



Academic Catalog 2019–2020



California
Community
Colleges

Online Community
College District

CALBRIGHT
COLLEGE

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For the inaugural cohort of learners ("beta cohort"), every effort has been made to ensure the accuracy of this catalog. However, it may be necessary for the College to make additions or revisions in response to changes or updates in governmental regulations, or college policies and procedures. The College will make every reasonable effort to adhere to this catalog or to inform learners of any significant changes that occur after the publication of this document. Any addenda will be added to the official online catalog PDF.





PRESIDENT'S MESSAGE



Welcome to Calbright College, and congratulations on taking your first big step toward a better future! I'm Heather Hiles, the College President of Calbright, and my job is to make sure you're prepared for a new career—with all of the opportunity for better pay, full benefits, and promotions that your journey with Calbright affords you.

I've worked my whole life to help people just like you succeed—so let me say this: you belong at Calbright. You are capable of doing extraordinary things, and it's our honor to be able to help you realize your dreams.

Thank you for joining us. Our dedicated Concierge staff is standing by to answer all of your questions and help you from registration to graduation and beyond. And if you need to get in touch with me, please send an email to ceo@calbright.org.

Onward and upward,

Heather Hiles
CEO & College President



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HISTORY OF CALBRIGHT COLLEGE

Calbright College was established to increase access for millions of Californians to Job Competency Training credentials and certificates which could help address the state-wide issue of income inequality. In 2018, legislation was signed and passed into law to establish the California Online Community College District, officially named Calbright College in June 2019. On October 1, 2019, Calbright opened the application process for its initial learner cohort.

Calbright is the 115th California Community College, and its key program elements include:

- Competency-based instructional design
- Applied learning component provided via apprenticeship
- Ongoing, rolling enrollment throughout the term
- Flexible instruction and timelines based on learner mastery of competencies
- Statewide, online certificate programs

ACCREDITATION

Calbright College is a public higher education institution authorized by the State of California. As a new college, Calbright College is **not accredited** at this time. Calbright is currently seeking accreditation through a U.S. Department of Education recognized accrediting association.

COLLEGE MISSION, VALUES & GOALS

Mission

Calbright College is committed to student learning and offers industry recognized credentials and certificates. Calbright's mission increases economic mobility for working adults who lack easy access to traditional forms of higher education. We offer flexible, free skills-based programs that provide tangible economic value for both working adults and their future hiring managers.



Vision

Calbright College is guided by the values of integrity, partnership, possibility, equity, and dignity in all its internal and external work.

Goals

Preparing Working Californians for Tomorrow's Jobs

Calbright College is here to prepare underemployed Californians who want more stable, upwardly mobile careers.

Promoting Our Learners

Calbright College supports and promotes adult learners throughout their education journey, including admissions, enrollment, completion, and job training with an end goal of employment. We aim to provide economic mobility for working adults who lack easy access to traditional forms of higher education.

Placing Our Learners

Calbright places adult learners who have demonstrated job competency and readiness with employers who are excited to hire them for lasting, well-paying careers.

INSTITUTIONAL LEARNING OUTCOMES

Calbright College ensures that each program offered provides learners with the opportunity to gain and strengthen core competencies that cross all fields of study and careers. These competencies, or skills, represent those needed for success in learning, in work, and in civic society. Together, they are Calbright's Institutional Learning Outcomes.

Communication Competency

- Practice interactive communication through active listening, discussion, and presentation
- Demonstrate clear, logical, and substantially error-free writing

Information Competency

- Find, identify, organize, and evaluate multiple information resources

Quantitative Competency

- Interpret quantitative information on specific topics, including how calculations are used
- Create and explain graphs or other visuals
- Demonstrate mathematical functions essential to the area of study



Analytic Inquiry Skills

- Identify problems and frame questions within the area of study
- Distinguish and choose appropriate approaches
- Plan and implement complex, multi-part tasks

Ethical Reasoning

- Apply ethical principles and codes of conduct within the area of study
- Use ethical principles to inform decisions around common problems

Ability to Engage Diverse Perspectives

- Describe how different cultural perspectives may impact interpretations of issues
- Explain and evaluate the source of one's own perspective and compare it with other views

Applied and Collaborative Learning Skills

- Demonstrate the ability to work with others to identify, plan, and complete an assignment
- Describe how class learning can be applied to a workplace problem, and how workplace experience relates to class learning

Civic and Global Competency

- Explain the importance of participating in the community, both for civic society and for personal development
- Describe one's own civic and cultural background, including assumptions and predispositions

Calbright's unique program pathway model is built on a foundation of empathy and equity. Calbright's instructional team connects with real employers and researches exactly what skills are needed for the jobs that are available. Calbright also partners directly with organizations to provide opportunities for on-the-job training.

Calbright College is online, mobile-first, and designed with both working adults and future employers in mind. Calbright's instructional team is building programs in partnership with subject-matter experts, working adults, and employers to ensure that educational job training programs are structured in a manner that leads to success for everyone involved. While the primary focus is on supporting our adult learners in becoming successful and resilient, Calbright College will begin with employers and end the education process with learners ready for employment.

Calbright offers a full range of supportive and learning services for adult learners, from pre-enrollment through enrollment, to ensure they're prepared for better-paying, upwardly-mobile jobs.



| Employability | Accessibility | Accountability | Affordability |
|--------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|
| Competencies are designed by employers | Flexible options for learners | Value clear to learners | No fees for learners* |
| Ensuring learners possess competencies, knowledge and skills needed to advance in the workplace. | Using technology with a flexible academic schedule designed to address challenges of attending classes. | Replacing grades with demonstrated mastery of a defined set of competencies. | Increasing access for adult learners who seek to maximize their personal and professional potential. |

CALBRIGHT COLLEGE JOB COMPETENCY TRAINING™

What Is Flexible, Job Competency Training™?

- Calbright College programs are flexible. Learners can enroll throughout the term. They can work around their own schedules to complete courses. There are no time specific classes to attend, and deadlines are personalized to meet learners’ needs.
- As a competency-based institution, if learners have prior experience with the subject matter, they can complete the curriculum more quickly; if the subject matter is new the learner can take more time to master the skills.



ABOUT CALBRIGHT PROGRAM PATHWAY OPTIONS

| Job Competency Training | Program Pathways |
|------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Medical Coding for Professional Services | <ul style="list-style-type: none"> • College & Career Essential Skills (Contextualized for Careers in Medical Coding) • Medical Coding Job Training (AAPC CPC Certification Preparation) |
| Introduction to Cybersecurity (Security+) | <ul style="list-style-type: none"> • College & Career Essential Skills (Contextualized for Careers in Cybersecurity) • Cybersecurity Job Training (CompTIA Security+ Certification Preparation) |
| Introduction to Information Technology Support (A+) | <ul style="list-style-type: none"> • College & Career Essential Skills (Contextualized for Careers in I.T. Support) • I.T. Support Job Training (CompTIA A+ Certification Preparation) |



Medical Coding for Professional Services

This competency-based, noncredit, program pathway prepares adult learners for employment in the medical coding field. Learners will progress through the program pathway by mastering entry-level competencies in medical law and ethics as related to medical billing and coding; medical terminology; pharmacology; anatomy and physiology for healthcare coding; disorders of the human body; diagnostic tests; treatment modalities; and CPT (Current Procedural Terminology), ICD-10-CM (International Classification of Diseases, Tenth Revision, Clinical



Modification), and HCPCS (Healthcare Common Procedure Coding System) Level II coding. Learners mastering these competencies will achieve a broad knowledge in reviewing and assigning the correct procedure and diagnosis codes for professional (physician) services. Upon completion, learners will be prepared to take a national medical coding exam including, but not limited to, the AAPC CPC* exam to achieve an industry-recognized certification.

*American Academy of Professional Coders Certified Professional Coder

Pathway Program-Level Learner Learning Outcomes

- Demonstrate the ability to evaluate legal and ethical issues that apply to healthcare billing and coding.
- Analyze medical documentation and define medical terminology, diseases/disorders, procedures & treatment to identify appropriate CPT®, ICD-10-CM Code Set and HCPCS Level II codes.
- Distinguish the rules and procedures to effectively navigate and code from the CPT®, ICD-10-CM Code Set and HCPCS Level II books.
- Adapt principles of medical coding related to the three main code books: CPT®, ICD-10- CM Code Set and HCPCS Level II.
- Apply skills and knowledge needed as a professional medical coder to take a national certification exam.

Core Courses

WF 500

MC 500

Course Name

College and Career Essential Skills

Medical Coding for Professional Services
(outpatient focus)





Introduction to Information Technology Support (A+)

This competency-based, noncredit, program pathway is designed to prepare learners to successfully complete the CompTIA A+ certification, which is an industry recognized certification. It will include study of the content found in the CompTIA A+ Exams (Exam 220-1001 & 220-1002), including practice examinations, as well as application of the material on the job. Subjects include hardware, operating systems, software, mobile devices, basic networking, basic security, operational procedures, printers, and troubleshooting. Learners will gain a working familiarity with the concepts of documentation, safety procedures, and Small Office/Home Office (SOHO) technologies. Learners will understand how to assemble components based on customer requirements, and also master the installation, configuration, and maintenance of PCs and Mobile devices. The basics of networking and security forensics will also be covered. Other subjects include application of troubleshooting methodology and provision of appropriate customer support. Networking and security forensics will be introduced along with the basics of scripting, virtualization, desktop imaging, and deployment, as well as basic cloud technology and deployment.

Pathway Program-Level Learner Learning Outcomes

- Demonstrate the ability to identify issues across a broad range of computing skills, both in software and hardware.
- Implement solutions to common problems and issues raised by customers.
- Apply a wide variety of skills in customer support and troubleshooting, ranging from installation and configuration, to networking, operating systems, mobile devices, and security.

Core Courses

WF 500

IT 500

Course Name

College and Career Essentials Skills

Introduction to Information Technology

Support





Introduction to Cybersecurity (Security+)

This competency-based, noncredit program pathway prepares adult learners for employment in the Information Security field. Learners will progress through the program pathway by mastering a working knowledge of the fundamental principles and topics of information security and risk management, and demonstrate appropriate diagnostic, risk management, and solution application at the organizational level. This includes hardware, software, processes, communications, applications, and policies and procedures with respect to organizational cybersecurity. Learners in this program pathway will be prepared to successfully complete the CompTIA Security+ certification exams (SY0)-501, which is an industry-recognized certification.

Pathway Program-Level Learner Learning Outcomes

- Describe key principles of information and risk management at the organizational level.
- Analyze a wide variety of technical issues in Information Security from networking, operating systems, mobile devices to various technical systems.
- Recommend and/or apply appropriate solutions at the policy, procedure communications, applications levels for hardware, software, and processes.

