CALIFORNIA STATE UNIVERSITY, BAKERSFIELD
ACADEMIC SENATE
AGENDA
Thursday, October 29, 2020
Video Conference
10:00 a.m. – 11:30 a.m.

1. Call to Order
2. Approval of Minutes
3. Announcements and Information
   • President’s Report by Claudia Catota (Time Certain 10:10)
   • Past Senate Chair Profile, Jackie Kegley – (Time Certain 11:15)
   • Elections and Appointments – M. Danforth
4. Approval of Agenda (Time Certain 10:05)
5. ASCSU Report
6. Provost Report
7. Committee and Report Requests
   (Minutes from AAC, AS&SS, BPC and FAC are posted on the Academic Senate Webpage)
   a. Executive Committee (M. Danforth)
   b. Academic Affairs Committee (R. Gearhart)
   c. Academic Support & Student Services Committee (C. Lam)
   d. Faculty Affairs Committee (M. Rees)
   e. Budget & Planning Committee (B. Street)
   f. Staff Report (L. Lara)
   g. ASI Report (V. Chicaiza)
8. Resolutions – (Time Certain 10:45 a.m.)
   Consent Agenda
   New Business
   RES 202109 Changes to the GE Breadth Requirement – Ethnic Studies
   Old Business
   RES 202108 Proposal for Master of Science in Computer Science
9. **Open Forum Items and Wellness Check** (Time Certain 11:15)

10. **Adjournment**
1. Call to Order
   A. Hegde called the meeting to order.

2. Approval of Minutes
   J. Stark moved to approve the October 1, 2020 Minutes. M. Suleiman seconded.
   Approved by a show of hands.

3. Announcements and Information
   • President Zelezny – Although is good to see the county improve from purple to red pandemic status, CSUB will stay the course with remote instructions. She thanked the Campus Preparedness team and asked everyone to continue safety practices to the finish line. The President commended O. Garcia from the History Department on the 50th Anniversary book Rising. The panel of faculty historians did a magnificent job. Thank you to A. Hegde and B. Street for ongoing work with CFO, T. Davis, on the Budget. The Budget Forum is October 19, 2020. It’s an important one to attend. Thanks again to B. Street for his leadership. The President is working with other presidents in public higher education. They have formed a coalition “We Stand Together” to sponsor special guests this year to talk about the election and social justice issues. CSUB is invited to be part of a webinar with Leon Panetta who
will be speaking to a coalition of 100,000 very diverse students across nation on October 29 10:00 am. He served under both Democratic and Republican administrations. He is well known for his work on leadership. As part of her diversity updates, the Community Conversation switched to Fridays 11am so that faculty can attend. Thank you to ASI and the Office of Equity, Inclusion and Diversity for sponsoring tomorrow’s event. The topic, Digital Divide, comes from the Black Student Union. Senator Kraybill is the speaker at today’s Brown Bag event, discussing Title VII LGBTQ+ rights. The Chief Diversity Officer is eager to get consultation from the Academic Senate on the composition Campus Climate Committee so we can move forward with our diversity strategy. All CSU Presidents are scheduled to attend two-day training on unconscious bias. There is a commitment at the highest level. CSUB’s Cabinet will have a half-day training on November 2. The President thanked Senator Lam for consistently attending the ASI meetings. He is the conduit between students and the Academic Senate. ASI really appreciates C. Lam.

Questions and Comments:
A. Lauer asked about the $80K cost of the consultant to assist the Search Committee for the Dean NSME. The President responded that it’s an Academic Affairs issue and that the Provost can address it in his comments. She is in support of the investment. Senator Kraybill was a Panetta intern!
E. Correa inquired by email whether anything is being done to assure students and faculty that it’s safe to share the way they are treated on campus. The President responded that we are continuing to communicate that there are Ombudspersons and the students also have access to M. Brown, Office of Equity, Inclusion and Compliance. We are hearing from students that there’s a lack of communication, which can be misinterpreted. Please invest in more communication. The President ended by thanking the faculty for their great work.

• AB 1460 and Implementation – A. Hegde reminded the group that earlier this semester, the Governor signed legislature that every CSU must offer three units of
Ethnics Studies (ES) as a requirement for student graduation. ES will be part of the General Education (GE) requirement. CSUB organized the charge by separating two areas: #1 Unit Implementation without increase of the total 120 units, and #2 How to facilitate in lower division and learning outcomes. The steps are as follows:

1) A call went out for the Ethnic Studies Unit Implementation Task Force (ESUITF). It’s comprised of a faculty member from each school, one representative from ES, two members from the Executive Committee (Vice-Chair and AAC Chair), Faculty Directory of GECCo, and an AVP (ex-officio). The ESUITF will bring their recommendations to the Executive Committee (EC). The EC will refer to AAC for deliberation and development of a resolution. The resolution will go before the Senate.

2) The CO sent memo dealing with implementation changes and suggested language for core competencies and Student Learning Outcomes (SLO). There is a lot of work to be done. The CO gave each campus the CSU GE Draft EO Revised and Form Feedback and a November 2 deadline. We want to make sure that everyone has a chance for input. This will be done through representative democracy. He tasked the Senators to reach out to their constituents to get feedback to A. Hegde by October 26. Individuals can also submit their feedback. Direct democracy takes more time. A. Hegde will email faculty the instructions, memo, feedback form, and link to FAQ on AB1460. At the same time, the ESUITF will give feedback on what the CSU GE Breadth Draft EO. It may differ from what is in the CO’s draft.

3) Feedback from ASI will be gathered by A. Hegde upon attending their meeting

4) GECCo will also provide feedback on CSU GE Breadth Draft EO

5) The Executive Committee (EC) will compile it all and present at the next Senate meeting to finalize our response. We’ve done this before, albeit with more time. The process will be detailed in the email. There have been feelings that there has not been shared governance between faculty and the CO. This is the faculty’s opportunity to provide feedback and then we’ll see what transpires with that. As far as ES implementation at our campus, there are opportunities for discussion whether
it’s at AAC, Task Force, and other places. We won’t see the results of the feedback until the end of the semester because there is a lot of work to do. Be reassured that getting through the process quickly doesn’t mean we will not have discussion.

• University Police Update – M. Williamson – Overall, the calls for service has been very limited. The patrol officers are on duty. There are a lot of security checks. Crime reports and activity have been low. The University Police Departments (UPD) nationwide have been focusing on law enforcement and social unrest, and the use of force. The CSU Chiefs got together to make sure campuses feel safe and secure, yet open. The community should be able to express what they need to without fear of police. All Chiefs work under six pillars of University Policing concepts and strategies. Each campus has different issues. The UPD looked at individual areas for improvement. We are forming a University Police Advisory Council (UPAC).

University policing is a whole different game than city policing, etc. Chief Williamson met with the California Faculty Association (CFA). The discussion was on different concepts of University Policing and policing in general. It was a very good meeting. CSUB has been fortunate. We’ve had zero excess-use-of-force complaints. The officers have been using body cameras for five years. The UPAC will meet predicated on the need. To begin with, the UPAC will meet monthly. Separately, he proposes a virtual event, Chat with the Chief. It will be announced in advance. Another idea is to have an on call mental health person for our students. The officers are trained in the basics. When necessary, they call the county for help from mental health professionals. Sometimes the county’s response time isn’t what we’d hoped. The UPD is looking at what can we do internally to help our students instead of relying on those outside police department. UPD has been doing a lot of training – de-escalation training, and bias and racial profiling recognition training online. Face-to-face training is scheduled for next year. The UPD will continue to educate officers to help prevent any members of the campus community from feeling uncomfortable with the way things are being handled. Chief Williamson is also the Emergency manager and responsible for campus parking. M. Martinez
affirmed that the CFA’s meeting with the Chief went very well. With respect to mental health, Senator Martinez asked his students how they were doing. It was clear, after the first person said something, that there is a need for more resources. M. Martinez is on the Bakersfield Police Department (BPD) Community Collaborative Committee. 40% of the BPD’s calls are wellness calls. The collaborative is looking at what’s being done in Oregon. A social welfare worker goes out with an ununiformed police officer on the response calls. Consider that people have problems and when police arrive, the police are not trained in handling mental health. He suggested that campus increase counselor staffing. J. Millar confirmed that the Counseling department needs another counselor. There has been a natural split between mental health and policing. It’s a blessing that those two areas work together at CSUB. Counseling is open, active, and offer several venues for students. The Zoom meetings are open to any students. Tell students that there is plenty of room for them to access resources 24/7. M. Rees asked the Chief about the Emergency Drill. She also suggested an edit to the University Police Advisory Council charter document, Objective #4. Add the word “respectful”. Read: Create an environment that is the most conducive to and respectful of the intellectual, cultural, and personal development of its students, faculty, staff and visitors. Chief Williamson liked that idea and said the first meeting will be to edit/accept the charter. The issue with the drill was operator error. There will be more training to be better and more proficient. That’s why we do drills – to test the system. He took responsibility and apologized for any disruption. M. Suleiman said that race and bigotry is a mindset. It can be triggered by what one sees. Rather, we have to sensitize people to listen with their mind and heart. He appreciates that there is professional training scheduled. Chief Williamson replied that the UPD has refined its hiring practices. The last hires have proven to be very successful. He’s proud of people who want to come to campus with their prior training. We have policy and laws. Campus police is militaristic within the department; They use a chain-of-command structure. Outside the department, the UPD uses a win-win solution
approach: safety, community, trust. The goal is service above expectation. It’s a community policing style that applies to hiring, too. A. Hegde thanked Chief Williamson. He commended him for reaching out to Senate for faculty engagement.

- Chief Counsel – President Zelezny introduced Kelly Bendell. Ms. Bendell is a Harvard law graduate. She’s practiced higher education law since 2000. Before CSU she was at University of Southern California for 19 years. She is happy to be working with CSUB until the permanent counsel is assigned. A. Hegde welcomed Ms. Bendell, on behalf of Senate and faculty.

- Budget Forum – October 19, 11:00 a.m. – 12:00 via videoconference

- Elections and Appointments – M. Danforth

  **Search Committee AVP AA and Dean of Academic Programs**

  The election ends Friday, October 16 5:00 p.m.

  - Jackie Kegley, Philosophy & Religious Studies
  - Richard Gearhart, Economics
  - Isabel Sumaya, Psychology
  - Lori Paris, Management & Marketing

  **Search Committee Dean of Antelope Valley**

  A&H – Chris Eicher, Theatre
  BPA – Jinping Sun, Public Policy & Administration
  NSME – Jackie Kegley, Philosophy & Religious Studies

  **University Program Review Committee (UPRC) At-Large**

  Jackie Kegley – Philosophy & Religious Studies

  **University Review Committee (URC) At-Large**

  Isabel Sumaya – Psychology

  **Wang Award**

  Nominations to President’s Office by Friday, October 16

  **Faculty Trustee**

  Nominations to Academic Senate Office by December 4
Fall Calls for Interest in Appointments ends Friday, October 16, 5:00 p.m.

**TEAC**

(2) NSME Faculty members appointed to two-year term

**University Strategic Planning & Budget Advisory Committee**

(1) FT Faculty Alternate

**Campus Police Advisory Committee**

(1) Any Faculty appointed EC to serve one-year term

(1) Any Faculty appointed EC to serve two-year term

4. **Approval of Agenda**

A. Sanchez moved to approve the agenda. M. Suleiman seconded. Agenda approved.

5. **ASCSU Report**

J. Millar said that the regularly scheduled meeting is next month. In the meantime, there was an interim meeting online to discuss ES concerns. M. Martinez concurred.

6. **Provost Report**

V. Harper thanked Senate leadership on ES, responding to new EO, and a variety of other things.

GI 2025 - The CO released that CSUB’s retention rate for students who started in Fall 2019 returned at an all-time high for the institution of 82%. It was 80% for a long time. The improvement is a testament to the type of educational experience and support services we deliver.

Provost Pandemic Research Group- Look for memo on the formation of an interdisciplinary group to oversee process of RFPs that will support faculty and the study of the impact of the pandemic on our students and faculty and other related communities. The initial resource is $15,000 to support seed funding. It’s a down payment. The opportunity to study the impact of the pandemic on our students is a vital one, especially given our underrepresented student populations. We can be a national voice in this particular area of study. The Provost’s Office supports all stages of
research, scholarship and creative activity. He will send a memo about faculty starter funds and other support. It’s especially important that junior faculty don’t lose continuity.

Instructional Plan Spring 2021 – V. Harper thanked the department chairs and the associate deans. AA is collecting all the S2 and hybrid courses to be taught next semester. He thanked F. Gorham for coordinating the effort.

NSME Dean Search – V. Harper reached out to consultants to support the search. He made the decision to contract the firm. Picking the right leader is one of the best investments we can make to have the best candidate and the best process, including engaging constituencies outside of the university. The leadership that the firm will provide is essential. A. Lauer asked that he remember that there are good internal candidates. She asked if there are any resources for any CSU internal sustainability projects. V. Harper will be meeting with A. Lauer, Sustainability Coordinator. He had opportunity to talk about wildfire prevention in her biology class. There is an opportunity for internal candidates to compete for Dean NSME. It’s an open process for talent, ability, and desire.

7. **Committee and Report Requests** (deferred)

   (Minutes from AAC, AS&SS, BPC and FAC are posted on the Academic Senate Webpage)

   a. Executive Committee (M. Danforth)
   b. Academic Affairs Committee (R. Gearhart)
   c. Academic Support & Student Services Committee (C. Lam)
   d. Faculty Affairs Committee (M. Rees)
   e. Budget & Planning Committee (B. Street)
   f. Staff Report (L. Lara)
   g. ASI Report (V. Chicaiza) What would you like professors to know? Find results of the survey attached. One of the primary issues is “workload”. A lot of students feel that the instructors are assigning more than they would in the past, assuming that students have more free time. Students are working, helping with siblings, etc.
Students have also communicated that they appreciate that faculty really cares about them.

8. **Resolutions** – *(Time Certain 10:45 a.m.)*

**New Business**  
RES 202108 Proposal for Master of Science in Computer Science – B. Street presented on behalf of the AAC and BPC. It’s a new program offered by the department of Computer and Electrical Engineering and Computer Science. It is a self-supported program in partnership with Extended Education and Global Outreach (EEGO). It is a face-to-face program expected to commence Fall 2021. The program has been developed to meet the mission and goals of the campus and particularly of the department. There is a clear demand in the local area and from the students. AAC and BPC reviewed the proposal and the resources to deliver to fill the need of students and industry. A. Hegde opened the floor to offer feedback to the committees. If there are questions, email Senator Street and Senator Gearhart. Vice-Chair M. Danforth can also answer any questions. The proposal has been in the works since last year and has been vetted pretty well. No comments received.

9. **Open Forum Items and Wellness Check** *(Time Certain 11:15)*

50th Anniversary – A. Hegde acknowledge the work the AS has done, involving hundreds of senators. He is open to sharing their contribution. Every meeting at this time, he will profile past Senators. If possible, he will invite former senators on the Zoom call. D. Boschini is the immediate past Chair and still serves the Senate in that valuable capacity. She was the Senate Chair from 2016-2020. Senate Vice Chair 2014-2016. She presided over the change from quarters to semesters. D. Boschini represented faculty on the Search Committee for the President. She’s been on over two dozen committees over the years. In terms of Senate work, there are many things. The standout results are the improvement in the shared governance process, and ushering in the era of budget transparency. She did all that in a compassionate and understanding way. He called on D. Boschini to answer three questions. What motivated her to be chair? She replied that she put a lot of thought into being Chair. She was motivated by: 1) It was a practical evolution. She already served on BPC a few times, AS&SS a couple times, and
was the AS Vice Chair. D. Boschini was on the search committee for the President. In
terms of leadership succession, it made a lot of sense to have someone who knows the
campus history and would offer some continuity. She felt that was really important to
the transition to welcome the new President, for the good of the campus. She stayed on
as Senate Chair because she wanted to establish a good relationship and good habits of
shared governance with President Zelezny. She is really glad she stayed on for that
second term. 2) D. Boschini said she’s personally motivated to do the work. It’s
fascinating and she enjoys it. She likes problems solving. She doesn’t mind working
through disagreements to see what we can do to fix things. She enjoys all the Senators
and working with Administrators. She plans on being at CSUB through her career and
live through all these decisions 3) Professionally, the reason she wanted to be Senate
Chair was not only that the work is interesting, it is also important to campus. As part of
career path, looking at the conversion from Quarters to Semesters, and the need for
budget transparency, this was a real opportunity for the campus to grow in many ways
over a short period of time. She’s not activist. Her superpower is that she doesn’t give
up. With respect to the Administration on the call, we don’t have to argue about
things. We just keep talking until things move along. We got where we have a good
responded that she learned how to run a meeting on Zoom. She learned that she can
trust colleagues to make decisions. What works for one group may not work for
another group on campus. We still have to make decisions. We can’t get stuck.
Another important lesson is to listen to ideas and concerns from other departments and
divisions without immediately dismissing them because it doesn’t work for her
department. She learned how to serve the whole campus. She adopted a habit of mind
to think about what’s best for all students, and what’s best for the whole campus. It’s a
skill. We bring individual value to the table. The best of us asks us to move past one’s
expertise and to do what is best for students who aren’t yours. Decisions aren’t always
unanimous. A split vote doesn’t mean anyone has failed, or that there was a lack of
clarity. It doesn’t mean that people weren’t listening. One thing that helped is that
there is a lot of good work going on in other divisions. She saw how hard faculty, deans, administrators – how everyone was working to do the right thing for students. To be in the room in those conversations diffused any frustration and dissatisfaction she may have felt. We’re looking at it, and will continue, and tomorrow morning we’ll look at it again. When in doubt of what to include on a committee, having a student in the room changes the conversation. Have a good Administrative Support Coordinator is critical. It keeps the trains running on time. Keep B. Bywaters happy. Don’t waive the First Reading unless it’s an absolute emergency. Define what is an emergency very narrowly. Lastly, it’s up to us to uphold the principles and there’s nobody else that’s going to come in and define consultation for us. No one is going to remind us that we need to preserve academic freedom. That’s on us to bring those principles and other conversation to junior faculty to make sure they’re honored in the way we make decisions. Faculty must be the leaders in protecting academia. A. Hegde thanked D. Boschini for her service, on behalf of the Senate. It’s important to recognize faculty’s contribution, especially to the Senate. He asked the Senators for their feedback on whether to continue this feature in future meetings.

Stress and Wellness Care – With respect to students under stress, faculty is also under stress. M. Danforth said that Monday was very stressful for her with teaching, then providing caregiving, right to a meeting, and then more caregiving, making phone calls, and trying to catch up on grading proposals for her elective class. She is giving students less because of her limited bandwidth. She’s turning them loose like graduate students. Stress is through the roof. If a student requests an extension, she is willing to grant them extensions. So, this has been tough on everyone. It’s a wellness item.

Faculty Café – A. Lauer supports bringing back the faculty café and invite junior faculty and other faculty get together.

A. Hegde appreciates everyone. Be kind to students and remember to be kind to each other.

10. Adjournment

A. Hegde adjourned the meeting at 11:33.
Questions

“What would you like your professors to know?”

Students would like their professors to know that they are appreciated. Students are thankful for the effort that professors are making to ensure students succeed during this new, virtual learning environment. One student expressed the following: “They’ve [professors] been doing an amazing job. I can acknowledge they are trying their best and although the assignments they assign can get to be a lot, they’re amazing professors”.

Students would also like professors to know that they are struggling to adjust to the new, virtual learning environment. Students ask that professors be understanding and thoughtful when assigning homework. Many students feel that professors are overcompensating by
assigning more “busy work” in response to the lack of in-person class sessions. One student shares the following, “I would like my professors to know that even though we are now home, that doesn’t mean we have more free time for more assignments. I now **work 30+ hours a week on top of my 19 units** and professors are assigning more work than in person”. Another student shares her **perspective as a parent**, “I am doing the best I can under these circumstances. Though I struggle to study with my 6year old son beside me (in school), I am giving it my all”. For professors who acknowledge this reality, one student shares, “I am grateful for their efforts in helping us succeed! It is not easy for the student, so I imagine it is likewise on the other end. Students do not have 24 hours for one class. Thank you to the professors who understand that!”. Students simply ask that professors are considerate and understanding, and this student response says it best: “I would like professors to know that **students are really trying their best to keep up with assignments**, and if students need more time on an **assignment**, that they are granted the extra time needed to finish that assignment”.

In regards to **zoom class lectures**, students would like professors to know that **words of encouragement go a long way** during these tough times! One student writes: “I appreciate your words of encouragement when we meet for class via Zoom weekly”. Students also share some **suggestions for improvement**. Some students recommend that **zoom chats should be kept on to allow for discussion** during class lectures; others recommend that **zoom class lectures be recorded** to allow for future viewing. Students also express the importance of having **course information readily available on Canvas or BlackBoard**. Some students are **enjoying the online**, zoom lecture experience. Other students state the following: “Even though it may seem that most students are learning and doing well in the virtual environment, there are **some of us who are struggling**”. It is also important to note that students become **exhausted when attending back-to-back zoom lectures**, with one student stating: “Being on zoom all day is exhausting when you have classes back to back. Please **incorporate asynchronous learning**”. While other students express that professors should incorporate “**more engagement**” during **zoom lectures**. Another concern is when professors enforce web cameras to be turned on; **some students cannot have their web cameras turned on**. One possible explanation for this is shared by a student who states: “That their students don’t all have the luxury of a **quiet home to study** and **attend class in**.”

-All data is available for viewing, please view the attached document-
What would you like President Zelezny's cabinet to know?

Students would like the president's cabinet to know they appreciate the consideration and care that is taken when making difficult decisions. Students share the following: “Thank you for considering students and their needs” and “We are [living through] difficult times health-wise, emotionally, and economically. Thank you for keeping the students’ wellbeing in mind when making difficult decisions”. One student expresses their appreciation for Chief Williamson’s ability to keep the campus safe: “thank you for your continuous efforts in keeping us safe”. Another students expresses her Runner Pride: “I am in love with CSUB. I'm glad I made the choice of coming here and I'm glad I got accepted”. However, students express conflicting perspectives; an example of this can be seen in the following comments:

“I would like President Zelezny’s cabinet to know that no matter how many times you say that students are great and awesome for sticking through this, that just by sending out an email does not make it better. We want graduation. Private schools in Bakersfield are open and we can't have a social distanced graduation where families can live stream? Why isn't campus open for people to go study at least at the tables or in empty classrooms? Some of us cant focus at home or dont have the space/time/opportunity to”

“I would like President Zelezny’s cabinet to know that I’m grateful for the support that CSUB overall has given its students. I know that this pandemic hasn’t made anything easy for anyone but I love the fact that CSUB is resourced and prepared to help its students, regardless of what’s thrown at them. I couldn’t thank CSUB anymore as it is but once again thank you!”

When specifically addressing President Zelezny, students express the following sentiments: “[President Zelezny] is a great president and is advising all students and teachers well; she is very understanding about the academic career of the students”. Another student shares their appreciation with the following sentiment:

“I would like President Zelezny to know that we all appreciate her hard work and I want to thank her for always finding ways to make our college experience more enjoyable. That we know how stressful her job is and we are here for her.”
Students express **concerns about tuition**, stating that tuition must be changed being that students are teaching themselves during the new, virtual environment. Students do not enjoy being charged the full price of tuition while not having access to on-campus resources (i.e. SRC, Library). Tuition is also a topic of conversation for students because they are struggling financially due to the pandemic. For this reason, students ask for a **reduction in fees**. Students state the following regarding the fees: “We shouldn’t be paying fees for stuff we aren’t using right now”.

**Technology / Internet Connection:**

- “Students are still struggling with **internet connection**”
- “Students are still waiting to receive their **laptops**”
- “[Need] **hotspots** for students”

**Financial Aid / Income:**

- “Need more **financial aid**”
- “I would like President Zelezny's cabinet to address the crisis of students who do not have **income** coming in during this pandemic and provide resources to students”

**Job Opportunities:**

- “Are there more **job opportunities** for graduates?”

**Professors:**

- “Students continue to struggle in receiving **emails** back from professors”.

**Students also have conflicting views on the virtual environment:**

- “I hope spring 2020 will be completely virtual”
- “I am **relieved** the school is going to remain virtual”
- “Virtual CSUB is **safer** and **saves a lot of time**”

- “**We want in-person classes**”
- “[Students don’t] like the online transition”
● “We want to have the option go back to school **socially distanced**”
● “Online learning is **stressful**”
● “It would be neat to be able to go **partially** back to the classroom setting”

**Graduation:**

● “We **need** a graduation”
● “We need a **celebration** (even if it’s **virtual**). Some acknowledgment of all our hard work”
● “I’d like to have some semblance of a graduation in May if it is at all possible”
● “If you could have a plan for 2021 graduates for graduation ceremony on time”

Students continue to ask for a **study space** on campus. One student recommends for the library to consider, “allow students to make **reservations for CSUB library to study**”.

**Recommendations for the cabinet include the following:**

● “Please help us with any **helpful advice or tips on how to be productive** as well as effective as students with kids who are homeschooled”.

**Thoughts:**

● After examining the data, freshmen and sophomore are the lowest number of students who participate in the Takeout Tuesday events. A question ASI has is, do freshman and sophmores know about the Outlook app? This may explain why students are not checking their emails as frequently as they should. Perhaps IT can create something to reach students and share “tips to easy email access on the go”.

-All data is available for viewing, please view the attached document-
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<thead>
<tr>
<th>Date</th>
<th>Item</th>
<th>Status</th>
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<th>Approved by Senate</th>
<th>Sent to President</th>
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<tbody>
<tr>
<td>10/1/19</td>
<td>2019-2020 Referral 16 Program Review Process Improvement</td>
<td>Carry-over Addendum</td>
<td>Streamline the process upon looking at minimum federal requirements and the current Academic Program Review template. <strong>Addendum:</strong> Review UPRC Annual Report dated May 2020, define the purpose of the program review, clarify what Academic Programs can and cannot request, streamline the program template to one page, make the people and the process consistent with the Handbook, timely completion of self-study to effect student learning outcomes, offer assessment training workshops, and compensation for assessment coordinators.</td>
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<td>08/25/20</td>
<td>2019-2020 Referral 18 Interdisciplinary BS Degree in Public Health Proposal</td>
<td>Carry-over Addendum</td>
<td>The demand, structure, and resources required to deliver effectively and efficiently. Returned to proposers with comments on what needs to be improved. Do the courses have a home and would the Curriculum Committees approve before it comes back to AAC.</td>
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<td>10/15/19</td>
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<td>08/25/20</td>
<td>2020-2021 01 Master of Science in Computer Science</td>
<td>Second Reading</td>
<td>Program rationale, existing resources, additional resources required. RES 202108 Proposal for Master of Science in Computer Science</td>
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<td>10/6/20</td>
<td>2020-2021 Referral 09 Expanded Winter Session</td>
<td>AAC BPC</td>
<td>Examine whether or not the current CSUB Winter Session, based on the calendar, is a sufficient instructional period, faculty workload issues, and impact on student financial aid</td>
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<td>10/6/20</td>
<td>2020-2021 Referral 10 Course Repetition</td>
<td>AAC AS&amp;SS</td>
<td>Examine relevance of data from the Academic Petitions Committee and whether policy is needed for how many times a student can repeat an individual course for forgiveness.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10/20/20</td>
<td>2020-2021 Referral 11 Review of Ethnic Studies Unit Implementation Task Force Recommendations</td>
<td>AAC</td>
<td>Whether the (4) recommendations meet the implementation guidelines proposed by the Chancellor’s Office in their memo dated October 8, including the changes to the CSU GE Breadth Requirements.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Academic Support and Student Services: Charles Lam /Chair, meets 10:00 via Zoom video conference**

**Dates:** Sept 10, Sept 24, Oct 8, Oct 22, Nov 5, Nov 19, Dec 10, Jan 28, Feb 11, Feb 25, Mar 11, Mar 25, Apr 8, Apr 22, May 6

<table>
<thead>
<tr>
<th>Date</th>
<th>Item</th>
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<th>Approved by Senate</th>
<th>Sent to President</th>
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</tr>
</thead>
<tbody>
<tr>
<td>09/10/19</td>
<td>2019-2020 Referral 12 – Graduate Student Grievance and Appeals Policy – Reporting Chain</td>
<td>Carry-over</td>
<td>AS&amp;SS Policy alignment: University Handbook, and Catalog The committee is waiting for the graduate policy.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10/6/20</td>
<td>2020-2021 Referral 10 Course Repetition</td>
<td></td>
<td>AAC, AS&amp;SS Examine efficacy of data from the Academic Petitions Committee and whether policy is needed for how many times a student can repeat an individual course for forgiveness.</td>
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</tr>
<tr>
<td>10/6/20</td>
<td>2020-2021 Referral 10 Course Repetition</td>
<td></td>
<td>AAC AS&amp;SS Examine relevance of data from the Academic Petitions Committee and whether policy is needed for how many times a student can repeat an individual course for forgiveness.</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
### Faculty Affairs Committee: Mandy Rees/Chair, meets 10:00am via Zoom video conference

**Dates:** Sept 10, Sept 24, Oct 8, Oct 22, Nov 5, Nov 19, Dec 10, Jan 28, Feb 11, Feb 25, Mar 11, Mar 25, Apr 8, Apr 22, May 6

<table>
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<tr>
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<th>Sent to President</th>
<th>Approved by President</th>
</tr>
</thead>
<tbody>
<tr>
<td>08/27/19</td>
<td>2019-2020 Referral 08 Honorary Doctorate-Handbook Change</td>
<td>Carry-over</td>
<td>FAC Refer to RES 121329 Procedures for Honorary Doctorate Nominations and Selection REVISED</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>08/25/20</td>
<td>2020-2021 Referral 02 Criteria and Nomination Process for Faculty Awards</td>
<td>FAC</td>
<td>Define meritorious, pressure from senior faculty, confidentiality of process</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>08/25/20</td>
<td>2020-2021 04 Office Hours Policy</td>
<td>Complete</td>
<td>FAC Clarify the language in Handbook 303.1.3, How to hold office hours via videoconference, Censure or penalty for missing office hours. RES 202106 Office Hours Policy During Mandated Remote Delivery</td>
<td>09/17/20</td>
<td>09/25/20</td>
<td>10/01/20</td>
</tr>
<tr>
<td>08/25/20</td>
<td>2020-2021 05 CFA President or Designee on FAC-Bylaws Change</td>
<td>FAC</td>
<td>The CFA President’s knowledge of existing contracts, and emerging issues at the campus and system levels. Whether the position is voting or ex-officio member RES 202107 CFA President or Designee on FAC – Bylaws Change</td>
<td></td>
<td>10/01/20</td>
<td></td>
</tr>
<tr>
<td>08/25/20</td>
<td>2020-2021 07 Fall Classroom Observations</td>
<td>Complete</td>
<td>FAC Decision needs to be made before second year of RTP files on whether to have mandatory observation and the option to include in RTP, etc. RES 202105 Fall Classroom Observations During Mandatory Remote Delivery</td>
<td>09/17/20</td>
<td>09/25/20</td>
<td>10/01/20</td>
</tr>
<tr>
<td>09/08/20</td>
<td>2020-2021 08 Notification to Chairs of Assigned Time</td>
<td>FAC</td>
<td>Specifying the appropriate timing and notification to the department chair and how the coordination with AA and HR can improve.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Budget and Planning Committee: Brian Street/Chair, meets 10:00am via Zoom video conference**

**Dates:** Sept 10, Sept 24, Oct 8, Oct 22, Nov 5, Nov 19, Dec 10, Jan 28, Feb 11, Feb 25, Mar 11, Mar 25, Apr 8, Apr 22, May 6

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>08/25/20</td>
<td>2020-2021 01 Master of Science in Computer Science</td>
<td>Second Reading 10/29/20</td>
<td>AAC BPC Program rationale, existing resources, additional resources required. RES 202108 Proposal for Master of Science in Computer Science</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>08/25/20</td>
<td>2020-2021 03 Institutional Research in Response to WSCUC Report</td>
<td>BPC Feedback from CO, access and permissions to data, what faculty needs, what data department chairs’ need.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10/6/20</td>
<td>2020-2021 Referral 09 Expanded Winter Session</td>
<td></td>
<td>AAC BPC Examine whether or not the current CSUB Winter Session, based on the calendar, is a sufficient instructional period, faculty workload issues, and impact on student financial aid</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
RESOLVED If California State University, Bakersfield (CSUB) is to follow the Chancellor's Office interpretation of AB1460 and Title V changes as communicated in the memo “Ethnic Studies Requirement Implementation Plan and Timeline” received on September 10, 2020, then we recommend the following:

1. The Ethnic Studies (ETHS) Unit Implementation Task Force supports maintaining standard curricular approval processes. ETHS faculty, as inherent members of the CSU Council on Ethnic Studies, are within their rights to solicit help from Ethnic Studies departments and/or programs from any CSU campus in determining the appropriateness of a course for an ETHS designation. These include: African-American or Black Studies; Chicana/o/x or Latina/o/x Studies; Native, Indigenous, and American Indian Studies; and Asian-American and Pacific Islander Studies.

2. Creation of Area F within the General Education (GE) program, where GE ETHS courses (or any courses approved for cross-listing with/as GE ETHS) are offered.

3. Reduction of GE lower division Area D from 6 units to 3 units: impacted departments (Sociology, Psychology, Economics, Anthropology, Criminal Justice, English) will be notified of this change.

4. The 6 programs/degrees that need General Education Modifications (GEMs) will work, through their department and GECCo, on accommodating AB1460 and Title V Revisions, given their unique circumstances. These GEMs cannot modify the ETHS requirement.

RESOLVED that the above does not take effect until the Chancellor's Office affirms that the “Ethnic Studies Requirement Implementation Plan and Timeline” will be the law, and that there are no subsequent modifications of this memo by the start of the 2021-2022 Academic Year.

RATIONALE The ETHS Unit Implementation Task Force has crafted a Senate Resolution based on the current understanding of AB1460 and Title V changes, based on the Chancellor's Office memo “Ethnic Studies Requirement Implementation Plan and Timeline” received on September 10, 2020. This proposal operates
on the CSUB Curriculum Timeline and Workflow Process documentation. Because the ETHS Unit Implementation Task Force believes that the Chancellor’s Office did not operate using shared governance, this resolution will be modified if the Chancellor’s Office further modifies their orders.
Campus Feedback to Chancellor’s Office re: CSU GE Breadth Chart 1

- **Academic Affairs Committee** Review of Ethnic Studies Unit Implementation Task Force Recommendations 10/22/20
- **GECCo Feedback** GE Breadth 10/26/20
- **All Faculty Feedback** CSU GE Breadth-Ethnic Studies Requirement 10/26/20
- **ASI Feedback** GE Breadth 10/26/20
- **Ethnic Studies Faculty** Feedback GE Breadth Core Competencies & SLOs 10/26/20
- **Area D Chairs Feedback** GE Breadth 10/26/20
- **Senate Chair & AAC Chair** draft RES 202109 and CO Feedback 10/27/20
- **Academic Senate Exec Committee** RES 202109 Ethnic Studies Unit Implementation and CO Feedback 10/27/20
- **Academic Senate** RES 202109 Ethnic Studies Unit Implementation First Reading and CO Feedback 10/29/20
- **CSUB GE EO Feedback** Chancellor’s Office 11/2/20

A. Hegde, B. Bywaters 2020-10-26
AB 1460 Implementation of CSUB (GE Structure) Chart 2

Ethnic Studies Unit Implementation Task Force
Recommendations
10/26/20

Senate Chair & AAC Chair
draft RES 202109
and CO feedback

Academic Affairs Committee (AAC)
RES 202109
Changes to the GE Breadth
Requirement – Ethnic Studies

Academic Senate Exec Committee
RES 202109 Ethnic Studies Unit Implementation and CO Feedback
10/27/20

Academic Senate
RES 202109 Ethnic Studies Unit Implementation First Reading and CO feedback
10/29/20

All Faculty
Q&A and feedback for
RES 202109 Second Reading via Zoom 10/30/20

Academic Affairs Committee
RES 202109 Changes to the GE Breadth Requirement – Ethnic Studies
11/5/20

Academic Senate
RES 202109 Second Reading
11/12/20

CSUB Catalog
December 2020
RESOLVED: that the Academic Senate recommends the approval of the Proposal for
Master of Science in Computer Science.

RATIONALE: the Academic Affairs and Budget and Planning Committees of the
Academic Senate have both reviewed the proposal and agree that this self-supported program has the resources required to deliver the program and
the program fulfills a need for both students and industry.

Distribution List:
President
Provost
Dean NSME
Dean EEGO
Chair of Computer & Electrical Engineering & Computer Science
General Faculty
Proposal for Master of Science in Computer Science at CSU Bakersfield

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1. Program Type
   b. Self Support
   c. Delivery Format: Fully face-to-face
   g. New Program

2. Program Identification
   a. Campus: CSU Bakersfield (CSUB)
   b. Full degree title: Master of Science in Computer Science (MS CS)
   c. Academic Master Plan: Renewed on the AMP at the CSU Board of Trustees meeting on March 24-25, 2015 for a Fall 2017 to Fall 2022 implementation timeline. Switched to a self-support program in the March 2015 renewal.
   d. Intended implementation: Fall 2021
   e. Total units for graduation: 30 semester units
   f. Unit with primary responsibility for program: Offered by the Department of Computer and Electrical Engineering and Computer Science (CEE/CS) as a self-support program through Extended Education and Global Outreach (EEGO).
g. **Proposal prepared by:** The CEE/CS subcommittee members responsible for this proposal are:
   1) Melissa Danforth, Professor, Department Chair
   2) Alberto Cruz, Assistant Professor
   3) Anthony Bianchi, Assistant Professor
   4) Chengwei Lei, Assistant Professor
   5) Vincent On, Assistant Professor
   6) Nicholas Toothman, Assistant Professor

h. **Statement from appropriate campus authority:** See letters from Dr. Vernon Harper, Interim Provost of CSUB, dated August 26, 2019, and from Dr. Kathleen Madden, Dean of Natural Sciences, Mathematics, and Engineering, dated January 23, 2020 in Appendix E.

i. **Campus approval documents:** See attached CSUB New Degree Proposal routing sheet and supporting approval documents.

j. **WASC Substantive Change review:** The WASC Senior College and University Commission Substantive Change Screening Form will be submitted in Spring 2020. If a full Substantive Change Review is required, that will be submitted by no later than November 2020 to provide adequate time for review.

k. **Proposed Classification of Instructional Programs and CSU Degree Program Codes:**
   1) CIP Code: 11.0701 (Computer Science)
   2) CSU Degree Program Code: 07011 (Computer Science)

3. **Program Overview and Rationale**
   a. **Descriptive overview of program:**
      1) **Purpose and strengths**

      As the only four-year public university in the southern San Joaquin Valley, California State University, Bakersfield (CSUB) fills a critical role in the educational attainment, economic development, and quality of life in its service region. The student body at CSUB reflects the diversity of the service region and CSUB carries designations as both a Hispanic Serving Institution (HSI) and a Minority Serving Institution (MSI). CSUB was cited by the Center for Urban Education in 2009 as a HSI with potential to be an exemplar for STEM education. The School of Natural Sciences, Mathematics, and Engineering (NSME) at CSUB was recognized by Excelencia in Education as the 2012 National Example of Excelencia at the Baccalaureate level.

