing and Branding thought-leader with over 20 years of experience in client management and keynote speaking. She is the Founder and CEO of Jasmine Sandler Media, a firm that specializes in online branding and marketing strategies for executives, corporations, and entrepreneurs. Recognized as a Google Small Business Leader in Social Branding and a Top 40 Global Digital Marketing Strategist, Jasmine has worked with leading brands like IBM, AT&T, and Medtronic. She's authored two books on digital marketing and is a frequent contributor to notable outlets such as Forbes and Fast Company. As a dedicated advocate for women in business, Jasmine also runs Warrior Women in Business, a media company aimed at supporting the growth of female entrepreneurs. Alongside her business pursuits, she is passionate about supporting the arts and offers specialized digital marketing education for creative professionals. Jasmine holds a dual MBA from the University of Miami and serves on several boards, including The Global Chamber of Commerce and Women in Music.

Kyle Coughlin

Meet Kyle, a seasoned marketing strategist with over a decade of experience in the agency and brand worlds. As a true architect of go-to-market and monthly-recurring-revenue strategies, he has a knack for building success from the ground up.
Speaking of building, Kyle and his wife Laura are building a life in the country with their two beautiful flowers (daughters), Poppy and Iris. And as the owner of Equipped.Agency, he's reshaping the equipment rental landscape in Northeast Ohio, bringing a modern approach to an old-fashioned industry.
But his real day job is being the force behind ClosedWon.Marketing, a consultancy dedicated to solving pipeline problems and helping organizations generate predictable recurring revenue.

Rob Gelhausen

Rob Gelhausen is a seasoned digital marketing and software development expert with 14 years of experience and over 20 certifications in fields such as paid search, SEO, social media marketing, email marketing, and local marketing. He has a proven track record of delivering results in various industries, most notably as the Global Director of Digital Marketing for the country's largest privately held tooling and equipment company, boasting annual revenues exceeding $500 million. A versatile professional, Rob has also successfully owned and operated multiple companies in the digital marketing and software development sectors. His comprehensive skill set and hands-on experience make him a sought-after leader in the industry.

Hoa Tran

Hoa Tran is a seasoned Data Science Expert with specialized skills in AI, Machine Learning, Deep Learning, Computer Vision, Robotics, Information Security, and Natural Language Processing. Hoa has a proven track record of leading multi-million dollar AI projects across various sectors including Health Care, Business, Marketing, and Transportation. Known for strategic thinking and execution, Hoa has successfully mentored and supervised students on cutting-edge industrial AI and Machine Learning projects. In addition to this broad range of expertise, Hoa is also proficient in Stochastic Risk and Insurance Risk Analysis. With a holistic understanding of data science applications, Hoa stands as a thought leader in the field.

Chris Severson

Chris is a versatile senior executive with a rich background in various sectors ranging from FMCG and Pharma to Financial Services and Construction. Initially trained as a TOPGUN F/A-18 pilot, Chris has mastered the art of leadership under pressure. He currently serves as a Business Advisor to Armstrong Wolfe, a COO Advisory Firm, and as a Non-Executive Director for 4-CT. Passionate about building high-performing teams and driving innovation, Chris excels in roles requiring strategic vision, courageous decision-making, and timely execution. He leverages a unique approach to problem-solving, employing heuristics to address complex business challenges. Outside of his professional pursuits, Chris is a fitness enthusiast who enjoys skiing, running, and CrossFit. He is a dedicated father to three daughters and has a keen interest in public speaking, writing, and fostering innovative approaches to leadership.

Randall Shane, PhD.

Dr. Randall Shane is a multifaceted technologist with a PhD in Computer Science and a Graduate Certificate in Data Mining from Stanford University. A U.S. Army Veteran, he has a diverse career that spans roles from CTO to Chief Data Scientist, specializing in analytics, statistics, machine learning, and development for web, mobile, and scientific applications. Early on, he served as an expert witness in computer and computational forensics, focusing on cases involving white-collar crimes and corporate disputes, and worked with various agencies like the SEC, NYSE, and USAO. Transitioning to the startup ecosystem, he gained experience in sectors like gaming, auction, e-commerce, and scientific research, with two successful sales

and a startup failure under his belt, which he considers equally instructive. Currently, Dr. Shane develops AI systems for applications and startups, including predictive cybersecurity tools, Natural Language Processing engines, and intelligent OCR systems. He is also the author of the book "Python in 100 Pages," available on Amazon and iTunes, and maintains the fkscore Python library for Flesch-Kincaid Readability Scoring on PyPi. In his leisure time, he develops iPhone applications and enjoys paragliding.

Elizabeth Shockley
Elizabeth Shockley is a seasoned marketing expert with a 15-year track record in driving digital marketing strategies across pay-per-click (PPC), search engine optimization (SEO), content creation, social media, email marketing, and event promotions. Specializing in customer success initiatives, she is also a distinguished Forbes contributor and a member of the Forbes Agency Council. Passionate about sharing her in-depth knowledge and staying ahead of industry trends, Elizabeth has positioned herself as a thought leader in the fast-evolving digital marketing landscape.