Core Courses

WF 500
IT 510

Course Name

College and Career Essentials Skills
Introduction to Cybersecurity



Awarding of Certificates

A Certificate of Competency in a Calbright College noncredit program pathway confirms that the learner has demonstrated successful achievement of the program outcomes. The program outcomes represent a set of competencies that prepare the learner to progress in a career path and/or undertake degree-applicable or non degree-applicable credit courses. Calbright College will issue the certificate with a list of relevant competencies achieved by the learner.

For a Certificate of Competency, a learner must:

1. Complete the courses as prescribed for the program pathway.
2. Complete all applicable assessments, as prescribed in the College catalog with a mark of “P” for pass.

What Are Noncredit Courses and How Does Noncredit Work?

Noncredit instruction in California Community Colleges (CCC) offers learners of all backgrounds access to learning that prepares them for work, life, and continued education. It offers learners access to free courses focused on workforce preparation and short-term career education (CE),* without the progress timelines and grade expectations associated with typical college credit programs.

How Do Noncredit Courses Benefit Learners at Calbright?

- Focus on skill attainment, not grades or units.
- Serve as a bridge to other educational/career pathways.
- Provide preparation, practice, and certification in many career fields.
- Offer preparation for entry into degree and certificate credit programs within the California Community College system.

**Adapted from the Program and Course Approval Handbook (6th edition)*

INDUSTRY EXPERIENCE AND SUPPORT

The organizations that partner with Calbright College benefit from an up-skilled workforce and learners benefit by being prepared for an upwardly mobile career, achievement of industry- recognized certification, and the practical application of commonly expected employee skills.

On-the-job training is the bridge between course-related learning, completion of industry credentials, and full time employment. On the job training, or OJT, is the “applied learning phase” for the learner and helps employers get to know their new potential employee. Calbright College will support learners in obtaining paid job training opportunities following the successful completion of a program pathway to



ensure a frictionless experience for both learners and employers. Calbright invites all alumni to return for additional training during their career journey, and for related job coaching.

Industry Mentors

Calbright College will assign an industry mentor to every learner during their job training. Mentors are assigned to help learners acquire knowledge about the industry and company to which they have been assigned. Mentees will receive guidance, advice and support through practical business interactions and will develop strategies for effectively managing personal, academic and career expectations.

CALBRIGHT LEARNERS

Learner Success

Calbright's success team members provide a variety of services for pre-learners (applicants) through enrollment. During the application and orientation phase, this will include (but is not limited to) information about our programs, assistance with filling out forms, referral to resources, and encouragement. The success team will be available via chat, telephone, email, or online video conference.

Learners will also be assigned a "learner advocate" focused on each individual learner. While the learner is completing their educational goals, the learner advocate will guide, support, and encourage learners along their journey.

Once a learner is enrolled in a program pathway, both the instructional and success teams will provide synchronous and asynchronous support to help learners master the academic content.

The instructional team will:

- Orient learners to online learning and Calbright's educational approach of Competency-based Education.
- Engage with learners by providing substantive academically-focused interactions through a variety of methods to ensure that learners are engaged and meeting learning outcomes established in the Course Outline of Record.
- Assess and grade completed learning activities and provide substantive feedback to ensure learners successfully master required competencies.

Calbright's instructional team will also help learners with navigating the Learning Management System (LMS), and connecting with college resources and services such as Admissions and Records, Disability Support Programs and Services (DSPS), Career Services, veteran services, mental health and tutoring.

Beyond personalized learner support, the instructional and success team



members will provide valuable moral support and encouragement.

Library and Tutoring Services

Once learners enroll at Calbright, they will have access to various support services via the college's web-based portal, including library resources and tutoring services. Library resources are designed to further support learners' studies in their chosen program pathway and will be freely available online; the library will provide access to textbooks at no charge. Tutoring services offered by NetTutor, are available to supplement class instruction with 24/7 tutoring support in reading, writing, math, or subject-specific support.

Learner Services*

The Admissions and Records Department (A&R), performs a variety of functions and services including residency determination and reclassification, registration and program adjustments. A&R also processes grades, transcripts, external, certificates, enrollment verifications and determination of eligibility for veteran's benefits.

Access for Learner Services is designed to support learners with disabilities in the achievement of their educational goals. Calbright College provides support for all eligible learners with disability-related needs. Disability

Support Programs and Services staff facilitate equal access for qualified learners through services and academic accommodations.

Digital Access & Equity

Calbright offers a laptop loan program designed to meet learners' technology needs, providing access for all students to the technology required for participation in Calbright programs. Through this program, eligible learners may borrow a laptop with internet access and keep it for the entire term.

Terms of Use

Calbright College Laptop Loan Program Policy provides laptop computers free of charge to all currently registered learners. The learners are responsible for the laptop computer at all times. The learner will be financially responsible for the replacement of all damaged, lost, or stolen computers and/or accessory parts (excluding normal wear and tear). It is your responsibility to take care of this equipment while it is assigned to you, especially keeping all pets and/or food and drinks away from the computer. Any problems with the laptop or accessories must be reported to the Calbright Success Team. Failure to do so will result in punitive actions in accordance with College administrative policies. Failure to return the laptop at the specific date and time may result in fines and other penalties.



ACADEMIC CALENDAR

Calbright College’s calendar includes two terms per year. Student starts and stops are flexible within each term. Learners can start at any time, and have continuous enrollment throughout the term. This includes access to learning resources, assessments, and the opportunity to complete online performance assessments any time, day or night, without regard to holidays and other significant dates. Learners can move quickly through their program pathway or at a slower pace.

Learners will have to establish participation in the online course content by submitting at least one assignment within the first 30 days of their enrollment. If a learner does not submit at least one assignment within the first 30 days, they will be administratively dropped for non-participation.

| | |
|-------------------------------|--------------------------------------------------------------------------------|
| October 1, 2019 | Calbright College’s Opening Day. First day to apply for admissions* |
| November 11, 2019 | Veterans Day |
| November 28, 2019 | Thanksgiving Holiday |
| December 24 - 31, 2019 | Winter Break (online services will be available) |
| January 2, 2019 | Application and Enrolment is on-going until the initial beta cohort is filled* |
| January 18, 2019 | Martin Luther King Jr. Holiday |
| February 14-17, 2019 | Presidents Day Holiday |
| March 1, 2019 | Learner’s can refer to the enrollment date for last day to drop with a W** |

**Last day to drop courses without a “W” grade is 61 days from a learner’s start date in the course

To drop a course (competency set), with a “W” on the learner record is 62 days from a learner’s start date in the course within the given term or anytime thereafter.



ADMISSIONS AND REGISTRATION

Tuition and Fees

For 2019-2020, all learners admitted to Calbright College will qualify for free tuition and fees, including access to textbooks and use of a laptop computer.

Eligibility for Admission

The right of any person to attend Calbright College is conditioned by certain admission and residency qualifications as provided by state and federal law.

Admission to Calbright College is open to any California resident who possesses a high school diploma or equivalent (certificate of proficiency, GED), any California resident adult 18 years of age or older who may benefit from instruction offered, and any California resident who is an apprentice as defined in Section 3077 of the Labor Code.

For 2019-2020, Calbright is not admitting nonresident or international students.

Residence Requirements

All questions as to legal residence and the exceptions allowed under California law shall be directed to Admissions and Records. The right of a learner to attend any public community college in California is conditioned by certain residency qualifications set forth in the California Education Code. Residence determination is based on state and federal law, and is subject to change without prior notification.

California Residents

To qualify as a California resident, a learner must be capable of establishing residency and have legally resided in California for one year and one day prior to the beginning of the term of planned attendance and must have taken actions that express intent to establish California residency.

Military Personnel and Dependents

Military personnel and their dependents, military veterans, and their dependents are subject to the same criteria and regulations regarding the establishment of California residency as other nonresident learners. The information provided herein refers to the assignment of California residency based on active-duty or discharged veteran status solely for the purposes of determining the tuition and fees for eligible service members, former service members and their dependents.

A learner who is a member of the Armed Forces of the United States stationed in this state is entitled to resident classification only for the purpose of determining the amount of tuition and fees.

A learner who is a natural or adopted child, stepchild, or spouse who is a dependent of a member of the Armed Forces of the United States stationed in this state on active duty, is entitled to resident classification only for the purpose of determining the amount of tuition and fees.



If that service member is subsequently transferred out of California on military orders but continues to serve in the U.S. Armed Forces, or is subsequently retired from military service, neither the service member nor dependent shall lose resident classification for tuition purposes so long as the service member remains continuously enrolled at the institution.

Military Veterans Residence Status

In accordance with Education Code Section 68075.5(c), a full exemption from the nonresident fee for all learners verified to be “covered individuals” per the criteria listed below and who qualify to use Montgomery GI Bill®-Active Duty or Post-9/11 GI Bill ® education benefits (Chapters 30 and 33, respectively, of Title 38, U.S. Code) while living in California will be eligible for this exemption. A “covered individual” is defined in the VACA Act as:

1. A Veteran who lives in the state in which the institution of higher learning is located (regardless of his/her formal state of residence) and enrolls in the school within three years of discharge from a period of active duty service of 90 days or more;
2. An individual eligible for transferred education benefits who lives in the state in which the institution of higher learning is located (regardless of their formal state of residence) and enrolls in the school within 3 years of the transferor’s discharge from a period of active duty service of 90 days or more;

3. An individual eligible for transferred Post-9/11 G.I. Bill® benefits while the transferor is on active duty who resides (lives) in California (regardless of their formal state of residence) as described in 38 USC 3679(c)(2)(B)(ii)(II).
4. An individual eligible for benefits under the Marine Gunnery Sergeant John David Fry Scholarship (provides Post-9/11 GI Bill ® benefits to the children and surviving spouses of service members who died in the line of duty while on active duty) who live in the state in which the institution of higher learning is located (regardless of their formal state of residence);
5. After expiration of the three-year period following discharge or death as described in 38 U.S.C. 3679(c), a learner who initially qualifies under the applicable requirements above will maintain “covered individual” status as long as continuous enrollment is maintained (other than during regularly scheduled breaks between courses, semesters or terms) at the institution, even if they enroll in multiple programs and shall continue to be exempt from paying nonresident tuition and other fees as described in the updated fee policy described below:



- a. Learners eligible for VA education benefits must provide a “Certificate of Eligibility” (COE) by the VA confirming the approved education benefits for the veteran or eligible dependent to basic educational assistance under chapters 30 and 33 of title 38, U.S. Code. The DD Form 214, Certificate of Release or Discharge from Active Duty, generally referred to as a "DD 214", shows the effective date of the veteran's discharge from active service and may also need to be submitted to assist with confirming the “covered individual” status.