      The Computer and Electrical Engineering and Computer Science (CEE/CS) Department is a student-centered department that prides itself on its strong undergraduate research programs, hands-on learning, and commitment to student success. The department offers three undergraduate degrees in Computer Science, Computer Engineering, and Electrical Engineering, with a combined enrollment of over 600 undergraduate students. Faculty members engage students in cutting edge research projects and our undergraduate students have presented in national and international peer-reviewed conferences.

      About 60% of CEE/CS alumni are employed in the service region. The proposed Master of Science in Computer Science (MS CS) program will further enhance the educational attainment of alumni by providing an option for obtaining an advanced computing degree in the area. Alumni who currently wish to pursue an MS CS degree must travel over 90 miles to the nearest institution which offers a similar program. While several regional employers offer financial incentives for their employees to pursue advanced degrees, the distance to other programs can be time-prohibitive for those who hold full-time jobs.
The core of the proposed program is a traditional MS CS program, with the elective areas focusing in the high-demand areas of cybersecurity, artificial intelligence and data science, and distributed and parallel computation. Employers have expressed a strong interest in these areas. These areas also align with the expertise of the CEE/CS faculty members.

2) **Fit with institutional mission/learning outcomes**

CSUB’s Mission Statement is as follows:

> CSU Bakersfield is a comprehensive public university offering excellent undergraduate and graduate programs that advance the intellectual and personal development of its students. We emphasize student learning through our commitment to scholarship, ethical behavior, diversity, service, global awareness and life-long learning. The University collaborates with partners in the community to increase the region’s overall educational attainment, enhance its quality of life, and support its economic development.

The CEE/CS Department is housed in NSME. NSME’s mission statement is as follows:

> The School of Natural Sciences, Mathematics, and Engineering is dedicated to providing an outstanding educational experience consistent with the University's Mission, which is to be a comprehensive public university committed to offering excellent undergraduate and graduate programs that advance the intellectual and personal development of its students.

The objectives of the School of Natural Sciences, Mathematics, and Engineering are to:

- Promote science, engineering, and health education for the purpose of improving the human condition.
- Foster scientific integrity in all professional endeavors.
- Prepare students for entry into the workforce in science, technology, engineering and mathematics (STEM), and healthcare services.
- Prepare students for admission to graduate programs in science, mathematics, engineering, and nursing.
- Prepare students for leadership roles in the community.

The MS CS program educational objectives (PEOs) were designed to support the mission of CSUB and of NSME. The objectives for the MS CS program are to produce graduates who will:

1. Demonstrate expertise in advanced computing topics and an ability to maintain a high standard of professional competence.
2. Analyze and solve significant real world problems with contemporary computing knowledge.
3. Apply computing knowledge ethically, with an understanding of realistic constraints and for the overall benefit of a diverse society.
4. Enhance the economic well-being of their region through a combination of computing expertise, communication skills, social responsibility, leadership, and entrepreneurship.

Demonstrating computing expertise and an ability to maintain professional competence supports CSUB’s mission to advance the intellectual and personal development of students, CSUB’s commitment to life-long learning, and NSME’s mission to prepare students for entry into the workforce and into higher-level graduate programs such as Ph.D. programs.

Analyzing and solving significant real world problems is in line with CSUB’s commitment to scholarship and to increasing educational attainment and with NSME’s mission to promote STEM education to improve the human condition.

Ethically applying computer science knowledge for the benefit of society supports CSUB’s commitment to ethical behavior, diversity, and global awareness and NSME’s mission to foster scientific integrity.

Enhancing the economic well-being of the region is in line with CSUB’s mission to support the region’s economic development and enhance its quality of life and with NSME’s mission to prepare students for leadership roles in the community.

The fit of the program’s educational objectives with the institutional learning outcomes are described in Section 4.a Learning Outcomes.

3) Compelling reasons for offering the program at this time

Demand for trained computer science professionals is increasing, particularly within cybersecurity, artificial intelligence, and data science. As noted in the environmental scan for the MS CS program (see Appendix H), computing jobs have strong growth projections in California and nationally, with the current pipeline being inadequate to meet those demands. There is strong industry demand for additional educational programs to improve pipelines to the workforce.

In addition to industry demands, enrollments in the CSUB undergraduate BS CS program have doubled over the last decade, from an average of about 130 students in the late 2000’s to over 300 students in the past two years. Enrollments in the BS CS program have increased every single year from 2010/11. The number of BS CS graduates has also increased from an average of 16 per year to an average of 50 per year in the same time span. We now have a dynamic pool of alumni that could feed into an MS CS program. As noted in Dr. Harper’s attached letter of support, this program would support CSUB’s mission by providing alumni in the area a pathway to complete an advanced degree in a high-demand academic area.

In addition to local interest from alumni and regional employers, international student demand for graduate programs in computer science is high, as noted in the environmental scan from UPCEA.

b. Proposed catalog description: See Appendix A: Catalog Copy.
4. Curriculum

a. Learning outcomes:

1) Institutional learning outcomes

CSU Bakersfield’s university learning outcomes (ILOs) are:

I. Students will show critical reasoning and problem solving skills.
II. Students will be able to communicate orally and in writing.
III. Students will demonstrate discipline-based knowledge and career-based-learning.
IV. Students will possess numerical literacy.
V. Students will become engaged citizens.
VI. Students will develop a well-rounded skill set.

CSU Bakersfield’s university learning outcomes for graduate programs (GP-ILOs) are:

I. Students will demonstrate broad, integrative knowledge.
II. Students will develop specialized knowledge.
III. Students will practice intellectual skills such as analytic inquiry, use of information resources, engaging diverse perspectives, quantitative fluency, and communication fluency.
IV. Students will conduct applied learning.

CSUB’s ILOs are in the Academic Information section of the CSUB catalog. CSUB’s GP-ILOs are in the Division of Graduate Programs section the CSUB catalog. The catalog is posted at https://www.csub.edu/catalog

2) Program learning outcomes

The program educational objectives (PEOs) reflect the vision for the skills and abilities of graduates within three to five years after graduation. The objectives for the MS CS program are to produce graduates who will:

1. Demonstrate expertise in advanced computing topics and an ability to maintain a high standard of professional competence.
2. Analyze and solve significant real world problems with contemporary computing knowledge.
3. Apply computing knowledge ethically, with an understanding of realistic constraints and for the overall benefit of a diverse society.
4. Enhance the economic well-being of their region through a combination of computing expertise, communication skills, social responsibility, leadership, and entrepreneurship.

The following table maps which MS CS program educational objectives support the institutional learning outcomes, both ILOs and GP-ILOs. A reduction of this mapping is used for the assessment plan in Appendix B:
Table mapping MS CS student learning outcomes to educational objectives:

<table>
<thead>
<tr>
<th>ILO 1: Show critical reasoning &amp; problem solving skills</th>
<th>PEO 1: Demonstrate computing expertise</th>
<th>PEO 2: Solve significant real world problems</th>
<th>PEO 3: Apply computing knowledge ethically</th>
<th>PEO 4: Enhance economic well-being of region</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>ILO 2: Communicate orally &amp; in writing</td>
<td></td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>ILO 3: Demonstrate discipline-based knowledge &amp; career-based learning</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>ILO 4: Possess numerical literacy</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ILO 5: Become engaged citizens</td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>ILO 6: Develop well-rounded skill set</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

| GP-ILO 1: Demonstrate broad, integrative knowledge    | X                                      | X                                           | X                                         | X                                          |
| GP-ILO 2: Develop specialized knowledge               | X                                      | X                                           |                                           |                                             |
| GP-ILO 3: Practice intellectual skills               | X                                      | X                                           | X                                         |                                             |
| GP-ILO 4: Conduct applied learning                   | X                                      | X                                           |                                           | X                                          |

3) Student learning outcomes

The student learning outcomes for the MS CS program are:

1. An ability to analyze a complex computing problem, utilizing appropriate principles of computer science theory, computing, and other relevant disciplines.
2. An ability to apply computer science theory and fundamentals to evaluate and produce computing-based solutions.
3. An ability to communicate effectively in a variety of professional contexts.
4. An ability to recognize professional responsibilities and make informed judgments in computing practice based on legal and ethical principles.

The following table maps which MS CS student learning outcome(s) support the attainment of each of the MS CS program educational objectives. A reduction of this mapping is used for the assessment plan in Appendix B:
SLO 1: Analyze complex problems
SLO 2: Apply CS theory and fundamentals
SLO 3: Communicate effectively
SLO 4: Recognize professional, legal, and ethical responsibilities

PEO 1: Demonstrate computing expertise
PEO 2: Solve significant real world problems
PEO 3: Apply knowledge ethically
PEO 4: Enhance economic well-being of region

b. Assessment plan and outcome matrix: See Appendix B for the assessment plan and Appendix C for the outcome matrix.
c. Total number of units for graduation: 30 semester units
d. Baccalaureate unit exception: Not applicable to graduate programs.
e. Options, concentrations, or emphases: Not applicable. There are no options, concentrations, or emphases in the proposed program.
f. List of new courses needed during the first two years of implementation:

The following courses are part of the course rotation in the first two years of the program. See Appendix A for the course descriptions:

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Title</th>
<th>Units</th>
<th>Level</th>
<th>Type of Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMPS 5000</td>
<td>Colloquium in Computer Science</td>
<td>1</td>
<td>Grad</td>
<td>Core – Required</td>
</tr>
<tr>
<td>CMPS 5010</td>
<td>Current Topics in Computer Science</td>
<td>2</td>
<td>Grad</td>
<td>Core – Required</td>
</tr>
<tr>
<td>CMPS 5100</td>
<td>Research Methodologies &amp; Professional Ethics</td>
<td>2</td>
<td>Grad</td>
<td>Core – Required</td>
</tr>
<tr>
<td>CMPS 5120</td>
<td>Grad. Algorithm Design &amp; Analysis</td>
<td>3</td>
<td>Grad</td>
<td>Core – Required</td>
</tr>
<tr>
<td>CMPS 5240</td>
<td>Grad. Computer Architecture</td>
<td>3</td>
<td>Grad</td>
<td>Core – Select from List</td>
</tr>
<tr>
<td>CMPS 5350</td>
<td>Grad. Software Engineering</td>
<td>3</td>
<td>Grad</td>
<td>Core – Select from List</td>
</tr>
<tr>
<td>CMPS 5500</td>
<td>Grad. Programming Languages &amp; Compilers</td>
<td>3</td>
<td>Grad</td>
<td>Core – Select from List</td>
</tr>
<tr>
<td>CMPS 5600</td>
<td>Grad. Operating Systems</td>
<td>3</td>
<td>Grad</td>
<td>Core – Select from List</td>
</tr>
<tr>
<td>CMPS 5640</td>
<td>Grad. Distributed Computation</td>
<td>3</td>
<td>Grad</td>
<td>Core – Select from List</td>
</tr>
<tr>
<td>CMPS 5420</td>
<td>Natural Language Processing</td>
<td>3</td>
<td>Grad</td>
<td>Elective: AI/Data Science</td>
</tr>
<tr>
<td>CMPS 5450</td>
<td>Grad. Data Mining</td>
<td>3</td>
<td>Grad</td>
<td>Elective: AI/Data Science</td>
</tr>
<tr>
<td>CMPS 5270</td>
<td>Hardware Security</td>
<td>3</td>
<td>Grad</td>
<td>Elective: Cybersecurity</td>
</tr>
<tr>
<td>CMPS 5510</td>
<td>Reverse Engineering</td>
<td>3</td>
<td>Grad</td>
<td>Elective: Cybersecurity</td>
</tr>
<tr>
<td>CMPS 5650</td>
<td>Operations Security</td>
<td>3</td>
<td>Grad</td>
<td>Elective: Cybersecurity</td>
</tr>
<tr>
<td>CMPS 5150</td>
<td>Parallel Algorithms</td>
<td>3</td>
<td>Grad</td>
<td>Elective: Parallel/Distrib.</td>
</tr>
<tr>
<td>CMPS 6910</td>
<td>Thesis Research</td>
<td>1-3</td>
<td>Grad</td>
<td>Capstone: Thesis option</td>
</tr>
<tr>
<td>CMPS 6920</td>
<td>Thesis Defense</td>
<td>1</td>
<td>Grad</td>
<td>Capstone: Thesis option</td>
</tr>
<tr>
<td>CMPS 6950</td>
<td>Graduate Project I</td>
<td>2</td>
<td>Grad</td>
<td>Capstone: Project option</td>
</tr>
<tr>
<td>CMPS 6960</td>
<td>Graduate Project II</td>
<td>1</td>
<td>Grad</td>
<td>Capstone: Project option</td>
</tr>
<tr>
<td>CMPS 7000</td>
<td>Continuous Enrollment</td>
<td>0</td>
<td>Grad</td>
<td>Continuous enrollment</td>
</tr>
</tbody>
</table>
The following elective courses would be part of the rotation in the third year of implementation:

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Title</th>
<th>Units</th>
<th>Level</th>
<th>Type of Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMPS 5560</td>
<td>Machine Learning</td>
<td>3</td>
<td>Grad</td>
<td>Elective: AI/Data Science</td>
</tr>
<tr>
<td>CMPS 5160</td>
<td>Distributed Learning &amp; Optimization</td>
<td>3</td>
<td>Grad</td>
<td>Elective: Parallel/Distrib.</td>
</tr>
</tbody>
</table>

The following courses are listed in the catalog copy in Appendix A but are not part of the formal rotation. These courses would be scheduled on either an individual study basis or on a case-by-case basis in the future to prototype elective courses before formalizing an elective course into the rotation.

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Title</th>
<th>Units</th>
<th>Level</th>
<th>Type of Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMPS 5770</td>
<td>Special Topics</td>
<td>1-3</td>
<td>Grad</td>
<td>Elective prototype</td>
</tr>
<tr>
<td>CMPS 5800</td>
<td>Graduate Research</td>
<td>1-3</td>
<td>Grad</td>
<td>Ind. Study course</td>
</tr>
</tbody>
</table>

g. Course offering plan for the first three years of the program:

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall (Course – Exp. Enrollment)</th>
<th>Spring (Course – Exp. Enrollment)</th>
<th>Summer (Course – Exp. Enrollment)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>CMPS 5000 – 20 from C1</td>
<td>CMPS 5000 – 17 from C1</td>
<td>CMPS 5000 – 15 from C2</td>
</tr>
<tr>
<td></td>
<td>CMPS 5010 – 20 from C1</td>
<td>CMPS 5100 – 17 from C1</td>
<td>CMPS 5010 – 15 from C2</td>
</tr>
<tr>
<td></td>
<td>CMPS 5120 – 20 from C1</td>
<td>CMPS 5350 – 17 from C1</td>
<td>CMPS 5120 – 15 from C2</td>
</tr>
<tr>
<td></td>
<td>CMPS 5240 – 20 from C1</td>
<td>CMPS 5420 – 17 from C1</td>
<td>CMPS 5500 – 20 from C1 C2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>CMPS 5270 – 20 from C1 C2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>CMPS 6910 – 5 from C1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>CMPS 6950 – 12 from C1</td>
</tr>
<tr>
<td></td>
<td>Summary: 9 units offered</td>
<td>Summary: 9 units offered</td>
<td>Summary: 12 units regular courses, 5 units capstone</td>
</tr>
<tr>
<td></td>
<td>Active Cohorts: C1: 20 entered in Fall Year 1 (Term 1)</td>
<td>Active Cohorts: C1: 17 retained from Fall Year 1 (Term 2)</td>
<td>Active Cohorts C1: 17 retained from Fall Year 1 (Term 3) – Assume 5 choose thesis and 12 choose project C2: 15 entered in Summer Year 1 (Term 1)</td>
</tr>
<tr>
<td>2</td>
<td>CMPS 5000 – 32 from C2 C3</td>
<td>CMPS 5000 – 17 from C3</td>
<td>CMPS 5000 – 15 from C4</td>
</tr>
<tr>
<td></td>
<td>CMPS 5100 – 32 from C2 C3</td>
<td>CMPS 5010 – 17 from C3</td>
<td>CMPS 5100 – 15 from C4</td>
</tr>
<tr>
<td></td>
<td>CMPS 5120 – 20 from C3</td>
<td>CMPS 5640 – 20 from all</td>
<td>CMPS 5120 – 15 from C4</td>
</tr>
<tr>
<td></td>
<td>CMPS 5600 – 35 from all</td>
<td>CMPS 5510 – 15 from all</td>
<td>CMPS 5240 – 25 from all</td>
</tr>
<tr>
<td></td>
<td>CMPS 5450 – 30 from all</td>
<td>CMPS 5150 – 15 from all</td>
<td>CMPS 5650 – 25 from all</td>
</tr>
<tr>
<td></td>
<td>CMPS 6910 – 5 from C1</td>
<td>CMPS 6910 – 4 from C2</td>
<td>CMPS 6910 – 9 from C2 C3</td>
</tr>
<tr>
<td></td>
<td>CMPS 6920 – 5 from C1</td>
<td>CMPS 6950 – 8 from C2</td>
<td>CMPS 6920 – 4 from C2</td>
</tr>
<tr>
<td></td>
<td>CMPS 6960 – 12 from C1</td>
<td>CMPS 7000 – As needed</td>
<td>CMPS 6950 – 12 from C3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>CMPS 6960 – 8 from C2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>CMPS 7000 – As needed</td>
</tr>
<tr>
<td></td>
<td>Summary: 12 units regular courses, 4 units capstone</td>
<td>Summary: 12 units regular courses, 5 units capstone</td>
<td>Summary: 12 units regular courses, 9 units capstone</td>
</tr>
<tr>
<td>Active Cohorts:</td>
<td>Active Cohorts:</td>
<td>Active Cohorts:</td>
<td></td>
</tr>
<tr>
<td>----------------</td>
<td>----------------</td>
<td>----------------</td>
<td></td>
</tr>
<tr>
<td>C1: 17 retained from Fall Year 1 (Term 4)</td>
<td>C2: 12 retained from Summer Year 1 (Term 3) – Assume 4 choose thesis and 8 choose project</td>
<td>C2: 17 retained from Summer Year 1 (Term 4)</td>
<td></td>
</tr>
<tr>
<td>C2: 12 retained from Summer Year 1 (Term 2)</td>
<td>C3: 17 retained from Fall Year 2 (Term 2)</td>
<td>C3: 17 retained from Fall Year 2 (Term 3) – Assume 5 choose thesis and 12 choose project</td>
<td></td>
</tr>
<tr>
<td>C3: 20 entered in Fall Year 2 (Term 1)</td>
<td></td>
<td>C4: 15 entered in Summer Year 2 (Term 1)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Number &amp; Title</th>
<th>Faculty List</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMPS 5000 Colloquium (2)</td>
<td>All faculty listed in Section 7.a (List of Faculty) on page 21</td>
</tr>
<tr>
<td>CMPS 5010 Current Topics (2)</td>
<td>All faculty listed in Section 7.a (List of Faculty) on page 21</td>
</tr>
<tr>
<td>CMPS 5120 Grad. Algorithms (3)</td>
<td>Chengwei Lei, Anthony Bianchi, Melissa Danforth, Kanwal Gagneja</td>
</tr>
<tr>
<td>CMPS 5150 Parallel Algorithms (3)</td>
<td>Alberto Cruz, Anthony Bianchi, Kanwal Gagneja, Vincent On</td>
</tr>
<tr>
<td>CMPS 5160 Distributed Learning (3)</td>
<td>Anthony Bianchi, Vincent On, Alberto Cruz</td>
</tr>
<tr>
<td>CMPS 5240 Grad. Architecture (3)</td>
<td>Mostafa Abdelrehim, Alberto Cruz, Vincent On, Melissa Danforth</td>
</tr>
<tr>
<td>CMPS 5270 Hardware Security (3)</td>
<td>Alberto Cruz, Melissa Danforth, Kanwal Gagneja</td>
</tr>
<tr>
<td>CMPS 5350 Grad. Software Eng. (3)</td>
<td>Nicholas Toothman, Melissa Danforth</td>
</tr>
<tr>
<td>CMPS 5420 Natural Lang. Proc. (3)</td>
<td>Anthony Bianchi, Alberto Cruz</td>
</tr>
<tr>
<td>CMPS 5450 Grad. Data Mining</td>
<td>Chengwei Lei, Alberto Cruz, Vincent On, Anthony Bianchi, Walter Morales</td>
</tr>
</tbody>
</table>
h. Evidence that proposed MS CS capstone experience complies with Section 40510 of Title 5:

The proposed MS CS program supports the thesis and project capstone options of Section 40510. The Thesis requirements are: “A thesis is the written product of a systematic study of a significant problem. It identifies the problem, states the major assumptions, explains the significance of the undertaking, sets forth the sources for and methods of gathering information, analyzes the data, and offers a conclusion or recommendation. The finished product evidences originality, critical and independent thinking, appropriate organization and format, and thorough documentation. Normally, an oral defense of the thesis is required.”

The expectation for Thesis option students support all of these requirements. As noted in the catalog copy, students who select the Thesis option are expected to complete a research project on a significant problem, with broad scope and originality, within computer science, including appropriate background research on the selected topic. The student is expected to orally defend their thesis, complete all revisions required by the Thesis Committee and the Program Committee, and file their thesis with the CSUB library to satisfactorily complete CMPS 6920 (Thesis Defense).

The Project requirements are: “A project is a significant undertaking appropriate to the fine and applied arts or to professional fields. It evidences originality and independent thinking, appropriate form and organization, and a rationale. It is described and summarized in a written abstract that includes the project's significance, objectives, methodology and a conclusion or recommendation. An oral defense of the project may be required.”

The expectations for Project option students support all of these requirements. As noted in the catalog copy, students who select the Project option are expected to complete an innovative software or computing project of significant undertaking, including appropriate market research for the project. The student must complete all revisions to the project and project report required by the Project Committee and the Program Committee to satisfactorily complete CMPS 6960 (Graduate Project II).
i. **Corresponding bachelor’s degree program:**

The corresponding degree program for the proposed MS CS program is the Bachelor of Science in Computer Science (BS CS) at CSUB. The BS CS program is not subject to any specialty or national professional accreditation, as ABET accreditation is optional for BS CS programs.

The BS CS program is accredited by WASC Senior College and University Commission (WSCUC) and has been accredited from 1987 to present.

j. **Admission criteria and prerequisite coursework:**

The following criteria must be met for a student to be admitted to the Master of Science in Computer Science program:

1. An earned bachelor’s degree from an accredited institution.
2. Minimum coursework equivalent to CMPS 2010 (Programming I), CMPS 2020 (Programming II), CMPS 2120 (Discrete Structures), CMPS 2240 (Comp. Arch. I: Assembly), MATH 2510 (Calculus I), and MATH 2520 (Calculus II) is required to be considered for admission in the program. Additional upper-division coursework is required to be admitted at Classified Graduate Student status, as detailed in that section.
3. An undergraduate GPA of at least 3.0 in the last 60 semester units or 90 quarter units of course work is required for Classified Graduate Student status. The Program Committee may admit students with at least a 2.5 GPA, but less than a 3.0 GPA, at Conditional Graduate Student status on a case-by-case basis.
4. Submission of three letters of recommendation, including EEGO reference forms.
5. Submission of a personal statement and curriculum vitae/resume.
6. Formal decision by the Program Committee to accept the student into the graduate program. The decision will be based on a formal application procedure, which includes evaluation of coursework, GPA, letters of recommendation, personal statement, curriculum vitae, and other application materials that may be required by the Committee and/or offered by the student.

Applicants whose bachelor’s degree is not yet awarded at the time of application may be admitted as a Conditionally Classified Graduate Student. Proof of degree completion must be submitted to the Program Committee prior to beginning the MS Computer Science program.

In addition to meeting the above requirements for admission, all graduate applicants, regardless of citizenship, whose preparatory education is principally in a language other than English must demonstrate competence in English, both in spoken and written forms. The minimum score on the Test of English as a Foreign Language (TOEFL) required for admissions is a score of 550 or higher (or 79 on the Internet-based TOEFL exam). Documentation must be provided in original form by the testing institution.

k. **Criteria for continuation as a graduate student in the program:**

**Time Limits**

Time limits have been set for completion of requirements at each level of status. For students admitted as Conditionally Classified Graduate Students, advancement to Classified Graduate Student status must be accomplished in the timeframe specified in the admissions letter. Advancement to Candidate status must be accomplished within three calendar years of achieving
Classified Graduate Student status. The three-year limit may be extended upon approved petition to the Program Committee. All requirements, and graduation, must be completed within five calendar years of admission to the program. The five-year limit may be extended upon approved petition to the Program Committee.

**Classified Graduate Student**

Acceptance as a Classified Graduate Student indicates that space is available in the program for the student and that the student has met the minimum academic preparation requirements for the program, as follows:

1. An earned baccalaureate degree from an accredited institution.
2. Computer science coursework equivalent to: CMPS 3120 (Algorithm Analysis), CMPS 3240 (Comp. Arch. II: Organization), CMPS 3350 (Software Engineering), CMPS 3500 (Programming Languages), CMPS 3600 (Operating Systems), CMPS 3620 (Computer Networking), and MATH 3200 (Probability Theory).
3. An undergraduate GPA of at least 3.0 in the last 60 semester units or 90 quarter units of course work.

**Conditionally Classified Graduate Student**

Applicants who do not meet the requirements for Classified Graduate Student status may be provisionally admitted to the MS Computer Science program as a Conditionally Classified Graduate Student if, in the judgement of the Program Committee, the applicant has potential to successfully complete all remaining requirements for Classified Graduate status within a reasonable timeframe. The remaining requirements and the timeframe will be determined by the Program Committee and will be specified in the admissions letter. Upon successful completion of all requirements (or approved substitutions for remaining coursework), the student can apply for full acceptance to the program as a Classified Graduate Student. Failure to satisfactorily complete all requirements within the specified timeframe will result in dismissal from the program.

Note: Conditionally Classified Graduate Students may not enroll in more than 10 semester units of coursework for graduate credit prior to advancing to Classified Graduate Student status. Conditionally Classified Graduate Students are also not allowed to enroll in any 6000-level courses.

**Advancement to Candidate Status**

Advancement to Candidate status indicates that the student has completed at least 20 semester units (30 quarter units) within the student’s approved Plan of Study and that there is a reasonable expectation that the student will complete all remaining degree requirements within one calendar year. Students will be advanced to Candidate status when they have met the following criteria:

1. Completion of all requirements for Classified Graduate Student status.
2. Approval of the student's Plan of Study by the Graduate Program Director.
3. Completion of at least 20 semester units (30 quarter units) towards the Master of Science in Computer Science degree with a graduate GPA of at least 3.0 and grades of “B-” or better in all graded courses on the approved Plan of Study.
4. Approval of the capstone option selected by the student:
   a. Thesis option: Approval of the student’s Thesis research topic by the student’s Thesis Committee and the Graduate Program Director.
b. Project option: Approval of the student’s Project by the student’s Project Committee and the Graduate Program Director.

5. Certification by the student’s Thesis or Project Advisor that the student will satisfactorily complete their capstone option within one calendar year.

1. Undergraduate articulation with community colleges: Not applicable to graduate programs.

m. Advising roadmap:

All students will be expected to develop a Plan of Study in consultation with their assigned Program Advisor. The Graduate Program Director is responsible for approving each student’s Plan of Study after it has been developed by the student and their Program Advisor. There must be an approved Plan of Study on record with the program as a condition of graduation.

The following roadmaps for Thesis and Project Options have been developed to allow students to graduate in four terms, and to also provide personal flexibility so students can tailor their Plan of Study to their desired career objectives.

**Thesis Option Roadmap:**

<table>
<thead>
<tr>
<th>Term 1 (9 units)</th>
<th>Term 2 (9 units)</th>
<th>Term 3 (6 units)</th>
<th>Term 4 (6 units)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMPS 5000 (1)</td>
<td>CMPS 5000 (1)</td>
<td>CMPS 6910 (3)</td>
<td>CMPS 6910 (2)</td>
</tr>
<tr>
<td>CMPS 5010 or 5100 (2)*</td>
<td>CMPS 5010 or 5100 (2)*</td>
<td>Elective (3)</td>
<td>CMPS 6920 (1)</td>
</tr>
<tr>
<td>CMPS 5120 (3)</td>
<td>Select one core course (3)</td>
<td>Elective (3)</td>
<td>Elective (3)</td>
</tr>
<tr>
<td>Select one core course (3)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Choice of CMPS 5010 or 5100 in first two terms depends on entry term.

The two selected core courses in Terms 1 and 2 can be swapped with any of the elective courses in Terms 3 and 4 if the student wishes to take a core course offered during later terms.

Thesis Option students can also choose to take two elective courses in Term 3 and no elective courses in Term 4, bringing Term 3 up to 9 units and reducing Term 4 to 3 units.

The options selected by the student, including any of the above changes to the roadmap for that particular student, will be noted on the student’s Plan of Study.

**Project Option Roadmap:**

<table>
<thead>
<tr>
<th>Term 1 (9 units)</th>
<th>Term 2 (9 units)</th>
<th>Term 3 (8 units)</th>
<th>Term 4 (4 units)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMPS 5000 (1)</td>
<td>CMPS 5000 (1)</td>
<td>CMPS 6950 (2)</td>
<td>CMPS 6960 (1)</td>
</tr>
<tr>
<td>CMPS 5010 or 5100 (2)*</td>
<td>CMPS 5010 or 5100 (2)*</td>
<td>Elective (3)</td>
<td>Elective (3)</td>
</tr>
<tr>
<td>CMPS 5120 (3)</td>
<td>Select one core course (3)</td>
<td>Elective (3)</td>
<td>Elective (3)</td>
</tr>
<tr>
<td>Select one core course (3)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Choice of CMPS 5010 or 5100 in first two terms depends on entry term.

The two selected core courses in Terms 1 and 2 can be swapped with any of the elective courses in Terms 3 and 4 if the student wishes to take a core course offered during later terms.

Project Option students can also choose to take two elective courses in Term 4 and one elective course in Term 3, bringing Term 4 up to 7 units and reducing Term 3 to 5 units.
The options selected by the student, including any of the above changes to the roadmap for that particular student, will be noted on the student’s Plan of Study.

n. Accreditation process and timeline: No specialized accreditation is required for this program. The WASC Senior College and University Commission Substantive Change Screening Form will be submitted in Spring 2020. If a full Substantive Change Review is required, that will be submitted by no later than November 2020 to provide adequate time for review.

5. Societal and Public Need for the Proposed Degree Major Program

a. List of other CSUs and any neighboring institutions offering the proposed program:

To the best of our knowledge, the following CSUs offer a Master of Science in Computer Science (their driving distance from CSUB is also noted):

1. California State University Channel Islands (118 mi)
2. California State University, Chico (371 mi)
3. California State University, Dominguez Hills (129 mi)
4. California State University, East Bay (256 mi)
5. California State University, Fresno (117 mi)
6. California State University, Fullerton (150 mi)
7. California State University Long Beach (137 mi)
8. California State University, Los Angeles (115 mi)
9. California State University, Northridge (95 mi)
10. California State Polytechnic University, Pomona (138 mi)
11. California State University, Sacramento (279 mi)
12. California State University, San Bernardino (161 mi)
13. San Diego State University (232 mi)
14. San Francisco State University (283 mi)
15. San José State University (236 mi)
16. California Polytechnic State University, San Luis Obispo (132 mi)
17. California State University San Marcos (210 mi)

There are numerous external public and private institutions in California offering a similar degree. The three nearest campuses and their driving distances from CSUB are:

18. University of California, Los Angeles, a public research institution in Los Angeles, CA (106 mi)
19. Loyola Marymount University, a private research university in Los Angeles, CA (115 mi)
20. University of Southern California, a private research institution in Los Angeles, CA (122 mi)

b. Differences between proposed program and those listed in Section 5.a:

Due to the high number of other CSU campuses also offering a Master of Science in Computer Science, the following comparison table is with the three closest CSU campuses. Courses unique to the proposed program are highlighted in blue:

<table>
<thead>
<tr>
<th>Courses</th>
<th>Proposed</th>
<th>Northridge</th>
<th>Los Angeles</th>
<th>Fresno</th>
</tr>
</thead>
<tbody>
<tr>
<td>Colloquium</td>
<td>Required</td>
<td></td>
<td></td>
<td>Required</td>
</tr>
<tr>
<td>Current Topics</td>
<td>Required</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research/Ethics</td>
<td>Required</td>
<td></td>
<td></td>
<td>Required</td>
</tr>
<tr>
<td>Algorithms</td>
<td>Required</td>
<td>Select Three</td>
<td>Select Three</td>
<td>Required</td>
</tr>
<tr>
<td>--------------------</td>
<td>----------</td>
<td>--------------</td>
<td>--------------</td>
<td>----------</td>
</tr>
<tr>
<td>Architecture</td>
<td>Select Two</td>
<td>Select Three</td>
<td>Select Three</td>
<td>Required</td>
</tr>
<tr>
<td>Software Eng.</td>
<td>Select Two</td>
<td>Select Three</td>
<td>Select Three</td>
<td>Elective</td>
</tr>
<tr>
<td>Prog. Language</td>
<td>Select Two</td>
<td>Select Three</td>
<td>Elective</td>
<td>Required</td>
</tr>
<tr>
<td>Operating Sys.</td>
<td>Select Two</td>
<td>Elective</td>
<td>Elective</td>
<td>Elective</td>
</tr>
<tr>
<td>Distrib. Comp.</td>
<td>Select Two</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comp. Theory</td>
<td>Select Three</td>
<td>Elective</td>
<td>Elective</td>
<td>Elective</td>
</tr>
<tr>
<td>Comp. Network</td>
<td></td>
<td></td>
<td>Select Three</td>
<td></td>
</tr>
<tr>
<td>Web Program.</td>
<td>Elective</td>
<td>Select Three</td>
<td>Elective</td>
<td></td>
</tr>
<tr>
<td>Functional Prog.</td>
<td></td>
<td></td>
<td>Select Three</td>
<td></td>
</tr>
<tr>
<td>Capstone</td>
<td>Thesis or Project</td>
<td>Thesis or Project</td>
<td>Thesis, Project, or Exam</td>
<td>Thesis, Project, or Exam</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Data Mining</td>
<td>Machine Learn.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Hardware Sec.</td>
<td>Reverse Eng.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>SE Architecture</td>
<td>System Analysis</td>
<td>Networking</td>
<td>SE Development</td>
</tr>
</tbody>
</table>

Note: Courses at the three comparison campuses that are not offered in the proposed program are only listed if they are a core at one campus or an elective at two or more campuses.

Our core computing coursework is similar to the other CSUs, with modifications to fit the strengths of CSUB’s faculty members and local industry needs. We have also included distributed computation in the core, as this is a new knowledge area added to the Association for Computing Machinery (ACM) Computer Science 2013 Body of Knowledge. Older CSU programs may not have adapted their curriculum to these new guidelines. CSUB was also the first BS CS program in the CSU to add this area to their undergraduate core curriculum.

Also, while not universally common across the other CSUs, the inclusion of a research methodologies and professional ethics course in the proposed program is critical to training the next generation of researchers, professionals, and academics to be fully cognizant of the impact of computing and computing solutions on individuals and society. Even students who choose the Project option need to be familiar with the societal implications of computing and how to remain current within the profession, so this course is required for all students. Similarly, the current topics course provides necessary exposure to the breadth of active research topics in computing, which is a critical foundation for all MS CS students, regardless of their capstone pathway.

The proposed program was compared to all other CSU campuses and **significantly different** than these other programs in the following areas:

1. **The proposed breadth/specialization in theory of distributed and parallel computation is unique:** There are two CSU campuses that share a specialization/breadth area in distributed
and parallel systems: California State University, Dominguez Hills and California State University, Fullerton. Their curriculum is summarized as follows:

<table>
<thead>
<tr>
<th>California State University, Dominguez Hills</th>
<th>California State University, Fullerton</th>
<th>Proposed Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSC 531 Comp. Arch.</td>
<td>CPSC 531 Advanced Database Management</td>
<td>CMPS 5150 Parallel Algorithms</td>
</tr>
<tr>
<td>CSC 551 Data Comm. and Computer Networks</td>
<td>CPSC 558 Advanced Computer Networks</td>
<td>CMPS 5640 Graduate Distributed Computation</td>
</tr>
<tr>
<td>CSC 552 Distrib. Computing and Parallel Processing</td>
<td></td>
<td></td>
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<tr>
<td>CSC 555 Info. Assurance and Network Security</td>
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</table>

Dominguez Hills has a concentration in Distributed Systems Networking (DSN). CSC 551 and CSC 555 are courses on computer networks and network security. Our program focuses its breadth area strictly on distributed and parallel computing. CSC 531 would cover parallel hardware considerations (such as shared memory) as part of a greater survey in computer architecture. Our course CMPS 5150 goes into parallel algorithms/theory in depth. CSC 541 may cover message passing and system management over multiple nodes but not to the depth it will be discussed in the proposed programs CMPS 5640. We will cover distributed and parallel processing in much greater depth. Indeed, only one course (CSC 552) overlaps with the proposed curriculum.

