



Academic Catalog 2021–2022



California
Community
Colleges

Online Community
College District

ACADEMIC YEAR 2021-2022

The current Calbright College catalog covers the period 2021-2022. Students are strongly encouraged to seek advice from their Academic Success Counselor. Additional information and publications will be made available to students throughout the year as appropriate.

TABLE OF CONTENTS

ACADEMIC YEAR 2021-2022	1
PRESIDENT & CEO'S MESSAGE	4
HISTORY OF CALBRIGHT	6
ACCREDITATION	6
COLLEGE MISSION, VALUES & GOALS	6
INSTITUTIONAL LEARNING OUTCOMES	7
SKILLS-BASED TRAINING	9
CALBRIGHT PROGRAM OPTIONS	10
Medical Coding for Professional Services (AAPC CPC)	11
Upskilling for Equitable Health Impacts: Diversity, Equity, and Inclusion Pilot Program Launch: Fall 2021!	13
Introduction to Information Technology Support (A+)	15
Introduction to Cybersecurity (Security+)	16
Transition to Technology: Customer Relationship Management Platform Administration	17
Awarding of Certificates	18
What Are Noncredit Courses and How Does Noncredit Work?	18
How Do Noncredit Courses Benefit Students at Calbright?	18
CAREER SERVICES	19
CALBRIGHT STUDENTS	19
Student Success	19
Library and Tutoring Services	20



Student Services	20
Accessibility Services	20
Digital Access & Equity	20
Terms of Use	21
ACADEMIC CALENDAR	22
Student Term Calendar	22
2021-2022 Academic Year	23
ADMISSIONS AND REGISTRATION	23
Tuition and Fees	23
Eligibility for Admission	23
Residence Requirements	24
California Residents	24
Military Personnel and Dependents	24
Military Veterans Residence Status	25
Registration Procedures	26
Enrollment Procedure	26
Satisfactory Academic Progress Policy	26
Qualitative Measure	26
Quantitative Measure	26
Academic Probation	27
Financial Aid	27
Updating Student Records	27
Transcripts, Certificates, and Verification of Enrollment	27
Transfer Credit Disclosure	27
Leave of Absence	27
COURSE CATALOG DESCRIPTION	29
APPENDICES	32
Academic Policies	32
Student Complaint Process	34
Nondiscrimination and Complaints of Discrimination	35
Prohibition of Harassment	35
Online Education	35
Standards of Student Conduct	37
Student Discipline Procedures	41
Student Rights and Grievances	41
Safety	42



Student Equity and Achievement Program Rights and Responsibilities	42
Student Records, Directory Information, and Privacy	44
CALBRIGHT COLLEGE COMMUNITY	49
Board of Trustees	49
IT Advisory Council	49
Executive Leadership	50
Allied Health Advisory Council	49
Medical Coding Pathway	50
Essential Skills & Workforce Readiness	50
Information Technology Pathways	50
Marketing & External Affairs	51
Finance, Administration & Human Resources	51
Student Success	51
Technology	51

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 students of any significant changes that occur after the publication of this document. Any addenda will be added to the official online catalog PDF.





PRESIDENT & CEO'S MESSAGE



Welcome, and congratulations on taking your first big step toward achieving your goals. I'm Ajita Talwalker Menon, President & CEO of Calbright, and my job is to make sure you're prepared for a new career—a mission now more urgent than ever as California seeks to reopen the economy safely and equitably in light of the pandemic.

I believe in building an affordable, accessible, online public alternative to for-profit education, and I'm glad you're here. Our goal is to prepare you for a new career in a good job, and that includes mastering in-demand skills and taking advantage of career coaching services to learn how to network, make your resume and LinkedIn profile stand-out, and hone your interview skills.

Our curriculum is designed to be flexible. We understand that life can get in the way of school sometimes, and at Calbright, that's ok. Pick up where you left off and keep at it. Our dedicated Student Support Specialists are standing by to answer all of your questions and help you from registration to graduation and beyond.

Onward and upward,

Ajita Talwalker Menon
President & CEO



California Online Community College

Calbright College
1102 Q Street, Suite 4800
Sacramento, CA 95811

Toll free +1 (833) 956-0225

Business Hours:

Monday through Friday: 9am to 8pm

Saturday: 8am to 5pm

Sunday: By Appointment

calbright.org

@GoCalbright on social media

Refer to **calbright.org** for live student support.



HISTORY OF CALBRIGHT

Calbright College was established to increase Californians' access to skills-based credentials and certificates, and to help address the state-wide issue of income inequality. In 2018, legislation was passed into law to establish the California Online Community College, later officially named Calbright College. On October 1, 2019, Calbright opened the application process to its first students.

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

- Freedom from fixed-term academic calendars
- Flexible instruction based on mastery of specific skills
- Industry-recognized, online certificate programs
- Wraparound student services including academic and career success coaching and advising

ACCREDITATION

Calbright College is a public higher education institution authorized by the State of California. As a new college, Calbright College is currently in the multi-year process of seeking initial accreditation through a U.S. Department of Education-recognized accrediting agency.