Registration Procedures

Learners must complete an online application, orientation, and an educational plan.

See **Learner Equity and Achievement Program** for more information.

Fall 2019 Initial Beta Cohort:

- Applications will be open beginning October 1, 2019 at calbright.org/apply.
- Learners who complete the general admissions procedures, orientation, and educational plan will be enrolled in a program pathway.

Financial Aid

Upon approval from an accrediting association Calbright College Learners will be eligible for federal financial aid.

Updating Learner Records

Once an application for admission has been submitted, any necessary communication with the learner is conducted through the contact information provided (phone or text). Electronic communications will go through the free Calbright College email account provided to each learner, or through the calbright.org Learner Portal. It is important to keep the address, phone, and alternate email address updated and corrections should be provided for learner academic records as soon as possible. A learner may update this information at any time by contacting Admissions and Records through Concierge.



COURSE CATALOG DESCRIPTION

Department and course number: Workforce Readiness, WF500 College and Career Essential Skills - Noncredit

This competency-based noncredit course is designed to prepare adult learners to develop essential skills necessary for college and career success through contextualized academic preparation. In the area of college success, learners will focus on the reading, writing, and math skills needed to be successful within an academic and professional environment. The course will focus on improving critical reading and writing as well as a conceptual understanding of basic math skills. In the area of career success, students will develop awareness and competency of the 21st Century employability skills identified by employers as essential to career success through self-directed learning modules, self-exploration, and practiced-based exercises. *This course is equivalent to 3 units of credit at a traditional Community College (Title 5 section 55002.5).*

Department and course number: Medical Coding, MC 500 Medical Coding for Professional Services - Noncredit

This competency-based noncredit education program prepares adult learners for employment in the medical coding field. Learners will progress through the program by mastering competencies in medical law and ethics; medical terminology; pharmacology; anatomy and physiology; disorders of the human body; diagnostic tests; treatment modalities; and CPT, ICD, and HCPCS coding. Learners mastering these competencies will achieve a broad knowledge in reviewing and assigning the correct procedure and diagnosis codes for professional (physician) services. Upon completion, learners will be prepared to take a national medical coding exam including, but not limited to, the AAPC CPC exam. *This course is equivalent to 12 units of credit at a traditional Community College (Title 5 section 55002.5).*

Department and course number: Information Technology, IT 500 Introduction to Information Technology Support (A+) - Noncredit

This competency-based noncredit education program is designed to prepare students for the CompTIA A+ certification exams. It will include study of the content found in the CompTIA A+ Exams (Exam 220-1001 & 220-1002). Subjects include hardware, operating systems, software, mobile devices, basic networking, basic security, operational procedures, printers, and troubleshooting. Students will also learn the concepts of documentation, troubleshooting methodology, safety procedures, and Small Office/Home Office (SOHO) technologies. Learners will understand how to assemble components based on customer requirements, and also master the installation, configuration, and maintenance of PCs and Mobile devices. The basics of networking and security forensics will also be covered. Other



subjects include learning how to apply troubleshooting methodology and provide appropriate customer support. Other technologies covered will be the basics of scripting, virtualization, desktop imaging, and deployment, as well as basic cloud technology and deployment. *This course is equivalent to 8 units of credit at a traditional Community College (Title 5 section 55002.5).*

**Department and course number: Information Technology, IT 510
Introduction to Cybersecurity (Security+) - Noncredit**

Co-Requisite(s): CompTIA A+ or equivalent course/experience

This competency-based non-credit education program prepares adult learners for employment in the Information Security field. Learners will progress through the program by mastering competencies in the fundamental principles and topics of information security and risk management at the organizational level. This includes hardware, software, processes, communications, applications, and policies and procedures with respect to organizational cybersecurity and risk management. Preparation for the CompTIA Security+ certification exams (SY)-501. *This course is equivalent to 8 units of credit at a traditional Community College (Title 5 section 55002.5).*



APPENDICES

Academic Policies

Attendance

All learners are expected to participate in a substantive activity in the course within 30 days of registration. Instructors may drop registered learners who do not show active participation within 30 days of enrollment. Learners are ultimately responsible for dropping courses and withdrawing from the college if they are not able to continue. In such case, the learner should promptly initiate and confirm the drop.

Grading System and Practices

In accordance with the California Education Code, and Title 5, Calbright has established a standard grading policy to determine a learner's academic progress. Upon successful completion of a course, the learner will receive a "P" (pass) on the learner's record to indicate earned mastery in that course. A course in which an "NP" (no pass) is applied to a learner's record indicates the learner did not master all of the required competencies for the course.

- P – Pass: at least satisfactory, used to denote "passed with credit" when no letter grade is given.
- NP – No Pass: less than satisfactory.

Non-Evaluative Symbols

The California Online Community College District Board of Trustees has authorized the use of the non-evaluative symbols of "SP," "I," "W," and "AW" defined as follows:

Satisfactory Progress (SP)

The SP designation shows that learners are progressing and have acquired some of the skills and knowledge needed to achieve course outcomes but still have work to do. The SP designation is therefore a reflection of learner progress and success.

Incomplete (I)*

1. This temporary grade is assigned to a course if a learner cannot demonstrate satisfactory progress due to extenuating circumstances.
2. The learner must satisfy an assigned "I" grade within the next 6 months.
3. An incomplete course for which satisfactory progress is not demonstrated by the end of 6 months will result in an "NP" grade.

Withdrawal (W)

Learners may withdraw from their program pathway by completing a withdraw form at calbright.org under Admissions & Records. A "W" will be posted to the academic record for withdrawals that occur after 61 days. Learners must re-enroll if they receive a "W." Any



units or learning sets completed at the ending point from the previous enrollment will be used as a starting point for the new enrollment the course.

Administrative Drop (AD)

A learner may be administratively dropped for the lack of academic engagement.

Graduation Requirements for Calbright College Certificates

Learners may be awarded a Calbright College Noncredit Certificate of Completion upon successful completion of College and Career Essential Skills or completion of a program pathway (such as Medical Coding for Professional Services, Introduction to Information Technology Support, or Introduction to Cybersecurity).

Calbright College also grants certificates of competency to those learners who have demonstrated achievement in a set of competencies that prepares them to progress in a career path or to undertake degree-applicable or non degree-applicable credit courses. The learners will have completed the subject requirements for a program pathway and mastered the identified program learning outcomes. Learners must also complete the competency requirements set forth in Title 5 regulations.

Repeatability

Noncredit courses are repeatable. Learners are also allowed to repeat a course without petition when repetition is necessary to enable the learner to meet a legally mandated training requirement as a condition of volunteer or continued paid employment.

Learners may petition to repeat a course as a result of a significant change in industry or licensure standards such that repetition of the course is necessary for the learner's employment or licensure. Learners can repeat such courses any number of times.

Nondiscrimination and Complaints of Discrimination

Statement of Nondiscrimination

The California Online Community College District (Calbright College) is committed to providing an equal opportunity environment for all learners and employees. Calbright shall provide access to its services, classes and programs without regard to national origin, religion, age, gender, gender identity, gender expression, race or ethnicity, color, medical condition, genetic information, ancestry, sexual orientation, marital status, physical or mental disability, pregnancy, or because they are perceived to have one or more of the foregoing characteristics, or based on association with a person or group with one or more of these actual or perceived characteristics.

All courses, including noncredit courses, shall be conducted without regard to the gender of the adult learner enrolled in the classes. As defined in the Penal Code, "gender" means sex, and includes a person's gender identity and gender expression. "Gender expression" means a person's gender-related appearance and behavior whether or not stereotypically associated with the person's assigned sex at birth.

Calbright shall not prohibit any adult learner from enrolling in any class or course on the basis of gender or gender expression. Academic staff, including but not limited to counselors,



instructors and administrators shall not offer program guidance to adult learners which differs on the basis of gender in accordance with the requirements of Title IX of the Education Amendments of 1972, Title VII of the Civil Rights Act of 1964 (as amended by the Equal Employment Opportunity Act of 1972), sections 503 and 504 of the Rehabilitation Act of 1973 and the Rehabilitation Act Amendments of 1974, Executive Order 11246 (as amended by Executive Order 11375), and the Federal Age Discrimination Employment Act of 1967 and the Age Discrimination Employment Act Amendments of 1978 and the Americans with Disabilities Act of 1992. The Chief People and Culture Officer is the Title IX Facilitator and the ADA/504 Coordinator and can be reached at (510) 775-3676.

The college's policy on complaints of discrimination is included in full below, including the citations to law. Individuals seeking additional general information about this policy may contact the Chief People and Culture Officer at hr@calbright.org.

Complaints of Discrimination

Any learner, employee, or third party who believes that they have been discriminated against or who believes another has been discriminated against in violation of Board Policy 3410 on non-discrimination, should immediately report the incidents by following the Board Policy BP 3430 on Discrimination and Harassment Investigations. The Chief People and Culture Officer is the "responsible officer" charged with receiving complaints of discrimination or harassment, and coordinating an investigation. They can be reached at hr@calbright.org.

References

Title 2 Sections 10500 et seq.

Title 5 Sections 59300 et seq.

Education Code Sections 66250 et seq., 72010 et seq., 200 et seq.

Penal Code Section 422.55 et seq.

Government Code Sections 11135, 12926.1, 12940 et seq.

ACCJC Eligibility Requirements

Delegation of Authority

The Chief People and Culture Officer shall be designated as the "EEO Officer" charged with overseeing the day-to-day implementation of the EEO Plan and programs.

In the event the EEO Officer is named in a complaint or implicated by allegations in the complaint, the College President and CEO shall appoint an outside investigator to review the complaint. In the event the College President and CEO is named in a complaint or implicated by the allegations in the complaint, the President of the Board of Trustees shall appoint the investigator, will receive the report, and the Board of Trustees will make a determination on any final action.

Complaint Procedure

The Chief People and Culture Officer has been appointed as the "responsible officer," as described in Title 5, and is responsible for receiving complaints. Informal charges of unlawful discrimination should be brought to the attention of the responsible officer. The responsible officer shall oversee the informal resolution process. The actual investigation of complaints may be assigned to other staff or to outside persons or organizations under contract. An



outside investigator must be used when the responsible officer is named in the complaint or implicated by the allegations in the complaint.

When a person brings charges of unlawful discrimination the responsible officer must:

- Undertake efforts to resolve the charge informally;
- Advise the complainant that he/she need not participate in an informal resolution of the complaint;
- Notify the complainant of the procedures for filing a formal complaint;
- Notify the complainant that he/she may file a complaint with the Office of Civil Rights of the U.S. Department of Education.