Fullerton also offers a specialization/breadth area in Distributed Systems. CPSC 531, CPSC 551 and CPSC 558 may cover some distributed topics and does not cover the same topics as our proposed CMPS 5640. California State University, Fullerton does not have a course strictly on parallel and distributed computing.

Thus, we will be the first CSU campus to offer a rigorous, theoretical specialization/breadth area in distributed and parallel computation/algorithms. We will offer CMPS 5150 Parallel Algorithms, CMPS 5160 Distributed Learning and Optimization, and CMPS 5640 Graduate Distributed Computation. The proposed program intends to offer greater depth given its growing importance to the field of computer science. There is a growing trend for businesses to outsource its data centers to companies such as Amazon (Amazon Web Services) and Microsoft (Azure). A central theme of this drive is the scalability of applications across multiple servers, which must use distributed and parallel algorithms.

2. **No other campus currently offers a course in distributed machine learning:** Following the previous motivation that businesses are increasingly using the cloud and remote data centers, most of these applications rely on machine learning algorithms to provide their services (also mentioned as deep learning, artificial intelligence, big data and data science in the media). The course CMPS 5160 Distributed Learning and Optimization is the intersection of data science and distributed computation. **It will be the first of its kind in the CSU.**

3. **Existing programs do not cover computer and network security in depth:** Ten campuses offer an elective in computer and network security, or cryptography. However, at most campuses, only a single class is offered in cybersecurity or cybersecurity concepts are bundled into a more general course on computer networks. Cybersecurity is a growing concern in society...
and California has a need for trained cybersecurity professionals. The proposed program offers several specialized graduate-level electives that focus on current topics in cybersecurity. CMPS 5270 Hardware Security provides a foundation in a growing area of concern: hardware-level vulnerabilities such as Spectre and Meltdown, which cannot fully be handled by patching code and microcode. CMPS 5510 Reverse Engineering will provide critical skills for understanding and mitigating exploit code “in the wild”, which is a highly prized skill in both industry and security research. CMPS 5650 Operations Security focuses on protecting critical infrastructure and data.

c. **Other curricula offered by the campus that are closely related to proposed program:**

None. There is no graduate-level computer science curriculum currently offered at CSUB.

d. **Community participation in planning process:**

An environmental scan for the MS CS program was conducted by UPCEA Center for Research and Marketing Strategy in 2016. To prepare this report, job postings and projections in Kern County, the primary county in CSUB’s service region, and in California were analyzed. See Appendix H for the complete environmental scan report.

Informal discussions were held with employers in the area. In addition to their general computing professional needs, they expressed a need for specialized training for data analysts and cybersecurity professionals, which aligns to the proposed elective areas.

Alumni from the program were also asked to participate in an interest survey. Those results are presented in Section 6.a.

e. **Applicable workforce demand projections and other relevant data:**

An environmental scan for the MS CS program was conducted by UPCEA Center for Research and Marketing Strategy in 2016. According to that report, the top three industries employing computing professionals in Kern County are school districts (elementary and secondary), the federal government, and corporate/subsidiary/regional offices, with a combined projected growth of 2.6k jobs by 2025 (7%). The top three industries in California are custom computer programming services, computer system design services, and software publishers, with a combined projected growth of 90k jobs by 2025 (27%).

The report also analyzed growth in specific computer occupation fields, based on data from the Department of Labor, Bureau of Labor Statistics. In Kern County, the three fields with the highest projected growth are information security/cybersecurity analysts (38%), application software developers (28%), and computer network architects (28%). In California, the top three fields are information security/cybersecurity analysts (36%), application software developers (24%), and computer systems analysts (22%).

In addition to growth in these specific occupation fields, the report also noted research and technology trends in big data, data analytics, machine learning, cloud computing (distributed computation), and cybersecurity, which aligns with the proposed elective areas.

See Appendix H for the complete environmental scan report.
6. Student Demand
   a. Compelling evidence of student interest in program:

   In addition to the environmental scan from UPCEA, the CEE/CS Department conducted a survey of current students and alumni in Fall 2019. The survey was posted on the department website and sent out to the department student email list (which includes alumni who have graduated within the past two years). Some faculty members also announced the survey to their courses.

   Overall, 85 current students and 18 alumni completed the survey. Slightly under 80% of the respondents were from calculus-based programs that would meet the criteria for admissions to the MS CS program.

   Student interest in the program is high, with 55% of the alumni and 72% of the current students expressing that they are interested or very interested in the MS CS program, as shown in the following figure:

   ![Interest in MS CS Program](image1)

   For both alumni and current students, data science / artificial intelligence / machine learning was the most popular elective area, with cybersecurity and parallel / distributed computation also having strong interest, as shown in the following figure:

   ![Preferred Elective Area(s)](image2)

   Primary factors affecting students’ decisions to enroll in the MS CS program would be the cost of the program and when the courses are scheduled, for both alumni and current students. Slightly
more than 80% of the respondents said that they would be willing to pay $20,000 or more to complete the MS CS program.

Capstone preferences were similar between the alumni and current students, with about 70% preferring the Project option, 25% preferring the Thesis option, and 5% undecided. This input was used to determine the expected sizes for the capstone courses in Section 4.g above.

The survey also asked students about their preferred mode of instruction. Only 11% of the alumni and 15% of the current students prefer online instruction. Over 68% of the current students and 50% of the alumni prefer face-to-face mode, with the remainder preferring hybrid instruction, as shown in the following figure:

Overall, the student interest survey shows that there is strong interest in the MS CS program, and the student responses to the elective preferences, mode of instruction, and cost of the program are in line with what we have proposed for the MS CS program.

b. Diversity and access to the university:

Advertising and recruitment for the program will be primarily managed by EEGO. Program marketing will feature a two-pronged approach, targeting known or likely candidates already on the CSUB campus as well as external candidates statewide. In both scenarios, tactics may include the following (not an exhaustive list):

- Digital advertising (Facebook, Instagram, Google, LinkedIn, etc.)
- Email marketing
- Digital music / radio (Spotify)
- On-campus and / or webinar information sessions
- Industry-specific publications (professional orgs, etc.)
- Tabling events

Program overview, outcomes, course descriptions, tuition and fees, and additional information will be added to the Extended Education website. Additionally, various printed collateral
featuring program information may be developed to support specific audiences as marketing progresses.

Candidates who meet the minimum criteria for admission, as outlined in Appendix A: Catalog Copy, will be evaluated by a committee of at least three faculty members from the CEE/CS Department. The decision will be based on a formal application procedure, which includes evaluation of coursework, GPA, letters of recommendation, personal statement, curriculum vitae, and other application materials that may be required by the committee and/or offered by the student. The application procedure is designed to insure equitable access and consideration of all qualified candidates.

c. Number of undergraduate majors and degree production:

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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>BS CS Majors</td>
<td>273</td>
<td>287</td>
<td>302</td>
<td>309 (preliminary)</td>
</tr>
<tr>
<td>(Headcount)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BS CS Degrees</td>
<td>26</td>
<td>49</td>
<td>51</td>
<td></td>
</tr>
<tr>
<td>Awarded</td>
<td></td>
<td></td>
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<td></td>
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</thead>
<tbody>
<tr>
<td>Fall: 12 awarded</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring: 56 applications</td>
<td></td>
<td></td>
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</tbody>
</table>

d. Professional uses of proposed degree program:

Graduates from the proposed program will be well-suited for a variety of computing jobs in academia, government, and industry, as well as to continue on to Ph.D. programs in Computer Science. All graduates would be suited to jobs in computing research, software development, computer programming, computer systems analysis, and generalized computing jobs, given the skills they will obtain from the program.

Graduates who choose electives in the data science / artificial intelligence / machine learning area will be suited for jobs such as data scientist, data analyst, data architect, big data engineer, artificial intelligence engineer, machine learning engineer, and other jobs in this fast-growing field. Graduates who choose electives in the cybersecurity area will be suited for jobs such as information security analyst, security engineer, security architect, SecOps engineer, DevSecOps engineer, database/network/system administrator, and other jobs in cybersecurity. Graduates who choose electives in the parallel / distributed computation area will be suited for jobs such as cloud architect, cloud engineer, high performance computing data scientist, high performance computing engineer, parallel computing engineer, and other jobs within the field.

Within CSUB’s service region, there is employer demand specifically for cybersecurity professionals and data analysts. Additionally, the community colleges within the region need people with MS degrees to teach the lower-division CS courses required for the associate degree for transfer in computer science (ADT CS). The CEE/CS Department also needs more people with MS CS degrees for its own lecturer pool for the BS CS program.

And as noted in the environmental scan, California has a strong unmet need for trained computing professionals in a variety of fields. All areas listed above have job openings within California. Graduates could go on to a variety of careers ranging from designing next-generation technology for Silicon Valley companies to supporting industry needs for computing expertise.

e. Expected number of majors and graduates:

The program has been designed around a cohort model where 20 students are admitted in the Fall semester (17 are retained in future semesters) and 15 students are admitted in the Summer
semester (12 retained in future semesters). The program has also been designed to be completed in four semesters by someone attending full-time, as noted in the advising roadmaps in Section 4.m. The expected active cohorts for each semester in the first three years are detailed above in Section 4.g. A summary of the expected enrollments in the first, third, and fifth year follows:

<table>
<thead>
<tr>
<th>Enrollments</th>
<th>Year 1</th>
<th>Year 3</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continuing Students from Previous Year</td>
<td>---</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>Students Entering in Fall</td>
<td>20</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>Total Students Enrolled in Fall</td>
<td>20</td>
<td>49</td>
<td>49</td>
</tr>
<tr>
<td>Total Students Enrolled in Spring</td>
<td>17</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>Students Entering in Summer</td>
<td>15</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>Total Students Enrolled in Summer</td>
<td>32</td>
<td>44</td>
<td>44</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Graduates</th>
<th>Year 1</th>
<th>Year 3</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expected Graduates in Fall</td>
<td>--</td>
<td>17</td>
<td>17</td>
</tr>
<tr>
<td>Expected Graduates in Summer</td>
<td>--</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>Total Expected Graduates for Year</td>
<td>--</td>
<td>29</td>
<td>29</td>
</tr>
</tbody>
</table>

7. Existing Support Resources for the Proposed Degree Major Program

a. List of faculty members who would teach in the program:

1) CEE/CS faculty with primary Computer Science responsibilities:
   - Anthony Bianchi, Assistant Professor, Ph.D. Electrical Engineering 2014, CSUB faculty since 2016, specializes in parallel / distributed computing and machine learning.
   - Alberto Cruz, Assistant Professor, Ph.D. Electrical Engineering 2014, CSUB faculty since 2014, specializes in artificial intelligence and computer architecture.
   - Melissa Danforth, Professor, Ph.D. Computer Science 2006, CSUB faculty since 2006, specializes in cybersecurity and computer science theory.
   - Kanwal Gagneja, Assistant Professor, Ph.D. Computer Science 2013, CSUB faculty since 2020, specializes in cybersecurity, cloud computing, digital forensics, and Internet of Things (IoTs).
   - Chengwei Lei, Assistant Professor, Ph.D. Computer Science 2014, CSUB faculty since 2016, specializes in data science and computer science theory.
   - Walter Morales, Part-time Lecturer, M.S. Engineering 2015, CSUB faculty since 2013, also affiliated with Mathematics Department, specializes in data science.
   - Nicholas Toothman, Assistant Professor, Ph.D. Computer Science June 2020, CSUB faculty since 2019, specializes in animation, virtual reality, and software engineering.

2) CEE/CS faculty with primary Electrical and Computer Engineering responsibilities who could teach some proposed courses and/or serve on capstone committees:
   - Mostafa Abdelrehim, Assistant Professor, Ph.D. Electronics and Communications Engineering 2015, CSUB faculty since 2020, specializes in network-on-chips and thermal and power modeling of many-core computer architectures.
• Marcia Golmohamadi, Assistant Professor, Ph.D. Electrical Engineering 2019, CSUB faculty since 2020, specializes in communication systems, antenna design, signal processing, and machine learning.
• Saeed Jafarzadeh, Associate Professor, Ph.D. Electrical Engineering 2012, CSUB faculty since 2012, specializes in machine learning for power grid control algorithms.
• Wei Li, Professor, Ph.D. Electrical and Computer Engineering 1991, CSUB faculty since 2001, specializes in robotics and control systems.
• Weiguo Luo, Part-time Lecturer, Ph.D. Civil Engineering 2005, CSUB faculty since 2016, specializes in sensor networks and automation.
• Amin Malek Mohammadi, Assistant Professor, Ph.D. Electronics and Computer Systems Engineering – Optical Fiber Communication Systems focus 2009, CSUB faculty since 2020, specializes in optical communication, signal processing, and photonic chip-scale integrated circuits and systems.
• Ehsan Reihani, Assistant Professor, Ph.D. Mechanical Engineering – Electrical Engineering focus 2015, CSUB faculty since 2016, specializes in power grid control.

b. Facilities used in support of the program:

The Science III building at the CSUB main campus is the primary home of the CEE/CS Department. All faculty and staff member offices, most department teaching classrooms, and the department research laboratories are located in the Science III building. The CEE/CS Department also shares one teaching room with the Physics and Engineering Department in the Engineering Modular Complex, primarily for engineering courses.

The following rooms are department-controlled spaces in Science III that will be used for both the existing undergraduate BS CS program and the proposed MS CS program:

<table>
<thead>
<tr>
<th>Room</th>
<th>Type</th>
<th>Description</th>
</tr>
</thead>
</table>
| Sci. III 324 794 sq. ft. | Student Support | CEE/CS Tutoring Center
Weekday tutoring services for lower-division courses.
Computers are also available for students to use in any
CEE/CS course and have all the teaching lab software. |
| Sci. III 341 303 sq. ft. | Student Support | CEE/CS Major Study Room
This room contains a library of technology books, three
computers, whiteboards, and multiple study tables. It is open
for study groups, projects, and other student activities. |
| Sci. III 314 301 sq. ft. | Research Lab / Infrastructure Support | Isolated Network and ITS Network Rack
Used for cybersecurity research projects and coursework.
Half of the room is blocked off via a wire partition for ITS
use and is not available for student use. |
| Sci. III 328 612 sq. ft. | Research Lab | Computer Perception Lab
Shared research space for multiple faculty members on both
the CS and engineering sides of the department. Primarily
used for software-based/simulation research. |
| Sci. III 240 972 sq. ft. | Teaching Lab | General teaching computer lab with 35 Linux/Windows
dual-boot computers. Primarily used by the CS side of the
department. |
<table>
<thead>
<tr>
<th>Lab Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sci. III 311 1020 sq. ft.</td>
<td>Teaching Lab</td>
</tr>
<tr>
<td>Sci. III 315 1011 sq. ft.</td>
<td>Teaching Lab</td>
</tr>
</tbody>
</table>

The department has additional research and teaching laboratories for the engineering side of the department, but we do not anticipate using that space for the MS CS program.

The undergraduate programs would have priority use of all department-controlled space, since they are stateside programs. The MS CS courses would only be scheduled in the teaching labs after all need for the undergraduate programs is met, or at times when the undergraduate courses are not scheduled (e.g. weekends). MS CS students using the research labs and student support spaces would share that space with undergraduate students.

c. Electronic and physical library resources:

The following statement was provided by Ying Zhong, the CSUB librarian for NSME departments, including the CEE/CS Department:

At CSUB, the Walter W. Stiern Library opened in 1994 and is the largest building on the California State University, Bakersfield campus. The 150,000 square-foot building houses nearly half a million volumes and provides electronic access to more than 30,000 periodical titles via its hundreds of computer terminals. The Library is managed and operated by 23 staff members and faculty librarians. The Library also maintains a branch library at the CSUB Antelope Valley campus in Lancaster.

On the main floor, students can check out books, laptop computers and IPads, obtain research help from a librarian at the reference desk, borrow reserve materials, or use the reference computers to access resources. The Library’s users check out more than 70,000 items per year on average. The Resource Sharing Department, which performs more than 15,000 borrowing and lending transactions per year, is located on the first floor, as are the reference, California History, Multicultural, First Year Experience and law collections.

The 2nd floor contains the library’s extensive collection of print periodicals. The newest addition to the Walter W. Stiern Library on this floor is Fab Lab Annex, a digital fabrication lab. Students will be able to use 3D printers and vinyl cutters, with trained staff to help them as needed. The 3rd and 4th floors house the main book collection. Computer Science books are located on the 4th floor. Texts related to general Computer Science number 2818 in-print books and 941 in-print journals. Texts related to Computer Science number 25972 eBooks and 865 Electronic journals. This circulation collection is the largest academic book collection in the southern San Joaquin Valley. Group and individual study rooms are also found on these floors.

Eight full time Librarians, all of whom hold advanced degrees in library science, on average, answer more than 500 reference questions per week at the reference desk. They also provide online reference assistance through the 24-hour Question Point service and offer in-depth help to
students through the Individual Research Assistance Program. There is a tenured Associate Librarian assigned to the Computer Science subject area. Services provided by the Librarian include consultation to students and faculty, both in-person and online, and orientation programs.

The Stiern Library homepage serves as the information portal for most library research. From the homepage, CSUB users can connect to eBooks, research databases and reference resources. All these resources can be accessed off campus by CSUB students and faculty. Users may access a huge electronic collection of computer books via Safari, Ebrary, and EBSCOhost eBook collection. Periodical Databases, such as EBSCOhost, ScienceDirect, IEEE Xplore Digital Library, ACM Digital Library, are a few of the periodical databases CSUB students have access to. These databases cover a wide spectrum of computer science areas and provide citations up to full text articles.

In June 2017, The Walter W. Stiern Library is implementing a shared library system known as CSU+ that will allow all 23 CSU libraries to manage hundreds of millions of books and articles and easily share resources with one another.

d. **Academic technology, equipment, and other specialized materials:**

The CEE/CS Department operates its own server room with multiple server racks. CSUB’s Information Technology Services (ITS) maintains the networking equipment up to the server room switch and provides two gigabit fiber connections to the server room switch. CEE/CS maintains all the server rack equipment. Each server rack is equipped with UPSs and PDUs for power reliability and distribution. There is also a tape library for backup services. The server racks currently house three teaching servers, two research servers, three legacy servers, and three research servers for other departments. There is sufficient infrastructure to add more research and teaching servers in the future.

The CEE/CS Department also maintains an isolated network, which is not connected to the Internet or campus network, for cybersecurity teaching and research. The isolated network has UPSs and PDUs for power reliability and distribution, as well as a tape library for backups. There is a VMware server, backup server, management server, GPU workstation, and seven Dell PC workstations in the isolated network.

For software resources, the CEE/CS Department is part of the VMware Academic Program (VMAP) and Microsoft Azure for Education program, which provides educational-use software licenses to faculty members and students. The department also has a MATLAB and Simulink license with toolboxes for bioinformatics, communications, computer vision, control system, curve fitting, data acquisition, digital signal processing, embedded coder, fixed-point, fuzzy logic, global optimization, HDL coder, HDL verifier, image acquisition, image processing, instrument control, MATLAB coder, MATLAB compiler, MATLAB compiler SDK, neural network, optimization, partial differential equation, signal processing, Simscape, Simscape power, Simulink coder, statistics and machine learning, symbolic math, and wavelet.

Through school-level and campus-level software license agreements, there is also access to National Instruments LabVIEW and Multisim, Autodesk products, SOLIDWORKS, Microsoft Office365, Minitab, and SPSS. Some of these programs may have a small educational fee required for use on personal devices.
8. Additional Support Resources Required

a. Additional faculty or staff:

No additional faculty or staff are needed. The CEE/CS Department already has sufficient staff for maintaining the department equipment and facilities. EEGO has sufficient support staff for managing the self-support program. The CEE/CS Department also has sufficient faculty to offer all courses and mentor the capstone students in the MS CS program.

As noted in Section 7.a on page 21, the CEE/CS Department has eight CS faculty members and seven ECE faculty members who are qualified to teach in the program. This includes seven tenured/tenure-track CS faculty members and six tenured/tenure-track ECE faculty members.

To minimize burn-out of faculty members, CEE/CS has negotiated a time replacement option for full-time faculty members with EEGO, where faculty members teaching graduate courses can opt to buy out their stateside time using the standard CSUB replacement rate rather than teaching for overload pay. This option has been accounted for in the self-support budget in Appendix D. This would not negatively impact stateside teaching for undergraduate students, as the graduate students could be hired as laboratory teaching assistants during their MS CS program to reduce the stateside teaching load for current faculty members. Additionally, alumni of the MS CS program who stay in the region would be qualified to teach as part-time instructors for the undergraduate program.

If every CS faculty member teaches 3 WTUs of regular graduate courses per year and slightly more than half of the ECE faculty members also agree to teach 3 WTUs of graduate courses (either for overload pay or using the time replacement option), we could offer up to 36 WTUs with our current faculty members. Our planned course offerings, as described in Section 4.g on page 8, has 30 WTUs of regular courses in the first year and 36 WTUs of regular courses per year after the initial year, so we have sufficient faculty to offer the regular courses for the MS CS program.

Capstone courses will primarily operate through individual study (either for overload pay or using the time replacement option). As noted in the planned course offerings, after the initial two years, each year we have an enrollment expectation of 14 unique thesis students (5 continuing work began in the prior year) and 32 unique project students (12 continuing work began in the prior year). If only the tenure-track CS faculty members supervised the capstone students, this would translate to an expectation of each faculty member supervising 2 thesis students and 4 project students per year. However, the tenure-track ECE faculty members and the lecturers with terminal degrees would also be eligible to be capstone instructors. If each ECE faculty member and lecturer supervised 1-2 students, this would reduce the number of capstone students each CS faculty member is expected to supervise each year to around 4 students.

For the above reasons, we will not need additional faculty members to offer the program.

b. Additional lecture or laboratory space:

No additional lecture or laboratory space is needed. Our planned course offerings, as described in Section 4.g on page 8, have up to 12 lecture units of regular courses per term which would need classrooms. This translates to 10 hours per week of meeting time for the graduate courses. We do not offer undergraduate classes on weekends, so any of the classrooms described in Section 7.b on page 22 would be available on weekends for the graduate courses. There are also sufficient
unused time blocks in those classrooms during weekdays, particularly in the late evenings, to offer the graduate courses. Weekends and evenings would also work best for any graduate students who have full-time jobs. The capstone courses will operate as individual study courses and will use the 25Live event reservation system at CSUB to find a room when it is needed for presenting the final project or for oral defense of the thesis.

c. Additional library resources:

No additional library resources are needed. As noted in Librarian Ying Zhong’s report in Section 7.c on page 23, CSUB already has access to the ACM Digital Library, IEEE Xplore Digital Library, EBSCOhost, SpringerLink, and Elsevier Science Direct. These resources, along with the other physical and electronic resources already provided at CSUB and CSUB’s existing interlibrary loan agreements, cover the vast majority of the publication venues in Computer Science. These existing resources will be sufficient to support the MS CS program.

d. Additional academic technology, equipment, or specialized materials:

Given the size of our undergraduate program, sharing our existing server resources between the undergraduate and graduate students would place an undue strain upon the existing servers, particularly the servers with GPU computing functionality which are already heavily used by the current undergraduate students. CSUB has received a U.S. Department of Education Title V, Part B HSI grant, award number P031M190029, to support multiple graduate programs at CSUB, including the MS CS program. This grant includes slightly over $66k in funding to purchase a dedicated GPU compute server and a dedicated cybersecurity server for the MS CS program, as well as workstations to connect to the servers. The self-support budget in Appendix D also contains a line item (“CEE/CS Equipment Fund”) to fund replacing this equipment every five years out of the fees paid by the MS CS students.

9. Self-Support Programs

a. Confirm that the proposed program will not be offered at places or times likely to supplant or limit existing state-support programs:

As noted in Section 8.b above, we do not currently offer any stateside undergraduate courses on the weekends and we have time blocks in department classrooms in the late weekday evenings that are not being used for stateside undergraduate courses. These would be the time blocks used for the MS CS courses.

b. Explain how state-support funding is either unavailable or inappropriate:

In order to support the proposed program at the outlined enrollment levels in the stateside budget, we would need to offer 36 WTUs of regular graduate courses and to supervise of 32 graduate students in capstone courses each year. This would require at least two additional tenure-track lines, as well as another full-time lecturer position during the initial years of the tenure-track appointments to cover the collective bargaining agreement release time for new faculty members (assuming this continues in the next contract). The entire CSUB campus only had 6 growth tenure-track hires authorized in 2018/19 and 13 growth tenure-track lines authorized in 2019/20. Given the low number of growth tenure-track lines available for the entire campus, it would not be feasible to support this program on the stateside budget at this time, or in the near future.
c. Explain how at least one of the following additional criteria shall be met:

iv. For new programs, the client group for the course or program receives educational or other services at a cost beyond what could be reasonably provided within CSU Operating Funds;

As noted in Section 9.b above, the cost to staff the program would exceed the funding that could be provided by the stateside budget.

d. For self-support programs, please provide information on the per-unit cost to students and the total cost to complete the program: The per-unit cost is $650 and the total cost to complete the program is $19,500. See Appendix D for the complete self-support cost recovery budget for the first five years of the program.
Appendix A: Catalog Copy

Department of Computer and Electrical Engineering and Computer Science  
School of Natural Sciences, Mathematics, and Engineering  
Department Chair: Melissa Danforth  
Program Office: Science Building III, 317  
Telephone: (661) 654-3082  
email: ceeecs@cs.csusbak.edu  
Website: www.cs.csusbak.edu  

Program Description
The Department of Computer and Electrical Engineering and Computer Science (CEE/CS) offers a graduate program leading to a Master of Science in Computer Science degree. The program is intended to prepare students for high-tech careers in the computing industry, government agencies, academic research, or graduate studies at the doctoral level. Thesis and project options are both available in the program and the electives are designed in response to regional, state, and national needs in computing. A broad range of faculty research interests, access to modern facilities, and a strong student-faculty interaction permit the student to choose from a broad spectrum of research or project topics.

Program Objectives
The program educational objectives are to prepare graduates who:

1. Demonstrate expertise in advanced computing topics and an ability to maintain a high standard of professional competence.
2. Analyze and solve significant real world problems with contemporary computing knowledge.
3. Apply computing knowledge ethically, with an understanding of realistic constraints and for the overall benefit of a diverse society.
4. Enhance the economic well-being of their region through a combination of computing expertise, communication skills, social responsibility, leadership, and entrepreneurship.

All graduates are also expected to adhere to the Association for Computing Machinery (ACM) Code of Ethics, https://www.acm.org/code-of-ethics.

PROGRAM ADMINISTRATION

Program Committee and Graduate Program Director
The Program Committee consists of at least three faculty members from the CEE/CS Department. The Graduate Program Director is the chair of the committee. The committee is appointed following the procedures outlined in the CSUB University Handbook, in consultation with the faculty of the CEE/CS Department, the Dean of Natural Sciences, Mathematics, and Engineering (NSME) and the Dean of Extended Education and Global Outreach (EEGO).

The Program Committee makes decisions regarding student admission and classification, petitions from students in the program, curriculum development and revision, and course offerings. The Graduate Program Director is responsible for approving each student’s Plan of Study, approving changes in student status such as advancement to Candidate status, overseeing advising for students in the program, and coordinating other program administrative tasks (in consultation with the CEE/CS Department Chair). The Graduate Program Director also serves as the faculty liaison between the program and EEGO.

Advising
The Graduate Program Director is responsible for assigning a Program Advisor to each student. The Program Advisor is a member of the program faculty who can best serve the student’s needs. The Program Advisor mentors the student through the graduate program, helps the student select elective and capstone options for their Plan of Study, assists the student in identifying an appropriate Thesis or Project Advisor, and responds to concerns raised by the student. Students should meet with their Program Advisor early on in the program to develop their Plans of Study in order to facilitate timely completion of the degree.
Capstone Options
Students in the program have two options for their capstone experience: (1) a Thesis or (2) a Project. Each student will choose a capstone option in consultation with their Program Advisor, as part of their approved Plan of Study.

Students who select the Thesis option are expected to complete a research project on a significant problem, with broad scope and originality, within computer science, including appropriate background research on the selected topic. Thesis option students should identify their Thesis Advisor by the end of their second term. The Thesis Advisor will supervise the student’s research and chair the student’s Thesis Committee. Each student will have a Thesis Committee with at least three members, including the Thesis Advisor. At least two of the committee members must be faculty members within the program. The third committee member should preferably be a faculty member from outside the program, a faculty member from another institution, or a community member. Committee members from other institutions or from the community must follow campus policies for participation in the committee, as listed in the Division of Graduate Programs section of CSUB’s catalog. The Thesis Advisor will serve as the instructor of record for the CMPS 6910 and 6920 Thesis course sequence. The student’s selected research topic must be approved by the student’s Thesis Committee and the Graduate Program Director to advance to Candidate status. The student is expected to orally defend their thesis, complete all revisions required by the Thesis Committee and the Program Committee, and file their thesis with the CSUB library to satisfactorily complete CMPS 6920.

Students who select the Project option are expected to complete an innovative software or computing project of significant undertaking, including appropriate market research for the project. Project options students will have a Project Committee with at least three members, with one Project Committee member designated as the Project Advisor. The majority of the Project Committee members must be faculty members from within the program. The Project Advisor will serve as the instructor of record for the CMPS 6950 and 6960 Graduate Project course sequence. The student’s project must be approved by the student’s Project Committee and the Graduate Program Director to advance to Candidate status. The student must complete all revisions to the project and project report required by the Project Committee and the Program Committee to satisfactorily complete CMPS 6960.

For both capstone options, the Program Advisor will assist the student in identifying an appropriate Thesis or Project Advisor prior to enrollment in CMPS 6910 (Thesis) or CMPS 6950 (Project), depending on the capstone option selected. The student’s Thesis or Project Advisor will assist the student in identifying the other members of the Thesis or Project Committee.

Any thesis or project involving human subjects research, either through direct measurement or from secondary sources, must have a human subjects protocol reviewed and approved by the CSUB Institutional Review Board (IRB). Any thesis or project involving non-human animals must have their research or educational protocol reviewed and approved by the CSUB Institutional Animal Care and Use Committee (IACUC).

APPLICATION AND ADMISSIONS PROCESS

Application for the Master of Science in Computer Science
Persons seeking a Master of Science in Computer Science must apply to both the university and the MS Computer Science graduate program for admission to this specific graduate program. Students will be admitted into the program with either conditionally classified status or classified status, depending on their prior academic preparation in computer science. In order to apply to the program, students must submit their application packet to CSUB Extended Education.

Admissions Requirements for the Master of Science in Computer Science
The following criteria must be met for a student to be admitted to the Master of Science in Computer Science program:

1. An earned bachelor’s degree from an accredited institution.
2. Minimum coursework equivalent to CMPS 2010 (Programming I), CMPS 2020 (Programming II), CMPS 2120 (Discrete Structures), CMPS 2240 (Comp. Arch. I: Assembly), MATH 2510 (Calculus I), and MATH 2520 (Calculus II) is required to be considered for admission in the program. Additional upper-division coursework is required to be admitted at Classified Graduate Student status, as detailed in that section.
3. An undergraduate GPA of at least 3.0 in the last 60 semester units or 90 quarter units of course work is required for Classified Graduate Student status. The Program Committee may admit students with at least a 2.5 GPA, but less than a 3.0 GPA, at Conditional Graduate Student status on a case-by-case basis.
4. Submission of three letters of recommendation, including EEGO reference forms.
5. Submission of a personal statement and curriculum vitae/resume.
6. Formal decision by the Program Committee to accept the student into the graduate program. The decision will be based on a formal application procedure, which includes evaluation of course work, GPA, letters of recommendation, personal statement, curriculum vitae, and other application materials that may be required by the Committee and/or offered by the student.

Applicants whose bachelor’s degree is not yet awarded at the time of application may be admitted as a Conditionally Classified Graduate Student. Proof of degree completion must be submitted to the Program Committee prior to beginning the MS Computer Science program.

In addition to meeting the above requirements for admission, all graduate applicants, regardless of citizenship, whose preparatory education is principally in a language other than English must demonstrate competence in English, both in spoken and written forms. The minimum score on the Test of English as a Foreign Language (TOEFL) required for admissions is a score of 550 or higher (or 79 on the Internet-based TOEFL exam). Documentation must be provided in original form by the testing institution.

**GRADUATE STUDENT CLASSIFICATION**

**Classified Graduate Student**
Acceptance as a Classified Graduate Student indicates that space is available in the program for the student and that the student has met the minimum academic preparation requirements for the program, as follows:
1. An earned baccalaureate degree from an accredited institution.
2. Computer science coursework equivalent to: CMPS 3120 (Algorithm Analysis), CMPS 3240 (Comp. Arch. II: Organization), CMPS 3350 (Software Engineering), CMPS 3500 (Programming Languages), CMPS 3600 (Operating Systems), CMPS 3620 (Computer Networking), and MATH 3200 (Probability Theory).
3. An undergraduate GPA of at least 3.0 in the last 60 semester units or 90 quarter units of course work.

**Conditionally Classified Graduate Student**
Applicants who do not meet the requirements for Classified Graduate Student status may be provisionally admitted to the MS Computer Science program as a Conditionally Classified Graduate Student if, in the judgement of the Program Committee, the applicant has potential to successfully complete all remaining requirements for Classified Graduate status within a reasonable timeframe. The remaining requirements and the timeframe will be determined by the Program Committee and will be specified in the admissions letter. Upon successful completion of all requirements (or approved substitutions for remaining coursework), the student can apply for full acceptance to the program as a Classified Graduate Student. Failure to satisfactorily complete all requirements within the specified timeframe will result in dismissal from the program.

Note: Conditionally Classified Graduate Students may not enroll in more than 10 semester units of coursework for graduate credit prior to advancing to Classified Graduate Student status. Conditionally Classified Graduate Students are also not allowed to enroll in any 6000-level courses.

**Advancement to Candidate Status**
Advancement to Candidate status indicates that the student has completed at least 20 semester units (30 quarter units) within the student’s approved Plan of Study and that there is a reasonable expectation that the student will complete all remaining degree requirements within one calendar year. Students will be advanced to Candidate status when they have met the following criteria:
1. Completion of all requirements for Classified Graduate Student status.
2. Approval of the student's Plan of Study by the Graduate Program Director.
3. Completion of at least 20 semester units (30 quarter units) towards the Master of Science in Computer Science degree with a graduate GPA of at least 3.0 and grades of “B-” or better in all graded courses on the approved Plan of Study.
4. Approval of the capstone option selected by the student:
   a. Thesis option: Approval of the student’s Thesis research topic by the student’s Thesis Committee and the Graduate Program Director.
   b. Project option: Approval of the student’s Project by the student’s Project Committee and the Graduate Program Director.
5. Certification by the student’s Thesis or Project Advisor that the student will satisfactorily complete their capstone option within one calendar year.

PROGRAM REQUIREMENTS

Graduation Writing Assessment Requirement (GWAR)
The California State University system requires all degree candidates to demonstrate upper division writing competency before the degree can be conferred. Students who do not meet the GWAR Waivers for Graduate Students guidelines as specified in the Academic Information and Division of Graduate Programs sections of the CSUB Catalog are required to satisfy GWAR prior to the end of the first semester of the program.

Time Limits
Time limits have been set for completion of requirements at each level of status. For students admitted as Conditionally Classified Graduate Students, advancement to Classified Graduate Student status must be accomplished in the timeframe specified in the admissions letter. Advancement to Candidate status must be accomplished within three calendar years of achieving Classified Graduate Student status. The three-year limit may be extended upon approved petition to the Program Committee. All requirements, and graduation, must be completed within five calendar years of admission to the program. The five-year limit may be extended upon approved petition to the Program Committee.

Requirements for the Master of Science in Computer Science (30 total units)
1. Core Courses (15 units)
   a. CMPS 5000 Colloquium in Computer Science (2 terms at 1 unit each term)
   b. CMPS 5010 Current Topics in Computer Science (2)
   c. CMPS 5100 Research Methodologies and Professional Ethics (2)
   d. CMPS 5120 Graduate Algorithm Design and Analysis (3)
   e. A minimum of 6 units selected from the following:
      i. CMPS 5240 Graduate Computer Architecture (3)
      ii. CMPS 5350 Graduate Software Engineering (3)
      iii. CMPS 5500 Graduate Programming Languages and Compilers (3)
      iv. CMPS 5600 Graduate Operating Systems (3)
      v. CMPS 5640 Graduate Distributed Computation (3)
2. Capstone Option (3-6 units)
   a. Thesis Option (6 units)
      i. CMPS 6910 Thesis Research (5)
      ii. CMPS 6920 Thesis Defense (1)
   b. Project Option (3 units)
      i. CMPS 6950 Graduate Project I (2)
      ii. CMPS 6960 Graduate Project II (1)
3. Elective Courses (9-12 units)
   Thesis Option students need 9 elective units. Project Option students need 12 elective units.
   Electives should be chosen in consultation with the student’s Program Advisor and submitted to the Graduate Program Director for approval. Approved electives will be recorded on the student’s Plan of Study.

Electives are available in the following areas:
   a. Data Science / Artificial Intelligence / Machine Learning Courses
      i. CMPS 5420 Natural Language Processing (3)
      ii. CMPS 5450 Graduate Data Mining (3)
      iii. CMPS 5560 Machine Learning (3)
   b. Cybersecurity Courses
      i. CMPS 5270 Hardware Security (3)
      ii. CMPS 5510 Reverse Engineering (3)
iii. CMPS 5650 Operations Security (3)

c. **Parallel / Distributed Computation Courses**
   i. CMPS 5150 Parallel Algorithms (3)
   ii. CMPS 5160 Distributed Learning and Optimization (3)

d. **Individual Study / Special Topics**
   i. CMPS 5770 Special Topics in Computer Science (1-3)
   ii. CMPS 5800 Graduate Research (1-3)

*Note: Only up to 3 units of Individual Study / Special Topics may be used for elective credit.*

Units from CMPS 5240, 5350, 5500, 5600, and 5640 in excess of the 6 units needed to satisfy the Core Course requirements may also be used as elective units, with approval of the Graduate Program Director.

Up to 6 semester units of CMPS 4000-level coursework not previously used to meet baccalaureate degree requirements may be used as elective units, with approval of the Graduate Program Director.