COLLEGE MISSION, VALUES & GOALS

Mission

Calbright College is committed to increasing economic mobility and closing equity gaps for working adults who lack easy access to traditional forms of higher education. The College offers online, flexible, affordable, skills-based programs that provide tangible economic value for both working adults and hiring managers.

Vision

We at Calbright College envision a California in which everyone who strives for a brighter future for themselves and their families can achieve it.

Values

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



Goals

Preparing Californians for Tomorrow's Jobs

Under- and unemployed Californians need stable, upwardly mobile careers — especially in light of the COVID-19 crisis. We develop our programs with an eye toward the future of work, and how the skills we teach apply across individual jobs.

Promoting Our Students

We support students throughout their education journey, which includes admissions, enrollment, completion, and career readiness training. We aim to provide economic mobility for working adults who might lack easy access to traditional forms of higher education, and help connect students to labor marketplaces and potential employers.

Positioning Our Students

Calbright readies students who have demonstrated mastery of their program's skills for successful careers. We work to connect students with resources and organizations who can help advance their professional goals, best positioning them for interviews and the job search process.

INSTITUTIONAL LEARNING OUTCOMES

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

Communication Skills

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

Information Skills

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

Quantitative Skills

- 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 Skills

- 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 program model is centered on student needs and what works best for student success — all built on a foundation of empathy for what students experience, and equity in outcomes. Our team studies labor market needs, researching which skills are needed to succeed in today's economy, and builds the learning experience with the goal of career advancement in mind.

Students who complete these programs will develop skills that employers value. We provide hands-on experience so you're ready on day one after completion to succeed in a new job.

We offer a full range of support and learning services for adult students, from pre-enrollment through completion, to ensure they're prepared for better-paying, upwardly-mobile jobs.



Competencies can be designed by employers	Flexible options for students	Value clear to students	No fees for students
Ensuring students possess knowledge and skills needed to advance in the workplace.	Using technology with a flexible academic schedule designed to smooth over the challenges of attending classes.	Replacing grades with demonstrated mastery of a defined set of skills.	Increasing access for adult students who seek to maximize their personal and professional potential.

SKILLS-BASED TRAINING

What is Skills-Based Training?

Competency-based education (CBE) is a flexible approach to teaching and learning based on knowledge and skills that are transparent and measurable.

Progression is based on demonstrated mastery of what students are expected to know (knowledge) and be able to do (skills), rather than hours spent in class.

CBE at Calbright

- At Calbright, we take an equity-based approach to CBE teaching and learning in all our programs.
- Our programs are designed to provide a flexible and engaging experience focused on the needs of our students: adults balancing competing responsibilities.
- Our CBE programs fully enable students to work at their own pace, moving more quickly through familiar material, and taking the time they need when the content is more challenging or life gets in the way.
- Calbright's distinctive CBE approach integrates academic and career support from faculty and staff to position students for success.
- Our programs are connected to personalized student support and job preparation from day one, draw clear connections between course content and career goals, and show students how what they learn can help them thrive in a changing job market.



- Each program's online learning content and resources are developed based on market research and in consultation with industry leaders and experts in the field. This ensures students are being prepared with the skills employers are looking for, in a language that hiring managers recognize.

CALBRIGHT PROGRAM OPTIONS

Programs	Courses
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)
Upskilling for Equitable Health Impacts: Diversity, Equity and Inclusion <i>Pilot Program Launch: Fall 2021!</i>	<ul style="list-style-type: none"> • Diversity, Equity and Inclusion in the Healthcare Setting • Upskilling Practical Application
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)
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)
Transition to Technology: Customer Relationship Management Platform Administration	<ul style="list-style-type: none"> • Customer Relationship Management (CRM) Technology • Customer Relationship Management (CRM) Platform Administration (Salesforce Certified Administrator Certification Preparation)





Medical Coding for Professional Services (AAPC CPC)

This skills-based, noncredit, program prepares adult students for employment in the medical coding field. Students will progress through the program 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. Students mastering these competencies will achieve a broad knowledge in reviewing and assigning the correct procedure and diagnosis codes for professional (physician) services. Upon completion, students will be prepared to take a national medical coding exam including, but not limited to, the American Academy of Professional Coders Certified Professional Coder (AAPC CPC) exam to achieve an industry-recognized certification.

Program-Level Student 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

WF500

MC500

Course Name

College and Career Essential Skills

Medical Coding for Professional Services (Physician Focus)

* As of July 1, 2020 all open seats in our medical coding program have been filled. Please contact **success@calbright.org** to inquire about the current status or to be added to an interest list for possible future openings.