If the complainant, an adult learner or an employee files a formal complaint, the responsible officer must also forward a copy of the complaint to the College President and CEO's Office.

A formal complaint not involving employment must be processed if it is filed within one year of the date of the alleged unlawful discrimination or within one year of the date on which the complainant knew or should have known of the facts underlying the allegation.

A formal complaint alleging discrimination in employment must be filed within 180 days of the date of the alleged unlawful discrimination, unless the complainant first obtained knowledge of the facts of the alleged violation after the expiration of the initial 180 days.

The complaint must be filed by someone who alleges that he/she has personally suffered unlawful discrimination, or by someone who has learned about unlawful discrimination in his/her official capacity.

When a proper complaint is received, Calbright will begin an impartial fact-finding investigation, and notify the complainant that it is doing so.

When the investigation is done, the results must be set forth in a written report. The written report must include a description of the circumstances giving rise to the complaint, a summary of the testimony of each witness, an analysis of any relevant data or other evidence collected during the investigation, a specific finding as to whether discrimination did or did not occur with respect to each allegation in the complaint, and any other appropriate information.

In any case that does not involve employment discrimination, Calbright must provide the complainant with a copy or summary of the investigative report within 90 days from the date Calbright received the complaint. The complainant must also be provided with a written notice setting forth the determination of the Chief People and Culture Officer as to whether discrimination did or did not occur with respect to each allegation in the complaint; a description of action taken, if any, to prevent similar problems from occurring in the future; the proposed resolution of the complaint; and notice of the complainant's right to appeal to Calbright's Board of Trustees.



In any case that involves employment discrimination, within 90 days from the date Calbright received the complaint, Calbright must provide the complainant with a copy or summary of the report, and with written notice setting forth the determination of the Chief People and Culture Officer as to whether discrimination did or did not occur with respect to each allegation in the complaint; a description of action taken, if any, to prevent similar problems from occurring in the future; the proposed resolution of the complaint; and the complainant's right to appeal to the College's Board of Trustees, and to file a complaint with the Department of Fair Employment and Housing.

If the complainant is not satisfied with the results of the administrative determination, the complainant must be given the opportunity to submit a written appeal to the Board of Trustees within fifteen days from the date of the notice of the administrative determination. The Board must review the original complaint, the investigative report, the administrative determination, and the appeal and must issue a final decision within forty-five days of receiving the appeal.

In any case not involving employment discrimination, the complainant must be notified of his/her right to appeal. In any case involving employment discrimination, a copy of the final decision must be promptly forwarded to the complainant. The complainant must be notified of his/her right to file a complaint with the Department of Fair Employment and Housing.

Where the Board does not act within forty-five days the administrative determination must be deemed approved and must become the final decision. Calbright shall promptly notify the complainant and in cases not involving employment discrimination, that the Board took no action and the administrative determination becomes the final decision. In cases not involving employment discrimination, the complainant must be informed of his/her right to appeal Calbright's decision to the California Community Colleges Chancellor's Office. In cases involving employment discrimination, the complainant shall be notified of his/her right to file a complaint with the Department of Fair Employment and Housing.

In cases not involving employment discrimination, the complainant must be given the right to file a written appeal with the California Community Colleges Chancellor's Office within 30 days after the Board issues the final decision, permits the administrative decision to become final or from the date that notice of the final decision was provided to the complainant pursuant to 5 CCR section 59338(b) or (d), whichever is later.

Calbright should retain and make available the original complaint, and copies of the final decision or a statement indicating the date on which the administrative determination became final, the notice given to complainant, the complainant's appeal of Calbright's administrative determination, and the investigative report.

References

Education Code Section 87100 et seq.

Title 5 Sections 53000 et seq., 59300 et seq.

ACCJC Accreditation Standards



Prohibition of Harassment

Calbright is committed to providing an academic and work environment free of unlawful harassment. This procedure defines sexual harassment and other forms of harassment, and sets forth a procedure for the investigation and resolution of complaints of harassment by or against any staff, instructional staff member, or adult learner within Calbright.

This procedure and the related policy protects enrolled learners, visitors online or in person at a Calbright office or facility, employees, unpaid interns, and volunteers in connection with all the academic, educational, extracurricular, and other programs of Calbright, whether those programs take place in Calbright's facilities, via an online program or support mechanism, or at a class or training program sponsored by Calbright online or in person.

Definitions

General Harassment: Harassment based on race, religion, color, national origin, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, gender, gender identity, gender expression, age, sexual orientation of any person, military and veteran status, or the perception that a person has one or more of these characteristics is illegal and violates Calbright policy. Harassment shall be found where, in aggregate, the incidents are sufficiently pervasive, persistent, or severe that a reasonable person with the same characteristics as the victim of the harassing conduct would be adversely affected to a degree that interferes with their ability to participate in or to realize the intended benefits of an institutional activity, employment, or resource.

Gender-based harassment does not necessarily involve conduct that is sexual. Any hostile or offensive conduct based on gender can constitute prohibited harassment if it meets the definition above. For example, repeated derisive comments about a person's competency to do the job, when based on that person's gender, could constitute gender-based harassment. Harassment comes in many forms, including but not limited to the following conduct that could, depending on the circumstances, meet the definition above, or could contribute to a set of circumstances that meets the definition:

Verbal: Inappropriate or offensive remarks, slurs, jokes or innuendoes based on a person's race, gender, sexual orientation, or other protected status. This may include, but is not limited to, inappropriate comments regarding an individual's body, physical appearance, attire, sexual prowess, marital status or sexual orientation; unwelcome flirting or propositions; demands for sexual favors; verbal abuse, threats or intimidation; or sexist, patronizing or ridiculing statements that convey derogatory attitudes based on gender, race, nationality, sexual orientation or other protected status.

Physical: Inappropriate or offensive touching, assault, or physical interference with free movement. This may include, but is not limited to, kissing, patting, lingering or intimate touches, grabbing, pinching, leering, staring, unnecessarily brushing against or blocking another person, whistling or sexual gestures. It also includes any physical assault or intimidation directed at an individual due to that person's gender, race, national origin, sexual orientation or other protected status. Physical sexual harassment includes acts of sexual violence, such as rape, sexual assault, sexual battery, and sexual coercion. Sexual violence refers to physical sexual acts perpetrated against a person's will or where a person is



incapable of giving consent due to the victim's use of drugs or alcohol. An individual also may be unable to give consent due to an intellectual or other disability.

Visual or Written: The display or circulation of visual or written material that degrades an individual or group based on gender, race, nationality, sexual orientation, or other protected status. This may include, but is not limited to, posters, cartoons, drawings, graffiti, reading materials, computer graphics, or electronic media transmissions.

Environmental: A hostile academic or work environment exists where it is permeated by sexual innuendo; insults or abusive comments directed at an individual or group based on gender, race, nationality, sexual orientation or other protected status; or gratuitous comments regarding gender, race, sexual orientation, or other protected status that are not relevant to the subject matter of the class or activities on the job. A hostile environment can arise from an unwarranted focus on sexual topics or sexually suggestive statements in the classroom or work environment. It can also be created by an unwarranted focus on, or stereotyping of, particular racial or ethnic groups, sexual orientations, genders or other protected statuses. An environment may also be hostile toward anyone who merely witnesses unlawful harassment in their immediate surroundings, although the conduct is directed at others. The determination of whether an environment is hostile is based on the totality of the circumstances, including such factors as the frequency of the conduct, the severity of the conduct, whether the conduct is humiliating or physically threatening, and whether the conduct unreasonably interferes with an individual's learning or work.

Sexual Harassment: In addition to the above, sexual harassment consists of unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature made by someone from, or in, the work or educational setting when:

- Submission to the conduct is explicitly or implicitly made a term or condition of an individual's employment, academic status, progress, internship or volunteer activity;
- Submission to, or rejection of, the conduct by the individual is used as a basis of employment or academic decisions affecting the individual;
- The conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile or offensive work or educational environment (as more fully described below); or
- Submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the community college.

This definition encompasses two kinds of sexual harassment:

- "Quid pro quo" sexual harassment occurs when a person in a position of authority makes educational or employment benefits conditional upon an individual's willingness to engage in or tolerate unwanted sexual conduct.
- "Hostile environment" sexual harassment occurs when unwelcome conduct based on a person's sex is sufficiently severe or pervasive so as to alter the conditions of an individual's learning or work environment, unreasonably interfere with an individual's academic or work performance, or create an intimidating, hostile, or abusive learning or



work environment. The victim must subjectively perceive the environment as hostile, and the harassment must be such that a reasonable person of the same gender would perceive the environment as hostile. A single or isolated incident of sexual harassment may be sufficient to create a hostile environment if it is severe, i.e. a sexual assault.

Sexually harassing conduct can occur between people of the same or different genders. The standard for determining whether conduct constitutes sexual harassment is whether a reasonable person of the same gender as the victim would perceive the conduct as harassment based on sex.

Complaints of Harassment from any adult learner, employee, or third party who believes that they have been discriminated against or harassed by any adult learner, employee, or third party or who believes another has been the victim of discrimination or harassment in violation of Calbright's policy should immediately report such incidents by following the procedures described in AP 3435 Discrimination and Harassment Investigations.

Consensual Relationships Romantic or sexual relationships between supervisors and employees, or between administrators, instructional staff or staff members and adult learners are discouraged. It is the policy of Calbright that no employee should enter into a consensual relationship with an adult learner actually under that employee's authority and that no employee should participate in the supervision, hiring committee, evaluation or decision pertaining to promotion for someone with whom that person has or has had a consensual relationship. There is an inherent imbalance of power and potential for exploitation in such relationships.

A conflict of interest may arise if the administrator, instructional staff or learner success staff member must evaluate the adult learner's or employee's work or make decisions affecting the employee or adult learner. The relationship may create an appearance of impropriety and lead to charges of favoritism by other adult learners or employees. A consensual sexual relationship may change, with the result that sexual conduct that was once welcome becomes unwelcome and harassing. In the event that such relationships do occur, Calbright has the authority to transfer any involved employee to eliminate or attenuate the supervisory authority of one over the other, or of a teacher over an adult learner. Such action by Calbright is a proactive and preventive measure to avoid possible charges of harassment and does not constitute discipline against any affected employee.

Intellectual Freedom: No provision contained here shall be interpreted to prohibit conduct that is legitimately related to the course content, teaching methods, scholarship, or public commentary of an individual Instructional or Success Team member or the educational, political, artistic, or literary expression of enrolled learners in classrooms and public forums. Freedom of speech and intellectual freedom are, however, not limitless and this procedure will not protect speech or expressive conduct that violates federal or California anti-discrimination laws.