**Graduation Requirements**

The university will confer the degree upon the fulfillment of the following requirements:

1. Completion of all required courses according to an approved Plan of Study with a GPA of 3.0 or better.
2. Completion of all graded courses on the approved Plan of Study with a grade of “B-” or better.
3. Satisfactory completion of the student’s chosen capstone option (Thesis or Project):
   a. Thesis option: Satisfactory completion of the thesis, including oral examination, any revisions required by the student’s Thesis Committee or the Program Committee, and filing the thesis with the library.
   b. Project option: Satisfactory completion of the project and project documentation, including any revisions required by the student’s Project Committee or the Program Committee.

**Graduate Course Descriptions**

**CMPS 5000 Colloquium in Computer Science (1)**

This colloquium is intended to be a speaker series on current research in computer science and related fields. The colloquium provides a forum to share research, practice methods, distribute tools/software, and discuss current topics. Speakers will include scholars from academia and practitioners from the public and private sectors. Early sessions allow incoming students to familiarize themselves with the program, to other students, staff, and faculty. Offered on a credit, no-credit basis only. Course is repeatable, but only a combined total of 2 units can be used towards the Master’s degree. Each week the colloquium will meet for 50 minutes. Prerequisite: Graduate standing.

**CMPS 5010 Current Topics in Computer Science (2)**

This course focuses on discussions of current peer-reviewed literature in computer science and related topics. The course is in the format of a journal club and emphasis will be on research articles published in the last two years. Each week students will present and lead a discussion of one or more approved peer-reviewed articles. Students will be encouraged to discuss, analyze, critique, and implement the topics in each article. Students must submit reports on their related articles. Each week lecture meets for 100 minutes. Prerequisite: Graduate standing.

**CMPS 5100 Research Methodologies and Professional Ethics (2)**

This course is designed to develop research and communication skills for graduate students. The topics covered in this course will include research processes, research methods, literature searches, literature analysis, scientific manuscripts and software licensing. The course will also focus on professional ethics related to computer science and various forms of data. There will be an emphasis on requirements and regulations for human/animal-subject testing, Institutional Review Board (IRB) approval, consent, conflicts of interest, misconduct, and authorship. Each week the course will meet for 100 minutes. Prerequisite: Graduate standing.

**CMPS 5120 Graduate Algorithm Design and Analysis (3)**

This is an advanced graduate course in the analysis of algorithms, in terms of time and space complexity for best/average/worst case execution using asymptotic notation; the application of standard algorithmic approaches,
including divide-and-conquer, greedy algorithms, dynamic programming, and graph algorithms, to algorithm design. Each week lecture meets for 150 minutes. Prerequisite: Classified graduate student status or permission of the instructor.

**CMPS 5150 Parallel Algorithms (3)**
This is an advanced graduate course in the design and analysis of algorithms for parallel systems. Theoretical topics include modeling the cost of parallel algorithms, and parallel algorithms for sorting, trees, graphs, and computational geometry. Practical topics will include data-parallelism, threads, futures, scheduling, synchronization, transactional memory and message passing. Students will design and present a project on parallel algorithms. Each week lecture meets for 150 minutes. Prerequisite: Classified graduate student status or permission of the instructor.

**CMPS 5160 Distributed Learning and Optimization (3)**
Distributed computing architectures have led to adaptation of sequential algorithms to a distributed computation domain. Computer science subfields such as machine learning and optimization benefit greatly from these distributed architectures, thus have been adapted. Topics for this class include distributed learning and optimization, graph analysis, scaling, complexity analysis and evaluation of current platforms. Each week lecture meets for 150 minutes. Prerequisite: Classified graduate student status or permission of the instructor.

**CMPS 5240 Graduate Computer Architecture (3)**
This is a graduate survey course in computer architecture for graduate students who have some experience in computer organization and design. It covers early systems, microprocessor design, instruction set architecture, control, buses, ALU, memory and multiprocessor systems. The class focuses on memory hierarchies, caching, virtual memory, ISA design considerations (RISC, CISC, VLSI RISCs), branch speculation, advanced datapaths, multithreading, coherence and consistency, and processor heterogeneity. Students will present current work in architecture. Each week lecture meets for 150 minutes. Prerequisite: Classified graduate student status or permission of the instructor.

**CMPS 5270 Hardware Security (3)**
This course will study the principles of computer systems security from the hardware perspective, especially as it crosses layers of abstraction. Students will learn about the vulnerabilities in current digital system design flow and the challenges of building secure hardware for each layer of abstraction. Cutting edge research on these challenges will be discussed and hands-on experiences with performing attacks, developing countermeasures, and implementing secure hardware building blocks will be required. By the end of the course, students will be able to reason about security in terms of adversarial models, hardware vulnerabilities, and attacks. Each week lecture meets for 150 minutes. Prerequisite: Classified graduate student status or permission of the instructor.

**CMPS 5350 Graduate Software Engineering (3)**
A study of concepts and research in the area of software engineering, with attention on modeling, design patterns, software architecture, deployment, quality assurance, and communication. Discussions will include presentations on historical and current research papers in the field with a special interest in ethical dilemmas in modern software development. A term project lets students apply and develop practical skills from the course material. Each week lecture meets for 150 minutes. Prerequisite: Classified graduate student status or permission of the instructor.

**CMPS 5420 Natural Language Processing (3)**
This is a foundational course in natural language processing (NLP) for graduate students who have some experience in artificial intelligence or machine learning. The focus of the class is end-to-end systems for classification, understanding and organization of language, and generative models for communication. Topics include machine learning for text classification, bag-of-words representation, context-free parsing, semantics and machine translation. Students will present current work in NLP. Each week lecture meets for 150 minutes. Prerequisite: Classified graduate student status or permission of the instructor.
CMPS 5450 Graduate Data Mining (3)
This course introduces concepts, principles, algorithms, techniques, performance, and applications of data mining and knowledge discovery. Topics may include data preprocessing, data visualization, data dissemination, the statistical foundations for data modeling, classification and prediction, clustering analysis, association and pattern analysis, and outlier detection. Each week lecture meets for 150 minutes. Prerequisite: Classified graduate student status or permission of the instructor.

CMPS 5500 Graduate Programming Languages and Compilers (3)
This is an advanced graduate course where students will study programming languages with an emphasis on their implementation. Topics include lexical analysis, language syntax, control structures, the binding of names, procedures, and their implementation in compilers. Students will design and present a project on related topics. Each week lecture meets for 150 minutes. Prerequisite: Classified graduate student status or permission of the instructor.

CMPS 5510 Reverse Engineering (3)
Investigation into reverse engineering techniques for both normal executables and malware. Topics include behavioral analysis of executables, static binary analysis, dynamic binary analysis, anti-analysis and evasion techniques, obfuscation, shellcode, and code injection. Hands-on activities will reinforce the theoretical concepts being discussed. Each week lecture meets for 150 minutes. Prerequisite: Classified graduate student status or permission of the instructor.

CMPS 5560 Machine Learning (3)
This course introduces concepts of machine learning with a focus of supervised learning methods. Foundational modeling of classification and regression problems will be covered. Topics include linear discriminate analysis (LDA), logistic regression, support vector machines (SVM), maximum likelihood estimation (MLE), nearest neighbor, neural networks (NN), decision trees, decision forest, AdaBoost, convolutional NN, recurrent NN. Each week lecture meets for 150 minutes. Prerequisite: Classified graduate student status or permission of the instructor.

CMPS 5600 Graduate Operating Systems (3)
This course exposes students to recent developments in operating systems research and design. Course lectures and reading assignments will be on classic and recent papers that shaped the field on a range of topics, including OS design, virtual memory management, file systems, virtualization, concurrency and synchronization, cloud systems, heterogeneity, and security. The course also exposes students to basic system-building and evaluation methodologies through programming assignments and a final project. Each week lecture meets for 150 minutes. Prerequisite: Classified graduate student status or permission of the instructor.

CMPS 5640 Graduate Distributed Computation (3)
With the growth of large-scale systems, there is an increasing need for distributed systems that can cover the load. This class will cover MapReduce, cloud computing networks, timing, fault tolerance, consistency, transaction, dataflow and peer to peer systems. This course emphasizes the evaluation of real-world systems from multiple contexts. Each week lecture meets for 150 minutes. Prerequisite: Classified graduate student status or permission of the instructor.

CMPS 5650 Operations Security (3)
This course covers the theoretical and applied aspects of operations security (OPSEC) in cyber systems to protect sensitive and/or confidential data. Topics include threat and adversarial modeling, vulnerability analysis, penetration testing, risk assessment, countermeasures, systems hardening, and other defensive operations. Each week lecture meets for 150 minutes. Prerequisite: Classified graduate student status or permission of the instructor.

CMPS 5770 Special Topics in Computer Science (1-3)
Contemporary topics at a graduate level in computer science, as announced in Schedule of Classes. May be repeated to maximum of 9 units in different topics. Prerequisite: Classified graduate student status or permission of the instructor.
CMPS 5800 Graduate Research (1-3)
Independent investigation and study of an advanced topic in computer science under direct supervision of an instructor. The graduate research course may involve either a laboratory or a theoretical problem. May be repeated for credit, but not more than 6 units. Prerequisite: Classified graduate student status or permission of the instructor.

CMPS 6910 Thesis Research (1-3)
The systematic study of a research problem of significant scope and novelty as determined by the Thesis Committee. Student will identify a problem, articulate the significance of the work, determine sources and methods for gathering data (laboratory, simulation and/or field work), experiment and analyze the data, and offer a conclusion or recommendation to the research question. Students receive training and preparation for the Thesis Defense. This is required for Master’s students who select the Thesis option for their capstone. Course is repeatable, but only a combined total of 5 units can be used towards the Master’s degree. Prerequisite: CMPS 5100, Classified graduate student status, and Approval of the instructor (Thesis Advisor).

CMPS 6920 Thesis Defense (1)
Final preparation for the Thesis Defense. This should only be taken after the Thesis demonstrates originality, critical and independent thinking, appropriate organization and format, and thorough documentation, and readiness for oral defense. Activities vary depending on topic, though all Thesis Defense classes include review and revision of the presentation by the Thesis Advisor, an oral defense and an acceptance/pass or rejection/failure decision by the Thesis Committee. This is required for Master’s students who select the Thesis option for their capstone. Offered on a credit, no-credit basis only. Students who receive the no-credit grade may repeat the course, although a subsequent rejection of Thesis Defense may result in dismissal from the program. Prerequisite: CMPS 6910, Advancement to candidacy, and Approval of the instructor (Thesis Advisor).

CMPS 6950 Graduate Project I (2)
Students will undertake a significant project within the scope of Computer Science under the supervision of a faculty member serving as Project Advisor. The project must be original, demonstrate independent thought, possess appropriate form and organization, and include a market analysis. Students must demonstrate progress with written reports and oral presentations, to be reviewed by the Project Advisor. Prerequisite: Classified graduate student status and Approval of the instructor (Project Advisor).

CMPS 6960 Graduate Project II (1)
This is a culminating experience for the Project tract students. Students will complete their project and present it to the satisfaction of the Project Committee. A written technical document (Master Project Report) that describes the project's significance, objectives, methodology and conclusion in abstract, will be reviewed by the Project Advisor and approved by the Project Committee. At the end of the course the student may publicly present the results of their project. Offered on a credit, no-credit basis only. Prerequisite: CMPS 6950, Advancement to candidacy, and Approval of the instructor (Project Advisor).

CMPS 7000 Continuous Enrollment (0)
Graduate students who have completed all of the coursework for the program except their chosen capstone option (Thesis or Project) may enroll in this special course for the purpose of maintaining continuous enrollment at CSUB while completing their capstone experience. Course is repeatable. Prerequisite: Advancement to candidacy and Approval of the Graduate Program Director.
Appendix B: Comprehensive Program Assessment Plan

The Comprehensive Program Assessment Plan begins on the next page in landscape orientation for ease of reading.
<table>
<thead>
<tr>
<th>a</th>
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<tr>
<td>ILOs</td>
<td>PLOs</td>
<td>SLOs</td>
<td>Course where each SLO is assessed</td>
<td>Assessment activity/assignment used to measure each SLO</td>
<td>Assessment tool used to measure outcome success</td>
<td>Assessment schedule – how often SLOs will be assessed</td>
<td>How data/findings will be quantitatively or qualitatively reported</td>
<td>Designated personnel to collect, analyze, and interpret student learning outcome data</td>
<td>Program data/findings dissemination schedule</td>
<td>Closing the loop strategies</td>
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<td>GP-ILO 1: Students will demonstrate broad, integrative knowledge.</td>
<td>PEO 2: Graduates who analyze and solve significant real world problems with contemporary computing knowledge.</td>
<td>SLO 1: An ability to analyze a complex computing problem, utilizing appropriate principles of computer science theory, computing, and other relevant disciplines.</td>
<td>Core: CMPS 5120</td>
<td>Embedded exam question(s) to assess all dimensions of SLO 1</td>
<td>Direct score: Target at least 70% score 80% or higher</td>
<td>Every two years on staggered basis (half of the outcomes are assessed each year)</td>
<td>Department assessment report – Report will also be recorded on Taskstream</td>
<td>Instructor and program faculty</td>
<td>Annual department assessment meeting &amp; regular department meetings</td>
<td>Strategies to address any noted deficiencies will be determined at assessment meetings based on instructor reflection and program faculty discussions.</td>
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<tr>
<td>Capstone: CMPS 6920 (Thesis) or 6960 (Project)</td>
<td>Core: CMPS 5120</td>
<td>Embedded exam question(s) to assess all dimensions of SLO 1</td>
<td>Direct score: Target at least 70% score 80% or higher</td>
<td>Every two years on staggered basis (half of the outcomes are assessed each year)</td>
<td>Department assessment report – Report will also be recorded on Taskstream</td>
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</table>
| GP-IL0 II: Students will develop specialized knowledge. | PEO 1: Graduates who demonstrate expertise in advanced computing topics and an ability to maintain a high standard of professional competence. | SLO 2: Students will develop specialized knowledge. | Selected Core: CMPS 5240, 5350, 5550, 5600, 5640 (Each student takes two courses from list) | Embedded exam question(s) to assess all dimensions of SLO 2 (Each course will have exam question(s) to assess SLO 2 that are appropriate for the specialized knowledge in the course) | Direct score: Target at least 70% score 80% or higher | Every two years on staggered basis (half of the outcomes are assessed each year) | Department assessment report – Report will also be recorded on Taskstream | Instructor and program faculty | Annual department assessment meeting & regular department meetings | Strategies to address any noted deficiencies will be determined at assessment meetings based on instructor reflection and program faculty discussions.

| SLO 4: An ability to apply computer science theory and fundamentals to evaluate and produce computing-based solutions. | Core: CMPS 5100 | Required assignment to assess ability to maintain professional competency as part of one’s professional responsibilities | Rubric: Target at least 70% Proficient (Score of 3 on 4-pt rubric) | Every two years on staggered basis (half of the outcomes are assessed each year) | Department assessment report – Report will also be recorded on Taskstream | Instructor and program faculty | Annual department assessment meeting & regular department meetings | Strategies to address any noted deficiencies will be determined at assessment meetings based on instructor reflection and program faculty discussions.
| GP-ILO III: | PEO 3: Students will practice intellectual skills such as analytic inquiry, use of information resources, engaging diverse perspectives, quantitative fluency, and communication fluency |
| SLO 4: An ability to recognize professional responsibilities and make informed judgements in computing practice based on legal and ethical principles. | Core: CMPS 5100 |
| Required assignment(s) to assess ability to recognize professional responsibilities and make informed judgements based on legal/ethical principles. | Rubric: Target at least 70% Proficient (Score of 3 on 4-pt rubric) |
| Every two years on staggered basis (half of the outcomes are assessed each year) | Department assessment report – Report will also be recorded on Taskstream |
| Instructor and program faculty | Annual department assessment meeting & regular department meetings |
| Strategies to address any noted deficiencies will be determined at assessment meetings based on instructor reflection and program faculty discussions. |

| PEO 4: Graduates who enhance the economic well-being of their region through a combination of computing expertise, communication skills, social responsibility, leadership, and entrepreneurship. | SLO 2: An ability to apply computer science theory and fundamentals to evaluate and produce computing-based solutions. | Core: CMPS 5120 |
| Embedded exam question(s) to assess SLO 2 in the context of analytic inquiry and quantitative reasoning skills | Direct score: Target at least 70% score 80% or higher |
| Every two years on staggered basis (half of the outcomes are assessed each year) | Department assessment report – Report will also be recorded on Taskstream |
| Instructor and program faculty | Annual department assessment meeting & regular department meetings |
| Strategies to address any noted deficiencies will be determined at assessment meetings based on instructor reflection and program faculty discussions. |

<p>| SLO 3: An ability to communicate effectively in a variety of professional contexts. | Required presentation to assess oral communication fluency |
| Core: CMPS 5010 | Rubric: Target at least 70% Proficient (Score of 3 on 4-pt rubric) |
| Every two years on staggered basis (half of the outcomes are assessed each year) | Department assessment report – Report will also be recorded on Taskstream |
| Instructor and program faculty | Annual department assessment meeting &amp; regular department meetings |
| Strategies to address any noted deficiencies will be determined at assessment meetings based on instructor reflection and program faculty discussions. |</p>
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<tr>
<th>GP-ILO IV: Students will conduct applied learning.</th>
<th>PEO 2: Graduates who analyze and solve significant real world problems with contemporary computing knowledge.</th>
<th>SLO 2: An ability to apply computer science theory and fundamentals to evaluate and produce computing-based solutions.</th>
<th>Capstone: CMPS 6920 (Thesis) or 6960 (Project)</th>
<th>Thesis or Project Report to assess written communication fluency</th>
<th>Rubric: Target at least 70% Proficient (Score of 3 on 4-pt rubric)</th>
<th>Department assessment report – Report will also be recorded on Taskstream</th>
<th>Instructor and program faculty</th>
<th>Annual department assessment meeting &amp; regular department meetings</th>
<th>Strategies to address any noted deficiencies will be determined at assessment meetings based on instructor reflection and program faculty discussions.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capstone: CMPS 6920 (Thesis) or 6960 (Project)</td>
<td>Thesis or Project Report to assess written communication fluency</td>
<td>Rubric: Target at least 70% Proficient (Score of 3 on 4-pt rubric)</td>
<td>Every two years on staggered basis (half of the outcomes are assessed each year)</td>
<td>Department assessment report – Report will also be recorded on Taskstream</td>
<td>Instructor and program faculty</td>
<td>Annual department assessment meeting &amp; regular department meetings</td>
<td>Strategies to address any noted deficiencies will be determined at assessment meetings based on instructor reflection and program faculty discussions.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix C: Curriculum Map Matrix

The Curriculum Map Matrix begins on the next page in landscape format for ease of reading.
| SLO 1: Analyze a complex computing problem, utilizing appropriate principles of computer science theory, computing, and other relevant disciplines. | I / D | D / C |  |  | M | M |
| SLO 2: Apply computer science theory and fundamentals to evaluate and produce computing-based solutions. | I / D | D / C |  |  | M | M |
| SLO 3: Communicate effectively in a variety of professional contexts. | I | D / C | C | M | M |
| SLO 4: Recognize professional responsibilities and make informed judgements in computing practice based on legal and ethical principles. | I | D / C |  | M | M |

I = Introduced  D=Developed  C=Competency at Undergraduate Level  M=Mastery at Graduate Level (at end of course)
<table>
<thead>
<tr>
<th>SLO 1: Analyze a complex computing problem, utilizing appropriate principles of computer science theory, computing, and other relevant disciplines.</th>
<th>CMPS 5350 Graduate Software Engineering (Selected Core)</th>
<th>CMPS 5500 Graduate Programming Languages (Selected Core)</th>
<th>CMPS 5600 Graduate Operating Systems (Selected Core)</th>
<th>CMPS 5640 Graduate Distributed Comp. (Selected Core)</th>
<th>CMPS 6910 + 6920 Thesis Courses (Core)</th>
<th>CMPS 6950 + 6960 Project Courses (Core)</th>
<th>CMPS 5420 Natural Language Processing (Elective)</th>
</tr>
</thead>
<tbody>
<tr>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
</tr>
</tbody>
</table>

SLO 2: Apply computer science theory and fundamentals to evaluate and produce computing-based solutions.

<table>
<thead>
<tr>
<th>SLO 3: Communicate effectively in a variety of professional contexts.</th>
<th>CMPS 5350 Graduate Software Engineering (Selected Core)</th>
<th>CMPS 5500 Graduate Programming Languages (Selected Core)</th>
<th>CMPS 5600 Graduate Operating Systems (Selected Core)</th>
<th>CMPS 5640 Graduate Distributed Comp. (Selected Core)</th>
<th>CMPS 6910 + 6920 Thesis Courses (Core)</th>
<th>CMPS 6950 + 6960 Project Courses (Core)</th>
<th>CMPS 5420 Natural Language Processing (Elective)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
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<td>M</td>
<td>M</td>
</tr>
</tbody>
</table>

SLO 4: Recognize professional responsibilities and make informed judgements in computing practice based on legal and ethical principles.

I = Introduced  D=Developed  C=Competency at Undergraduate Level  M=Mastery at Graduate Level (at end of course)
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Elective</th>
<th>I</th>
<th>D</th>
<th>C</th>
<th>M</th>
<th>M</th>
<th>M</th>
<th>M</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMPS 5450</td>
<td>Graduate Data Mining</td>
<td>( Elective)</td>
<td></td>
<td></td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
</tr>
<tr>
<td>CMPS 5560</td>
<td>Machine Learning</td>
<td>( Elective)</td>
<td></td>
<td></td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
</tr>
<tr>
<td>CMPS 5270</td>
<td>Hardware Security</td>
<td>( Elective)</td>
<td></td>
<td></td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
</tr>
<tr>
<td>CMPS 5510</td>
<td>Reverse Engineering</td>
<td>( Elective)</td>
<td></td>
<td></td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
</tr>
<tr>
<td>CMPS 5650</td>
<td>Operations Security</td>
<td>( Elective)</td>
<td></td>
<td></td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
</tr>
<tr>
<td>CMPS 5150</td>
<td>Parallel Algorithms</td>
<td>( Elective)</td>
<td></td>
<td></td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
</tr>
<tr>
<td>CMPS 5160</td>
<td>Distributed Learning</td>
<td>( Elective)</td>
<td></td>
<td></td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
</tr>
</tbody>
</table>

SLO 1: Analyze a complex computing problem, utilizing appropriate principles of computer science theory, computing, and other relevant disciplines.

SLO 2: Apply computer science theory and fundamentals to evaluate and produce computing-based solutions.

SLO 3: Communicate effectively in a variety of professional contexts.

SLO 4: Recognize professional responsibilities and make informed judgements in computing practice based on legal and ethical principles.

I = Introduced  D=Developed  C=Competency at Undergraduate Level  M=Mastery at Graduate Level (at end of course)
### Appendix D: Self-Support Basic Cost Recovery Budget

#### MS Computer Science - Year 1

**Program Budget**  
Division of Extended Education and Global Outreach  
4-Term $19,500 Program - $650 per unit

<table>
<thead>
<tr>
<th>Assumptions:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Term: 20 students admitted</td>
</tr>
<tr>
<td>Spring Term: 15% attrition from fall new admits; no new admits</td>
</tr>
<tr>
<td>All students enrolled in maximum advised courses</td>
</tr>
</tbody>
</table>

#### Revenue - based on the number of enrollments multiplied by the number of units

| Number of Enrollments - Fall (cycle 1; term 1) | 20 |
| Number of Units - (cycle 1; term 1) | 9 |
| Fall Unit Total | 180 |
| Number of Enrollments - Spring (cycle 1; term 2) | 17 |
| Number of Units - Spring (cycle 1; term 2) | 9 |
| Spring Unit Total | 153 |
| Academic Year Total | 342 |

**Registration Fee Per Unit $650**  
**TOTAL Revenue - Year 1 $222,300**

#### Expenditures

<table>
<thead>
<tr>
<th>System/EEGO/Program Expenses</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.5% Chancellor Office</td>
</tr>
<tr>
<td>2.5% State Controller's Office</td>
</tr>
<tr>
<td>15% EO1000 General Fund</td>
</tr>
<tr>
<td>35% EEGO Division Overhead</td>
</tr>
<tr>
<td>2.5% Marketing</td>
</tr>
<tr>
<td>2.0% Disability Services</td>
</tr>
<tr>
<td>2.0% CEE/CS Equipment Fund</td>
</tr>
<tr>
<td><strong>System/EEGO/Program Expense Total</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Faculty Salaries and Benefits</th>
</tr>
</thead>
<tbody>
<tr>
<td>2705</td>
</tr>
<tr>
<td>1.5%</td>
</tr>
<tr>
<td>1993</td>
</tr>
<tr>
<td>48%</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Faculty Salaries and Benefits Total</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School Revenue Reimbursement</th>
</tr>
</thead>
<tbody>
<tr>
<td>8%</td>
</tr>
<tr>
<td><strong>TOTAL Expenditures</strong></td>
</tr>
<tr>
<td><strong>NET Income</strong></td>
</tr>
</tbody>
</table>

#### Note: For budgeting purposes, the following is assumed:

1. All students will take a project and elective for 3 units, respectively
2. All 2322 salaries have been calculated based on 20-student enrollments
3. Time-Replacement cost is $1993 per wtu and 48% benefit calculation
### MS Computer Science - Year 2

#### Program Budget

**Division of Extended Education and Global Outreach**

| 4-Term $19,500 Program - $650 per unit |

**Assumptions:**
- **Summer Term:** 15 new admits
- **Fall Term:** 20% attrition from summer new admits; 20 new admits
- **Spring Term:** 15% attrition from fall new admits; no new admits

#### Revenue - based on the number of enrollments multiplied by the number of units

<table>
<thead>
<tr>
<th>Enrollment Term</th>
<th>Cycle Term</th>
<th>No. of Enrollments</th>
<th>No. of Units</th>
<th>Subtotal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer</td>
<td>cycle 1; term 3</td>
<td>17</td>
<td>6</td>
<td>102</td>
</tr>
<tr>
<td></td>
<td>cycle 2; term 1</td>
<td>15</td>
<td>9</td>
<td>135</td>
</tr>
<tr>
<td></td>
<td><strong>Summer Unit Total</strong></td>
<td><strong>237</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>cycle 1; term 4</td>
<td>17</td>
<td>6</td>
<td>102</td>
</tr>
<tr>
<td></td>
<td>cycle 2; term 2</td>
<td>12</td>
<td>9</td>
<td>108</td>
</tr>
<tr>
<td></td>
<td>cycle 3; term 1</td>
<td>20</td>
<td>9</td>
<td>180</td>
</tr>
<tr>
<td></td>
<td><strong>Fall Unit Total</strong></td>
<td><strong>390</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td>cycle 2; term 3</td>
<td>12</td>
<td>6</td>
<td>72</td>
</tr>
<tr>
<td></td>
<td>cycle 3; term 2</td>
<td>17</td>
<td>9</td>
<td>153</td>
</tr>
<tr>
<td></td>
<td><strong>Spring Unit Total</strong></td>
<td><strong>225</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Academic Year Total</strong></td>
<td><strong>852</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Registration Fee Per Unit:** $650

**TOTAL Revenue - Year 2:** $553,800

#### Expenditures

**System/EEGO/Program Expenses**

- 2.5% Chancellor Office: $13,845
- 2.5% State Controller’s Office: $13,845
- 15% EO1000 General Fund: $83,070
- 35% EEGO Division Overhead: $193,830
- 2.5% Reserve for Market Downturns: $13,845
- 2.0% Disability Services: $11,076
- 2.5% Marketing: $13,845
- 2.0% CEE/CS Equipment Fund: $11,076

**Subtotal:** $354,432

**Faculty Salaries and Benefits - based on WTU or 2322 calculation multiplied by number of units**

<table>
<thead>
<tr>
<th>Calc Units</th>
<th>Faculty Salaries and Benefits (2322)</th>
<th>Faculty Benefits (2322)</th>
<th>Faculty Salaries (Time Replacement: 1,993/WTU)</th>
<th>Faculty Benefits (Time Replacement - 48%)</th>
<th>Academic Coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td>2705</td>
<td>27</td>
<td>1.096</td>
<td>53,811</td>
<td>25,829</td>
<td>4,500</td>
</tr>
<tr>
<td>1993</td>
<td>27</td>
<td>1.993</td>
<td>53,811</td>
<td>25,829</td>
<td>4,500</td>
</tr>
</tbody>
</table>

**Subtotal:** $158,271

**School Revenue Reimbursement**

- 8% NSM&E Revenue Share Reimbursement: $44,304

**TOTAL Expenditures:** $557,007

**NET Income:** ($3,207)
### MS Computer Science - Year 3

#### Program Budget

**Division of Extended Education and Global Outreach**

<table>
<thead>
<tr>
<th>4-Term $19,500 Program - $650 per unit</th>
</tr>
</thead>
</table>

#### Assumptions:
- **Summer Term:** 15 new admits
- **Fall Term:** 20% attrition from summer new admits; 20 new admits
- **Spring Term:** 15% attrition from fall new admits; no new admits

#### Revenue - based on the number of enrollments multiplied by the number of units

<table>
<thead>
<tr>
<th>Semester</th>
<th>Number of enrollments</th>
<th>Number of units</th>
<th>Subtotal</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summer Term</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Summer (cycle 2; term 4)</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Summer (cycle 2; term 4)</td>
<td>6</td>
<td>72</td>
</tr>
<tr>
<td></td>
<td>- Summer (cycle 3; term 3)</td>
<td>17</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Summer (cycle 3; term 3)</td>
<td>6</td>
<td>102</td>
</tr>
<tr>
<td></td>
<td>- Summer (cycle 4; term 1)</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Summer (cycle 4; term 1)</td>
<td>9</td>
<td>135</td>
</tr>
<tr>
<td><strong>Summer Unit Total</strong></td>
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<td></td>
<td>309</td>
</tr>
<tr>
<td><strong>Fall Term</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Fall (cycle 3; term 4)</td>
<td>17</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Fall (cycle 3; term 4)</td>
<td>6</td>
<td>102</td>
</tr>
<tr>
<td></td>
<td>- Fall (cycle 4; term 2)</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Fall (cycle 4; term 2)</td>
<td>9</td>
<td>108</td>
</tr>
<tr>
<td></td>
<td>- Fall (cycle 5; term 1)</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Fall (cycle 5; term 1)</td>
<td>9</td>
<td>180</td>
</tr>
<tr>
<td><strong>Fall Unit Total</strong></td>
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<td></td>
<td>390</td>
</tr>
<tr>
<td><strong>Spring Term</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Spring (cycle 4; term 3)</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Spring (cycle 4; term 3)</td>
<td>6</td>
<td>72</td>
</tr>
<tr>
<td></td>
<td>- Spring (cycle 5; term 2)</td>
<td>17</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Spring (cycle 5; term 2)</td>
<td>9</td>
<td>153</td>
</tr>
<tr>
<td><strong>Spring Unit Total</strong></td>
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<td>225</td>
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<tr>
<td><strong>Total</strong></td>
<td></td>
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#### Expenditures

<table>
<thead>
<tr>
<th>Item</th>
<th>Amount</th>
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<tbody>
<tr>
<td>System/EEGO/Program Expenses</td>
<td>2.5% Chancellor Office 15,015</td>
</tr>
<tr>
<td></td>
<td>2.5% State Controller’s Office 15,015</td>
</tr>
<tr>
<td></td>
<td>15% EO1000 General Fund 90,090</td>
</tr>
<tr>
<td></td>
<td>35% EEGO Division Overhead 210,210</td>
</tr>
<tr>
<td></td>
<td>2.5% Reserve for Market Downturns 15,015</td>
</tr>
<tr>
<td></td>
<td>2.0% Disability Services 12,012</td>
</tr>
<tr>
<td></td>
<td>2.5% Marketing 15,015</td>
</tr>
<tr>
<td></td>
<td>2.0% CEE/CS Equipment Fund 12,012</td>
</tr>
<tr>
<td></td>
<td><strong>Subtotal 384,384</strong></td>
</tr>
</tbody>
</table>

#### Faculty Salaries and Benefits - based on WTU or 2322 calculation multiplied by number of units

<table>
<thead>
<tr>
<th>Calc Units</th>
<th>Faculty Salaries and Benefits (2322)</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>2705</td>
<td>30</td>
<td>81,150</td>
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<tr>
<td>1.5%</td>
<td>Faculty Benefits (2322)</td>
<td>1,217</td>
</tr>
<tr>
<td>1993</td>
<td>30</td>
<td>59,790</td>
</tr>
<tr>
<td>48%</td>
<td>Faculty Salaries (Time Replacement: 1,993/WTU)</td>
<td>59,790</td>
</tr>
<tr>
<td>48%</td>
<td>Faculty Benefits (Time Replacement - 48%)</td>
<td>28,699</td>
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<tr>
<td></td>
<td>Academic Coordinator</td>
<td>4,500</td>
</tr>
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<td><strong>Subtotal 175,356</strong></td>
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</table>

#### School Revenue Reimbursement

<table>
<thead>
<tr>
<th>8% NSM&amp;E Revenue Share Reimbursement</th>
<th>Amount</th>
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<tr>
<td></td>
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</table>

#### Total Expenditures

- **Subtotal 384,384**
- **$607,788**

#### NET Income

- **($7,188)**
### MS Computer Science - Year 4

**Program Budget**

<table>
<thead>
<tr>
<th>Division of Extended Education and Global Outreach</th>
</tr>
</thead>
<tbody>
<tr>
<td>4-Term $19,500 Program - $650 per unit</td>
</tr>
</tbody>
</table>

#### Assumptions:
- **Summer Term**: 15 new admits
- **Fall Term**: 20% attrition from summer new admits; 20 new admits
- **Spring Term**: 15% attrition from fall new admits; no new admits

#### Revenue - based on the number of enrollments multiplied by the number of units

<table>
<thead>
<tr>
<th>Term</th>
<th>Enrollment</th>
<th>Units</th>
<th>Subtotal</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summer Term</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of enrollments</td>
<td>Summer (cycle 4; term 4)</td>
<td>12</td>
<td>72</td>
</tr>
<tr>
<td>Number of units</td>
<td>Summer (cycle 4; term 4)</td>
<td>6</td>
<td>36</td>
</tr>
<tr>
<td><strong>Fall Term</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of enrollments</td>
<td>Fall (cycle 5; term 4)</td>
<td>17</td>
<td>102</td>
</tr>
<tr>
<td>Number of units</td>
<td>Fall (cycle 5; term 4)</td>
<td>9</td>
<td>54</td>
</tr>
<tr>
<td><strong>Spring Term</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of enrollments</td>
<td>Spring (cycle 6; term 5)</td>
<td>15</td>
<td>90</td>
</tr>
<tr>
<td>Number of units</td>
<td>Spring (cycle 6; term 5)</td>
<td>9</td>
<td>54</td>
</tr>
</tbody>
</table>

#### Expenditures

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>System/EEGO/Program Expenses</td>
<td>2.5%</td>
<td>15,015</td>
</tr>
<tr>
<td>State Controller's Office</td>
<td>2.5%</td>
<td>15,015</td>
</tr>
<tr>
<td>EO1000 General Fund</td>
<td>15%</td>
<td>90,090</td>
</tr>
<tr>
<td>EEGO Division Overhead</td>
<td>35%</td>
<td>210,210</td>
</tr>
<tr>
<td>Reserve for Market Downturns</td>
<td>2.5%</td>
<td>15,015</td>
</tr>
<tr>
<td>Disability Services</td>
<td>2.0%</td>
<td>12,012</td>
</tr>
<tr>
<td>Marketing</td>
<td>2.5%</td>
<td>15,015</td>
</tr>
<tr>
<td>CEE/CS Equipment Fund</td>
<td>2.0%</td>
<td>12,012</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td></td>
<td>384,384</td>
</tr>
</tbody>
</table>

#### Faculty Salaries and Benefits - based on WTU or 2322 calculation multiplied by number of units

<table>
<thead>
<tr>
<th>Calc Units</th>
<th>Faculty Salaries and Benefits (2322)</th>
<th>Faculty Benefits (2322)</th>
<th>Faculty Salaries (Time Replacement: 1,993/WTU)</th>
<th>Faculty Benefits (Time Replacement - 48%)</th>
<th>Academic Coordinator</th>
<th><strong>Subtotal</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>2705</td>
<td>30</td>
<td>81,150</td>
<td></td>
<td></td>
<td></td>
<td>175,356</td>
</tr>
<tr>
<td>1993</td>
<td>30</td>
<td>1,217</td>
<td>59,790</td>
<td>28,699</td>
<td>4,500</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>Subtotal</strong></td>
</tr>
</tbody>
</table>

#### School Revenue Reimbursement

<table>
<thead>
<tr>
<th>8% NSM&amp;E Revenue Share Reimbursement</th>
<th><strong>Subtotal</strong></th>
</tr>
</thead>
</table>

#### Total Expenditures

<table>
<thead>
<tr>
<th><strong>TOTAL Expenditures</strong></th>
<th><strong>Subtotal</strong></th>
</tr>
</thead>
</table>

#### NET Income

| **NET Income** | $(7,188) |
### MS Computer Science - Year 5
#### Program Budget

**Division of Extended Education and Global Outreach**

**4-Term $19,500 Program - $650 per unit**

| Assumptions: |
| Summer Term: 15 new admits |
| Fall Term: 20% attrition from summer new admits; 20 new admits |
| Spring Term: 15% attrition from fall new admits; no new admits |

**Revenue - based on the number of enrollments multiplied by the number of units**

<table>
<thead>
<tr>
<th>Term</th>
<th>Enrollments</th>
<th>Units</th>
<th>subtotal</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summer</strong> (cycle 6; term 4)</td>
<td>12</td>
<td>6</td>
<td>72</td>
</tr>
<tr>
<td><strong>Summer</strong> (cycle 7; term 3)</td>
<td>17</td>
<td>6</td>
<td>102</td>
</tr>
<tr>
<td><strong>Summer</strong> (cycle 8; term 1)</td>
<td>15</td>
<td>9</td>
<td>135</td>
</tr>
<tr>
<td><strong>Summer Unit Total</strong></td>
<td><strong>309</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall</strong> (cycle 7; term 4)</td>
<td>17</td>
<td>6</td>
<td>102</td>
</tr>
<tr>
<td><strong>Fall</strong> (cycle 8; term 2)</td>
<td>12</td>
<td>9</td>
<td>108</td>
</tr>
<tr>
<td><strong>Fall</strong> (cycle 9; term 1)</td>
<td>20</td>
<td>9</td>
<td>180</td>
</tr>
<tr>
<td><strong>Fall Unit Total</strong></td>
<td><strong>390</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Spring</strong> (cycle 8; term 3)</td>
<td>12</td>
<td>6</td>
<td>72</td>
</tr>
<tr>
<td><strong>Spring</strong> (cycle 9; term 2)</td>
<td>17</td>
<td>9</td>
<td>153</td>
</tr>
<tr>
<td><strong>Spring Unit Total -spring Unit Total</strong></td>
<td><strong>225</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Academic Year Total</strong></td>
<td><strong>924</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>System/EEGO/Program Expenses</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.5% Chancellor Office</td>
</tr>
<tr>
<td>2.5% State Controller's Office</td>
</tr>
<tr>
<td>15% EO1000 General Fund</td>
</tr>
<tr>
<td>35% EEGO Division Overhead</td>
</tr>
<tr>
<td>2.5% Reserve for Market Downturns</td>
</tr>
<tr>
<td>2.0% Disability Services</td>
</tr>
<tr>
<td>2.5% Marketing</td>
</tr>
<tr>
<td>2.0% CEE/CS Equipment Fund</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Faculty Salaries and Benefits - based on WTU or 2322 calculation multiplied by number of units</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Calc Units</strong></td>
</tr>
<tr>
<td>2705 30 Faculty Salaries and Benefits (2322)</td>
</tr>
<tr>
<td>1.5% Faculty Benefits (2322)</td>
</tr>
<tr>
<td>1993 30 Faculty Salaries (Time Replacement: 1,993/WTU)</td>
</tr>
<tr>
<td>48% Faculty Benefits (Time Replacement - 48%)</td>
</tr>
<tr>
<td>Academic Coordinator</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School Revenue Reimbursement</th>
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</thead>
<tbody>
<tr>
<td>8% NSM&amp;E Revenue Share Reimbursement</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TOTAL Expenditures</th>
<th>$607,788</th>
</tr>
</thead>
</table>

| NET Income | ($7,188) |

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Proposal for Master of Science in Computer Science at CSU Bakersfield

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Appendix E: Support Letters from Campus Administrators

CSU Bakersfield

MEMORANDUM

Date: August 26, 2019
To: Melissa Danforth, Chair for the Department of Computer Science
Cc: Lynette Zelezny, President
Kathleen Madden, Dean for the School of Natural Sciences, Mathematics, and Engineering

From: Vernon Harper, Associate Vice President for Academic Affairs and Dean of Academic Programs

Subject: Administrative Support for the MS in Computer Science

The addition of a Master of Science degree in Computer Science supports the mission of CSU Bakersfield and will not impede the successful operation and growth of existing academic programs.