Board of Directors

Sanjeev Gupta
Sanjeev Gupta is a highly respected C-suite executive with over 30 years of pioneering experience in Strategy, Corporate Finance, and M&A, focusing predominantly on emerging markets across Africa, MENA, and India. Known for his ability to develop transformational business models, Sanjeev has collaborated with a diverse set of stakeholders, from governments and private sector companies to development institutions and family businesses. His focus extends beyond mere profitability, aiming to balance commercial gains with socio-economic development and ESG standards. A seasoned board member, he has served on the boards of multilateral institutions, private equity funds, publicly listed companies, and family-owned SMEs. Notably, he has successfully raised over USD 15 billion in global funding from various sources including capital markets, family offices, and pension funds. Apart from his executive roles, Sanjeev is affiliated with prestigious organizations like Invest Africa, Common Purpose, and the Africa Finance Corporation. An active speaker and writer, he contributes his expertise on investing in emerging markets and cross-cultural management to platforms like Forbes India. He also engages in mentorship and lectures at esteemed institutions such as the University of Oxford's Saïd Business School and UCLA's Anderson School of Management.

Rahil Taneja
Rahil Taneja is a seasoned financial expert with a distinguished career that spans banking, private equity, and financial markets across Asia, Africa, and the Middle East. Based in Dubai, Rahil serves as the Founding Partner of Africa Pledge Partners, a firm he established after a series of leadership roles at Standard Chartered Bank. Prior to his current venture, he led Standard Chartered's Financial Markets business in regions as diverse as Africa, the Middle

East, and Indonesia. His journey started as a Managing Director in Nigeria and culminated as the Regional Head of Financial Markets for Africa and the Middle East, cementing his reputation as a global leader in finance. Rahil holds an MBA in Marketing from IMT-Ghaziabad and completed his early education at The Air Force School in Delhi. He possesses exceptional skills in financial advisory and is adept at serving on and advising Boards of Directors. His areas of expertise include navigating complex markets and implementing sustainable, high-yield investment strategies. Beyond his corporate responsibilities, Rahil remains committed to promoting responsible investing and corporate governance, leveraging his years of experience to make impactful contributions to the finance industry.

Volkan Karabacak

Volkan Karabacak is a seasoned entrepreneur and academic with a strong focus on e-learning and higher education. Based in Palo Alto, California, he is the Founder and President of Contemporary Technology University, an institution that reflects his deep expertise in entrepreneurship, venture capital, and higher education. His prior experience includes founding Edbase and Üniversite Plus, initiatives aimed at democratizing education and providing interactive learning experiences. Volkan's academic background is equally impressive; he holds degrees in Molecular Biology Bogazici University, as well as further studies in Microbiology and Immunology from Michigan State University and the Harvard School of Public Health. As an entrepreneur with a strong research background, Volkan has contributed to scientific publications in areas like T-cell signaling and insulin sensitivity. His multifaceted skill set in entrepreneurship, venture capital, and academic research makes him a dynamic leader in both the business and academic worlds.

Veli Tetik

Veli Tetik is a seasoned finance professional with expertise in corporate finance, financial analysis, and investment banking. Currently, he is the CFO of Contemporary Technology University. Prior to his current roles, he co-founded ClickMe Live and Rofoods and spent eight impactful years at Pragma Corporate Finance as an Investment Banker. His career began with an internship at FinansInvest, setting the stage for his subsequent achievements. Veli's educational background includes a BA in Management from Boğaziçi Üniversitesi. Combining entrepreneurial initiative with a strong foundation in finance, he has become a key player in the global corporate finance landscape.

Student Identity Verification Policy

Contemporary Technology University's Student Identity Verification Policy is in compliance with the requirements set forth by the Higher Education Opportunity Act (HEOA). The HEOA requires that institutions offering online education have processes in place to ensure that the

student registering for a course is the same student who participates in the course or receives course credit. The Act requires that institutions use one of the following three methods:

A secure login and pass code;
Proctored examinations; or
New or other technologies and practices that are effective in verifying student identification.

Student ID and Password
All students registered for coursework at Contemporary Technology University are provided with a secure user ID and password. Access to online courses is controlled by the use of the secure User ID and password.

Learning Management System (LMS)
Contemporary Technology University uses Canvas as its Learning Management System. Students access the LMS with their unique Student ID and Password. The unique User ID and password are used to verify that a student who registers for an online course or program is the same student who participates in and completes the course or program.

The small faculty to student ratio ensures close interaction between students and faculty and the ability of faculty to manage student identity via any sudden change in academic performance, change in writing style, online discussions, or email inquiries. More importantly, constant contact between the students and faculty by phone, Zoom, or other technological means assures the faculty of the student's identity.

Students enrolled in courses at Contemporary Technology University are responsible for providing complete and true information in any identity verification process.

Verification of Identity
All students submit a personal photograph and a government-issued photo ID at the time of admission. Staff and Faculty verify the identity of all students using Zoom for interviews, online lectures, academic advising and general inquiry live video sessions.

Website link: https://contech.university/student-identity-verification-policy/

ACADEMIC CALENDAR

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

Holidays

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

The University operates year round and the academic calendar is divided into four semesters which are approximately 3 months long. A new term starts each November, January, April and August. The following is the schedule for the 2022 and 2023 school year.

2022 and 2023 Academic Year

Academic Period	Start Date	End Date	Grades Due
Fall Term	Sep 26	Dec 23	Dec 26
Winter Term	Jan 09	Apr 07	Apr 09
Spring Term	Apr 10	Jul 07	Jul 09
Summer Term	July 10	Oct 13	Oct 15