Online Education

Calbright College provides access to education through the use of technology beyond the traditional patterns of campus-based education and programs. Courses are offered completely online. Courses are developed by the same qualified instructors and follow the same curriculum and standards as classroom-based courses. Online learning provides flexibility in scheduling and is especially helpful to self-directed learners. It is recommended that learners be comfortable with computers, particularly the internet, before taking an online course.

Regular Effective Contact Policy (“regular effective contact”) describes the minimum frequency of quality instructor-learner interaction in a distance education class. “Quality interaction” between instructor and learners is regular communication between the two parties. As in a face-to-face course, the instructor must be able to initiate and participate in discussions or the equivalent in an online environment via a variety of modalities in the district-provided Learning Management System (LMS). The instructor must regularly monitor and moderate any learner activities in the online classroom in which learners interact with each other. The instructor must be available to answer learners’ questions about both the material and the course itself in an efficient and timely manner. The instructor must also provide regular and timely feedback on, and assessment of, learner work; for example, the instructor should respond to learner emails within the instructor’s stated availability contained in the syllabus; the instructor should provide feedback and/or evaluations on assignments within a week and/or within the instructor’s stated availability contained in the syllabus. In the context of an online course, the instructor must spend approximately as much time on these interactions as would be spent for a face-to-face course.

The modes that the instructional staff can use to create regular effective contact are almost limitless but should be easily accessible for the learner and, when in question, verifiable. Use of the district provided LMS provides both accessibility and verifiability. The district provided LMS and synchronous technologies includes: online chat (scheduled or unscheduled), telephone contact, video conferencing, virtual field trips, virtual meetings, or online presentation platforms such as ConferZoom; asynchronous technologies including email and other correspondence, discussion forums or boards, class announcements via the LMS homepage, websites, blogs, podcasts, voicemail, SMS/text messaging, or e-lectures. Neither of these lists is exhaustive, as there are always new learning technologies available online at any given time. Any accessible medium (in compliance with Section 508 of the Americans with Disabilities Act and the CCCC Distance Learning Access Guidelines) is acceptable for facilitating regular effective contact.

Online Support Services

Calbright College will utilize and develop comprehensive, specialized learner supports that are technology-enabled for scale and focused on the learner experience, including, but not limited to, pathway navigation, online tutoring, online mentoring, and online help desk support. These supports, as well as the instructional delivery, shall be made available during nontraditional working hours to promote learner success.

- Online support for *pathway navigation* assists learners through the onboarding and orientation process.



- Online support for *tutoring* provides learners with access to tutoring through the California Virtual Campus - Online Education Initiative's (CVC-OEI) existing social and technological infrastructure for learners, instructors, and administrators.
- Online support for *mentoring* provides learners with access to an ADA- and FERPA-compliant software platform that creates the in-office experience for off-campus learners. This leverages existing social and technological infrastructure provided by the Online Education Initiative (CVC-OEI) for learners, instructors, and administrators.
- Online support for *technology* is offered in the form of a help desk service made available to learners.

Verification of Learner Identity

Consistent with federal regulations pertaining (e.g. federal financial aid eligibility) the Online Community College District must authenticate or verify that the learner who registers in an online course or correspondence education course is the same learner who participates in and completes the course or program and receives the academic credit. The District will provide to each learner at the time of enrollment a statement of the process in place to protect learner privacy and estimated additional learner charges associated with verification of learner identity if any.

The Chief Academic Officer shall ensure the institution utilizes one or more of these methods to authenticate or verify learner identity:

- Secure login and password to enable authenticated access to learner information and course management system.
- Proctored examinations.
- New or other technologies and practices that are effective in verifying learner identification.

Learner Conduct

It is the belief at Calbright College that learners share a responsibility with their instructors for assuring that their education is honestly attained. In keeping with this belief, every instructor has the responsibility and authority to deal with any instances of plagiarism, cheating and/or fabrication that occur in the learning environment. Examples of academic dishonesty include (but are not limited to) the following:

Plagiarism: Plagiarism is the act of presenting someone else's work as one's own. Examples include:

- Copying and pasting text from websites or other electronic sources and presenting it in an assignment as your own original work;
- Copying and pasting text from printed sources (including books, magazines, encyclopedias or newspapers) and presenting it in an assignment as your own original work;



- Using another learner's work and claiming it as your own original work (even if you have the permission of the other learner).

Cheating: Cheating is the act of pretending (or helping others to pretend) to have mastered course material through misrepresentation. Examples include:

- Copying in whole or in part from another learner's test or paper;
- Allowing another learner to copy from your test or assignment;
- Using the textbook, course handouts, or notes during a test without instructor permission;
- Stealing, buying or otherwise obtaining all or part of a test before it is administered;
- Selling or giving away all or part of a test before it is administered;
- Having someone else attend a course or take a test in your place;
- Attending a course or taking a test for someone else;
- Failing to follow test-taking procedures or other disruptive activity.

Fabrication: Fabrication is the intentional use of invented information. Examples include:

- Giving false information to college personnel;
- Answering verbal or written questions in an untruthful manner;
- Inventing data or sources of information for research papers or other assignments.

As members of the California Online Community College District, learners are not to engage in any form of academic dishonesty. Any act of academic dishonesty will be considered a very serious offense that is subject to disciplinary action. A violation of the learner code of conduct can result in dismissal.

Standards of Learner Conduct

The following conduct shall constitute good cause for discipline, including but not limited to the removal, suspension, or expulsion of a learner:

- Causing, attempting to cause, or threatening to cause physical injury to another person;
- Possession, sale or otherwise furnishing any firearm, knife, explosive or other dangerous object, including but not limited to any facsimile firearm, knife, or explosive, unless, in the case of possession of any object of this type, the learner has obtained written permission to possess the item from a District employee, which is concurred in by the college President & CEO;
- Unlawful possession, use, sale, offer to sell, or furnishing, or being under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the California Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind; or unlawful possession of, or offering, arranging or negotiating



the sale of any drug paraphernalia, as defined in California Health and Safety Code Section 11014.5.

- Committing or attempting to commit robbery or extortion;
- Causing or attempting to cause damage to District property or to private property on campus;
- Stealing or attempting to steal District property or private property on campus, or knowingly receiving stolen District property or private property on campus;
- Willful or persistent smoking in any area where smoking has been prohibited by law or by regulation of the college or the District;
- Sexual assault or sexual exploitation regardless of the victim's affiliation with the District;
- Committing sexual harassment as defined by law or by District policies and procedures;
- Engaging in harassing or discriminatory behavior based on disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other status protected by law;
- Engaging in intimidating conduct or bullying against another learner through words or actions, including direct physical contact; verbal assaults, such as teasing or name-calling; social isolation or manipulation; and cyberbullying;
- Willful misconduct which results in injury or death to a learner or to college personnel or which results in cutting, defacing, or other injury to any real or personal property owned by the District or on campus;
- Disruptive behavior, willful disobedience, habitual profanity or vulgarity, or the open and persistent defiance of the authority of, or persistent abuse of, college personnel;
- Cheating, plagiarism (including plagiarism in a learner publication), or engaging in other academic dishonesty;
- Dishonesty, forgery, alteration or misuse of college documents, records or identification; or knowingly furnishing false information to the District;
- Lewd, indecent, or obscene conduct on District-owned or controlled property or at District-sponsored or supervised functions;
- Engaging in expression which is obscene; libelous, or slanderous; or which so incites learners as to create a clear and present danger of the commission of unlawful acts on college premises, or the violation of lawful District administrative procedures, or the substantial disruption of the orderly operation of the District.;
- Persistent, serious misconduct where other means of correction have failed to bring about proper conduct;
- Unauthorized preparation, giving, selling, transfer, distribution, or publication, for any commercial purpose, of any contemporaneous recording of an academic presentation



in a classroom or equivalent site of instruction, including but not limited to handwritten or typewritten class notes, except as permitted by any District policy or administrative procedure.

References

Education Code Sections 66300 and 66301:

Learner Discipline Procedures

The purpose of this procedure is to provide a prompt and equitable means to address violations of the Standards of Learner Conduct, which guarantees to the learner or learners involved the due process rights guaranteed them by state and federal constitutional protections. This procedure will be used in a fair and equitable manner, and not for purposes of retaliation. It is not intended to substitute for criminal or civil proceedings that may be initiated by other agencies.

This administrative procedure is specifically not intended to infringe in any way on the rights of learners to engage in free expression as protected by the state and federal constitutions, and by Education Code Section 76120, and will not be used to punish expression that is protected.

Definitions

District – The California Online Community College District.

Learner – Any person currently enrolled as a learner at any college or in any program offered by the District.

Instructor – Any academic employee of the District in whose class a learner subject to discipline is enrolled, or counselor who is providing or has provided services to the learner, or other academic employee who has responsibility for the learner's educational program.

Short-term Suspension – Exclusion of the learner by the College President for good cause from one or more classes for a period of up to ten consecutive days of instruction.

Long-term Suspension – Exclusion of the learner by the College President for good cause from one or more classes for the remainder of the school term, or from all classes and activities of the college for one or more terms.

Expulsion – Exclusion of the learner by the Board of Trustees from all colleges in the District for one or more terms.

Removal from class – Exclusion of the learner by an instructor for the day of the removal and the next class meeting.

Written or verbal reprimand – An admonition to the learner to cease and desist from conduct determined to violate the Standards of learner Conduct. Written reprimands may become part of a learner's permanent record at the college. A record of the fact that a verbal reprimand has been given may become part of a learner's record at the college for a period of up to one year.



Withdrawal of Consent to Remain on Campus – Withdrawal of consent by the Administrator of Learner Success or Designee for any person to remain on District property (including online environments) in accordance with California Penal Code Section 626.4 where a Learner Success Administrator has reasonable cause to believe that such person has willfully disrupted the orderly operation of the campus.

Day – Days during which the District is in session and regular classes are held, excluding Saturdays and Sundays.

Short-term Suspensions, Long-term Suspensions, and Expulsions: Before any disciplinary action to suspend, or expel is taken against a learner, the following procedures will apply:

- Notice – A Learner Success Administrator will provide the learner with written notice of the conduct warranting discipline. The written notice will include the following:
 - the specific section of the Standards of Learner Conduct that the learner is accused of violating;
 - a short statement of the facts supporting the accusation;
 - the right of the learner to meet with a Learner Services Administrator to discuss the accusation, or to respond in writing;
 - the nature of the discipline that is being considered.
- Time limits – The notice must be provided to the learner within 10th of the date on which the conduct took place; in the case of continuous, repeated, or ongoing conduct, the notice must be provided within 20th of the date on which conduct occurred which led to the decision to take disciplinary action.
- Meeting – If the learner chooses to meet with a Learner Success Administrator, the meeting must occur no sooner than 10 days after the notice is provided. At the meeting, the learner must again be told the facts leading to the accusation, and must be given an opportunity to respond verbally or in writing to the accusation.