California State University, Bakersfield is defined in its mission statement as “a comprehensive public university committed to offering excellent undergraduate and graduate programs that advance the intellectual and personal development of its students.” The mission statement also notes that “the University collaborates with partners in the community to increase the region’s overall educational attainment, enhance its quality of life, and support its economic development.” The proposal for a Master of Science degree in Computer Science advances the university mission by providing an avenue for students in the region to complete a sought-after degree. Moreover, graduates from the program will be well positioned to support Kern County’s economic development. One of the goals of our new strategic plan is to “develop and sustain high-quality and innovative academic programs and support services” and this program will do just that. A Master of Science degree in Computer Science complements our existing Bachelor of Science degree in Computer Science, offering students an opportunity to advance their academic credentials without leaving the region.
Memorandum

Date: January 23, 2020

To: Dr. Melissa Danforth, Chair
Department of Computer & Electrical Engineering & Computer Science

CC: Vernon Harper, Interim Provost & VP for Academic Affairs

From: Kathleen Madden, Dean
School of Natural Science, Mathematics, and Engineering

Re: Proposed Computer Science MS Consultation and Support

I am the administrator in charge of faculty staffing and facilities allocation in the School of Natural Sciences, Mathematics, and Engineering where the proposed MS degree in computer science will be housed, and I am writing this memo to confirm that the Department of Computer and Electrical Engineering and Computer Science has consulted with me regarding the staffing and facilities needs of the proposed MS program. I am confident that the school and department has the resources needed to enact the proposed MS program without negatively impacting other programs.

In addition, I would like to offer my strong support the proposed MS program. Kern County is a fast growing region of California, and the proportion of STEM-related jobs here is higher than in the rest of the state. There is a real community need for the skills and expertise of masters-prepared computer scientists. Furthermore, the proposed MS program will strengthen our undergraduate program; we often struggle to staff our computer science courses, and the proposed MS program will make available masters students capable of teaching lower level labs thereby freeing our faculty for lectures and upper division course work.

I appreciate the efforts that you and your colleagues have put into developing your program proposal. The proposed MS program is high-quality, aligns well with our mission, and meets area educational and workforce needs.
Appendix F: Short Faculty CVs

The following brief CVs are provided for CEE/CS Department faculty members who would be eligible to teach in the program. The primary instructors would be the faculty members with CS responsibilities, but the ECE faculty members may also be qualified to teach specific courses or to serve on Thesis and Project committees. The CVs are in the 2-page ABET format.

Tenured/Tenure-Track Faculty with Primary CS Responsibilities:

- Anthony Bianchi, Assistant Professor, Ph.D. Electrical Engineering 2014, CSUB faculty since 2016.
- Alberto Cruz, Assistant Professor, Ph.D. Electrical Engineering 2014, CSUB faculty since 2014.
- Melissa Danforth, Professor, Ph.D. Computer Science 2006, CSUB faculty since 2006.
- Kanwalinderjit (Kanwal) Gagneja, Assistant Professor, Ph.D. Computer Science 2013, CSUB faculty since 2020.
- Chengwei Lei, Assistant Professor, Ph.D. Computer Science 2014, CSUB faculty since 2016.
- Vincent On, Assistant Professor, Ph.D. Electrical Engineering 2018, CSUB faculty since 2018.
- Nicholas Toothman, Assistant Professor, Ph.D. Computer Science June 2020, CSUB faculty since 2019.

CS Lecturers with MS or Higher Degrees in CS or Engineering:

- Walter Morales, Part-time Lecturer, M.S. Engineering 2015, CSUB faculty since 2013.

Tenured/Tenure-Track Faculty with Primary ECE Responsibilities:

- Saeed Jafarzadeh, Associate Professor, Ph.D. Electrical Engineering 2012, CSUB faculty since 2012.
- Wei Li, Professor, Ph.D. Electrical and Computer Engineering 1991, CSUB faculty since 2001.
- Ehsan Reihani, Assistant Professor, Ph.D. Mechanical Engineering – Electrical Engineering focus 2015, CSUB faculty since 2016.

ECE Lecturers with MS or Higher Degrees in Engineering:

- Weiguo Luo, Part-time Lecturer, Ph.D. Civil Engineering 2005, CSUB faculty since 2016.
Dr. Anthony Christopher Bianchi

Education
Ph.D. September 2014  Electrical Engineering  University of California, Riverside
M.S. December 2010  Electrical Engineering  University of California, Riverside
B.S. June 2008  Electrical Engineering  California State University, Pomona

Academic Experience
- California State University, Bakersfield, Assistant Professor, August 2016 to present, Full Time
- University of California, Riverside, Teaching Assistant, September 2012 to March 2014

Non-academic Experience
- Albert Einstein College of Medicine, Post-Doctoral Research Fellow, Carried out experimental design and In vivo acquisition of mice for study of TMEM in mice. Design of perfusion MRI protocol. Software/algorithm development including GUI design. February 2015 to August 2016. Full Time
- General Electric Global Research, Graduate Research & Development Intern in the Biomedical Image Analysis Lab, Development of state of the art tumor segmentation algorithms, implemented in efficiently programmed multi-threaded C++. Participated in interdepartmental presentations and demonstrations. A portion of the work was published in IEEE ISBI 2013 and selected as a lecture presentation. June 2012 to September 2012. Full Time
- Fire Sentry Corporation, Electronic Engineer, Tasks included: Repaired prototype high technology electro-optical flame/fire detectors and associated control panels and accessories. Created technical documentation for internal engineering records and third party approval agencies. Conducted comprehensive experimental testing and research for new products. Provided technical business representation at trade shows and customer meetings. January 2004 to January 2012, Full and Part Time

Certifications or Professional Registrations
- IEEE Member, IEEE Computer Society, IEEE Signal Processing Society
- Tae Beta Pi – National Engineering Honors Society
- Eta Kappa Nu (HKN) – National Electrical Engineering Honors Society

Honors and Awards
- Fellowship, NSF Integrative Graduate Education and Research Traineeship (IGERT) in Video Bioinformatics, inaugural class
- East Asia and Pacific Summer Institutes (EAPSI), Taiwan Grant (Principle Investigator)
- University of California, Riverside Fellowship under NSF grant “Learning Concepts in Morphological Image Databases”

Service Activities
- Conference Staff for IEEE Conference on Distributed Smart Cameras 2013
• Unofficial Reviewer for: CVPR, ICIP, ICPR

Selected Publications

• A. Bianchi, J. V. Miller, E. T. Tan, A. Montillo, “Brain tumor segmentation with symmetric texture and symmetric intensity-based decision forests” IEEE International Symposium on Biomedical Imaging, San Francisco, CA, April 2013. (selected for Oral Presentation 18.9% acceptance rate.)
• A. Bianchi, B. Bhanu and Y. Sun, “Image retrieval of highly similar objects,” ICPR Workshop on Analysis and Evaluation of Large Scale Multimedia Collection, August 22, 2010, held in conjunction with International Conference on Pattern Recognition, Istanbul, Turkey, August 23-26, 2010. Peer Reviewed

Professional Development Activities

• Ethics Across the Curriculum Workshop
Dr. Albert C. Cruz

Education
Ph.D. December 2014 Electrical Engineering University of California, Riverside
M.S. December 2010 Electrical Engineering University of California, Riverside
B.S. June 2008 Electrical Engineering California State University, Riverside

Academic Experience
• 2015 – Current, Assistant Professor of Computer Science, California State University, Bakersfield, Department of Computer & Electrical Engineering & Computer Science
• 2014 – 2015, Full-time Lecturer, California State University, Bakersfield Department of Computer & Electrical Engineering & Computer Science

Non-academic Experience
• None

Certifications or Professional Registrations
• None

Membership in Professional Organizations
• Member, Association for Computing Machinery (ACM)
• Member, Institute of Electrical and Electronics Engineers (IEEE)

Honors and Awards
• Media coverage in 2015 Motor Trend’s Best Driver’s Car
• Media coverage in 2016 Motor Trend’s Best Driver’s Car
• Project Director/Co-PI, Consolidated Central Valley Table Grape Pest and Disease Control District grant, 2018, $19,660.
• PI, CSU Program for Education and Research in Biotechnology (CSUPERB) New Investigator grant, 2018 – 2019, $15,000
• PI, Consolidated Central Valley Table Grape Pest and Disease Control District grants 2019, $36,362.
• PI, CSU Chancellor’s AWS Credit Allocation grant, 2019 – 2020, $10,370

Selected Service Activities
• 2018 IEEE International Conference on Automatic Face and Gesture Recognition (FG 2018), Xi’an, China. Finance Chair, Registration Chair, Session Chair.
• 2020 IEEE International Conference on Automatic Face and Gesture Recognition (FG 2020), Buenos Aires, Argentina. Finance Chair, Registration Chair.

Selected Publications


Professional Development Activities

• None
Dr. Melissa Danforth

Education:
- Ph.D. September 2006, Computer Science, University of California, Davis
- M.S. March 2002, Computer Science, University of California, Davis
- B.S. June 1999, Computer Science and Biology, California State Univ., Bakersfield

Academic Experience

Non-Academic Experience

Certifications or Professional Registrations
- None

Memberships in Professional Organizations
- Association for Computing Machinery (ACM).
- American Society of Engineering Education (ASEE) general member and member of ASEE Women in Engineering Division (WIED).
- Association for Practical and Professional Ethics (APPE).

Honors and Awards
- Co-PI, NSF IUSE grant for mathematics enhancements and summer program for at-risk first and second year students (DUE 1430398), 2014 – 2018 (NCE), $1 million.
- PD/PI, U.S. Dept. of Ed. Title V grant to start the ECE programs (P031S100081), 2010 – 2016 (NCE), $3.8 million. Took over as Project Director in Feb. 2014.
- Co-PD, U.S. Dept. of Ed. MSEIP grant (P120A140051), 2014 – 2017, $734,735.
- PI, NSF Cyber Service SFS grant (DUE 1241636), 2012 – 2015. $267,351.

Selected Service Activities
- Vice Chair (elect) of CSUB Academic Senate (Elected for Summer 2020 – Spring 2021)
- Academic Affairs Committee of the CSUB Academic Senate (Member: Fall 2016 – Spring 2020; Chair of committee: Fall 2018 – Spring 2020).
• Faculty Co-Chair of Goal 3 “Develop and Sustain High-Quality and Innovative Academic Programs and Support Services” for the CSUB Strategic Plan Task Force (Spring 2019).
• CSUB’s Information Technology Advisory Committee (Fall 2015 – present).
• Member of the CSUB Ethics Across the Campus (EAC) initiative (Fall 2013 – present).
• NSME Curriculum Committee and GE Area B/Theme 1 Committee (member: Fall 2009 – Spring 2015, chair of committee: Fall 2013 – Spring 2015).
• Faculty Juror or Moderator for CSUB Student Research Competitions (multiple years).
• Program Committee for 2016 USENIX Summit for Educators in System Administration.
• Faculty Representative to advisory committee for CSUB President Search (2017/18).
• Search committees: AVP of Enrollment Management (Spring 2019), Chief Information Security Officer of ITS (2017/2018), Dean of NSME (2016/17), Associate Dean of NSME (2014/15), AVP of ITS (2014/15), NSME Fab Lab Coordinator (2014/15), Director of Infrastructure and User Support for ITS (2013/14), and department searches.

Selected Publications
• M. Danforth, C. Lam. “Improving Student Success and Retention through a Summer Research Program for First and Second Year Students at a Minority-Serving Institution”. ASEE Annual Conference, June 2017.

Professional Development Activities
• Faculty Fellows Program at CSUB. 2015/16 AY. Participated in leadership workshop series for all levels of faculty interested in furthering their leadership skills.
• Mid-Career Fellows Program at CSUB. Winter 2013. Participated in leadership development via pairing associate professors with mentors in academic administration.
Dr. Kanwalinderjit Gagneja

Education:
- Ph.D. May 2013  Computer Science & Engineering  North Dakota State University, Fargo
- M.Tech May 1997  Computer Engineering  Punjabi University Patiala, India
- MCA May 1995  Computer Science  Punjabi University Patiala, India

Academic Experience
- Assistant Professor, California State University, Bakersfield (Aug 2020 -present)
- Assistant Professor, Florida Polytechnic University, Lakeland, FL, USA (Aug. 2016-Aug 2020)
- Assistant Professor, Southern Oregon University, Ashland, OR, USA (September 2013 to Aug. 2016).
- Graduate Research Assistant & Teaching Assistant, North Dakota State University, Fargo, ND, USA (Jan. 2008 to May 2013)
- Assistant Professor, Bemidji State University, Bemidji, MN, USA (Aug. 2010 to May 2011)

Non-Academic Experience
- Programmer Analyst, North Dakota Center for Distance Education, Fargo, ND, USA (Sept. 2007 to Jan. 2008)

Certifications or Professional Registrations
- None

Memberships in Professional Organizations
- Association for Computing Machinery (ACM).
- Institute of Electrical and Electronics Engineers (IEEE).
- Upsilon Pi Epsilon, Life member.

Honors and Awards
- Received Grant $20K for further research, CSUB, 08/2020-08/2022
- Received Grant $45K from Florida Center for Cybersecurity to build Digital Forensics program at FPU 07/2017-06/2019
- Received grant $25K for further research at FPU 08/2016-07/2018.
- One Copyright approved
- President’s Choice Award Winner 2017
- Panelist in WICT-Women in Cable Telecommunications 2016
- Panelist in Lady Ada Lovelace convention 2014
- Received NSF Student Travel Grant ($1000) for IEEE SECON 2013 conference
- Received ACM Student Travel Grant for ACM MobiHoc 2013 conference
- Academic Achievement Award winner, NDSU, 2013.
- Global Outreach Ambassador, NDSU, 2013-2014.
- Received Green and Golden Globe Award, NDSU, 2013.
- Received NSF Student Travel Grant ($1000) for IEEE WoWMoM 2012 conference.
- Honored with life membership of Upsilon Pi Epsilon, 2010. Honor society of the computing and information disciplines
- Student member of Faculty Search Committee, NDSU 2009-11.
• University Medalist in MTech, Computer Science & Engineering.

Selected Service Activities
• Served as Chair of search committee
• Conference session chair
• Reviewer for various conferences
• Graduate Advisors and Postdoctoral Sponsors: Andhra University, Visakhapatnam, India
• Punjab Technical University, Jalandhar, India, Punjabi University, Patiala, India.
• Member of SUS Advisory Council committee of CyberFlorida
• Program chair – SSIC-2018 conference
• TPC – MobiSecServ-2018, MobiSecServ-2019, MobiSecServ-2020

Selected Publications
• Gagneja K.K., "Pairwise Key Distribution Scheme for Two-Tier Sensor Networks", IEEE ICNC, Honolulu, Hawaii, USA, pages 1081-1086, Feb. 3-6, 2014.

Professional Development Activities
• Attended GE Summer institute Aug 4-5, 2020 to prepare for online instruction delivery
Dr. Chengwei Lei

Education:

- Ph.D. August 2014  Computer Science  Univ. of Texas at San Antonio
- M.S. August 2008  Computer Science  Univ. of Texas at San Antonio
- B.E. June 2005  Computer Sci. &Eng.  Beihang University

Academic Experience

- California State University, Bakersfield. Assistant Professor (Aug. 2016 – present). Full-time.

Non-Academic Experience

- N/A

Certifications or Professional Registrations

- N/A

Memberships in Professional Organizations

- N/A

Honors and Awards

- Principal Investigator: "Topology-based Approaches to Integrated Analysis of Cancer Prognosis" from CSUB RCU Mini-grant, Granted $2,660, 12/2016-8/2017
- Student Research Advisor (Mabelle Cruz & Andy Koumane): "Observation of Pollution in Skies above Seawater and Costal Areas using Dynamic Self-Guided UAV" from CSU COAST Undergraduate Student Research Program, Granted $833, 12/2016-8/2017
- Principal Investigator: "Improve the Breast Cancer Prediction Accuracy by Enhancing Biological Network" from McNeese Foundation Endowed Professorships, Granted $5,000, 12/2014-12/2015
- Presidential Dissertation Fellowship, University of Texas at San Antonio, 04/2014
- Graduate Student Research Award, University of Texas at San Antonio, 03/2013

Selected Service Activities

- Reviewer for PLOS ONE, Bioinformatics, IEEE Transactions on Signal Processing, BioMedical Engineering Online

Selected Publications and Presentations

• C Lei and R Jia, State Estimation in Computer Virus Epidemic Dynamical Systems using Hybrid Extended Kalman Filter, IEEE International Conference on Systems, Man, and Cybernetics, Budapest, Hungary, October 9-12, 2016
• H Asere, C Lei, R Jia. Cruise Control Design Using Fuzzy Logic Controller, IEEE International Conference on Systems, Man and Cybernetics, Hong Kong, China, October 09-12, 2015
• C. Lei and J. Ruan, Fully automated protein complex prediction based on topological similarity and community structure, Proteome Science, 11(Suppl 1):S9, 2013.

Professional Development Activities
• Introduction to writing research grants workshop, 12/2016
Dr. Vincent Wong On

Education:
- Ph.D. September 2018  Electrical Engineering  University of California, Riverside
- M.S. March 2014  Electrical Engineering  University of California, Riverside
- B.S. June 2009  Physics, Minor in Mathematics  University of California, Riverside

Academic Experience
- California State University, Bakersfield, Assistant Professor of Computer Science, 2019 – Current, Full-time
- California State University, Bakersfield, Full-time Lecturer, 2018 – 2019, Full-time
- University of California, Riverside, Graduate Teaching Assistant, 2014 – 2018, Part-time
- University of California, Riverside, Teaching Assistant, 2009, Part-time

Non-Academic Experience
- None

Certifications or Professional Registrations
- None

Memberships in Professional Organizations
- Member, Institute of Electrical and Electronics Engineers (IEEE)
- Member, Association for Computing Machinery (ACM)

Honors and Awards
- Fellowship, NSF Integrative Graduate Education and Research Traineeship (IGERT) in Video Bioinformatics

Selected Service Activities
- CSU Bakersfield CS Masters Program Proposal Committee
- Department of Education GPS Grant Cohort
- Reviewer for ai4i and ICTAI

Selected Publications and Presentations
  *Co-first author


**Professional Development Activities**

- Tenure-Track Search Committee Training
Dr. Nicholas Joseph Toothman

Education:

Ph.D. March 2020 Computer Science University of California, Davis
B.S. June 2010 Computer Science California State University, Bakersfield

Academic Experience

• California State University, Bakersfield. Tenure-track lecturer (August 2019 – present). Full-time.
• University of California, Davis. Associate Instructor (Spring 2017 and Winter 2019); Graduate Student Researcher and Teaching Assistant (September 2010 – August 2019). Full and part-time.

Non-Academic Experience

• Facebook Reality Labs (formerly Oculus Research), Research Intern. Designed, implemented, and executed experiments in motion capture. Handled full-body animation and tangible interfaces in virtual reality using Unity, data collection using sqlite, and analysis using R. July – December 2017. Full-time.
• Amazon Music Team, Software Developer Intern. Refactored a flat, file-based device configuration server with a hierarchical, dynamic system to reduce storage cost, improve retrieval times, and make scalable when adding new devices. Python and sqlite for data analysis, AWS for deployment and web service hosting. June – August 2012. Full-time.

Certifications or Professional Registrations

• Alpha Chi – National College Honors Society

Memberships in Professional Organizations

• None

Honors and Awards

• Outstanding Graduating Senior in Computer Science, California State University, Bakersfield

Selected Service Activities

• CSUB Masters in Computer Science subcommittee member and course developer
• Volunteer for ACM Conference in Motion, Interaction, and Games 2016
• Reviewer for ACM CASA 2016
• Volunteer for ACM Conference in Intelligent Virtual Agents, 2012
Selected Publications and Presentations


Professional Development Activities

- None
Walter Morales

Education
M.S. December 2015  Petroleum Engineering  University of Southern California
B.S. June 2012  Computer Science  California State University, Bakersfield
B.S. December 2011  Mathematics  California State University, Bakersfield

Academic Experience
• California State University Bakersfield, Bakersfield, CA, 01/2015 to Present (5 Years 1 month) Part Time Computer Science Lecturer.
  Duties: Teaching Data Mining, Programming Languages, and Discrete mathematics to CSUB junior and senior students.

• California State University Bakersfield, Bakersfield, CA, 07/2013 to Present (7 Years) Part Time Math Lecturer.
  Duties: teaching pre-calculus and Calculus at CSUB to entry level students

Non-Academic Experience
• Chevron North America Exploration and Production Company Bakersfield, CA, 01/2018 to Present (2 Years), Technologist – Full Time
  Built several custom applications using ArcGIS, FME, Python Scripts, batch files to automatize several tasks that were before performed manually increasing efficiency and accuracy while performing these tasks therefore attaining time savings.

• Chevron North America Exploration and Production Company Bakersfield, CA, 06/2012 to 12/2017 (5 Years 6 months), Data Manager Technical Assistant – Full Time
  Working giving support to Earth scientist and Engineers by supporting a 3D model of oil reservoirs and making sure that all relevant data (Directional data, well header data, logs, RSTs, etc.) are correctly loaded in the correct databases in order to be used in the model.

Certifications or Professional Registrations
• Machine Learning for engineers and Characterization – University of Oklahoma (2019)

Memberships in Professional Organizations
• Society of Petroleum Engineers (SPE) – 06/2016 to Present

Honors and Awards
• CSUB Outstanding Computer Science Graduate Award (2012)
• "Outstanding Presentation Award" winner "On Constructible Sets" for the JMM poster session. Joint Mathematics Meetings. 2012. (http://www.maa.org/students/undergrad/PosterWinnersJMM12.pdf)
• Chair Award - Mathematics Department at CSUB (2011)
• Louis Stokes Alliances for Minority Participation Scholarship recipient (2008 -2011)
• National Science Foundation Scholarship recipient (2008 -2011)

Selected Service Activities
• None

Selected Publications
• None

Professional Development Activities
• None
Dr. Saeed Jafarzadeh

Education
- Ph.D. 2009-2012 Electrical Engineering University of Nevada Reno
- M.S. 2005-2008 Electrical Engineering Iran University of Science & Technology
- B.S. 2000-2005 Electrical Engineering University of Tehran

Academic Experience
- California State University Bakersfield, Aug. 2012-present, Computer & Electrical Engineering & Computer Science, Associate Professor/Director of Power Systems Laboratory

Non-Academic Experience
- None

Certifications or Professional Registrations
- None

Memberships in Professional Organizations
- Director of Power Systems Laboratory at CSUB
- Associate Editor
- IEEE Transactions on Fuzzy Systems
- Asian Journal of Control
- Reviewer
- IEEE Transactions on Power Electronics
- IEEE Transactions on Industrial Electronics
- IEEE Transaction on Neural Networks and Learning Systems
- IEEE Control Systems Magazine
- Journal of Circuits, Systems & Signal Processing
- Advances in Engineering Education
- Artificial Intelligence for Engineering Design, Analysis and Manufacturing
- Membership
- Institute of Electrical & Electronics Engineers (IEEE)
- IEEE Industrial Electronics Society

Honors and Awards
- “Acquisition of a Multi-Domain Advanced Real-Time Simulator to Support DoD-focused Interdisciplinary Research at CSUB,” funded by Department of Defense, $480,210. PI
- “Research, Experiential and Learning Opportunities for underrepresented students in biological and agricultural engineering,” submitted to USDA, $274,728. co-PI
• “Increasing the Productivity of the Engineering Degree Pipeline in the High Needs Southern San Joaquin Valley: A Sound Cooperative Arrangement Project with Bakersfield College.,” funded by Dept. of Ed., $3,249,688, 2015-2020. **Project Coordinator.**

• “STEM Retention & Graduation: An Integrated Approach,” funded by NSF DUE: IUSE, $1,083,336, 2014-2016. **Senior Personnel**

**Select Service Activities**

• None listed

**Select Publications**


**Professional Development Activities**

• None
Dr. Wei Li

Education
Ph.D. July 1991  Robotics / Computer Engineering  University of Saarland, Germany
M.S. December 1984  Electrical Engineering  Beijing Jiaotong University, China
B.S. February 1982  Mechanical Engineering  Beijing Jiaotong University, China

Academic Experience
- California State University, Bakersfield. Full Professor (July 2005 – present), Associate Professor (October. 2001 – July 2005).
- Beijing Jiaotong University, China. Lecturer (Dec. 1984 – April 1988)

Non-Academic Experience
- University of Saarland, Germany. Researcher Assistant (March 1988 – July 1991), and part-time while working on doctor dissertation.

Certifications or Professional Registrations
- None

Memberships in Professional Organizations
- Member of The American Society of Mechanical Engineers (ASME)
- Member of The Institute of Electrical and Electronics Engineers (IEEE)

Honors and Awards
- The 1995 National Award for Outstanding Postdoctoral Researchers in China
- The 1995 Chinese Education Award Foundation for Outstanding Young Teachers
- The 1996 Award for Outstanding Young Professors at Tsinghua University.
- The 1997 Alexander von Humboldt Foundation Research Fellow in Germany

Selected Service Activities
- Referee for ASME Journal of Dynamic System, Measurement and Control
- Referee for IEEE Transactions on Industrial Electronics
- Referee for IEEE Transactions on Neural Networks
- Referee for IEEE Transactions on Fuzzy Systems
- Referee for IEEE Transactions on Systems, Man, and Cybernetics
- Referee for IEEE Transactions on Robotics
- Referee for IEE Proceedings C, Control Theory and Applications
- Referee for International Journal of Engineering Application of Artificial Intelligence
• Referee for Mechatronics
• Referee for Fuzzy Sets and Systems
• Referee for Pattern Recognition Letters
• Referee for International Journal of System Science
• Referee for Automatica, an IFAC Journal

Selected Publications
• X.Q. Mao, H. D. He, W. Li* “Path finding for a NAO humanoid robot by fusing visual and proximity sensors”. 12th World Congress on Intelligent Control and Automation (WCICA), pp. 2574-2579, 2016

Professional Development Activities
• None
Dr. Ehsan Reihani

Education
Ph.D. December 2015 Mechanical Engineering – Electrical Engineering focus University of Hawaii, Manoa
M.S. September 2008 Electrical Engineering University of Shahrood
B.S. February 2005 Electrical Engineering University of Sadjad

Academic Experience
- Assistant Professor, Department of Computer and Electrical Engineering and Computer Science, California State University, Bakersfield (Aug. 2018 – present) Full-time.

Non-Academic Experience

Certifications or Professional Registrations
- None

Memberships in Professional Organizations
- None

Honors and Awards
- None

Selected Service Activities
- None

Selected Publications
• Load Commitment of Distribution Grid with High Penetration of PV Using Hybrid Series-Parallel Prediction Algorithm and Storages, Electric Power Systems Research, 2016.

Professional Development Activities
• None
Dr. Weiguo Luo

Education
Ph.D. 2005 Civil Engineering Southeast University, China
M.S. 2012 Petroleum Engineering University of Regina, Canada
B.S. 2002 Petroleum Engineering Xian Petroleum Institute, China

Academic Experience
- California State University, Bakersfield, lecturer, 03/2016-present, part time
  Teach the course Analog and Digital Circuits, Signals and Systems, Digital Design with VHDL, Power System, Introduction to Engineering I and II, instruct students to do lab projects.
- Yangzhou University, China, Associate Professor, Vice Chair of Department of Civil Engineering, 2005-2009, full time
  Gave lectures to undergraduates, taught engineering lab course and developed the research projects.

Non-Academic Experience
- Saskatchewan Research Council (SRC), Regina, Canada, Research Engineer, 2012-2014, full time. Duties: Designed and supervised PVT & analytical tests, conducted petroleum and chemical engineering experiments.

Certifications or Professional Registrations
- P.Eng., the registered Professional Engineer of Canada

Memberships in Professional Organizations
- SPE member, the Society of Petroleum Engineers

Honors and Awards
- SPE 2012 University Award for Excellent Academic Performance

Selected Service Activities
- None

Selected Publications


Professional Development Activities

• None
Appendix G: Course Outlines for New Courses

Department and Campus Polices Applicable to All Graduate Computer Science Courses

CEE/CS Tutoring Center Usage

Computers in the CEE/CS Tutoring Center in Sci III 324 may be available for use by graduate students. Tutoring is NOT provided for any graduate courses, but graduate students can use the computers in the room, if one is available.

Priority in the room is given to undergraduate students who are seeking tutoring or who are completing assignments for undergraduate courses. If a tutor asks a graduate student to give up a computer for undergraduate student use, the graduate student is expected to finish their work and give up the computer.

The CEE/CS Tutoring Center is open from Monday in the second week of Fall and Spring semesters until the last day of classes. See the schedule on the door for hours the tutoring center is open.

CEE/CS Major Study Room Usage

There are a few computers and multiple study tables available in the CEE/CS Major Study Room in Sci III 341. This room is only open when faculty members are on campus, e.g. approximately 8am to 5pm on weekdays. If the door is locked during normal business hours, ask a CEE/CS staff or faculty member to unlock it.

CEE/CS Undergraduate and Graduate Research Laboratory Usage

The COMPLab, Science III 328, is available for undergraduate and graduate student research usage. This is a shared research space for all research students in the department. There are no individual storage spaces or workstations available. Students are expected to keep the space clean and be respectful of other students’ use of the space.

The room is occasionally scheduled for other purposes, when it will not be available for use by research students. This usage will be noted on the door.

CEE/CS Cybersecurity Isolated Network Laboratory Usage

Students in cybersecurity undergraduate/graduate courses and/or conducting cybersecurity research may be granted access to the Isolated Network Lab in Science III 314. This is a shared project space for all authorized cybersecurity students. There are no individual storage spaces or workstations available. Students are expected to receive authorization for all projects from the cybersecurity faculty members prior to using the lab. Due to the sensitive nature of many cybersecurity projects, students may also be asked to sign a code of conduct/ethical research agreement as part of being granted access to this lab.

Walter Stiern Library Usage

Policies regarding use of the resources at CSUB’s Walter Stiern Library can be found at the library website: https://library.csub.edu/
Academic Integrity

Students are expected to do all the work assigned to them without unauthorized assistance and without giving unauthorized assistance. For the complete policy, see the Academic Integrity policy in the Policies and Regulations section of the university catalog.

Academic Accommodations for Students

To request academic accommodations due to a disability, please contact the Office of Services for Students with Disabilities (SSD) as soon as possible. Students must have an accommodations letter from the SSD Office documenting their authorized academic accommodations in order to receive those accommodations. Present the SSD letter to the course instructor during their office hours as soon as possible at the start of the term or after the first class meeting.

Other CSUB Policies

Other applicable CSUB policies can be found in the CSU/CSUB General Information and Division of Graduate Programs sections of the CSUB catalog, posted at https://www.csub.edu/catalog/
CMPS 5000 Colloquium in Computer Science

Catalog Description

CMPS 5000 Colloquium in Computer Science (1)
This colloquium is intended to be a speaker series on current research in computer science and related fields. The colloquium provides a forum to share research, practice methods, distribute tools/software, and discuss current topics. Speakers will include scholars from academia and practitioners from the public and private sectors. Early sessions allow incoming students to familiarize themselves with the program, to other students, staff, and faculty. Offered on a credit, no-credit basis only. Course is repeatable, but only a combined total of 2 units can be used towards the Master’s degree. Each week the colloquium will meet for 50 minutes. Prerequisite: Graduate standing.

Prerequisite by Topic

Admitted to MS CS program or permission of instructor.

Units and Contact Time

1 Semester Unit. 1 unit lecture (weekly: 50 minutes in-class, 2-3 hours outside of class)

Type

Core (Required) for Graduate Computer Science Students.

Required Textbook

None

Recommended Textbook and Other Supplementary Material

Supplemental material may be posted on the course website.

Coordinator(s)

Vincent Wong On, Melissa Danforth, Anthony C. Bianchi, Alberto Cruz, Chengwei Lei, Nicholas Toothman, Kanwal Gagneja

ACM CS 2013 Body of Knowledge Topics/Outcomes

SP/Professional Communication

Student Learning Outcomes

MS-3. An ability to communicate effectively in a variety of professional contexts.

   MS-3a) Write technical reports or academic papers at an appropriate level for the target audience.

Lecture Topics and Schedule

Weekly speaker schedule will be posted to the course website.

Prepared By

Vincent Wong On
CMPS 5010 Current Topics in Computer Science

Catalog Description

CMPS 5010 Current Topics in Computer Science (2)
This course focuses on discussions of current peer-reviewed literature in computer science and related topics. The course is in the format of a journal club and emphasis will be on research articles published in the last two years. Each week students will present and lead a discussion of one or more approved peer-reviewed articles. Students will be encouraged to discuss, analyze, critique, and implement the topics in each article. Students must submit reports on their related articles. Each week lecture meets for 100 minutes. Prerequisite: Graduate standing.

Prerequisite by Topic

Admitted to MS CS program or permission of instructor.

Units and Contact Time

2 Semester Units. 2 units lecture (weekly: 100 minutes in-class, 4-6 hours outside of class)

Type

Core (Required) for Graduate Computer Science Students.

Required Textbook

Required research articles will be posted to the course website.

Recommended Textbook and Other Supplementary Material

Students will conduct literature searches to find supplementary material on their research topic.

Coordinator(s)

Vincent Wong On, Melissa Danforth, Anthony C. Bianchi, Alberto Cruz, Chengwei Lei, Nicholas Toothman, Kanwal Gagneja

ACM CS 2013 Body of Knowledge Topics/Outcomes

SP/Professional Communication

Student Learning Outcomes

MS-3. An ability to communicate effectively in a variety of professional contexts.

MS-3b) Prepare and deliver oral presentations at an appropriate level for the target audience.

MS-4. An ability to recognize professional responsibilities and make informed judgments in computing practice based on legal and ethical principles.

MS-4c) Demonstrate an ability to maintain a high standard of professional competence.

Lecture Topics and Schedule

<table>
<thead>
<tr>
<th>Topic</th>
<th>Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overview of Research Articles and Current Topics in Computer Science</td>
<td>Week 1</td>
</tr>
<tr>
<td>Literature Search Methods and Databases</td>
<td>Week 2</td>
</tr>
<tr>
<td>Topic Selection and Article Approval</td>
<td>Week 3</td>
</tr>
<tr>
<td>Presentations and Discussions on Articles</td>
<td>Weeks 4-15</td>
</tr>
<tr>
<td>Final Discussions</td>
<td>Week 16</td>
</tr>
</tbody>
</table>
Prepared By

Vincent Wong On
CMPS 5100 Research Methodologies and Professional Ethics

Catalog Description

CMPS 5100 Research Methodologies and Professional Ethics (2)
This course is designed to develop research and communication skills for graduate students. The topics covered in this course will include research processes, research methods, literature searches, literature analysis, scientific manuscripts and software licensing. The course will also focus on professional ethics related to computer science and various forms of data. There will be an emphasis on requirements and regulations for human/animal-subject testing, Institutional Review Board (IRB) approval, consent, conflicts of interest, misconduct, and authorship. Each week the course will meet for 100 minutes. Prerequisite: Graduate standing.

Prerequisite by Topic
Admitted to MS CS program or permission of instructor.

Units and Contact Time
2 Semester Units. 2 units lecture (weekly: 100 minutes in-class, 4-6 hours outside of class)

Type
Core (Required) for Graduate Computer Science Students.

Required Textbook

Recommended Textbook and Other Supplementary Material
Supplemental material may be posted on the course website.

Coordinator(s)
Vincent Wong On, Melissa Danforth, Anthony C. Bianchi, Alberto Cruz, Chengwei Lei, Nicholas Toothman, Kanwal Gagneja

ACM CS 2013 Body of Knowledge Topics/Outcomes
SP/Analytical Tools
SP/Professional Ethics
SP/Intellectual Property
SP/Professional Communication

Student Learning Outcomes
MS-3. An ability to communicate effectively in a variety of professional contexts.
   MS-3a) Write technical reports or academic papers at an appropriate level for the target audience.

MS-4. An ability to recognize professional responsibilities and make informed judgments in computing practice based on legal and ethical principles.
   MS-4a) Recognize and describe professional responsibilities in computing practice.
   MS-4b) Make informed judgements based on legal and ethical principles and on professional responsibilities.
MS-4c) Demonstrate an ability to maintain a high standard of professional competence.

**Lecture Topics and Schedule**

<table>
<thead>
<tr>
<th>Topic</th>
<th>Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Research at CSU Bakersfield</td>
<td>Week 1</td>
</tr>
<tr>
<td>Research Processes</td>
<td>Week 2</td>
</tr>
<tr>
<td>Research Methods</td>
<td>Week 3</td>
</tr>
<tr>
<td>Scientific Literature and Review</td>
<td>Weeks 4-5</td>
</tr>
<tr>
<td>Scientific Writing</td>
<td>Week 6</td>
</tr>
<tr>
<td>Research Presentations</td>
<td>Week 7</td>
</tr>
<tr>
<td>Licensing and Patents</td>
<td>Week 8</td>
</tr>
<tr>
<td>Current Research Methods and Tools</td>
<td>Week 9</td>
</tr>
<tr>
<td>Research Ethics</td>
<td>Weeks 10-11</td>
</tr>
<tr>
<td>Student Research Presentations and Discussions</td>
<td>Weeks 12-16</td>
</tr>
</tbody>
</table>

**Prepared By**

Vincent Wong On
CMPS 5120 Graduate Algorithm Design and Analysis

Catalog Description

CMPS 5120 Graduate Algorithm Design and Analysis (3)
This is an advanced graduate course in the analysis of algorithms, in terms of time and space complexity for best/average/worst case execution using asymptotic notation; the application of standard algorithmic approaches, including divide-and-conquer, greedy algorithms, dynamic programming, and graph algorithms, to algorithm design. Each week lecture meets for 150 minutes. Prerequisite: Classified graduate student status or permission of the instructor.

Prerequisite by Topic

- Undergraduate course in algorithm analysis (similar to CMPS 3120)
- Undergraduate course in linear algebra (similar to MATH 2610) is strongly recommended

Units and Contact Time

3 Semester Units. 3 units lecture (weekly: 150 minutes in-class, 6-9 hours outside of class)

Type

Core (Required) for Graduate Computer Science Students.

Required Textbook

Introduction to Algorithms, 3rd Edition; Cormen, Leiserson, Rivest, and Stein; MIT Press, Boston, 2009

Recommended Textbook and Other Supplementary Material

Supplemental material may be posted on the course website.

Coordinator(s)

Chengwei Lei, Melissa Danforth, Anthony C. Bianchi, Kanwal Gagneja

ACM CS 2013 Body of Knowledge Topics/Outcomes

AL/Basic Analysis

9. Use big O notation formally to give expected case bounds on time complexity of algorithms.
10. Explain the use of big omega, big theta, and little o notation to describe the amount of work done by an algorithm.
11. Use recurrence relations to determine the time complexity of recursively defined algorithms.
12. Solve elementary recurrence relations, e.g., using some form of a Master Theorem.

AL/Algorithmic Strategies

1. For each of the strategies, identify a practical example to which it would apply.
2. Use a greedy approach to solve an appropriate problem and determine if the greedy rule chosen leads to an optimal solution.
3. Use a divide-and-conquer algorithm to solve an appropriate problem.
4. Use recursive backtracking to solve a problem such as navigating a maze.
5. Use dynamic programming to solve an appropriate problem.
6. Determine an appropriate algorithmic approach to a problem.
AL/Fundamental Data Structures and Algorithms

8. Solve problems using fundamental graph algorithms, including depth-first and breadth-first search.

9. Demonstrate the ability to evaluate algorithms, to select from a range of possible options, to provide justification for that selection, and to implement the algorithm in a particular context.

10. Describe the heap property and the use of heaps as an implementation of priority queues.

11. Solve problems using graph algorithms, including single-source and all-pairs shortest paths, and at least one minimum spanning tree algorithm.

12. Trace and/or implement a string-matching algorithm.

Student Learning Outcomes

MS-1. An ability to analyze a complex computing problem, utilizing appropriate principles of computer science theory, computing, and other relevant disciplines.

MS-1a) Apply appropriate mathematical foundations and perform correct mathematical analysis.

MS-1b) Apply appropriate principles to analyze a complex computing problem.

MS-2. An ability to apply computer science theory and fundamentals to evaluate and produce computing-based solutions.

MS-2a) Evaluate alternative designs and choose the desirable solution for a given context.

MS-2b) Apply appropriate computer science theory and fundamentals when producing a solution.

Lecture Topics and Schedule

<table>
<thead>
<tr>
<th>Topic</th>
<th>Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction, loop invariant, order of growth</td>
<td>1</td>
</tr>
<tr>
<td>Asymptotic notation, analyzing non-recursive algorithms</td>
<td>2</td>
</tr>
<tr>
<td>Analyzing recursive algorithms</td>
<td>3-4</td>
</tr>
<tr>
<td>Quick sort, Heap sort &amp; Priority queue</td>
<td>5-6</td>
</tr>
<tr>
<td>Linear time sorting algorithms</td>
<td>7-8</td>
</tr>
<tr>
<td>Order statistics</td>
<td>9</td>
</tr>
<tr>
<td>Dynamic Programming</td>
<td>10-11</td>
</tr>
<tr>
<td>Greedy Algorithm</td>
<td>11</td>
</tr>
<tr>
<td>Intro to graphs, Minimum spanning tree</td>
<td>12</td>
</tr>
<tr>
<td>Shortest paths</td>
<td>13</td>
</tr>
<tr>
<td>Graph search, Topological sort</td>
<td>14</td>
</tr>
<tr>
<td>String matching, Hashing, P/NP</td>
<td>15-16</td>
</tr>
</tbody>
</table>

Prepared By

Chengwei Lei
CMPS 5150 Parallel Algorithms

Catalog Description

CMPS 5150 Parallel Algorithms (3)
This is an advanced graduate course in the design and analysis of algorithms for parallel systems. Theoretical topics include modeling the cost of parallel algorithms, and parallel algorithms for sorting, trees, graphs, and computational geometry. Practical topics will include data-parallelism, threads, futures, scheduling, synchronization, transactional memory and message passing. Students will design and present a project on parallel algorithms. Each week lecture meets for 150 minutes. Prerequisite: Classified graduate student status or permission of the instructor.

Prerequisite by Topic

- Undergraduate course in algorithm analysis (similar to CMPS 3120), computer architecture (similar to CMPS 3240), and operating systems (similar to CMPS 3600)
- Undergraduate course in distributed and parallel computation (similar to CMPS 3640) is strongly recommended
- Undergraduate course in linear algebra (similar to MATH 2610) is strongly recommended

Units and Contact Time

3 Semester Units. 3 units lecture (weekly: 150 minutes in-class, 6-9 hours outside of class)

Type

Graduate elective in Parallel and Distributed Computing topic area.

Required Textbook


Recommended Textbook and Other Supplementary Material

Supplemental material may be posted on the course website.

Coordinator(s)

Alberto Cruz, Anthony C. Bianchi, Vincent Wong On, Kanwal Gagneja

ACM CS 2013 Body of Knowledge Topics/Outcomes

PD/Parallel Algorithms, Analysis, and Programming

9. Give examples of problems where pipelining would be an effective means of parallelization.
10. Implement a parallel matrix algorithm.

PD/Formal Models and Semantics

1. Model a concurrent process using a formal model, such as pi-calculus.
2. Explain the characteristics of a particular formal parallel model.
3. Formally model a shared memory system to show if it is consistent.
4. Use a model to show progress guarantees in a parallel algorithm.
5. Use formal techniques to show that a parallel algorithm is correct with respect to a safety or liveness property.
6. Decide if a specific execution is linearizable or not.

**Student Learning Outcomes**

MS-1. An ability to analyze a complex computing problem, utilizing appropriate principles of computer science theory, computing, and other relevant disciplines.

- MS-1a) Apply appropriate mathematical foundations and perform correct mathematical analysis.
- MS-1b) Apply appropriate principles to analyze a complex computing problem.

MS-2. An ability to apply computer science theory and fundamentals to evaluate and produce computing-based solutions.

- MS-2a) Evaluate alternative designs and choose the desirable solution for a given context.
- MS-2b) Apply appropriate computer science theory and fundamentals when producing a solution.

MS-3. An ability to communicate effectively in a variety of professional contexts.

- MS-3b) Prepare and deliver oral presentations at an appropriate level for the target audience.

**Lecture Topics and Schedule**

<table>
<thead>
<tr>
<th>Lecture Topics</th>
<th>Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to parallel algorithms</td>
<td>Week 1</td>
</tr>
<tr>
<td>Models of parallel computation (Brent’s Theorom)</td>
<td>Weeks 2-3</td>
</tr>
<tr>
<td>Sequences (Prefix sums)</td>
<td>Weeks 4-5</td>
</tr>
<tr>
<td>Parallel sorting (Advanced mergesorting)</td>
<td>Weeks 6-7</td>
</tr>
<tr>
<td>Parallel tree search (Tree contraction, expression evaluation, MST, MIS)</td>
<td>Weeks 7-8</td>
</tr>
<tr>
<td>Computational geometry (Connected components, convex hull)</td>
<td>Weeks 8-9</td>
</tr>
<tr>
<td>Asynchronous algorithms</td>
<td>Weeks 10-11</td>
</tr>
<tr>
<td>Transactional memory, thread building, practical applications (CUDA, MPI)</td>
<td>Weeks 12-13</td>
</tr>
<tr>
<td>Student project presentations</td>
<td>Weeks 14-16</td>
</tr>
</tbody>
</table>

**Prepared By**

Alberto Cruz
CMPS 5160 Distributed Learning and Optimization

Catalog Description

CMPS 5160 Distributed Learning and Optimization (3)
Distributed computing architectures have led to adaptation of sequential algorithms to a distributed computation domain. Computer science subfields such as machine learning and optimization benefit greatly from these distributed architectures, thus have been adapted. Topics for this class include distributed learning and optimization, graph analysis, scaling, complexity analysis and evaluation of current platforms. Each week lecture meets for 150 minutes. Prerequisite: Classified graduate student status or permission of the instructor.

Prerequisite by Topic

- Undergraduate course in algorithm analysis (similar to CMPS 3120)
- Undergraduate course in distributed and parallel computation (similar to CMPS 3640) is strongly recommended
- Undergraduate course in linear algebra (similar to MATH 2610) is strongly recommended

Units and Contact Time

3 Semester Units. 3 units lecture (weekly: 150 minutes in-class, 6-9 hours outside of class)

Type

Graduate elective in Parallel and Distributed Computing topic area.

Required Textbook


Recommended Textbook and Other Supplementary Material

Supplemental material may be posted on the course website. Recommended materials are:

- “Parallel Algorithms”, Guy Blelloch and Bruce Maggs
- “Introduction to Algorithms”, Cormen Leiserson and Rivest Stein
- “Learning Spark”, Holden Karau, Andy Konwinski, Patrick Wendell, Matei Zaharia
- “TensorFlow for Deep Learning”, Bharath Ramsundar and Reza Zadeh

Coordinator(s)

Anthony C. Bianchi, Alberto Cruz, Vincent Wong On

ACM CS 2013 Body of Knowledge Topics/Outcomes

PD/Parallel Algorithms, Analysis, and Programming

8. Provide an example of a problem that fits the producer-consumer paradigm. [Familiarity]

9. Give examples of problems where pipelining would be an effective means of parallelization. [Familiarity]

10. Implement a parallel matrix algorithm. [Usage]

11. Identify issues that arise in producer-consumer algorithms and mechanisms that may be used for addressing them. [Familiarity]
PD/Parallel Decomposition

3. Write a correct and scalable parallel algorithm. [Usage]
4. Parallelize an algorithm by applying task-based decomposition. [Usage]
5. Parallelize an algorithm by applying data-parallel decomposition. [Usage]
6. Write a program using actors and/or reactive processes. [Usage]

**Student Learning Outcomes**

**MS-1.** An ability to analyze a complex computing problem, utilizing appropriate principles of computer science theory, computing, and other relevant disciplines.

- **MS-1a)** Apply appropriate mathematical foundations and perform correct mathematical analysis.
- **MS-1b)** Apply appropriate principles to analyze a complex computing problem.

**MS-2.** An ability to apply computer science theory and fundamentals to evaluate and produce computing-based solutions.

- **MS-2a)** Evaluate alternative designs and choose the desirable solution for a given context.
- **MS-2b)** Apply appropriate computer science theory and fundamentals when producing a solution.

**Lecture Topics and Schedule**

<table>
<thead>
<tr>
<th>Topic</th>
<th>Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fundamentals of Distributed Algorithm analysis</td>
<td>Weeks 1-2</td>
</tr>
<tr>
<td>Scheduling</td>
<td>Week 3</td>
</tr>
<tr>
<td>Prefix Sum and Mergesort</td>
<td>Week 4</td>
</tr>
<tr>
<td>Introduction to TensorFlow</td>
<td>Weeks 5-6</td>
</tr>
<tr>
<td>Parallel Quicksort, Strassen’s Algorithm, Minimum Spanning Tree</td>
<td>Week 7</td>
</tr>
<tr>
<td>Graph Contraction, Star Contraction</td>
<td>Week 8</td>
</tr>
<tr>
<td>Parallel Stochastic Gradient Decent</td>
<td>Week 9</td>
</tr>
<tr>
<td>Distributed Sort, Map Reduce, Sparse Matrix Multiplies using SQL</td>
<td>Weeks 10-11</td>
</tr>
<tr>
<td>Sparse Matrix Multiplication</td>
<td>Week 12</td>
</tr>
<tr>
<td>Introduction to Spark</td>
<td>Week 13</td>
</tr>
<tr>
<td>Communication Patterns, Partitioning for PageRank, Single Value Decomposition</td>
<td>Weeks 14-15</td>
</tr>
<tr>
<td>Spark vs Tensorflow</td>
<td>Week 16</td>
</tr>
</tbody>
</table>

**Prepared By**

Anthony C. Bianchi
CMPS 5240 Graduate Computer Architecture

Catalog Description

CMPS 5240 Graduate Computer Architecture (3)
This is a graduate survey course in computer architecture for graduate students who have some experience in computer organization and design. It covers early systems, microprocessor design, instruction set architecture, control, buses, ALU, memory and multiprocessor systems. The class focuses on memory hierarchies, caching, virtual memory, ISA design considerations (RISC, CISC, VLSI RISCs), branch speculation, advanced datapaths, multithreading, coherence and consistency, and processor heterogeneity. Students will present current work in architecture. Each week lecture meets for 150 minutes. Prerequisite: Classified graduate student status or permission of the instructor.

Prerequisite by Topic

- Undergraduate course in discrete mathematics/structures (similar to CMPS 2120) or logic design / digital circuits (similar to ECE 3200)
- Undergraduate course in computer architecture and organization (similar to CMPS 3240)

Units and Contact Time

3 Semester Units. 3 units lecture (weekly: 150 minutes in-class, 6-9 hours outside of class)

Type

Core (Selected from List) for Graduate Computer Science Students.

Required Textbook


Recommended Textbook and Other Supplementary Material

Supplemental material may be posted on the course website.

Coordinator(s)

Alberto Cruz, Melissa Danforth, Vincent Wong On, Mostafa Abdelrehim

ACM CS 2013 Body of Knowledge Topics/Outcomes

AR/Memory System Organization and Architecture
1. Identify the main types of memory technology (e.g., SRAM, DRAM, Flash, magnetic disk) and their relative cost and performance.
2. Describe how the use of memory hierarchy (cache, virtual memory) is used to reduce the effective memory latency.
3. Explain the workings of a system with virtual memory management.

AR/Multiprocessing and Alternative Architectures

2. Describe alternative parallel architectures such as SIMD and MIMD.
3. Explain the concept of interconnection networks and characterize different approaches.
4. Discuss the special concerns that multiprocessor systems present with respect to memory management and describe how these are addressed.
AR/Performance Enhancements
1. Describe superscalar architectures and their advantages.
2. Explain the concept of branch prediction and its utility.
4. Explain speculative execution and identify the conditions that justify it.
5. Discuss the performance advantages that multithreading offered in an architecture along with the factors that make it difficult to derive maximum benefits from this approach.
6. Describe the relevance of scalability to performance.

Student Learning Outcomes
MS-1. An ability to analyze a complex computing problem, utilizing appropriate principles of computer science theory, computing, and other relevant disciplines.
   MS-1a) Apply appropriate mathematical foundations and perform correct mathematical analysis.
   MS-1b) Apply appropriate principles to analyze a complex computing problem.
MS-2. An ability to apply computer science theory and fundamentals to evaluate and produce computing-based solutions.
   MS-2a) Evaluate alternative designs and choose the desirable solution for a given context.
   MS-2b) Apply appropriate computer science theory and fundamentals when producing a solution.
MS-3. An ability to communicate effectively in a variety of professional contexts.
   MS-3b) Prepare and deliver oral presentations at an appropriate level for the target audience.

Lecture Topics and Schedule

<table>
<thead>
<tr>
<th>Topic</th>
<th>Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to computer architecture (Historical lectures)</td>
<td>Week 1</td>
</tr>
<tr>
<td>Memory technologies (such as flash)</td>
<td>Week 2</td>
</tr>
<tr>
<td>Memory hierarchies and the virtual memory (Mapping strategies)</td>
<td>Week 3</td>
</tr>
<tr>
<td>Advanced caching, virtual memory protection (Sharing, protection)</td>
<td>Week 4</td>
</tr>
<tr>
<td>ISA designs (RISC, CISC, VLSI RISCs)</td>
<td>Weeks 5-6</td>
</tr>
<tr>
<td>Branch prediction / speculative execution (BTB, correlation, etc.)</td>
<td>Weeks 7-8</td>
</tr>
<tr>
<td>Dataflow and pipelining</td>
<td>Weeks 8-9</td>
</tr>
<tr>
<td>Multithreading, coherence and consistency</td>
<td>Weeks 9-10</td>
</tr>
<tr>
<td>Processor heterogeneity</td>
<td>Weeks 11-12</td>
</tr>
<tr>
<td>Student presentations</td>
<td>Weeks 13-16</td>
</tr>
</tbody>
</table>

Prepared By
Alberto Cruz
CMPS 5270 Hardware Security

Catalog Description

CMPS 5270 Hardware Security (3)
This course will study the principles of computer systems security from the hardware perspective, especially as it crosses layers of abstraction. Students will learn about the vulnerabilities in current digital system design flow and the challenges of building secure hardware for each layer of abstraction. Cutting edge research on these challenges will be discussed and hands-on experiences with performing attacks, developing countermeasures, and implementing secure hardware building blocks will be required. By the end of the course, students will be able to reason about security in terms of adversarial models, hardware vulnerabilities, and attacks. Each week lecture meets for 150 minutes. Prerequisite: Classified graduate student status or permission of the instructor.

Prerequisite by Topic

• Undergraduate course in assembly language programming (similar to CMPS 2240) and computer architecture (similar to CMPS 3240).
• Students are expected to have a basic knowledge of digital logic and Register-Transfer Level (RTL) design, but no specific background in security/cryptography is necessary.

Units and Contact Time

3 Semester Units. 3 units lecture (weekly: 150 minutes in-class, 6-9 hours outside of class)

Type

Graduate elective in the Cybersecurity topic area.

Required Textbook

There is no required textbook for the course. It is based on a collection of classic and recent journal, conference, and several other papers on hardware security topics.

Recommended Textbook and Other Supplementary Material

Supplemental material may be posted on the course website. The following books serve as reference for concepts explored in this course:


Coordinator(s)

Melissa Danforth, Alberto Cruz, Kanwal Gagneja

ACM CS 2013 Body of Knowledge Topics/Outcomes

IAS/Foundational Concepts in Security
IAS/Principles of Secure Design

**Student Learning Outcomes**

MS-1. An ability to analyze a complex computing problem, utilizing appropriate principles of computer science theory, computing, and other relevant disciplines.

- MS-1a) Apply appropriate mathematical foundations and perform correct mathematical analysis.
- MS-1b) Apply appropriate principles to analyze a complex computing problem.

MS-2. An ability to apply computer science theory and fundamentals to evaluate and produce computing-based solutions.

- MS-2a) Evaluate alternative designs and choose the desirable solution for a given context.
- MS-2b) Apply appropriate computer science theory and fundamentals when producing a solution.

MS-4. An ability to recognize professional responsibilities and make informed judgments in computing practice based on legal and ethical principles.

- MS-4b) Make informed judgments based on legal and ethical principles and on professional responsibilities.

**Lecture Topics and Schedule**

<table>
<thead>
<tr>
<th>Topic</th>
<th>Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>Week 1</td>
</tr>
<tr>
<td>Ciphers: Historical; Block (AES/DES), stream, (Trivium) public key ciphers (RSA, ECC), hash functions (SHA-1)</td>
<td>Weeks 2-3</td>
</tr>
<tr>
<td>Physical unclonable functions: design principles and applications; Hardware Random Number Generators: design principles and applications</td>
<td>Weeks 4-5</td>
</tr>
<tr>
<td>Side channels: Overview; Fault attacks and countermeasures; Power attacks and countermeasures</td>
<td>Weeks 6-7</td>
</tr>
<tr>
<td>VLSI Testing is a portal for hackers: attacks and countermeasures</td>
<td>Weeks 8-9</td>
</tr>
<tr>
<td>Hardware Trojans: overview, attacks and defenses</td>
<td>Week 10</td>
</tr>
<tr>
<td>IP Piracy: Logic encryption</td>
<td>Week 11</td>
</tr>
<tr>
<td>Reverse Engineering: IC layout camouflaging, Gate level reversing, ESL reversing</td>
<td>Weeks 12-13</td>
</tr>
<tr>
<td>Hardware security patent presentations</td>
<td>Weeks 14-15</td>
</tr>
<tr>
<td>Course review and Final exam</td>
<td>Week 16</td>
</tr>
</tbody>
</table>

**Prepared By**

Antonio Cardenas (left CSUB in Aug. 2020)
CMPS 5350 Graduate Software Engineering

Catalog Description

CMPS 5350 Graduate Software Engineering (3)
A study of concepts and research in the area of software engineering, with attention on modeling, design patterns, software architecture, deployment, quality assurance, and communication. Discussions will include presentations on historical and current research papers in the field with a special interest in ethical dilemmas in modern software development. A term project lets students apply and develop practical skills from the course material. Each week lecture meets for 150 minutes. Prerequisite: Classified graduate student status or permission of the instructor.

Prerequisite by Topic

- Undergraduate course in software engineering (similar to CMPS 3350)

Units and Contact Time

3 Semester Units. 3 units lecture (weekly: 150 minutes in-class, 6-9 hours outside of class)

Type

Core (Selected from List) for Graduate Computer Science Students.

Required Textbook

Relevant materials (papers, articles) will be made available on the course website.

Recommended Textbook and Other Supplementary Material

Supplemental material may be posted on the course website.

Coordinator(s)

Nicholas Toothman, Melissa Danforth

ACM CS 2013 Body of Knowledge Topics/Outcomes

- CS-SE/Software Construction
- CS-SE/Tools and Environments
- CS-SE/Software Project Management
- CS-SE/Software Design
- CS-SE/Software Evolution

Student Learning Outcomes

MS-1. An ability to analyze a complex computing problem, utilizing appropriate principles of computer science theory, computing, and other relevant disciplines.

- MS-1a) Apply appropriate mathematical foundations and perform correct mathematical analysis.
- MS-1b) Apply appropriate principles to analyze a complex computing problem.

MS-2. An ability to apply computer science theory and fundamentals to evaluate and produce computing-based solutions.

- MS-2a) Evaluate alternative designs and choose the desirable solution for a given context.
- MS-2b) Apply appropriate computer science theory and fundamentals when producing a solution.
MS-3. An ability to communicate effectively in a variety of professional contexts.

MS-3b) Prepare and deliver oral presentations at an appropriate level for the target audience.

MS-4. An ability to recognize professional responsibilities and make informed judgments in computing practice based on legal and ethical principles.

**Lecture Topics and Schedule**

<table>
<thead>
<tr>
<th>Topic</th>
<th>Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course overview, research skills</td>
<td>Week 1</td>
</tr>
<tr>
<td>Professional ethics, legality</td>
<td>Week 2</td>
</tr>
<tr>
<td>Communication, Remote development</td>
<td>Week 3</td>
</tr>
<tr>
<td>Project management</td>
<td>Week 4</td>
</tr>
<tr>
<td>Requirements</td>
<td>Week 5</td>
</tr>
<tr>
<td>Modeling and design</td>
<td>Weeks 6-7</td>
</tr>
<tr>
<td>Software architecture, abstraction</td>
<td>Weeks 8-9</td>
</tr>
<tr>
<td>Testing and automation</td>
<td>Weeks 10-11</td>
</tr>
<tr>
<td>Licensing, open-source development</td>
<td>Week 12</td>
</tr>
<tr>
<td>Deployment, localization</td>
<td>Weeks 13-16</td>
</tr>
</tbody>
</table>

**Prepared By**

Nicholas Toothman
CMPS 5420 Natural Language Processing

Catalog Description

CMPS 5420 Natural Language Processing (3)
This is a foundational course in natural language processing (NLP) for graduate students who have some experience in artificial intelligence or machine learning. The focus of the class is end-to-end systems for classification, understanding and organization of language, and generative models for communication. Topics include machine learning for text classification, bag-of-words representation, context-free parsing, semantics and machine translation. Students will present current work in NLP. Each week lecture meets for 150 minutes. Prerequisite: Classified graduate student status or permission of the instructor.

Prerequisite by Topic

- Undergraduate course in calculus (similar to MATH 2510 and 2520)
- Undergraduate course in probability and statistics (similar to MATH 3200)
- Undergraduate course in artificial intelligence or machine learning (similar to CMPS 3560)
- Proficiency in Python programming language
- Undergraduate course in linear algebra (similar to MATH 2610) is strongly recommended

Units and Contact Time

3 Semester Units. 3 units lecture (weekly: 150 minutes in-class, 6-9 hours outside of class)

Type

Graduate elective in the Data Science / Artificial Intelligence / Machine Learning topic area.

Required Textbook

There are two textbooks that are available online for free:

- Eisenstein: Natural Language Processing. This is a current textbook. Available at https://github.com/jacobeisenstein/gt-nlp-class/blob/master/notes/eisenstein-nlp-notes.pdf
- Jurafsky and Martin: Speech and Language Processing (3rd ed. Draft). This is the classic NLP textbook. Available at https://web.stanford.edu/~jurafsky/slp3/

Reading assignments are assigned from both textbooks.

Recommended Textbook and Other Supplementary Material

Supplemental material may be posted on the course website.

Coordinator(s)

Alberto Cruz, Anthony C. Bianchi

ACM CS 2013 Body of Knowledge Topics/Outcomes

IS/Natural Language Processing

1. Define and contrast deterministic and stochastic grammars, providing examples to show the adequacy of each.

3. Identify the challenges of representing meaning.

5. Identify techniques for information retrieval, language translation, and text classification.
IS/Advanced Machine Learning

5. Evaluate the performance of a simple learning system on a real-world dataset. [Assessment]
6. Characterize the state of the art in learning theory, including its achievements and its shortcomings.

Student Learning Outcomes

MS-1. An ability to analyze a complex computing problem, utilizing appropriate principles of computer science theory, computing, and other relevant disciplines.
   MS-1a) Apply appropriate mathematical foundations and perform correct mathematical analysis.
   MS-1b) Apply appropriate principles to analyze a complex computing problem.

MS-2. An ability to apply computer science theory and fundamentals to evaluate and produce computing-based solutions.
   MS-2a) Evaluate alternative designs and choose the desirable solution for a given context.
   MS-2b) Apply appropriate computer science theory and fundamentals when producing a solution.

MS-3. An ability to communicate effectively in a variety of professional contexts.
   MS-3b) Prepare and deliver oral presentations at an appropriate level for the target audience.

MS-4. An ability to recognize professional responsibilities and make informed judgments in computing practice based on legal and ethical principles.
   MS-4c) Demonstrate an ability to maintain a high standard of professional competence.

Lecture Topics and Schedule

<table>
<thead>
<tr>
<th>Topic</th>
<th>Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to NLP, bag-of-words model</td>
<td>Week 1</td>
</tr>
<tr>
<td>Text classification (Binary and multi-class)</td>
<td>Week 2</td>
</tr>
<tr>
<td>Sequence models (HMM and CRFs)</td>
<td>Week 3</td>
</tr>
<tr>
<td>Neural networks for text classification (Backpropagation, Word2Vec)</td>
<td>Week 4</td>
</tr>
<tr>
<td>Deep neural networks for text classification (RNNs, CNNs)</td>
<td>Weeks 5-7</td>
</tr>
<tr>
<td>Tree-structured analysis, probabilistic context-free grammars</td>
<td>Weeks 8-9</td>
</tr>
<tr>
<td>Machine translation, encoder-decoder models</td>
<td>Weeks 10-11</td>
</tr>
<tr>
<td>Applications of machine translation (Regex generation and SQL generation)</td>
<td>Week 12</td>
</tr>
<tr>
<td>Improvements to machine translation (Attention and transformers)</td>
<td>Week 13</td>
</tr>
<tr>
<td>Student presentations</td>
<td>Weeks 14-16</td>
</tr>
</tbody>
</table>

Prepared By

Alberto Cruz
CMPS 5450 Graduate Data Mining

Catalog Description

CMPS 5450 Graduate Data Mining (3)
This course introduces concepts, principles, algorithms, techniques, performance, and applications of data mining and knowledge discovery. Topics may include data preprocessing, data visualization, data dissemination, the statistical foundations for data modeling, classification and prediction, clustering analysis, association and pattern analysis, and outlier detection. Each week lecture meets for 150 minutes. Prerequisite: Classified graduate student status or permission of the instructor.

Prerequisite by Topic

- Undergraduate course in algorithm analysis (similar to CMPS 3120)
- Undergraduate course on calculus (similar to MATH 2510 and 2520)
- Undergraduate course on probability and statistics (similar to MATH 3200)
- Undergraduate course on linear algebra (similar to MATH 2610) is strongly recommended

Units and Contact Time

3 Semester Units. 3 units lecture (weekly: 150 minutes in-class, 6-9 hours outside of class)

Type
Graduate elective in the Data Science / Artificial Intelligence / Machine Learning topic area.

Required Textbook
Data Mining: Concepts and Techniques, by Jiawei Han and Micheline Kamber

Recommended Textbook and Other Supplementary Material
Supplemental material may be posted on the course website.

Coordinator(s)
Chengwei Lei, Anthony C. Bianchi, Alberto Cruz, Vincent Wong On

ACM CS 2013 Body of Knowledge Topics/Outcomes
IM/Data Mining

1. Compare and contrast different uses of data mining as evidenced in both research and application.
2. Explain the value of finding associations in market basket data.
3. Characterize the kinds of patterns that can be discovered by association rule mining.
4. Describe how to extend a relational system to find patterns using association rules.
5. Evaluate different methodologies for effective application of data mining.
6. Identify and characterize sources of noise, redundancy, and outliers in presented data.
7. Identify mechanisms (on-line aggregation, anytime behavior, interactive visualization) to close the loop in the data mining process.
8. Describe why the various close-the-loop processes improve the effectiveness of data mining.
**Student Learning Outcomes**

MS-1. An ability to analyze a complex computing problem, utilizing appropriate principles of computer science theory, computing, and other relevant disciplines.

- MS-1a) Apply appropriate mathematical foundations and perform correct mathematical analysis.
- MS-1b) Apply appropriate principles to analyze a complex computing problem.

MS-2. An ability to apply computer science theory and fundamentals to evaluate and produce computing-based solutions.

- MS-2a) Evaluate alternative designs and choose the desirable solution for a given context.
- MS-2b) Apply appropriate computer science theory and fundamentals when producing a solution.

**Lecture Topics and Schedule**

<table>
<thead>
<tr>
<th>Lecture Topic</th>
<th>Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Data Mining, Data Warehousing &amp; OLAP</td>
<td>Week 1</td>
</tr>
<tr>
<td>Data Preprocessing and Exploration</td>
<td>Week 2</td>
</tr>
<tr>
<td>Feature Engineering</td>
<td>Week 3</td>
</tr>
<tr>
<td>Decision Trees</td>
<td>Week 4</td>
</tr>
<tr>
<td>Overfitting &amp; Cross-Validation</td>
<td>Week 5</td>
</tr>
<tr>
<td>Nearest Neighbor, Naïve Bayes</td>
<td>Week 6</td>
</tr>
<tr>
<td>Prediction</td>
<td>Week 7</td>
</tr>
<tr>
<td>Classifier Accuracy and Evaluation</td>
<td>Week 8</td>
</tr>
<tr>
<td>Density-Based Clustering</td>
<td>Weeks 9-10</td>
</tr>
<tr>
<td>Hierarchical Clustering</td>
<td>Weeks 11-12</td>
</tr>
<tr>
<td>Evaluating Clusters</td>
<td>Weeks 13-14</td>
</tr>
<tr>
<td>Anomaly Detection</td>
<td>Weeks 15-16</td>
</tr>
</tbody>
</table>

**Prepared By**

Chengwei Lei
CMPS 5500 Graduate Programming Languages and Compilers

Catalog Description

CMPS 5500 Graduate Programming Languages and Compilers (3)
This is an advanced graduate course where students will study programming languages with an emphasis on their implementation. Topics include lexical analysis, language syntax, control structures, the binding of names, procedures, and their implementation in compilers. Students will design and present a project on related topics. Each week lecture meets for 150 minutes. Prerequisite: Classified graduate student status or permission of the instructor.

Prerequisite by Topic

- Undergraduate course in programming languages (similar to CMPS 3500)
- Undergraduate course in compiler design (similar to CMPS 4500) is strongly recommended

Units and Contact Time

3 Semester Units. 3 units lecture (weekly: 150 minutes in-class, 6-9 hours outside of class)

Type

Core (Selected from List) for Graduate Computer Science Students.

Required Textbook

Compilers: Principles, Techniques, and Tools, by Aho, Lam, Sethi, & Ullman

Recommended Textbook and Other Supplementary Material

Supplemental material may be posted on the course website.

Coordinator(s)

Chengwei Lei, Melissa Danforth

ACM CS 2013 Body of Knowledge Topics/Outcomes

PL/Syntax Analysis

1. Use formal grammars to specify the syntax of languages.
2. Use declarative tools to generate parsers and scanners.
3. Identify key issues in syntax definitions: ambiguity, associativity, precedence.

PL/Compiler Semantic Analysis

1. Implement context-sensitive, source-level static analyses such as type-checkers or resolving identifiers to identify their binding occurrences.
2. Describe semantic analyses using an attribute grammar.

PL/Formal Semantics

1. Give a formal semantics for a small language.
2. Write a lambda-calculus program and show its evaluation to a normal form.
3. Discuss the different approaches of operational, denotational, and axiomatic semantics.
4. Use induction to prove properties of all programs in a language.
5. Use induction to prove properties of all programs in a language that are well-typed according to a formally defined type system.
6. Use parametricity to establish the behavior of code given only its type.
7. Use formal semantics to build a formal model of a software system other than a programming language.

**Student Learning Outcomes**

MS-1. An ability to analyze a complex computing problem, utilizing appropriate principles of computer science theory, computing, and other relevant disciplines.
   MS-1a) Apply appropriate mathematical foundations and perform correct mathematical analysis.
   MS-1b) Apply appropriate principles to analyze a complex computing problem.
MS-2. An ability to apply computer science theory and fundamentals to evaluate and produce computing-based solutions.
   MS-2a) Evaluate alternative designs and choose the desirable solution for a given context.
   MS-2b) Apply appropriate computer science theory and fundamentals when producing a solution.

**Lecture Topics and Schedule**

<table>
<thead>
<tr>
<th>Lecture Topic</th>
<th>Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>Week 1</td>
</tr>
<tr>
<td>Syntax- Lexical Analysis</td>
<td>Week 2</td>
</tr>
<tr>
<td>Syntax- Grammars</td>
<td>Week 3</td>
</tr>
<tr>
<td>Syntax- Parsing</td>
<td>Week 4</td>
</tr>
<tr>
<td>Syntax- Semantic Analysis</td>
<td>Weeks 5</td>
</tr>
<tr>
<td>Syntax- Error Handling</td>
<td>Weeks 6</td>
</tr>
<tr>
<td>Symbol Tables</td>
<td>Weeks 7-8</td>
</tr>
<tr>
<td>Intermediate Code</td>
<td>Weeks 9-10</td>
</tr>
<tr>
<td>Runtime Support</td>
<td>Weeks 11-12</td>
</tr>
<tr>
<td>Code Generation</td>
<td>Weeks 13-14</td>
</tr>
<tr>
<td>Optimization</td>
<td>Weeks 15-16</td>
</tr>
</tbody>
</table>

**Prepared By**

Chengwei Lei
CMPS 5510 Reverse Engineering

Catalog Description

CMPS 5510 Reverse Engineering (3)
Investigation into reverse engineering techniques for both normal executables and malware. Topics include behavioral analysis of executables, static binary analysis, dynamic binary analysis, anti-analysis and evasion techniques, obfuscation, shellcode, and code injection. Hands-on activities will reinforce the theoretical concepts being discussed. Each week lecture meets for 150 minutes. Prerequisite: Classified graduate student status or permission of the instructor.