Short-term Suspension – Within 3 days after the meeting described above, the College President shall, pursuant to a recommendation from the Administrator of Learner Success or Designee, decide whether to impose a short-term suspension, whether to impose some lesser disciplinary action, or whether to end the matter. Written notice of the College President’s decision shall be provided to the learner. The notice will include the length of time of the suspension, or the nature of the lesser disciplinary action. The College President’s decision on a short-term suspension shall be final.

Long-term Suspension – Within 10 days after the meeting described above, the College President shall, pursuant to a recommendation from the Administrator of Learner Success or Designee, decide whether to impose a long-term suspension. Written notice of the College President’s decision shall be provided to the learner. The notice will include the right of the learner to request a formal hearing before a long-term suspension is imposed, and a copy of these Learner Discipline Procedures describing the procedures for a hearing.

Expulsion – Within 3 days after the meeting described above, the College President shall, pursuant to a recommendation from a Learner Success Administrator, decide whether to



recommend expulsion to the Board of Trustees. Written notice of the College President's decision shall be provided to the learner. The notice will include the right of the learner to request a formal hearing before expulsion is imposed, and a copy of these Learner Discipline Procedures describing the procedures for a hearing.

Hearing Procedures – Within 5 days after receipt of the College President's decision regarding a long-term suspension or expulsion, the learner may request a formal hearing. The request must be made in writing to the College President or designee.

Schedule of Hearing – The formal hearing shall be held within 20 days after a formal request for hearing is received.

Hearing Panel – The hearing panel for any disciplinary action shall be composed of two administrators, two faculty members and two learners.

The College President & CEO shall establish a list of at least five persons who will serve on learner disciplinary hearing panels. The College President or designee shall appoint the hearing panel from the names on these lists. However, no administrator, faculty member, or learner who has any personal involvement in the matter to be decided, who is a necessary witness, or who could not otherwise act in a neutral manner, shall serve on a hearing panel.

Hearing Panel Chair – The College President shall appoint one member of the panel to serve as the chair. The decision of the hearing panel chair shall be final on all matters relating to the conduct of the hearing unless there is a vote by both other members of the panel to the contrary.

Conduct of the Hearing - The members of the hearing panel shall be provided with a copy of the accusation against the learner and any written response provided by the learner before the hearing begins.

The facts supporting the accusation shall be presented by a college representative who shall be the Administrator of Learner Success or Designee

The college representative and the learner may call witnesses and introduce oral and written testimony relevant to the issues of the matter.

Formal rules of evidence shall not apply. Any relevant evidence shall be admitted.

Unless the hearing panel determines to proceed otherwise, the college representative and the learner shall each be permitted to make an opening statement. Thereafter, the college representative shall make the first presentation, followed by the learner. The college representative may present rebuttal evidence after the learner completes his/ her evidence. The burden shall be on the college representative to prove by the preponderance of the evidence that the facts alleged are true.

The learner may represent himself/herself, and may also have the right to be represented by a person of his/her choice. Except that the learner shall not be represented by an attorney unless, in the judgment of the hearing panel, complex legal issues are involved. If the learner



wishes to be represented by an attorney, a request must be presented not less than five days prior to the date of the hearing. If the learner is permitted to be represented by an attorney, the college representative may request legal assistance. The hearing panel may also request legal assistance; any legal advisor provided to the panel may sit with it in an advisory capacity to provide legal counsel but shall not be a member of the panel nor vote with it.

Hearings shall be closed and confidential unless the learner requests that it be open to the public. Any such request must be made no less than 20 days prior to the date of the hearing.

In a closed hearing, witnesses shall not be present at the hearing when not testifying, unless all parties and the panel agree to the contrary.

The hearing shall be recorded via zoom by the District. The official recording shall be the only recording made. No witness who refuses to be recorded may be permitted to give testimony. In the event the recording is by zoom video, the hearing panel chair shall, at the beginning of the hearing, ask each person present to identify themselves by name, and thereafter shall ask witnesses to identify themselves by name. Zoom recording shall remain in the custody of the District at all times, unless released to a professional transcribing service. The learner may request a copy of the zoom recording.

All testimony shall be taken under oath; the oath shall be administered by the hearing panel chair. Written statements of witnesses under penalty of perjury shall not be used unless the witness is unavailable to testify. A witness who refuses to be tape recorded is not unavailable.

Within 5 days following the close of the hearing, the hearing panel shall prepare and send to the College President a written decision. The decision shall include specific factual findings regarding the accusation, and shall include specific conclusions regarding whether any specific section of the Standards of learner Conduct were violated. The decision shall also include a specific recommendation regarding the disciplinary action to be imposed, if any. The decision shall be based only on the record of the hearing, and not on matter outside of that record. The record consists of the original accusation, the written response, if any, of the learner, and the oral and written evidence produced at the hearing.

College President's Decision

Long-term suspension – Within 3 days following receipt of the hearing panel's recommended decision, the College President or designee shall render a final written decision. The College President or designee may accept, modify, or reject the findings, decisions and recommendations of the hearing panel. If the College President or designee modifies, or rejects the hearing panel's decision, the College President or designee shall review the record of the hearing, and shall prepare a new written decision which contains specific factual findings and conclusions. The decision of the College President or designee shall be final.

Expulsion – Within 3 days following receipt of the hearing panel's recommended decision, the College President or designee shall render a written recommended decision to the Board of Trustees. The College President or designee may accept, modify, or reject the findings, decisions and recommendations of the hearing panel. If the College President or designee modifies, or rejects the hearing panel's decision, he/she shall review the record of the hearing, and shall prepare a new written decision which contains specific factual findings and



conclusions. The College President or designee decision shall be forwarded to the Board of Trustees.

Board of Trustees Decision: The Board of Trustees shall consider any recommendation from the College President or designee for expulsion at the next regularly scheduled meeting of the Board after receipt of the recommended decision.

The Board shall consider an expulsion recommendation in closed session, unless the learner has requested that the matter be considered in a public meeting in accordance with these procedures. (Education Code Section 72122.)

The learner shall be notified in writing, by registered or certified mail to the last address on file with the District, or by personal service, at least three days prior to the meeting, of the date, time, and place of the Board's meeting.

The learner may, within forty-eight hours after receipt of the notice, request that the hearing be held as a public meeting.

Even if a learner has requested that the Board consider an expulsion recommendation in a public meeting, the Board will hold any discussion that might be in conflict with the right to privacy of any learners other than the learner requesting the public meeting in closed session.

The Board may accept, modify, or reject the findings, decisions and recommendations of the College President or designee or the hearing panel. If the Board modifies or rejects the decision, the Board shall review the record of the hearing, and shall prepare a new written decision which contains specific factual findings and conclusions. The decision of the Board shall be final.

The final action of the Board on the expulsion shall be taken at a public meeting, and the result of the action shall be a public record of the District.

Immediate Interim Suspension (Education Code Section 66017): The College President or designee may order immediate suspension of a learner where he/she concludes that immediate suspension is required to protect lives or property and to ensure the maintenance of order. In cases where an interim suspension has been ordered, the time limits contained in these procedures shall not apply, and all hearing rights, including the right to a formal hearing where a long-term suspension or expulsion is recommended, will be afforded to the learner within ten (10) days.

Removal from Class (Education Code Section 76032): Any instructor may order a learner removed from his/her course for the day of the removal and the next day. The instructor shall immediately report the removal to the College President & CEO or designee and the Chief Learning Officer. The College President or designee shall arrange for a conference between the learner and the instructor regarding the removal. If the instructor or the learner requests, the Chief Learning Officer shall attend the conference. The learner shall not be returned to the class or course during the period of the removal without the concurrence of the instructor. Nothing herein will prevent the Chief Learning Officer from recommending further disciplinary procedures in accordance with these procedures based on the facts which led to the removal.



Withdrawal of Consent to Remain on virtual online campus: The Senior Vice-President of Learner Services may notify any person for whom there is a reasonable belief that the person has willfully disrupted the orderly operation of the campus that consent to remain on campus has been withdrawn. If the person is on campus at the time, he/she must promptly leave or be disconnected from the virtual learning environment. If consent is withdrawn by the College President or designee a written report must be promptly made to the Senior Vice-President of Learner Services.

The person from whom consent has been withdrawn may submit a written request for a hearing on the withdrawal within the period of the withdrawal. The request shall be granted no later than seven days from the date of receipt of the request. The hearing will be conducted in accordance with the provisions of this procedure relating to interim suspensions.

In no case shall consent be withdrawn for longer than no more than 14 days from the date upon which consent was initially withdrawn.

Any person as to whom consent to remain on campus has been withdrawn who knowingly reenters the campus during the period in which consent has been withdrawn, except to come for a meeting or hearing, is subject to arrest (Penal Code Section 626.4).

Time Limits: Any times specified in these procedures may be shortened or lengthened if there is mutual concurrence by all parties.

Learner Rights and Grievances

The purpose of this procedure is to provide a prompt and equitable means of resolving learner grievances. These procedures shall be available to any learner who reasonably believes a college decision or action has adversely affected his/her status, rights or privileges as a learner. The procedures shall also include, but not be limited to, grievances regarding:

- Sex discrimination in education programs and activities as prohibited by Title IX of the Higher Education Amendments of 1972 (see AP 3435 Discrimination and Harassments Complaints and Investigations BP5520 for sexual misconduct complaints under Title IX);
- Course grades, to the extent permitted by Education Code Section 76224 subdivision (a), which provides: "When grades are given for any course of instruction taught in a community college district, the grade given to each learner shall be the grade determined by the instructor of the course and the determination of the learner's grade by the instructor, in the absence of mistake, fraud, bad faith, or incompetency, shall be final." "Mistake" may include, but is not limited to errors made by an instructor in calculating a learner's grade and clerical errors;
- The exercise of rights of free expression protected by state and federal constitutions and Education Code Section 76120.

This procedure does not apply to:



- Learner disciplinary actions, which are covered under separate policies and procedures.
- Other matters and actions for which there is a specific procedure in place

Definitions

Party – The learner or any persons claimed to have been responsible for the learner's alleged grievance, together with their representatives. "Party" shall not include the Grievance Hearing Committee or the College Grievance Officer.