Prerequisite by Topic

- Undergraduate course in assembly language programming (similar to CMPS 2240)
- Undergraduate course in programming languages / language design (similar to CMPS 3500)
- Familiarity with Intel 32-bit (IA-32 x86) and 64-bit (x64 / x86-64) assembly

Units and Contact Time

3 Semester Units. 3 units lecture (weekly: 150 minutes in-class, 6-9 hours outside of class)

Type

Graduate elective in the Cybersecurity topic area.

Required Textbook


Recommended Textbook and Other Supplementary Material

Supplemental material may be posted on the course website. Recommended textbooks are:


Coordinator(s)

Melissa Danforth, Kanwal Gagneja

ACM CS 2013 Body of Knowledge Topics/Outcomes

AR/Assembly Level Machine Organization
- Assembly/machine language programming
- Heap vs. Static vs. Stack vs. Code segments

IAS/Foundational Concepts in Security
- Concepts of risk, threats, vulnerabilities, and attack vectors
- Ethics

IAS/Threats and Attacks
- Examples of malware (e.g., viruses, worms, spyware, botnets, Trojan horses or rootkits)
PL/ Language Translation and Execution
- Language translation pipeline: parsing, optional type-checking, translation, linking, execution
- Run-time representation of core language constructs
- Run-time layout of memory: call-stack, heap, static data

PL/ Runtime Systems
- Dynamic memory management approaches and techniques
- Data layout for objects and activation records

SP/ Security Policies, Laws and Computer Crimes
- Effects of malware, such as viruses, worms and Trojan horses

Student Learning Outcomes
MS-1. An ability to analyze a complex computing problem, utilizing appropriate principles of computer science theory, computing, and other relevant disciplines.
  MS-1a) Apply appropriate mathematical foundations and perform correct mathematical analysis.
  MS-1b) Apply appropriate principles to analyze a complex computing problem.

MS-2. An ability to apply computer science theory and fundamentals to evaluate and produce computing-based solutions.
  MS-2a) Evaluate alternative designs and choose the desirable solution for a given context.
  MS-2b) Apply appropriate computer science theory and fundamentals when producing a solution.

MS-4. An ability to recognize professional responsibilities and make informed judgments in computing practice based on legal and ethical principles.
  MS-4b) Make informed judgements based on legal and ethical principles and on professional responsibilities.

Lecture Topics and Schedule

<table>
<thead>
<tr>
<th>Lecture Topic</th>
<th>Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction and Professional ethics</td>
<td>1</td>
</tr>
<tr>
<td>Review of Intel 32-bit and 64-bit assembly</td>
<td>2</td>
</tr>
<tr>
<td>Static binary analysis – Basic techniques</td>
<td>3</td>
</tr>
<tr>
<td>Static binary analysis – Advanced techniques</td>
<td>4-5</td>
</tr>
<tr>
<td>Dynamic binary analysis – Basic techniques</td>
<td>6</td>
</tr>
<tr>
<td>Dynamic binary analysis – Advanced techniques</td>
<td>7-8</td>
</tr>
<tr>
<td>Behavioral analysis and Malware functionality</td>
<td>9-10</td>
</tr>
<tr>
<td>Anti-analysis techniques and Evasion techniques</td>
<td>11-12</td>
</tr>
<tr>
<td>Code obfuscation</td>
<td>13-14</td>
</tr>
<tr>
<td>Shellcode and Code injection</td>
<td>15-16</td>
</tr>
</tbody>
</table>

Prepared By
Melissa Danforth
CMPS 5560 Machine Learning

Catalog Description

CMPS 5560 Machine Learning (3)
This course introduces concepts of machine learning with a focus of supervised learning methods. Foundational modeling of classification and regression problems will be covered. Topics include linear discriminate analysis (LDA), logistic regression, support vector machines (SVM), maximum likelihood estimation (MLE), nearest neighbor, neural networks (NN), decision trees, decision forest, AdaBoost, convolutional NN, recurrent NN. Each week lecture meets for 150 minutes. Prerequisite: Classified graduate student status or permission of the instructor.

Prerequisite by Topic

- Undergraduate course on calculus (similar to MATH 2510 and 2520)
- Undergraduate course on probability and statistics (similar to MATH 3200)
- Basic programming skills
- Undergraduate course on linear algebra (similar to MATH 2610) is strongly recommended

Units and Contact Time

3 Semester Units. 3 units lecture (weekly: 150 minutes in-class, 6-9 hours outside of class)

Type

Graduate elective in the Data Science / Artificial Intelligence / Machine Learning topic area.

Required Textbook

“The Elements of Statistical Learning (2nd Edition)”, Trevor Hastie, Robert Tibshirani, and Jerome Friedman, ISBN: 0387848576. (online free)

Recommended Textbook and Other Supplementary Material

Supplemental material may be posted on the course website. Other recommended textbooks are:

- “An Introduction to Statistical Learning with Applications in R”, Gareth James, Daniela Witten, Trevor Hastie and Robert Tibshirani, ISBN # 978-1-4614-7137-0 (online free)

Coordinator(s)

Anthony C. Bianchi, Alberto Cruz, Chengwei Lei, Vincent Wong On

ACM CS 2013 Body of Knowledge Topics/Outcomes

IS/Basic Machine Learning

1. List the differences among the three main styles of learning: supervised, reinforcement, and unsupervised. [Familiarity]
2. Identify examples of classification tasks, including the available input features and output to be predicted. [Familiarity]
3. Describe over-fitting in the context of a problem. [Familiarity]
4. Apply the simple statistical learning algorithm such as Naive Bayesian Classifier to a classification task and measure the classifier's accuracy. [Usage]
IS/Advanced Machine Learning

2. Implement simple algorithms for supervised learning, reinforcement learning, and unsupervised learning. [Usage]

4. Compare and contrast each of the following techniques, providing examples of when each strategy is superior: decision trees, neural networks, and belief networks. [Assessment]

5. Evaluate the performance of a simple learning system on a real-world dataset. [Assessment]

6. Characterize the state of the art in learning theory, including its achievements and its shortcomings. [Familiarity]

7. Explain the problem of overfitting, along with techniques for detecting and managing the problem. [Usage]

Student Learning Outcomes

MS-1. An ability to analyze a complex computing problem, utilizing appropriate principles of computer science theory, computing, and other relevant disciplines.

MS-1a) Apply appropriate mathematical foundations and perform correct mathematical analysis.

MS-1b) Apply appropriate principles to analyze a complex computing problem.

MS-2. An ability to apply computer science theory and fundamentals to evaluate and produce computing-based solutions.

MS-2a) Evaluate alternative designs and choose the desirable solution for a given context.

MS-2b) Apply appropriate computer science theory and fundamentals when producing a solution.

Lecture Topics and Schedule

<table>
<thead>
<tr>
<th>Topic</th>
<th>Weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Classification and Regression / Training and Testing</td>
<td>Weeks 1-2</td>
</tr>
<tr>
<td>Linear Regression and Classification</td>
<td>Week 3</td>
</tr>
<tr>
<td>Support Vector Machines</td>
<td>Week 4</td>
</tr>
<tr>
<td>Bayes decision rule and maximum likelihood estimation</td>
<td>Week 5</td>
</tr>
<tr>
<td>Decision Trees</td>
<td>Week 6</td>
</tr>
<tr>
<td>Boosting and Bagging Decision Forest</td>
<td>Weeks 7-8</td>
</tr>
<tr>
<td>Adaboost</td>
<td>Week 9</td>
</tr>
<tr>
<td>K-th Nearest Neighbor</td>
<td>Week 10</td>
</tr>
<tr>
<td>Neural Networks</td>
<td>Weeks 11-12</td>
</tr>
<tr>
<td>Convolutional Neural Networks</td>
<td>Week 13</td>
</tr>
<tr>
<td>Recurrent Neural Networks</td>
<td>Week 14</td>
</tr>
<tr>
<td>Student Presentations</td>
<td>Weeks 15-16</td>
</tr>
</tbody>
</table>

Prepared By

Anthony C. Bianchi
CMPS 5600 Graduate Operating Systems

Catalog Description

CMPS 5600 Graduate Operating Systems (3)
This course exposes students to recent developments in operating systems research and design. Course lectures and reading assignments will be on classic and recent papers that shaped the field on a range of topics, including OS design, virtual memory management, file systems, virtualization, concurrency and synchronization, cloud systems, heterogeneity, and security. The course also exposes students to basic system-building and evaluation methodologies through programming assignments and a final project. Each week lecture meets for 150 minutes. Prerequisite: Classified graduate student status or permission of the instructor.

Prerequisite by Topic

- Undergraduate course in operating systems (similar to CMPS 3600)
- Principles of computer systems design knowledge
- C programming language, system programming

Units and Contact Time

3 Semester Units. 3 units lecture (weekly: 150 minutes in-class, 6-9 hours outside of class)

Type

Core (Selected from List) for Graduate Computer Science Students.

Required Textbook

This course does not have a required textbook. It is based on a collection of classic and recent journal, conference, and several other papers on operating systems topics. The list of papers and schedule is available on the course website.

Recommended Textbook and Other Supplementary Material

Supplemental material may be posted on the course website. It is also useful to use an undergraduate operating systems textbook as a reference.

Coordinator(s)

Melissa Danforth, Kanwal Gagneja

ACM CS 2013 Body of Knowledge Topics/Outcomes

OS/Security and Protection
OS/Fault Tolerance

Student Learning Outcomes

MS-1. An ability to analyze a complex computing problem, utilizing appropriate principles of computer science theory, computing, and other relevant disciplines.

MS-1a) Apply appropriate mathematical foundations and perform correct mathematical analysis.

MS-1b) Apply appropriate principles to analyze a complex computing problem.

MS-2. An ability to apply computer science theory and fundamentals to evaluate and produce computing-based solutions.

MS-2a) Evaluate alternative designs and choose the desirable solution for a given context.
MS-2b) Apply appropriate computer science theory and fundamentals when producing a solution.

**Lecture Topics and Schedule**

<table>
<thead>
<tr>
<th>Topic</th>
<th>Weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Storage and File Systems</td>
<td>1-2</td>
</tr>
<tr>
<td>Concurrency</td>
<td>3-4</td>
</tr>
<tr>
<td>Memory Management</td>
<td>5-6</td>
</tr>
<tr>
<td>Virtual Machines</td>
<td>7-8</td>
</tr>
<tr>
<td>Embedded/Mobile Systems</td>
<td>9-10</td>
</tr>
<tr>
<td>System Security</td>
<td>11-12</td>
</tr>
<tr>
<td>Speculative scheduling</td>
<td>13</td>
</tr>
<tr>
<td>Speculative synchronization</td>
<td>14</td>
</tr>
<tr>
<td>Cooperative caching</td>
<td>15</td>
</tr>
<tr>
<td>Presentations and course review</td>
<td>16</td>
</tr>
</tbody>
</table>

**Prepared By**

Antonio Cardenas (left CSUB in Aug. 2020)
CMPS 5640 Graduate Distributed Computation

Catalog Description

CMPS 5640 Graduate Distributed Computation (3)
With the growth of large-scale systems, there is an increasing need for distributed systems that can cover the load. This class will cover MapReduce, cloud computing networks, timing, fault tolerance, consistency, transaction, dataflow and peer to peer systems. This course emphasizes the evaluation of real-world systems from multiple contexts. Each week lecture meets for 150 minutes. Prerequisite: Classified graduate student status or permission of the instructor.

Prerequisite by Topic

- Undergraduate course in algorithm analysis (similar to CMPS 3120)
- Undergraduate course in distributed and parallel computation (similar to CMPS 3640) is strongly recommended

Units and Contact Time

3 Semester Units. 3 units lecture (weekly: 150 minutes in-class, 6-9 hours outside of class)

Type

Core (Selected from List) for Graduate Computer Science Students.

Required Textbook


Recommended Textbook and Other Supplementary Material

Supplemental material may be posted on the course website.

Coordinator(s)

Anthony C. Bianchi, Vincent Wong On, Kanwal Gagneja

ACM CS 2013 Body of Knowledge Topics/Outcomes

PD/Distributed Systems

1. Distinguish network faults from other kinds of failures. [Familiarity]
2. Explain why synchronization constructs such as simple locks are not useful in the presence of distributed faults. [Familiarity]
3. Write a program that performs any required marshaling and conversion into message units, such as packets, to communicate interesting data between two hosts. [Usage]
4. Measure the observed throughput and response latency across hosts in a given network. [Usage]
5. Explain why no distributed system can be simultaneously consistent, available, and partition tolerant.[Familiarity]
6. Implement a simple server -- for example, a spell checking service. [Usage]
7. Explain the tradeoffs among overhead, scalability, and fault tolerance when choosing a stateful v. stateless design for a given service. [Familiarity]
8. Describe the scalability challenges associated with a service growing to accommodate many clients, as well as those associated with a service only transiently having many clients. [Familiarity]

9. Give examples of problems for which consensus algorithms such as leader election are required. [Usage]

**Student Learning Outcomes**

MS-1. An ability to analyze a complex computing problem, utilizing appropriate principles of computer science theory, computing, and other relevant disciplines.

   MS-1a) Apply appropriate mathematical foundations and perform correct mathematical analysis.

   MS-1b) Apply appropriate principles to analyze a complex computing problem.

MS-2. An ability to apply computer science theory and fundamentals to evaluate and produce computing-based solutions.

   MS-2a) Evaluate alternative designs and choose the desirable solution for a given context.

   MS-2b) Apply appropriate computer science theory and fundamentals when producing a solution.

**Lecture Topics and Schedule**

<table>
<thead>
<tr>
<th>Topic</th>
<th>Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>MapReduce</td>
<td>Week 1</td>
</tr>
<tr>
<td>Cloud Computing Networks</td>
<td>Weeks 2-3</td>
</tr>
<tr>
<td>RPC</td>
<td>Week 4</td>
</tr>
<tr>
<td>Distributed Clocks</td>
<td>Week 5</td>
</tr>
<tr>
<td>Fault Tolerance</td>
<td>Week 6</td>
</tr>
<tr>
<td>CAP Theorem for Consistency Modeling</td>
<td>Week 7</td>
</tr>
<tr>
<td>Consensus</td>
<td>Weeks 8-9</td>
</tr>
<tr>
<td>Relaxed Consistency</td>
<td>Week 10</td>
</tr>
<tr>
<td>Distributed Transactions</td>
<td>Weeks 11-12</td>
</tr>
<tr>
<td>Data Flow</td>
<td>Week 13</td>
</tr>
<tr>
<td>Peer to Peer Systems</td>
<td>Weeks 14-16</td>
</tr>
</tbody>
</table>

**Prepared By**

Anthony C. Bianchi
CMPS 5650 Operations Security

Catalog Description

CMPS 5650 Operations Security (3)
This course covers the theoretical and applied aspects of operations security (OPSEC) in cyber systems to protect sensitive and/or confidential data. Topics include threat and adversarial modeling, vulnerability analysis, penetration testing, risk assessment, countermeasures, systems hardening, and other defensive operations. Each week lecture meets for 150 minutes. Prerequisite: Classified graduate student status or permission of the instructor.

Prerequisite by Topic

- Undergraduate course in computer networking (similar to CMPS 3620)
- Undergraduate course in operating systems (similar to CMPS 3600)

Units and Contact Time

3 Semester Units. 3 units lecture (weekly: 150 minutes in-class, 6-9 hours outside of class)

Type

Graduate elective in the Cybersecurity topic area.

Required Textbook


Recommended Textbook and Other Supplementary Material

Supplemental material may be posted on the course website. Recommended textbooks are:


Coordinator(s)

Melissa Danforth, Kanwal Gagneja

ACM CS 2013 Body of Knowledge Topics/Outcomes

HCI/Human Factors and Security

- Applied psychology and security policies
- Organizational vulnerabilities and threats
- Trust, privacy and deception

IAS/Foundational Concepts in Security

- Confidentiality, Integrity, Availability
- Concepts of risk, threats, vulnerabilities, and attack vectors
- Ethics

IAS/Threats and Attacks

- Attacker goals, capabilities, and motivations
- Social engineering
IAS/Network Security
- Network specific threats and attack types
- Defense mechanisms and countermeasures

OS/Security and Protection
- Security methods and devices

SP/Security Policies, Laws and Computer Crimes
- Issues surrounding the misuse of access and breaches in security
- Motivations and ramifications of cyber terrorism and criminal hacking, “cracking”
- Effects of malware, such as viruses, worms and Trojan horses

**Student Learning Outcomes**

MS-1. An ability to analyze a complex computing problem, utilizing appropriate principles of computer science theory, computing, and other relevant disciplines.

MS-1a) Apply appropriate mathematical foundations and perform correct mathematical analysis.

MS-1b) Apply appropriate principles to analyze a complex computing problem.

MS-2. An ability to apply computer science theory and fundamentals to evaluate and produce computing-based solutions.

MS-2a) Evaluate alternative designs and choose the desirable solution for a given context.

MS-2b) Apply appropriate computer science theory and fundamentals when producing a solution.

MS-4. An ability to recognize professional responsibilities and make informed judgments in computing practice based on legal and ethical principles.

MS-4b) Make informed judgements based on legal and ethical principles and on professional responsibilities.

**Lecture Topics and Schedule**

<table>
<thead>
<tr>
<th>Professional ethics; Threats, risks, assets, and cybersecurity goals</th>
<th>Week 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychological aspects of cybersecurity; Adversarial modeling</td>
<td>Weeks 2-3</td>
</tr>
<tr>
<td>Vulnerability analysis – Human factors</td>
<td>Week 4</td>
</tr>
<tr>
<td>Vulnerability analysis – Software and configuration factors</td>
<td>Weeks 5-7</td>
</tr>
<tr>
<td>Network-based attacks</td>
<td>Weeks 8-9</td>
</tr>
<tr>
<td>Penetration testing</td>
<td>Week 10</td>
</tr>
<tr>
<td>Threat modeling</td>
<td>Week 11</td>
</tr>
<tr>
<td>Advanced persistent threats (APTs)</td>
<td>Week 12</td>
</tr>
<tr>
<td>Risk assessment</td>
<td>Weeks 13-14</td>
</tr>
<tr>
<td>Countermeasures and System hardening</td>
<td>Weeks 15-16</td>
</tr>
</tbody>
</table>

**Prepared By**

Melissa Danforth
CMPS 5770 Special Topics in Computer Science

Catalog Description
CMPS 5770 Special Topics in Computer Science (1-3)
Contemporary topics at a graduate level in computer science, as announced in Schedule of Classes. May be repeated to maximum of 9 units in different topics. Prerequisite: Classified graduate student status or permission of the instructor.

Prerequisite by Topic
Varies each offering depending on the specific special topic chosen.

Units and Contact Time
Variable Semester Units. Expected 50 minutes per week in-class and 2-3 hours per week outside of class for each lecture unit.

Type
Graduate elective in the Individual Study / Special Topics topic area.

Required Textbook
Varies each offering depending on the specific special topic chosen.

Recommended Textbook and Other Supplementary Material
Varies each offering depending on the specific special topic chosen.

Coordinator(s)
Melissa Danforth, Anthony C. Bianchi, Alberto Cruz, Chengwei Lei, Vincent Wong On, Nicholas Toothman, Kanwal Gagneja

ACM CS 2013 Body of Knowledge Topics/Outcomes
Varies each offering depending on the specific special topic chosen.

Student Learning Outcomes
Varies each offering depending on the specific special topic chosen.

Lecture Topics and Schedule
Varies each offering depending on the specific special topic chosen.

Prepared By
Chengwei Lei
CMPS 5800 Graduate Research

Catalog Description

CMPS 5800 Graduate Research (1-3)
Independent investigation and study of an advanced topic in computer science under direct supervision of an instructor. The graduate research course may involve either a laboratory or a theoretical problem. May be repeated for credit, but not more than 6 units. Prerequisite: Classified graduate student status or permission of the instructor.

Prerequisite by Topic
Depends on research topic chosen between student and instructor.

Units and Contact Time
Variable Semester Units. Individual study – Expected 3-4 hours of work per week per unit.

Type
Graduate elective in the Individual Study / Special Topics topic area.

Required Textbook
Will be determined by instructor based on research topic selected.

Recommended Textbook and Other Supplementary Material
None

Coordinator(s)
Melissa Danforth, Anthony C. Bianchi, Alberto Cruz, Chengwei Lei, Vincent Wong On, Nicholas Toothman, Kanwal Gagneja

ACM CS 2013 Body of Knowledge Topics/Outcomes
Depends on research topic chosen between student and instructor.

Student Learning Outcomes
Depends on research topic chosen between student and instructor.

Lecture Topics and Schedule
Not applicable to an individual study course.

Prepared By
Chengwei Lei
CMPS 6910 Thesis Research

Catalog Description

CMPS 6910 Thesis Research (1-3)
The systematic study of a research problem of significant scope and novelty as determined by the Thesis Committee. Student will identify a problem, articulate the significance of the work, determine sources and methods for gathering data (laboratory, simulation and/or field work), experiment and analyze the data, and offer a conclusion or recommendation to the research question. Students receive training and preparation for the Thesis Defense. This is required for Master’s students who select the Thesis option for their capstone. Course is repeatable, but only a combined total of 5 units can be used towards the Master’s degree. Prerequisite: CMPS 5100, Classified graduate student status, and Approval of the instructor (Thesis Advisor).

Prerequisite by Topic

- Graduate course on research methodologies and professional ethics in computer science
- Selection of a Thesis Advisor
- Selection of a Thesis Committee, with the guidance of the Thesis Advisor
- Selection of a thesis topic, with the guidance of the Thesis Advisor

Units and Contact Time

Variable Semester Units. Capstone individual study – Expected 4-5 hours of work per week per unit.

Type
Core (Required) for Graduate Computer Science Students who selected Thesis Option.

Required Textbook

There is no general textbook, although the Thesis Advisor may recommend books throughout the capstone experience to specific students.

Recommended Textbook and Other Supplementary Material

None

Coordinator(s)

Alberto Cruz, Melissa Danforth, Anthony C. Bianchi, Chengwei Lei, Vincent Wong On, Nicholas Toothman, Kanwal Gagneja

ACM CS 2013 Body of Knowledge Topics/Outcomes

SP/Professional Communication

Student Learning Outcomes

MS-1. An ability to analyze a complex computing problem, utilizing appropriate principles of computer science theory, computing, and other relevant disciplines.

   MS-1b) Apply appropriate principles to analyze a complex computing problem.

MS-2. An ability to apply computer science theory and fundamentals to evaluate and produce computing-based solutions.

   MS-2a) Evaluate alternative designs and choose the desirable solution for a given context.

   MS-2b) Apply appropriate computer science theory and fundamentals when producing a solution.
General Overview and Schedule

Thesis preparation spans many semesters, and the content of the class can vary greatly based on the expectations of your Thesis Advisor and your completion of the manuscript. The following is a general overview of milestones for the last year of the M.S. Computer Science degree program (2 semesters covering 32 weeks):

<table>
<thead>
<tr>
<th>Goal</th>
<th>Expected Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organization of committee</td>
<td>Before start of class</td>
</tr>
<tr>
<td>Selection of Thesis chair</td>
<td>Before start of class</td>
</tr>
<tr>
<td>Selection of Thesis topic</td>
<td>Before start of class</td>
</tr>
<tr>
<td>Completion of literature search</td>
<td>Week 8</td>
</tr>
<tr>
<td>Completion of initial experimentation and/or field work</td>
<td>Week 20</td>
</tr>
<tr>
<td>Completion of first draft and submission of draft to committee</td>
<td>Week 24</td>
</tr>
<tr>
<td>Completion of second draft and submission of draft to committee</td>
<td>Week 28</td>
</tr>
</tbody>
</table>

Goals in Conjunction with Thesis Defense Course

Most students will take the Thesis Research course in conjunction with the Thesis Defense course during their last semester of Thesis Research (typically their fourth semester in the program for full-time students). Goals that will be organized in conjunction with the Thesis Defense course are Submission of final draft to the Thesis Committee, scheduling the public defense, conducting the public defense, and publishing the Thesis manuscript. This will typically occur in weeks 30-32 of the Thesis Research course.

Grading Policy

Expectations will vary based on topic and Thesis Advisor, though satisfactory grades will be given by:

- Thorough investigation and search of related works
- Significant progress toward writing the Thesis manuscript
- Completing results and/or field work to be included in the Thesis manuscript
- Regularly meeting with the Thesis Advisor or Thesis Committee
- Completing revisions of the Thesis manuscript as requested by the Thesis Committee

Failing to meet these expectations may result in a less than satisfactory grade and affect a student’s timeline to graduation.

Prepared By

Alberto Cruz
CMPS 6920 Thesis Defense

Catalog Description

CMPS 6920 Thesis Defense (1)
Final preparation for the Thesis Defense. This should only be taken after the Thesis demonstrates originality, critical and independent thinking, appropriate organization and format, and thorough documentation, and readiness for oral defense. Activities vary depending on topic, though all Thesis Defense classes include review and revision of the presentation by the Thesis Advisor, an oral defense and an acceptance/pass or rejection/failure decision by the Thesis Committee. This is required for Master’s students who select the Thesis option for their capstone. Offered on a credit, no-credit basis only. Students who receive the no-credit grade may repeat the course, although a subsequent rejection of Thesis Defense may result in dismissal from the program. Prerequisite: CMPS 6910, Advancement to candidacy, and Approval of the instructor (Thesis Advisor).

Prerequisite by Topic
- Thesis has significant progress to satisfaction of Thesis Advisor

Units and Contact Time
1 Semester Unit. Capstone individual study – Expected 4-5 hours of work per week.

Type
Core (Required) for Graduate Computer Science Students who selected Thesis Option.

Required Textbook
There is no textbook, although the Thesis Advisor may recommend books throughout the capstone experience.

Recommended Textbook and Other Supplementary Material
None

Coordinator(s)
Alberto Cruz, Melissa Danforth, Anthony C. Bianchi, Chengwei Lei, Vincent Wong On, Nicholas Toothman, Kanwal Gagneja

ACM CS 2013 Body of Knowledge Topics/Outcomes
SP/Professional Communication

Student Learning Outcomes
MS-1. An ability to analyze a complex computing problem, utilizing appropriate principles of computer science theory, computing, and other relevant disciplines.
    MS-1b) Apply appropriate principles to analyze a complex computing problem.
MS-2. An ability to apply computer science theory and fundamentals to evaluate and produce computing-based solutions.
    MS-2a) Evaluate alternative designs and choose the desirable solution for a given context.
    MS-2b) Apply appropriate computer science theory and fundamentals when producing a solution.
MS-3. An ability to communicate effectively in a variety of professional contexts.
MS-3a) Write technical reports or academic papers at an appropriate level for the target audience.
MS-3b) Prepare and deliver oral presentations at an appropriate level for the target audience.

MS-4. An ability to recognize professional responsibilities and make informed judgments in computing practice based on legal and ethical principles.

MS-4a) Recognize and describe professional responsibilities in computing practice.
MS-4b) Make informed judgements based on legal and ethical principles and on professional responsibilities.
MS-4c) Demonstrate an ability to maintain a high standard of professional competence.

General Overview and Schedule

This class should only be taken if the Thesis Advisor believes that the student is ready to defend their Thesis, based on their progress in the Thesis Research course. The following is a general timeline that describes the preparations for an oral Thesis Defense, though an individual’s timeline to defense may vary:

<table>
<thead>
<tr>
<th>Goal</th>
<th>Expected Timeline before Defense</th>
</tr>
</thead>
<tbody>
<tr>
<td>Submission of final Thesis draft to the Thesis Committee (in coordination with Thesis Research course)</td>
<td>6-8 weeks</td>
</tr>
<tr>
<td>Final comments of Thesis draft returned to student by Thesis Committee</td>
<td>3-6 weeks</td>
</tr>
<tr>
<td>Scheduling of public defense</td>
<td>2-4 weeks</td>
</tr>
<tr>
<td>Submission of final draft to committee</td>
<td>1-2 weeks</td>
</tr>
<tr>
<td>Public defense of Thesis (Thesis Defense)</td>
<td>0 weeks</td>
</tr>
<tr>
<td>Submission of electronic Thesis and signature page to CSUB Library</td>
<td>By Academic Calendar deadline</td>
</tr>
</tbody>
</table>

Grading Policy

Grade is based on performance during the Thesis Defense. The Thesis Defense is a public, oral presentation of the written Thesis. All members of the Thesis Committee must be present for the Thesis Defense to take place. If members are missing, it must be rescheduled.

Immediately following the Thesis Defense, Thesis Committee members deliberate in private to either accept or reject the Thesis. If most members vote to accept the Thesis, it is accepted, the student passes the class, and the Thesis is published. If most members vote to reject the Thesis, the student fails the class and must re-defend the Thesis. The Thesis Defense can be repeated though subsequent failures may result in dismissal based on departmental policy.

Prepared By

Alberto Cruz
CMPS 6950 Graduate Project I

Catalog Description

CMPS 6950 Graduate Project I (2)
Students will undertake a significant project within the scope of Computer Science under the supervision of a faculty member serving as Project Advisor. The project must be original, demonstrate independent thought, possess appropriate form and organization, and include a market analysis. Students must demonstrate progress with written reports and oral presentations, to be reviewed by the Project Advisor. Prerequisite: Classified graduate student status and Approval of the instructor (Project Advisor).

Prerequisite by Topic
Approval from Project Advisor

Units and Contact Time
2 Semester Units. Capstone individual study – Expected 8-10 hours of work per week.

Type
Core (Required) for Graduate Computer Science Students who selected Project Option.

Required Textbook
None

Recommended Textbook and Other Supplementary Material
None

Coordinator(s)
Anthony C. Bianchi, Melissa Danforth, Alberto Cruz, Chengwei Lei, Vincent Wong On, Nicholas Toothman, Kanwal Gagneja

ACM CS 2013 Body of Knowledge Topics/Outcomes

SP/Professional Communication
1. Write clear, concise, and accurate technical documents following well-defined standards for format and for including appropriate tables, figures, and references. [Usage]
2. Evaluate written technical documentation to detect problems of various kinds. [Assessment]
5. Describe the strengths and weaknesses of various forms of communication (e.g. virtual, face-to-face, shared documents). [Familiarity]
6. Examine appropriate measures used to communicate with stakeholders involved in a project. [Usage]

Student Learning Outcomes

MS-1. An ability to analyze a complex computing problem, utilizing appropriate principles of computer science theory, computing, and other relevant disciplines.

MS-1b) Apply appropriate principles to analyze a complex computing problem.

MS-2. An ability to apply computer science theory and fundamentals to evaluate and produce computing-based solutions.
MS-2a) Evaluate alternative designs and choose the desirable solution for a given context.

MS-2b) Apply appropriate computer science theory and fundamentals when producing a solution.

General Overview and Schedule

<table>
<thead>
<tr>
<th>Goal</th>
<th>Expected Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Selection of Project Advisor</td>
<td>Before start of class</td>
</tr>
<tr>
<td>Selection of Project Topic</td>
<td>Before start of class</td>
</tr>
<tr>
<td>Completion of background research</td>
<td>Week 5</td>
</tr>
<tr>
<td>Completion of initial project platform</td>
<td>Week 15</td>
</tr>
<tr>
<td>Completion of project report draft</td>
<td>Week 16</td>
</tr>
</tbody>
</table>

Grading Policy

Pass/fail determined by the Project Advisor based on progress on project and project report.

Prepared By

Anthony C. Bianchi
CMPS 6960 Graduate Project II

Catalog Description

CMPS 6960 Graduate Project II (1)
This is a culminating experience for the Project tract students. Students will complete their project and present it to the satisfaction of the Project Committee. A written technical document (Master Project Report) that describes the project's significance, objectives, methodology and conclusion in abstract, will be reviewed by the Project Advisor and approved by the Project Committee. At the end of the course the student may publicly present the results of their project. Offered on a credit, no-credit basis only. Prerequisite: CMPS 6950, Advancement to candidacy, and Approval of the instructor (Project Advisor).

Prerequisite by Topic

CMPS 6950

Units and Contact Time

1 Semester Unit. Capstone individual study – Expected 4-5 hours of work per week.

Type

Core (Required) for Graduate Computer Science Students who selected Project Option.

Required Textbook

None

Recommended Textbook and Other Supplementary Material

None

Coordinator(s)

Anthony C. Bianchi, Melissa Danforth, Alberto Cruz, Chengwei Lei, Vincent Wong On, Nicholas Toothman, Kanwal Gagneja

ACM CS 2013 Body of Knowledge Topics/Outcomes

SP/Professional Communication

1. Write clear, concise, and accurate technical documents following well-defined standards for format and for including appropriate tables, figures, and references. [Usage]
2. Evaluate written technical documentation to detect problems of various kinds. [Assessment]
3. Develop and deliver a good quality formal presentation. [Assessment]
4. Plan interactions (e.g. virtual, face-to-face, shared documents) with others in which they are able to get their point across, and are also able to listen carefully and appreciate the points of others, even when they disagree, and are able to convey to others what they have heard. [Usage]
5. Describe the strengths and weaknesses of various forms of communication (e.g. virtual, face-to-face, shared documents). [Familiarity]
6. Examine appropriate measures used to communicate with stakeholders involved in a project. [Usage]

Student Learning Outcomes
MS-1. An ability to analyze a complex computing problem, utilizing appropriate principles of computer science theory, computing, and other relevant disciplines.

MS-1b) Apply appropriate principles to analyze a complex computing problem.

MS-2. An ability to apply computer science theory and fundamentals to evaluate and produce computing-based solutions.

MS-2a) Evaluate alternative designs and choose the desirable solution for a given context.
MS-2b) Apply appropriate computer science theory and fundamentals when producing a solution.

MS-3. An ability to communicate effectively in a variety of professional contexts.

MS-3a) Write technical reports or academic papers at an appropriate level for the target audience.
MS-3b) Prepare and deliver oral presentations at an appropriate level for the target audience.

MS-4. An ability to recognize professional responsibilities and make informed judgments in computing practice based on legal and ethical principles.

MS-4a) Recognize and describe professional responsibilities in computing practice.
MS-4b) Make informed judgments based on legal and ethical principles and on professional responsibilities.

MS-4c) Demonstrate an ability to maintain a high standard of professional competence.

**General Overview and Schedule**

<table>
<thead>
<tr>
<th>Goal</th>
<th>Expected Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completion of project completion plan</td>
<td>Week 2</td>
</tr>
<tr>
<td>Completion of draft of Masters Project Report</td>
<td>Week 14</td>
</tr>
<tr>
<td>Presentation of project to committee</td>
<td>Week 15</td>
</tr>
<tr>
<td>Completion of final Masters Project Report</td>
<td></td>
</tr>
</tbody>
</table>

**Grading Policy**  
Pass/fail based on the evaluation of the Masters Project Report by the Project Advisor and the Project Committee.

**Prepared By**  
Anthony C. Bianchi
Appendix H: Environmental Scan Report from UPCEA

The Environment Scan Report prepared by Jim Fong at the UPCEA Center for Research and Marketing Strategy from February 2016 begins on the next page.
Environmental Scan
Master of Computer Science
California State University, Bakersfield

DRAFT Report

Submission by:

UPCEA
Center for Research and Marketing Strategy

February 2016
I. Objective

The California State University, Bakersfield seeks assistance in gathering and analyzing exploratory data to guide planning and program development for a potential Master of Computer Science degree.

The goal of this environmental scanning effort is to answer the following questions:

- What is the condition of the market for a master’s degree in computer science?
- What occupations make up the target market and what is their projected growth and anticipated demand for this type of education?
- Is there information available that could impact content development or course offerings?

Environmental scanning is a cost-efficient and insightful exploratory research method regarding program assessment, design, and delivery—an internal stakeholder engagement and planning adaptation enabler.

II. Methodology

The University Professional and Continuing Education Association (UPCEA) and its Center for Research and Marketing Strategy (CREMS) conducted an environmental scan that included a review of consumer and occupational demographics, Internet and library scans, and a brief competitive analysis.
III. Key Findings

The proposed Master of Computer Science is well suited for a field with a growing demand but CSU Bakersfield’s local economy will be a competitive challenge.

- Technology trends to improve data collection, storage, use, and security are driving a strong job market for most computer related jobs and industries.

- Computer occupations overall are poised for strong growth in Kern County, California and the US. However, in the county, the actual number of jobs projected to be added is only 571 over ten years. There will be some additional demand from vacancies left by retiring Baby Boomers. Only two of the occupations prefer or require a graduate degree and an MBA is preferred.

- Top computer related industries are projected to have strong growth in California (27%), but in Kern County, employment in these same industries is only expected to grow by 4% by 2025.

- California has a strong location quotient (LQ) for computer occupations (1.17) which ranks eighth nationwide. While some areas of the state have very strong employment in this area, Kern County is well below average with an LQ of only 0.47.

- While there were 308 computer occupation job postings in Kern County in December 2015, the job posting frequency averaging 4:1 (or four job posts per unique position) suggests that employers did not have to try hard to fill those positions.

- Statewide, 16,002 bachelor’s degrees were awarded in computer-related fields. However, there were a corresponding 41,024 jobs available for those graduates who were qualified.

- At least 39 other California institutions offer a master’s degree in computer science. All of these are at least 70 miles away from CSU Bakersfield but several offer distance education options. In addition, there are six of the top 20 US News and World Report-ranked best graduate schools in computer science located in California.

- Most Master of Computer Science programs are offered on campus. A few programs including University of Southern California, Stanford University, and National University offer online degrees. California State University at Fullerton has a blended program.

- Selected competitors programs require from 24 to 52 units and tuition ranges from $1,953 to $16,240 per semester. Most offer flexibility in class selection or several areas of specialization from which to choose.

- International students may have a strong interest in the Master of Computer Science degree from a US university. They make up a large part of the student body for at least one competitor.
IV. Summary of Market Factors

<table>
<thead>
<tr>
<th>Factor</th>
<th>Pros</th>
<th>Cons</th>
</tr>
</thead>
</table>
| **Product:** *Master of Computer Science* | • Computer occupations are projected to have strong growth  
• International student interest is high for computer science degrees | • Despite high growth rates, the number of jobs added in Kern County will be limited  
• Most occupations do not require a graduate degree at this time |
| **Brand:**                 | • CSU Bakersfield benefits from the California State University institutional brand strength and recognition | • Several highly-ranked and well-recognized competitors in state, including USC and Stanford |
| **Competition:**           | • Regional competition is limited                                    | • There are a number of competitors in California including several highly-ranked programs  
• Online programs are available  
• Alternative degrees may attract some students |
| **Market:**                | • Potential for state reach  
• Potential international interest                                    | • Regional demand is limited  
• Student motivations may be limited at this time |
| **Marketing Reach:**       | • Positive regional reputation  
• Experience targeting regional market                                   | • International brand appeal is unknown and will require additional resources to attract prospective students |
| **Price:**                 | • CSU Bakersfield standard tuition is competitive and aligned with other state institutions | • Price competitive options are available regionally, nationally, and online |
| **Economic Situation:**    | • Most computer occupations pay well  
• Excellent employment prospects for graduates                           | • Employer’s willingness to fund is unknown |
| **OVERALL RECOMMENDATION:***Proceed if a small cohort is part of the goals for the degree* | • Computer Science is a growing field and new skills are constantly required  
• California is a strong employer of computer professionals  
• International interest may be strong | • Demand and motivation for local audience is questionable  
• Local market is very small |
V. Recommendations

CSU Bakersfield should be aware that the local market is limited and a broader marketing reach will be required. Demand may be limited, especially in the current workplace environment, but will likely grow.

- Marketing should be targeted beyond the local area. A statewide, national, and even international audience is recommended. CSU Bakersfield can take advantage of the state of California’s reputation in the computer field to help boost the esteem of the program when marketing nationally and internationally. Internationally, students from China and India appear to have a strong interest in graduate degrees in computer science granted by US institutions.

- In the United States, CSU Bakersfield should consider targeting working adults looking to advance or change careers. As the current job market for recent computer science bachelor’s degree holders is strong, the master’s degree is more likely to appeal to those looking to move up the ladder or enter the computer fields. Although prerequisite courses may be required for career changers, this audience could help meet the demands of projected growth in the field and would be most likely to receive employer tuition assistance for a graduate degree. CSU Bakersfield’s computer science undergraduate alumni would be an obvious group to target.

- Flexible scheduling options and/or blended delivery may also help create a competitive advantage. Many of the competitor programs are full-time, residential programs with only a few offering weekend classes and blended or online delivery.

- Curriculum flexibility may be a good way to launch the program. The selected competitors either offer a very flexible “make your own” specialization approach or offer several specific specializations. Initial focus can be on developing electives that align with trends such as data structuring, cyber security, and machine learning without initially committing to a long-term degree specialization. Over time, industry trends and faculty and student interest may inform which specializations will be beneficial for the University.

- Practical experience is highly regarded by computer occupation employers. This experience will be especially beneficial for any traditional age students or career changers. CSU Bakersfield should look for opportunities to partner with local businesses for project experience and internship opportunities for students.

- While the number of degrees conferred varies dramatically across the state, most of the highly-ranked competitors have very large programs. CSU Bakersfield may benefit from positioning the program as one with small class sizes and greater student-professor interaction.
• Incorporate some soft skills and general business topics. Computer science and information technology professionals continue to be perceived as out of touch with the business world and lacking in personal skills, especially communication. Graduates may be able to leverage these assets when seeking employment.

• CSU Bakersfield may benefit from primary research with employers in the state to determine their desire for a graduate degree for employee advancement and their willingness to pay for it. Their perceptions of and interest in applicants with a master’s degree but limited experience and need for improved personal and general management skills could also be insightful.
VI. Technology Trends

- Current research identifies technology trends which will impact the computer science profession. Big data continues to drive innovation as computer and information professionals enhance sensors and analytics while grappling with storage and security issues.

- The Internet of Things (IoT) refers to the web of sensors and network-enabled devices that are the source of big data and provide the context data to aid in improved analysis. This includes everything from smart phones and watches, to the new clothes dryer that sends a text when clothes are dry and the gadget in cars determining insurance rates. Applications for embedding smart sensors are growing exponentially to include everything from pacemakers to newly poured concrete on bridges.

- Data analytics continues to grow as it finds new ways to transform this raw data into actionable feedback. The speed with which analyses can be completed is a top priority moving forward. Having the results trigger extremely personalized feedback, including advertising, is also key.

- Ecommerce is another source of data and revenue. Consumers have shifted to mobile devices to complete most online purchases. Retailers are working to simplify processes as well as releasing “nearable” devices like Amazon’s dash buttons.

- Customers are increasingly interacting with brands though apps. The functionality and usability of these apps are constantly under evaluation and improvement with faster update cycles than previously experienced in the computer and information technology fields. Creating an ambient user experience requires using IoT, big data analytics, and mobile devices to function together seamlessly across environments in real time. Advanced machine learning is being employed to help accomplish this goal.

- Cloud computing is another mega trend enabling all these changes. The cloud warehouses both the data and the apps and allows for sharing between people, data sources, and data users.

- Cyber security and privacy are critical as the gathering and storage of vast amounts of personal and personally identifiable information in the cloud intensifies. Cyber security professionals have to fend of attacks from random hackers, organized hacktivism, and even foreign governments. Employing behavioral laws and advanced machine learning to recognize attempted security breaches is a current goal.
VII. Occupational Analysis

According to the Department of Labor, Bureau of Labor Statistics (BLS), nationwide employment of computer and information technology occupations is projected to grow about 14% which is faster than the average for all occupations over the next decade. Growth of the selected computer occupations in California is even higher at 20%.

The selected occupations (excluding “other”) require at least a bachelor’s degree. Computer Information Systems Managers and Computer and Information Research Scientists may require a graduate degree, although an MBA is generally preferred as employers are looking for a mix of technical and management or business knowledge and skills.

Experience is heavily weighted in information technology hiring but technical skill remains paramount. Thus a master’s degree of an applied nature would be a competitive advantage for a graduate seeking to enter or advance in any of these occupations. Occupation descriptions are included in Appendix I.

<table>
<thead>
<tr>
<th>Description</th>
<th>2015 Jobs</th>
<th>2025 Jobs</th>
<th>Change</th>
<th>Percentage Change</th>
<th>Avg. Hourly Earnings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer and Information Systems Managers</td>
<td>54,653</td>
<td>63,810</td>
<td>9,157</td>
<td>17%</td>
<td>$75.34</td>
</tr>
<tr>
<td>Computer and Information Research Scientists</td>
<td>6,243</td>
<td>7,055</td>
<td>812</td>
<td>13%</td>
<td>$59.90</td>
</tr>
<tr>
<td>Computer Systems Analysts</td>
<td>78,833</td>
<td>96,570</td>
<td>17,737</td>
<td>22%</td>
<td>$44.38</td>
</tr>
<tr>
<td>Information Security Analysts</td>
<td>8,705</td>
<td>11,853</td>
<td>3,148</td>
<td>36%</td>
<td>$51.05</td>
</tr>
<tr>
<td>Software Developers, Applications</td>
<td>119,150</td>
<td>148,209</td>
<td>29,059</td>
<td>24%</td>
<td>$57.08</td>
</tr>
<tr>
<td>Software Developers, Systems Software</td>
<td>87,203</td>
<td>102,653</td>
<td>15,450</td>
<td>18%</td>
<td>$59.19</td>
</tr>
<tr>
<td>Database Administrators</td>
<td>12,305</td>
<td>14,637</td>
<td>2,332</td>
<td>19%</td>
<td>$44.87</td>
</tr>
<tr>
<td>Network and Computer Systems Administrators</td>
<td>46,838</td>
<td>53,707</td>
<td>6,869</td>
<td>15%</td>
<td>$42.27</td>
</tr>
<tr>
<td>Computer Network Architects</td>
<td>15,870</td>
<td>18,736</td>
<td>2,866</td>
<td>18%</td>
<td>$57.60</td>
</tr>
<tr>
<td>Computer Occupations, All Other</td>
<td>25,675</td>
<td>28,227</td>
<td>2,552</td>
<td>10%</td>
<td>$43.61</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>455,475</strong></td>
<td><strong>545,458</strong></td>
<td><strong>89,983</strong></td>
<td><strong>20%</strong></td>
<td><strong>$54.79</strong></td>
</tr>
</tbody>
</table>

Application software developers—with 119,150 current jobs—is the largest occupational group in California and will add the greatest number of jobs by 2025. Information Security Analysts has the highest projected growth rate at 36%. Computer and Information Systems Managers earn the highest wages, $75.34 per hour.

Note the “other” occupations, requiring fewer skills, show the weakest growth rate.

1 Economic Modeling Specialists Intl.
Table 2. Selected Computer Occupations: Kern County, CA²

<table>
<thead>
<tr>
<th>Description</th>
<th>2015 Jobs</th>
<th>2025 Jobs</th>
<th>Change</th>
<th>Percentage Change</th>
<th>Avg. Hourly Earnings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer and Information Systems Managers</td>
<td>318</td>
<td>384</td>
<td>66</td>
<td>21%</td>
<td>$60.21</td>
</tr>
<tr>
<td>Computer and Information Research Scientists</td>
<td>119</td>
<td>124</td>
<td>5</td>
<td>4%</td>
<td>$52.93</td>
</tr>
<tr>
<td>Computer Systems Analysts</td>
<td>552</td>
<td>697</td>
<td>145</td>
<td>26%</td>
<td>$41.04</td>
</tr>
<tr>
<td>Information Security Analysts</td>
<td>55</td>
<td>76</td>
<td>21</td>
<td>38%</td>
<td>$48.42</td>
</tr>
<tr>
<td>Software Developers, Applications</td>
<td>351</td>
<td>450</td>
<td>99</td>
<td>28%</td>
<td>$51.26</td>
</tr>
<tr>
<td>Software Developers, Systems Software</td>
<td>557</td>
<td>665</td>
<td>108</td>
<td>19%</td>
<td>$54.01</td>
</tr>
<tr>
<td>Database Administrators</td>
<td>93</td>
<td>115</td>
<td>22</td>
<td>24%</td>
<td>$36.38</td>
</tr>
<tr>
<td>Network and Computer Systems Administrators</td>
<td>605</td>
<td>687</td>
<td>82</td>
<td>14%</td>
<td>$41.58</td>
</tr>
<tr>
<td>Computer Network Architects</td>
<td>92</td>
<td>118</td>
<td>26</td>
<td>28%</td>
<td>$53.57</td>
</tr>
<tr>
<td>Computer Occupations, All Other</td>
<td>574</td>
<td>573</td>
<td>(1)</td>
<td>(0%)</td>
<td>$39.06</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>3,316</td>
<td>3,887</td>
<td>571</td>
<td>17%</td>
<td><strong>$46.65</strong></td>
</tr>
</tbody>
</table>

In Kern County, Network and Computer Systems Administrators currently have the highest employment numbers with 605 jobs. Systems Software Developers and Computer Systems Analysts also have strong employment in the county. Computer Systems Analysts is poised to take the top spot by 2025 by adding 145 jobs. The fastest growing occupation over the next decade is Information Security Analysts (38%); however, the actual number of analysts will only total 76 after adding 21 positions over the next decade. Computer and Information Systems Managers earn the most at $60.21 per hour. Overall, wages follow a similar pattern but are slightly lower than the state average.

“Other” computer occupations are expected to remain essentially flat moving forward.

Top Industries

The top three industries employing computer professionals in California are Custom Computer Programming Services, Computer Systems Design Services, and Software Publishers.

Table 3: Top Industries Employing Computer Professionals: California³

<table>
<thead>
<tr>
<th>Description</th>
<th>2015 Jobs</th>
<th>2025 Jobs</th>
<th>Change</th>
<th>Percentage Change</th>
<th>Wages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Software Publishers</td>
<td>57,922</td>
<td>74,263</td>
<td>16,341</td>
<td>28%</td>
<td>$176,216</td>
</tr>
<tr>
<td>Custom Computer Programming Services</td>
<td>171,337</td>
<td>215,821</td>
<td>44,484</td>
<td>26%</td>
<td>$128,986</td>
</tr>
<tr>
<td>Computer Systems Design Services</td>
<td>112,782</td>
<td>143,894</td>
<td>31,112</td>
<td>28%</td>
<td>$118,565</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>342,041</td>
<td>433,978</td>
<td>91,937</td>
<td>27%</td>
<td><strong>$133,548</strong></td>
</tr>
</tbody>
</table>

² Ibid.
³ Ibid.
Statewide all three industries are forecasted to experience strong growth. Salaries across all industries are high.

<table>
<thead>
<tr>
<th>Description</th>
<th>2015 Jobs</th>
<th>2025 Jobs</th>
<th>Change</th>
<th>Percentage Change</th>
<th>Wages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Custom Computer Programming Services</td>
<td>524</td>
<td>474</td>
<td>(50)</td>
<td>(10%)</td>
<td>$77,110</td>
</tr>
<tr>
<td>Computer Systems Design Services</td>
<td>636</td>
<td>684</td>
<td>48</td>
<td>8%</td>
<td>$85,697</td>
</tr>
<tr>
<td>Corporate, Subsidiary, and Regional Managing Offices</td>
<td>3,503</td>
<td>4,213</td>
<td>710</td>
<td>20%</td>
<td>$93,247</td>
</tr>
<tr>
<td>Federal Government, Civilian, Excluding Postal Service</td>
<td>8,804</td>
<td>7,981</td>
<td>(823)</td>
<td>(9%)</td>
<td>$117,364</td>
</tr>
<tr>
<td>Elementary and Secondary Schools</td>
<td>24,922</td>
<td>27,649</td>
<td>2,727</td>
<td>11%</td>
<td>$68,153</td>
</tr>
<tr>
<td></td>
<td>38,389</td>
<td>41,001</td>
<td>2,612</td>
<td>7%</td>
<td>$82,142</td>
</tr>
</tbody>
</table>

In Kern County the top industry lineup is somewhat different with the Federal Government, Elementary and Secondary Schools and Corporate, Subsidiary and Regional Managing Offices coming into play. Growth in all these industries is projected to be slower than for the statewide top industries. Wages for top industries in Kern County are lower than the state average.

**Location Quotient**

Location Quotients (LQs) are ratios that compare distribution of employment by industry to a base distribution. An LQ of greater than 1 indicates an industry with a greater share of local employment than is the case for the reference area.

California has a computer occupations LQ of 1.17 which is eighth nationwide. Higher LQs can be found in Virginia, the District of Columbia, Maryland, Washington, Massachusetts, Colorado, and New Jersey. This indicates that California is quite competitive in computer occupations nationally.

Within California, employment is heavily concentrated in a few counties and strong in several more which together account for the strong statewide LQ. The strongest computer occupation markets are Santa Clara (3.95), San Francisco (2.73), and San Mateo (2.52). Other counties with an LQ of greater than 1 (i.e., higher than the state average) include San Diego, Orange, Alameda, Sacramento, Contra Costa, Morin, and Alpine. The LQ for Kern County is only 0.47 indicating employment in the computer occupations is weak compared to the state average. See Figure 1 and Appendix II for current employment figures by county.

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4 Ibid.
Figure 1. Computer Occupations LQ by County

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5 Ibid.
Job Openings
There were 308 unique job postings listed in Kern County in December. The frequency ratio indicates how many times the job was posted and is used as a measure of how difficult a position is to fill.

<table>
<thead>
<tr>
<th>Description</th>
<th>Unique Job Postings</th>
<th>Frequency Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer and Information Systems Managers</td>
<td>11</td>
<td>1:1</td>
</tr>
<tr>
<td>Computer and Information Research Scientists</td>
<td>11</td>
<td>3:1</td>
</tr>
<tr>
<td>Computer Systems Analysts</td>
<td>62</td>
<td>4:1</td>
</tr>
<tr>
<td>Information Security Analysts</td>
<td>38</td>
<td>4:1</td>
</tr>
<tr>
<td>Software Developers, Applications</td>
<td>35</td>
<td>3:1</td>
</tr>
<tr>
<td>Software Developers, Systems Software</td>
<td>49</td>
<td>5:1</td>
</tr>
<tr>
<td>Database Administrators</td>
<td>8</td>
<td>3:1</td>
</tr>
<tr>
<td>Network and Computer Systems Administrators</td>
<td>79</td>
<td>3:1</td>
</tr>
<tr>
<td>Computer Network Architects</td>
<td>7</td>
<td>5:1</td>
</tr>
<tr>
<td>Computer Programmers</td>
<td>8</td>
<td>4:1</td>
</tr>
<tr>
<td>Regional Average</td>
<td></td>
<td>4:1</td>
</tr>
</tbody>
</table>

The very low 1:1 ratio suggests that local companies are easily able to fill Computer and Information Systems Managers jobs. Even the higher volume positions, like Computer Systems Analysts with 62 openings has a ratio of only 4:1, equal to the regional average and average for all occupations. These figures suggest that local businesses do not have difficulty hiring qualified computer professionals.

Educational Feeder Markets
In 2014, institutions in California awarded 16,022 bachelor’s degrees to students in undergraduate technology programs to fill 41,024 computer industry jobs. Computer science degrees were the most popular, representing 31% of the graduates. The number of graduates and number of openings suggests that job seekers with bachelor’s degrees are facing minimal competition finding jobs.

Counties with the largest number of computer science graduates were Los Angeles (1,425), San Diego (675), Santa Clara (590), Orange (426) and Alameda (408). There were 29 graduates in Kern County.

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6 Ibid.
VIII. Competitive Analysis

Six of U.S. News and World Report’s top 20 best graduate schools, last ranked in 2014, in computer science\(^7\) are located in California. Stanford University and University of California—Berkeley were in a four-way tie for first place. California Institute of Technology placed eleventh. University of California—Los Angeles ranked fifteenth. Twentieth was the University of Southern California.

According to the National Center for Educational Statistics (NCES), there were 39 institutions that graduated computer science master’s degree students in 2014. The programs with the most graduates are the University of Southern California (475), Stanford University (170) and the Naval Postgraduate School (126); all of which offer online delivery of at least some degree specializations. See Table 6 for a complete list of master’s completions.

Only seven of the programs are within a 100 mile radius from CSU Bakersfield. The geographically closest potential competitor is UC Santa Barbara, 72 miles away. As there are few programs geographically proximate to Bakersfield, competitors profiled include those within 100 miles with ten or more graduates in 2014 as well as California programs with a distance education option.

Programs tend to be full time and offered on campus only. However, the CSU Fullerton program is blended and a few other programs offer fully online options. Some of the programs are completely flexible in course choice and most have several areas of specialization from which to choose.

Degree requirements range from 24 to 52 units. Tuition at some state institutions is very reasonable as low as \$1,953 per semester. Stanford University is \$16,240 per semester and USC charges less at \$1,774 per unit, or about \$12,418 per semester (Table 7).

Program and enrollment information indicated that a number of computer science students at the competitor schools are international. University of California Los Angeles reports that the majority of the program’s students are international with China and India being the most common countries of origin.

In addition to the number of computer science programs, it should be noted that graduates from related fields such as information technology and computer engineering will be eligible to compete for many of the same job positions.

\(^7\) U.S. News and World Report, last ranked 2014
Table 6. Master of Computer Science Completions 2014

<table>
<thead>
<tr>
<th>Name</th>
<th>Graduates 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Southern California</td>
<td>475</td>
</tr>
<tr>
<td>Stanford University</td>
<td>170</td>
</tr>
<tr>
<td>Naval Postgraduate School</td>
<td>126</td>
</tr>
<tr>
<td>University of California-Berkeley</td>
<td>89</td>
</tr>
<tr>
<td>California State University-Fullerton</td>
<td>88</td>
</tr>
<tr>
<td>University of California-Los Angeles</td>
<td>85</td>
</tr>
<tr>
<td>University of California-Irvine</td>
<td>84</td>
</tr>
<tr>
<td>University of California-San Diego</td>
<td>72</td>
</tr>
<tr>
<td>California State University-Long Beach</td>
<td>71</td>
</tr>
<tr>
<td>San Diego State University</td>
<td>64</td>
</tr>
<tr>
<td>California State University-East Bay</td>
<td>49</td>
</tr>
<tr>
<td>California University of Management and Sciences</td>
<td>43</td>
</tr>
<tr>
<td>San Jose State University</td>
<td>41</td>
</tr>
<tr>
<td>California State University-Los Angeles</td>
<td>38</td>
</tr>
<tr>
<td>University of San Francisco</td>
<td>38</td>
</tr>
<tr>
<td>University of California-Riverside</td>
<td>36</td>
</tr>
<tr>
<td>University of California-Davis</td>
<td>33</td>
</tr>
<tr>
<td>National University</td>
<td>29</td>
</tr>
<tr>
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</tr>
<tr>
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<tr>
<td>University of Redlands</td>
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<tr>
<td>DeVry University-California</td>
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<td>University of California-Santa Cruz</td>
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<tr>
<td>San Francisco State University</td>
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<tr>
<td>California Polytechnic State University-San Luis Obispo</td>
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<tr>
<td>Claremont Graduate University</td>
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<td>Mills College</td>
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<td>Chapman University</td>
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8 National Center for Education Statistics
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<tr>
<th>Institution</th>
<th>Delivery</th>
<th>Area(s) of Specialization</th>
<th>Requirements</th>
<th>Tuition</th>
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<tr>
<td>California State University, Los Angeles</td>
<td>Classroom</td>
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<td>$1,953 / semester (0-6 units)</td>
</tr>
<tr>
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<td></td>
<td>45 units</td>
<td>$1,953 / semester (0-6 units)</td>
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<td>National University</td>
<td>Classroom Online</td>
<td>Advanced Computing, Database Engineering, Software Engineering</td>
<td>67.5 quarter units</td>
<td>$406 per quarter unit</td>
</tr>
<tr>
<td>Naval Postgraduate School</td>
<td>Classroom Online</td>
<td>Artificial Intelligence, Biocomputation, Computer and Network Security, Database Systems, Human-Computer Interaction, Numerical Analysis/Scientific Computation, Real-World Computing</td>
<td>40 Quarter hours</td>
<td>N/A must be sponsored</td>
</tr>
<tr>
<td>Stanford University</td>
<td>Classroom Online</td>
<td>Artificial Intelligence, Biocomputation, Computer and Network Security, Database Systems, Human-Computer Interaction, Numerical Analysis/Scientific Computation, Real-World Computing</td>
<td>45 Credit Hours</td>
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</tr>
<tr>
<td>University of California, Berkeley</td>
<td>Classroom</td>
<td></td>
<td>24 units</td>
<td>$5,610 / semester</td>
</tr>
<tr>
<td>University of California, Los Angeles</td>
<td>Classroom</td>
<td></td>
<td>9 courses</td>
<td>$11,220 / year</td>
</tr>
<tr>
<td>University of California, Santa Barbara</td>
<td>Classroom</td>
<td>Theory, Systems, or Applications</td>
<td>42 units</td>
<td>$12,240 / year</td>
</tr>
<tr>
<td>University of Southern California</td>
<td>Classroom Online</td>
<td>Computer Networks, Computer Security, Data Science, Game Development, High Performance Computing and Simulation, Intelligent Robotics, Multimedia and Creative Technologies, Software Engineering, Scientists and Engineers</td>
<td>28 units</td>
<td>$1,774 / unit</td>
</tr>
</tbody>
</table>

Program descriptions can be found in Appendix III.

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9 Information obtained from program websites
Appendix I

Selected Computer and Information Science Occupations BLS Descriptions

Computer support occupations were excluded as they are more customer service oriented requiring minimal technical skills and educational prerequisites.

Computer and Information Systems Managers

Computer and information systems managers, often called information technology (IT) managers or IT project managers, plan, coordinate, and direct computer-related activities in an organization. They help determine the information technology goals of an organization and are responsible for implementing computer systems to meet those goals. A bachelor’s degree and experience is required although many IT managers have a graduate degree. An understanding of technology as well as management is required.

Computer and Information Research Scientists

Computer and information research scientists invent and design new approaches to computing technology and find innovative uses for existing technology. They study and solve complex problems in computing for business, science, medicine, and other fields. Typically requires a Ph.D. but in some cases a bachelor’s degree is sufficient.

Computer Systems Analysts

Computer systems analysts study an organization’s current computer systems and procedures and design information systems solutions to help the organization operate more efficiently and effectively. They bring business and information technology (IT) together by understanding the needs and limitations of both. Analysts need a bachelor’s degree, typically in computer science or information technology.

Information Security Analysts

Information security analysts plan and carry out security measures to protect an organization’s computer networks and systems. Their responsibilities are continually expanding as the number of cyberattacks increases. Most positions require a bachelor’s degree; however, employers may prefer an MBA.

Software Developers

Software developers are the creative minds behind computer programs. Some develop the applications that allow people to do specific tasks on a computer or another device. Others

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develop the underlying systems that run the devices or that control networks. Software developers usually have a bachelor’s degree.

**Database Administrators**

Database administrators use specialized software to store and organize data, such as financial information and customer shipping records. They make sure that data are available to users and are secure from unauthorized access. Database administrators usually have a bachelor’s degree and related experience.

**Network and Computer Systems Administrators**

Computer networks are critical parts of almost every organization. Network and computer systems administrators are responsible for the day-to-day operation of these networks. They organize, install, and support an organization’s computer systems, including local area networks (LANs), wide area networks (WANs), network segments, intranets, and other data communication systems. Most employers require a bachelor’s degree.

**Computer Network Architects**

Computer network architects design and build data communication networks, including local area networks (LANs), wide area networks (WANs), and intranets. These networks range from small connections between two offices to next-generation networking capabilities such as a cloud infrastructure that serves multiple customers. Network architects must have extensive knowledge of an organization’s business plan to design a network that can help the organization achieve its goals. Employers typically require at least a bachelor’s degree, although an MBA is preferred.

**Computer Programmers**

Computer programmers write and test code that allows computer applications and software programs to function properly. They turn the program designs created by software developers and engineers into instructions that a computer can follow. In addition, programmers test newly created applications and programs to ensure that they produce the expected results. If they do not work correctly, computer programmers check the code for mistakes and fix them. Most computer programmers have a bachelor’s degree.
### Appendix II

**Computer Occupations LQs by California County**

<table>
<thead>
<tr>
<th>County</th>
<th>County Name</th>
<th>2015 Jobs</th>
<th>2025 Jobs</th>
<th>2015 - 2025 Change</th>
<th>2015 - 2025 % Change</th>
<th>Annual Openings</th>
<th>Avg. Hourly Earnings</th>
<th>2025 Location Quotient</th>
</tr>
</thead>
<tbody>
<tr>
<td>6085</td>
<td>Santa Clara</td>
<td>120,074</td>
<td>145,488</td>
<td>25,414</td>
<td>21%</td>
<td>4,554</td>
<td>$58.71</td>
<td>3.95</td>
</tr>
<tr>
<td>6037</td>
<td>Los Angeles</td>
<td>104,575</td>
<td>117,097</td>
<td>12,522</td>
<td>12%</td>
<td>3,051</td>
<td>$41.51</td>
<td>0.77</td>
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<td>6073</td>
<td>San Diego</td>
<td>50,660</td>
<td>58,825</td>
<td>8,165</td>
<td>16%</td>
<td>1,687</td>
<td>$42.82</td>
<td>1.14</td>
</tr>
<tr>
<td>6059</td>
<td>Orange</td>
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<td>13%</td>
<td>1,497</td>
<td>$42.07</td>
<td>1.05</td>
</tr>
<tr>
<td>6075</td>
<td>San Francisco</td>
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<td>18,599</td>
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<td>2,782</td>
<td>$49.46</td>
<td>2.73</td>
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<tr>
<td>6001</td>
<td>Alameda</td>
<td>34,739</td>
<td>41,045</td>
<td>6,306</td>
<td>18%</td>
<td>1,497</td>
<td>$47.05</td>
<td>1.60</td>
</tr>
<tr>
<td>6081</td>
<td>San Mateo</td>
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<td>$53.58</td>
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<td>6999</td>
<td>[California, county not reported]</td>
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<td>1,458</td>
<td>$40.24</td>
<td>2.65</td>
</tr>
<tr>
<td>6067</td>
<td>Sacramento</td>
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<td>26,081</td>
<td>2,753</td>
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<td>673</td>
<td>$40.62</td>
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</tr>
<tr>
<td>6013</td>
<td>Contra Costa</td>
<td>11,913</td>
<td>13,966</td>
<td>2,053</td>
<td>17%</td>
<td>413</td>
<td>$47.79</td>
<td>1.11</td>
</tr>
<tr>
<td>6071</td>
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<td>10,532</td>
<td>1,502</td>
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<td>311</td>
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<td>Riverside</td>
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<td>8,919</td>
<td>1,459</td>
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<td>Ventura</td>
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<td>1,014</td>
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<td>231</td>
<td>$41.51</td>
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</tr>
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<td>6083</td>
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<td>195</td>
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<td>Placer</td>
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<td>5,603</td>
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<td>178</td>
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<tr>
<td>6029</td>
<td>Kern</td>
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<td>5,274</td>
<td>710</td>
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<td>154</td>
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<td>6041</td>
<td>Marin</td>
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<td>4,602</td>
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<td>Fresno</td>
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<td>4,730</td>
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<td>3,423</td>
<td>568</td>
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<td>109</td>
<td>$35.37</td>
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<tr>
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<td>2,541</td>
<td>171</td>
<td>7%</td>
<td>58</td>
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<tr>
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<td>73</td>
<td>$37.45</td>
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<tr>
<td>6079</td>
<td>San Luis Obispo</td>
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<td>2,906</td>
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<td>33%</td>
<td>115</td>
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<tr>
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<td>1%</td>
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<td>495</td>
<td>24%</td>
<td>89</td>
<td>$32.09</td>
<td>0.33</td>
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11 Economic Modeling Specialists Intl.
<table>
<thead>
<tr>
<th>County</th>
<th>County Name</th>
<th>2015 Jobs</th>
<th>2025 Jobs</th>
<th>2015 - 2025 Change</th>
<th>2015 - 2025 % Change</th>
<th>Annual Openings</th>
<th>Avg. Hourly Earnings</th>
<th>2025 Location Quotient</th>
</tr>
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<tbody>
<tr>
<td>6095</td>
<td>Solano</td>
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<td>2,204</td>
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<td>6017</td>
<td>El Dorado</td>
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<td>267</td>
<td>20%</td>
<td>51</td>
<td>$36.78</td>
<td>0.84</td>
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<tr>
<td>6007</td>
<td>Butte</td>
<td>1,215</td>
<td>1,570</td>
<td>355</td>
<td>29%</td>
<td>59</td>
<td>$30.65</td>
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<td>Tulare</td>
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<td>41</td>
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<tr>
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<td>Merced</td>
<td>715</td>
<td>829</td>
<td>114</td>
<td>16%</td>
<td>25</td>
<td>$28.92</td>
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<tr>
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<td>Napa</td>
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<td>24%</td>
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<td>6057</td>
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<tr>
<td>6069</td>
<td>San Benito</td>
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<td>532</td>
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<td>52%</td>
<td>25</td>
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</tr>
<tr>
<td>6109</td>
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<td>8%</td>
<td>4</td>
<td>$32.94</td>
<td>0.29</td>
</tr>
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<td>6033</td>
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<td>23%</td>
<td>6</td>
<td>$27.47</td>
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<tr>
<td>6093</td>
<td>Siskiyou</td>
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<td>22%</td>
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<td>$29.33</td>
<td>0.38</td>
</tr>
<tr>
<td>6005</td>
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<td>105</td>
<td>125</td>
<td>20</td>
<td>19%</td>
<td>4</td>
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<tr>
<td>6035</td>
<td>Lassen</td>
<td>102</td>
<td>108</td>
<td>6</td>
<td>6%</td>
<td>3</td>
<td>$30.64</td>
<td>0.33</td>
</tr>
<tr>
<td>6103</td>
<td>Tehama</td>
<td>93</td>
<td>110</td>
<td>17</td>
<td>18%</td>
<td>4</td>
<td>$30.82</td>
<td>0.20</td>
</tr>
<tr>
<td>6015</td>
<td>Del Norte</td>
<td>86</td>
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<td>19</td>
<td>22%</td>
<td>4</td>
<td>$25.84</td>
<td>0.40</td>
</tr>
<tr>
<td>6027</td>
<td>Inyo</td>
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<td>91</td>
<td>8</td>
<td>10%</td>
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<td>$36.50</td>
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</tr>
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<td>6009</td>
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<td>70</td>
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<td>26%</td>
<td>3</td>
<td>$28.76</td>
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</tr>
<tr>
<td>6063</td>
<td>Plumas</td>
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<td>18</td>
<td>29%</td>
<td>3</td>
<td>$30.21</td>
<td>0.38</td>
</tr>
<tr>
<td>6051</td>
<td>Mono</td>
<td>50</td>
<td>56</td>
<td>6</td>
<td>12%</td>
<td>2</td>
<td>$37.20</td>
<td>0.26</td>
</tr>
<tr>
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<td>18</td>
<td>38%</td>
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<td>$30.45</td>
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</tr>
<tr>
<td>6011</td>
<td>Colusa</td>
<td>46</td>
<td>65</td>
<td>19</td>
<td>41%</td>
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<td>2025 Jobs</td>
<td>2015 - 2025 Change</td>
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<td>Annual Openings</td>
<td>Avg. Hourly Earnings</td>
<td>2025 Location Quotient</td>
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<td>573,749</td>
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</table>

This report uses state data from the California Labor Market Information Department.
Appendix III

Selected Competitor Program Descriptions\textsuperscript{12}

\textbf{California State University, Los Angeles}

The program is designed to prepare students for doctoral research, college teaching, public school teaching, or for careers in computer science. The department is well equipped with computer hardware, software, and modern computer laboratories.

The graduate enrollment in the computer science program currently exceeds 100 students and has gradually increased since the program's inception. The department has made special efforts to schedule evening classes to accommodate professionals who wish to continue their education.

Thesis and non-thesis options.

\textbf{University of Southern California}

The M.S. in Computer Science provides intensive preparation in the concepts and techniques related to the design, programming, and application of computing systems. Students are provided a deep understanding of both fundamentals and important current issues in computer science and computer engineering so that they may either obtain productive employment or pursue advanced degrees.

The program requires the student to take a broad spectrum of courses, while simultaneously allowing for emphasis in desired areas of specialization.


\textbf{University of California, Los Angeles}

The Department of Computer Science and the John E. Anderson Graduate School of Management offer a concurrent degree program that enables students to complete the requirements for the MS in Computer Science and the MBA in three academic years. Graduate degree programs in computer science prepare students for leadership positions in the computer field. A total of nine courses is required for the M.S. degree.

Option of thesis or comprehensive exam.

\textsuperscript{12} As provided on program websites

**California Polytechnic State University, San Luis Obispo**

The MS program in Computer Science offers students the opportunity to prepare for careers in several areas of emphasis including software engineering, computer architecture, programming languages, theory of computing, operating systems, database systems, distributed computing, computer networks, artificial intelligence, computer graphics, and human computer interaction. The program is designed for maximum flexibility to allow students to concentrate in one or more areas of study.

**University of California, Santa Barbara**

The graduate program offers a Master of Science and a Ph.D. in Computer Science. The research interests of students and faculty span a broad cross-section of computer science ranging from bioinformatics, cloud computing, computer architecture, computational science and engineering, database and information systems, foundations and algorithms, intelligent and interactive systems, networks and wireless networks, operating systems and distributed systems, programming languages, quantum computing, software engineering and security.

Students must choose one major area: theory, systems, or applications.

Thesis, project, or exam options for MS students.

**California State University, Fullerton**

The program objectives of the master's degree in computer science are:

- To prepare you for the increasingly sophisticated application of computers to the needs of industry and society;
- To prepare you for research, teaching, and further graduate studies in computer science;
- To prepare you for leadership roles in your industry career;
- To provide you with graduate level course work in computer science that supplements the curriculum in other disciplines.

Elective tracks include software engineering, database & web programming, computer networks & security, distributed systems, machine intelligence, bioinformatics, and computer graphics & multimedia.

Department also offers an MS in Software Engineering.
**National University**

The Master of Science in Computer Science (MSCS) program at National University provides students with a solid foundation in the fundamental knowledge and skills of software engineering, database theory and design and cloud computing, exposing them to best practice methodologies using a variety of tools and techniques required for solving real world problems and to be of immediate benefit to the computing industry.

National University’s MSCS program not only prepares students in the theoretical and practical aspects of solving complex computing problems but also develops other essential communication skills. MSCS graduates are able to clearly discuss issues, trends, and solutions with both technical and non-technical audiences. In addition, every part of the curriculum is devoted towards developing people skills, ethics, and standards of professionalism.

The rigorous scientific and analytical techniques taught in the MSCS program have four primary goals: (1) to provide a clear understanding of scope and limitations of computational models, (2) to facilitate acquisition of marketable skills throughout the program, (3) to facilitate logical discussion of concepts, trends and issues including cloud computing and security in computing, and underlying problem solving strategies, and (4) to facilitate lifelong learning. National University’s approach to teaching in the MSCS program allows graduates to immediately become highly productive members of a real-world computing team.

Specializations: Advanced Computing, Software Engineering, and Database Engineering

**Naval Post Graduate School**

The national security focus woven through the computer science curriculum and research is unique among higher education institutions. Discipline skills in the context of national security concerns are taught, making computer science directly relevant to the national security thinking, operations, practice, and research. The institution maintains numerous connections with national security people and makes them available to students.

Students learn to be individual thinkers -- able to question, provide well-grounded assessments, extract the essence of other works, and write well-reasoned reports -- as they approach national security issues.

Students do not have to be military, but they do have to be sponsored.

Stanford University

MSCS students choose one of ten predefined specializations or a combination of any two specializations (dual depth). There is some overlap between the different specializations, as some courses can be applied to more than one specialization.


Only the systems specialization can be completed entirely remotely.

Also offers joint Computer Science MS/MBA and Computer Science MS/Law degrees.

University of California, Berkeley

The Master of Science emphasizes research preparation and experience, and for most students is a chance to lay the groundwork for pursuing a PhD. It requires either a research thesis (Plan I) or a report on a research project (Plan II). It is possible to complete the degree in a single academic year, but most students take three to four semesters while they are also filling in undergraduate prerequisites they may be missing, preparing for PhD preliminary exam, and becoming involved in a research group.

Also offers a MS in Electrical Engineering and Computer Science as well as a joint MS in Electrical Engineering and Computer Science and Public Policy.

Master in Advanced Study of Integrated Circuits offered online