College President – The College President & CEO or a designated representative of the College President.

Learner – A currently enrolled learner, a person who has filed an application for admission to the college, or a former learner. A grievance by an applicant shall be limited to a complaint regarding denial of admission. Former learners shall be limited to grievances relating to course grades to the extent permitted by Education Code Section 76224 subdivision (a).

Respondent – Any person claimed by a grievant to be responsible for the alleged grievance.

Day – Unless otherwise provided, day shall mean a day during which the college is in session and regular classes are held, excluding Saturdays and Sundays.

Informal Resolution – Each learner who has a grievance shall make a reasonable effort to resolve the matter on an informal basis prior to requesting a grievance hearing, and shall attempt to solve the problem with the person with whom the learner has the grievance, that person's immediate supervisor, or the local college administration.

The College President shall appoint an employee who shall assist learners in seeking resolution by informal means. This person shall be called the Grievance Officer. The Grievance Officer and the learner may also seek the assistance of the Associated learner Organization in attempting to resolve the grievance informally.

Informal meetings and discussions between persons directly involved in a grievance are essential at the outset of a dispute and should be encouraged at all stages. An equitable solution should be sought before persons directly involved in the case have stated official or public positions that might tend to polarize the dispute and render a solution more difficult. At no time shall any of the persons directly or indirectly involved in the case use the fact of such informal discussion, the fact that a grievance has been filed, or the character of the informal discussion for the purpose of strengthening the case for or against persons directly involved in the dispute or for any purpose other than the settlement of the grievance.

Any learner who believes he/she has a grievance shall file a Statement of Grievance with the Grievance Officer within 10 days of the incident on which the grievance is based, or 20 days after the learner learns of the basis for the grievance, whichever is later. The Statement of Grievance must be filed whether or not the learner has already initiated efforts at informal resolution, if the learner wishes the grievance to become official. Within two days following receipt of the Statement of Grievance Form, the Grievance Officer shall advise the learner of



his/her rights and responsibilities under these procedures, and assist the learner, if necessary, in the final preparation of the Statement of Grievance form.

If at the end of 20 days following the learner's first meeting with the Grievance Officer, there is no informal resolution of the complaint which is satisfactory to the learner, the learner shall have the right to request a grievance hearing.

Grievance Hearing Committee

The College President & CEO or designee shall at the beginning of each term, including any summer session, establish a standing panel of 6 members of the college community, including 2 learners, 2 faculty members and 2 administrators, from which one or more Grievance Hearing Committees may be appointed. A Grievance Hearing Committee shall be constituted in accordance with the following:

- It shall include 2 learners, 2 instructors, and 2 college administrator selected from the panel described above.
- No person shall serve as a member of a Grievance Hearing Committee if that person has been personally involved in any matter giving rise to the grievance, has made any statement on the matters at issue, or could otherwise not act in a neutral manner. Any party to the grievance may challenge for cause any member of the hearing committee prior to the beginning of the hearing by addressing a challenge to the College President & CEO who shall determine whether cause for disqualification has been shown. If the College President feels that sufficient grounds for removal of a member of the committee has been presented, the College President shall remove the challenged member or members and substitute a member or members from the panel described above. This determination is subject to appeal as defined below.
- The Grievance Officer shall sit with the Grievance Hearing Committee but shall not serve as a member nor vote. The Grievance Officer shall coordinate all scheduling of hearings, shall serve to assist all parties and the Hearing Committee to facilitate a full, fair and efficient resolution of the grievance, and shall avoid an adversary role.

Hearing Procedure

The decision of the Grievance Hearing Committee chair shall be final on all matters relating to the conduct of the hearing unless there is a vote of a majority of the other members of the panel to the contrary.

The members of the Grievance Hearing Committee shall be provided with a copy of the grievance and any written response provided by the respondent before the hearing begins.

Each party to the grievance may call witnesses and introduce oral and written testimony relevant to the issues of the matter.

Formal rules of evidence shall not apply. Any relevant evidence shall be admitted.

Unless the Grievance Hearing Committee determines to proceed otherwise, each party to the grievance shall be permitted to make an opening statement. Thereafter, the grievant or grievants shall make the first presentation, followed by the respondent or respondents. The



grievant(s) may present rebuttal evidence after the respondent(s)' evidence. The burden shall be on the grievant or grievants to prove by substantial evidence that the facts alleged are true and that a grievance has been established as specified above.

Each party to the grievance may represent himself/herself, and may also have the right to be represented by a person of his/her choice; except that a party shall not be represented by an attorney unless, in the judgment of the Grievance Hearing Committee, complex legal issues are involved. If a party wishes to be represented by an attorney, a request must be presented not less than 20 days prior to the date of the hearing. If one party is permitted to be represented by an attorney, any other party shall have the right to be represented by an attorney. The hearing committee may also request legal assistance through the College President. Any legal advisor provided to the hearing committee may sit with it in an advisory capacity to provide legal counsel but shall not be a member of the panel nor vote with it.

Hearings shall be closed and confidential unless all parties request that it be open to the public. Any such request must be made no less than 20 days prior to the date of the hearing.

In a closed hearing, witnesses shall not be present at the hearing when not testifying, unless all parties and the committee agree to the contrary.

The hearing shall be recorded by the Grievance Officer either by tape recording or stenographic recording, and shall be the only recording made. No witness who refuses to be recorded may be permitted to give testimony. In the event the recording is by tape recording, the Grievance Hearing Committee Chair shall, at the beginning of the hearing, ask each person present to identify themselves by name, and thereafter shall ask witnesses to identify themselves by name. The tape recording shall remain in the custody of the District, either at the college or the District office, at all times, unless released to a professional transcribing service. Any party may request a copy of the tape recording.

All testimony shall be taken under oath; the oath shall be administered by the Grievance Hearing Committee Chair. Written statements of witnesses under penalty of perjury shall not be used unless the witness is unavailable to testify. A witness who refuses to be tape recorded shall be considered to be unavailable.

Within 5 days following the close of the hearing, the Grievance Hearing Committee shall prepare and send to the College President a written decision. The decision shall include specific factual findings regarding the grievance, and shall include specific conclusions regarding whether a grievance has been established as defined above. The decision shall also include a specific recommendation regarding the relief to be afforded the grievant, if any. The decision shall be based only on the record of the hearing, and not on matter outside of that record. The record consists of the original grievance, any written response, and the oral and written evidence produced at the hearing.

College President's Decision: Within 20 days following receipt of the Grievance Hearing Committee's decision and recommendation(s), the College President shall send to all parties his/her written decision, together with the Hearing Committee's decision and recommendations. The College President may accept or reject the findings, decisions and recommendations of the Hearing Committee. The factual findings of the Hearing Committee



shall be accorded great weight; and if the College President or designee does not accept the decision or a finding or recommendation of the Hearing Committee, the College President or designee shall review the record of the hearing, and shall prepare a written decision which contains specific factual findings and conclusions. The decision of the College President shall be final, subject only to appeal as provided below.

Appeal: Any appeal relating to a Grievance Hearing Committee decision that the Statement of Grievance does not present a grievance as defined in these procedures shall be made in writing to the College President within 20 days of that decision. The College President shall review the Statement of Grievance and Request for Grievance Hearing in accordance with the requirements for a grievance provided in these procedures, but shall not consider any other matters. The College President 's decision whether or not to grant a grievance hearing shall be final and not subject to further appeal.

Time Limits

Any times specified in these procedures may be shortened or lengthened if there is mutual concurrence by all parties.

References

Education Code Section 76224 subdivision (a);
Title IX, Education Amendments of 1972;
34 Code of Federal Regulations Parts 106.1 et seq.;

Safety

A Calbright safety plan shall be developed and provided to the College community in the annual security report (ASR) and will be disseminated by October 1st of every year beginning 2020.

Learners who wish to report a safety concern should contact the Chief Operating Officer at [**success@calbright.org**](mailto:success@calbright.org).

NOTE: Education Code Section 67380 defines “hate violence” as: “any act of intimidation or physical harassment, physical force or physical violence, or the threat of physical force or physical violence, that is directed against any person or group of persons or the property of any person or group of persons because of the ethnicity, race, national origin, sex, sexual orientation, gender identity, gender expression, disability, or political or religious beliefs of that person or group.”

Section 67380 requires reporting of both occurrences reported to campus police or safety authorities of and arrests for crimes that involve hate violence (Section 67380(a)(1)(A)) and of “noncriminal acts of hate violence” (Education Code Section 67380(a)(1)(B)).

For purposes of reporting under the Clery Act, "hate crimes" include domestic violence, dating violence, and stalking.

References

Education Code Sections 212, 67380, and 87014;
Penal Code Section 245;
20 U.S. Code Sections 1092(f) and 1232g;



34 Code of Federal Regulations 668.46;
34 Code of Federal Regulations 99.31(a)(13), (14);
Campus Security Act of 1990



Student Equity and Achievement Program Rights and Responsibilities

The Student Equity and Achievement Program (SEA Program) formerly named learner Success and Support Program (SSSP) recognizes that learner success is the responsibility of the district/college and its learners. The program creates a framework for the provision of core matriculation services, including orientation, assessment and placement, and counseling/advising/educational planning services that are intended to increase learner access and academic success. SEA program services also include the provision of intervention and follow-up services to academically at-risk learners such as those that are on academic or progress probation, or are otherwise identified as at-risk learners.

Orientation

Calbright College provides learners with information on a timely basis, as determined by the college, regarding policies, procedures and information including, but not limited to:

- Academic expectations and progress and probation standards
- Description of available programs, support services, financial aid assistance, and how they can be accessed;
- Academic calendar and important timelines;
- Registration and college fees, if any;
- Available education planning services.
- Other issues, policies, and procedures the college determines as necessary to provide a comprehensive orientation to learners.

Assessment

Calbright College will provide assessment and placement recommendations learners wishing to enter a program pathway. This may include guided self-placement processes and review of previous learning where appropriate.

Counseling, Advising and Other Educational Planning Services

Calbright provides counseling, advising and educational planning services which include, but are not limited to:

- Assistance to learners in the identification of an education and career goal and course of study;
- The provision of information to serve a continuum of learner needs and abilities to enable learners to make informed choices;
- Guidance and assistance in the development of an education plan to accomplish a program pathway related to a learner's education and career goals;
- Assistance to learners in the exploration of education and career interests and aptitudes.



Learner Education Plan

Calbright shall provide learners with an opportunity to develop Learner Education Plans that are either:

- **Abbreviated:** Abbreviated learner education plans are designed to meet the immediate needs of entering learners and those for whom a comprehensive plan is not appropriate; or
- **Comprehensive:** The comprehensive Learner Education Plan is tailored to meet the individual needs and interests of the learner for the enrollment term. It will address a learner's education goal and program of study requirements, applicable course prerequisites or corequisites, assessment for placement results, potential transfer institutions, the need for basic skills, and the need for referral to other support and instructional services as appropriate; and will include the steps the learner needs to take on their educational path to complete their identified course of study. The planning process will take into account a learner's interests, skills and career goals.

The District and its college will ensure that comprehensive educational plans are accessible and recorded in electronic form, and will make a reasonable effort to not duplicate educational planning processes for learners participating in special programs.

Learner Follow-Up

Calbright shall establish a process to ensure it is evaluating the academic progress of learners, and providing appropriate learner services. These services include, but are not limited to, academic or progress probation interventions, academic early alert systems, and referral to other support services.

Accommodations

SEA Program services for learners with disabilities shall be appropriate to their needs, and colleges shall, where necessary, make modifications to the services provided or use alternative tests, methods, or procedures to accommodate the needs of such learners. Calbright may require learners requesting such accommodations to provide proof of need. Participation in the DSPS program is voluntary and no learner may be denied necessary accommodations in the assessment process because he or she chooses not to use specialized matriculation services provided by these programs. Calbright shall ensure that SEA Program (SSSP) services are accessible for English language learners and are appropriate to their needs. Calbright shall, where necessary, make modifications to the services provided to accommodate the needs of such learners.

Counseling

The provision of counseling services is an integral component of Calbright's commitment to learner success and completion of their educational goals. Counseling services are provided within the ethical guidelines of the profession and in concurrence with Calbright's Mission Statement.

Services Provided

The counseling services available in Calbright include at least the following:



- Academic counseling, in which the adult learner is assisted in assessing, planning, monitoring and implementing his/her immediate and long-range academic goals;
- Career counseling, in which the adult learner is assisted in assessing his/her aptitudes, abilities, and interests, and is advised concerning the current and future employment opportunities;
- Personal counseling, including crisis intervention, in which the adult learner is assisted with personal, family, or other social concerns, when that assistance is related to the adult learner's education;
- Group counseling and workshop facilitation to assist adult learners with orientation, registration, selection of academic program, and transferring;
- Dedicated counseling and support to specialized adult learner populations.;
- Referring adult learners to in-person and online services or resources which support adult learners in achieving their educational goals, including but not limited to career assessment and job placement services, disability services, financial aid, health services, testing, transfer services and tutoring.

Confidentiality of Counseling Information

Information of a personal nature disclosed by a learner 12 years of age or older in the process of receiving counseling from a counselor is confidential, and shall not become part of the learner record without the written consent of the person who disclosed the confidential information. However, the information shall be disclosed when permitted by applicable law, including but not limited to disclosure as necessary to report child abuse or neglect; reporting to the College President or other persons when the counselor has reason to believe that disclosure is necessary to avert a clear and present danger to the health, safety, or welfare of the learner or other persons living in the college community; reporting information to the College President or other persons as necessary when the learner indicates that a crime involving the likelihood of personal injury or significant or substantial property losses will or has been committed; reporting information to one or more persons specified in a written waiver by the learner.

Learner Records, Directory Information, and Privacy

Privacy Rights Governing Learner Records

Pursuant to the Federal Educational Rights and Privacy Act (FERPA), the California Education Code (§76240 et. seq.), and the California Administrative Code Title 5, learner records are maintained in a manner to ensure the privacy of such records. Calbright College shall not, except as authorized, permit any access to or release of any information therein.

For purposes of this article and for use in the enforcement of FERPA procedures, a learner is defined as an individual who is or has been in attendance at Calbright College. "In attendance" is defined as an individual whose application has been accepted and entered into the college learners database.



Collection and Retention of learner Information

The District shall treat all learners equitably in the receipt of all school services, including, but not limited to, the gathering of learner and family information for the institution's benefit programs.

The Admissions & Records department shall maintain in writing District policies and procedures for gathering and handling sensitive learner information, and appropriate personnel shall receive training regarding those policies and procedures.

The District will provide learners and families with annual notice, at the beginning of each school year, of institutional policies for learner privacy and the abilities of parents or eligible learners to inspect learner information.

The will provide learners an opportunity to opt out of disclosure of directory information. Notices must describe the following:

- The kind of information that the school has identified as directory information;
- The eligible learner's ability to refuse to let the school designate the information as directory information, which could be disclosed to outside entities;
- The period of time in which the eligible learner has to notify the school in writing that he/she does not want the information designated as directory information; and
- That opting out by the noted deadline is the learners' only way to prevent the release of directory information.

Any sensitive information, such as a learner's, parent's, or guardian's social security number (SSN), any AB 540 determinations, or citizenship status information collected by the District or disclosed by the learner, should be maintained only for as long as necessary.

If the District possesses information that could indicate immigration status or citizenship status, the District shall not consider the acquired information in admissions decisions or access to educational courses or degree programs.

Learners may elect not to provide immigration or citizenship status information to the institution, and this election shall not impede admissions or enrollment in educational programs.

The District shall not create a list of learner names linked with immigration status.

District police or security departments shall not inquire into an individual's immigration status for immigration enforcement purposes.

District police or security departments shall not aid any effort to create a registry containing individuals' country of birth or based on any other protected characteristics of victims, witnesses, or suspects of crimes unless required by law for specified purposes.



Release of learner records: No instructor, official, employee, or governing board member shall authorize access to learner records to any person except under the following circumstances:

- Learner records shall be released pursuant to a learner's written consent. Contact learnerservices@calbright.org to obtain consent or learner request.
- “Directory information” may be released in accordance with the definitions in Board Policy
- Learner records shall be released pursuant to a judicial order or lawfully issued subpoena. All orders or subpoenas should be directed to the Chief Operating Officer at success@calbright.org.
- Learner records shall be released pursuant to a federal judicial order that has been issued regarding an investigation or prosecution of an offense concerning an investigation or prosecution of terrorism.
- Learner records may be released to officials and employees of the District only when they have a legitimate educational interest to inspect the record.

Learner records may be released to authorized representatives of the Comptroller General of the United States, the Secretary of Education, an administrative head of an education agency, state education officials, or their respective designees or the United States Office of Civil Rights, where that information is necessary to audit or evaluate a state or federally supported educational program or pursuant to federal or state law. Exceptions are that when the collection of personally identifiable information is specifically authorized by federal law, any data collected by those officials shall be protected in a manner that will not permit the personal identification of learners or their parents by other than those officials, and any personally identifiable data shall be destroyed when no longer needed for that audit, evaluation, and enforcement of federal legal requirements. The Director of Admissions & Records is responsible for providing such information and defining procedure.

Learner records may be released to officials of other public or private schools or school systems, including local, county, or state correctional facilities where education programs are provided, where the learner seeks or intends to enroll or is directed to enroll. The release is subject to the conditions in Education Code Section 76225. The Director of Admissions & Records is responsible for providing such information and defining procedure.

Learner records may be released to agencies or organizations in connection with a learner's application for, or receipt of, financial aid, provided that information permitting the personal identification of those learners may be disclosed only as may be necessary for those purposes as to financial aid, to determine the amount of the financial aid, or conditions that will be imposed regarding financial aid, or to enforce the terms or conditions of financial aid. The Director of Financial Aid is responsible for providing such information and defining procedure.

Learner records may be released to organizations conducting studies for, or on behalf of, accrediting organizations, educational agencies or institutions for the purpose of developing, validating, or administering predictive tests, administering financial aid programs, and improving instruction, if those studies are conducted in such a manner as will not permit the personal identification of learners or their parents by persons other than representatives of



those organizations and the information will be destroyed when no longer needed for the purpose for which it is conducted. The Director of Admissions & Records is responsible for providing such information and defining procedure.

Learner records may be released to appropriate persons in connection with an emergency if the knowledge of that information is necessary to protect the health or safety of a learner or other persons, subject to applicable federal or state law. The Director of Admissions & Records is responsible for providing such information and defining procedure.

The following information shall be released to the federal military for the purposes of federal military recruitment: learner names, addresses, telephone listings, dates, and places of birth, levels of education, major(s), degrees received, prior military experience, and/or the most recent previous educational institutions enrolled in by the learners.

Access to Learner Records for Immigration Enforcement Purposes

The District must obtain a learner's written consent before disclosing educational records, unless the information is relevant for a legitimate educational interest or includes directory information only. Neither exception permits disclosing information for immigration enforcement purposes; no learner information shall be disclosed for immigration enforcement purposes without a court order or judicial warrant. Without a court order or a judicial warrant, written consent must be signed and dated by the learner, or (if the learner is a minor) by the learner's parent(s) or guardian(s), before disclosure of the information, and must specify the records that may be disclosed, the purpose of the disclosure, and the party or class of parties to whom the disclosure may be made.

If desired by the learner, the District must provide a copy of the records to be released. The party to whom the information is disclosed may not re-disclose the information to any other party without the prior consent of the learner or subsequent court order.

College personnel will not provide personal information about an individual for immigration enforcement purposes, unless that information is publicly available, or required by a court order or judicial warrant. All requests for information will be forwarded to Admissions & Records "Personal information" is defined as any information that identifies or describes an individual, and includes but is not limited to, a learner's physical description, home or work address, telephone number, education, financial matters, medical or employment history, and statements made by, or attributed to, the individual. This restriction does not apply to information regarding the immigration or citizenship status of an individual.

Unless the District is served with a judicial subpoena or court order that by its terms prohibits disclosure to the learner, the learner must be notified of any judicial order or subpoena before the institution complies with the order in accordance with FERPA.

Charge for Transcripts or Verifications of Learner Records

A learner/former learner shall be entitled to two free copies of the transcript of his/her record or to two free verifications of various learner records. Additional copies shall be made available to the learner, or to an addressee designated by him/her, at the rate of \$1.00 per copy. Learners may request special processing of a transcript.



Electronic Transcripts

The District may elect to implement a process for the receipt and transmission of electronic learner transcripts contingent upon receipt of sufficient funding.

Use of Social Security Numbers

The District shall not do any of the following:

- Publicly post or publicly display an individual's social security number;
- Print an individual's social security number on a card required to access products or services;
- Require an individual to transmit his/her social security number over the internet using a connection that is not secured or encrypted;
- Require an individual to use his/her social security number to access an Internet Web site without also requiring a password or unique personal identification number or other authentication devise; or
- Print, in whole or in part, an individual's social security number that is visible on any materials that are mailed to the individual, except those materials used for:
 - Application or enrollment purposes;
 - To establish, amend, or terminate an account, contract, or policy; or
 - To confirm the accuracy of the social security number.



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