Upskilling for Equitable Health Impacts: Diversity, Equity, and Inclusion ***Pilot Program Launch: Fall 2021!***

Calbright is launching a series of programs called “Upskilling for Equitable Health Impacts” that prepare healthcare workers to respond to the inequities in healthcare for both patients and workers. With a focus on helping incumbent workers, (*especially Certified Nursing Assistants, Licensed Vocational Nurses and Medical Assistants*) these new programs support and empower workers to develop new skills needed in their current occupational roles amidst changing industry conditions.

The first program in this series is Upskilling for Equitable Health Impacts: Diversity, Equity, and Inclusion. This competency-based noncredit program is designed to give students the knowledge, skills, abilities, and behaviors needed to promote inclusive and equitable working environments where individual and group differences are welcomed and valued. Students will learn to embrace diverse perspectives and communities by intentionally practicing personal reflection and the acceptance and respect of others. Students will apply their understanding of diversity, equity and inclusion in real world experiences to facilitate and advocate for community health equity and justice. After completing the Upskilling for Equitable Health Impacts: Diversity, Equity, and Inclusion program you will receive a Calbright College Certificate



of Competency. You may also inquire with your professional associations to receive credit for Continuing Education Units.

Program 1: Upskilling for Equitable Health Impacts: Diversity, Equity, and Inclusion

Program-Level Student Learning Outcomes

- Examine the complexity of personal identity and intersectional identities of diverse communities.
- Create and foster environments and workplaces that are equitable and inclusive of diverse perspectives and communities.
- Promote individual and community health equity and justice.
- Apply knowledge, skills, abilities, and behaviors learned in the classroom to real-world experiences.

Core Courses

HC501

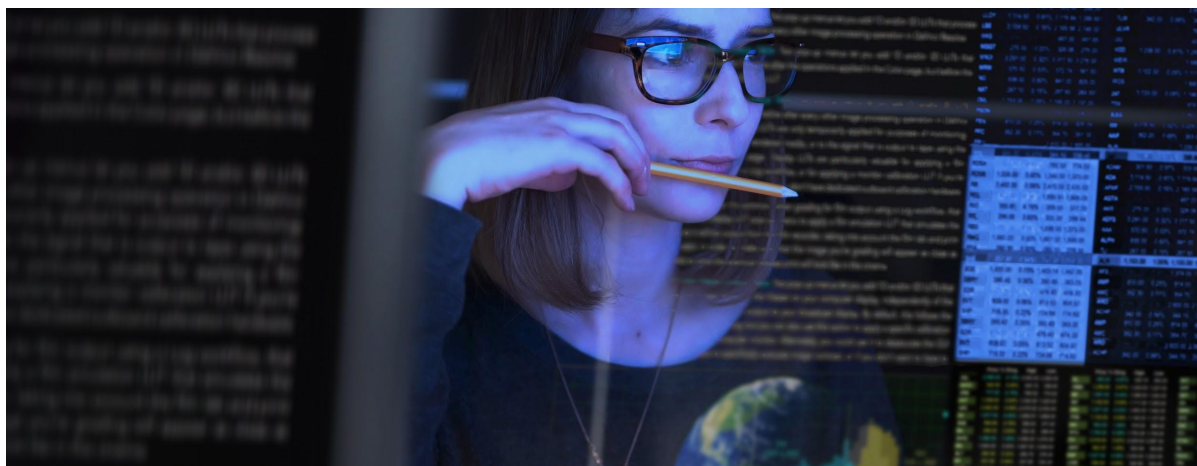
HC502

Course Name

Diversity, Equity and Inclusion in the Healthcare Setting

Upskilling Practical Application





Introduction to Information Technology Support (A+)

This skills-based, noncredit, program is designed to prepare students 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. Students will gain a working familiarity with the concepts of documentation, safety procedures, and Small Office/Home Office (SOHO) technologies. Students 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.

Program-Level student 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

WF500
IT500

Course Name

College and Career Essentials Skills
Introduction to Information Technology Support





Introduction to Cybersecurity (Security+)

This skills-based, noncredit program prepares adult students for employment in the Information Security field. Students will progress through the program 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. Students in this program pathway will be prepared to successfully complete the CompTIA Security+ certification exams (SY0)-501, which is an industry-recognized certification.

In order to gain entrance into the Cybersecurity (Security+) program applicants must first complete IT Support, or show proof that they have completed CompTIA A+, equivalent coursework, or have related job experience.

Program-Level Student 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

WF500
IT510

Course Name

College and Career Essentials Skills
Introduction to Cybersecurity





Transition to Technology: Customer Relationship Management Platform Administration

This noncredit, competency-based education program is designed to prepare working adults with the skills needed to transition into a career in Customer Relationship Management (CRM) Platform Administration. The program will cover concepts and skills found in an industry-recognized CRM administrator certification exam, as well as practical skills necessary for their transition into a new career upon program completion. In this program, students will learn how to use, configure, monitor, customize, and secure a CRM platform. Students will gain an in-depth understanding of the components and processes involved in customizing and administering a CRM. In addition, students will learn best practices for working in a distributed team, effective communication skills for workplace interactions, and techniques to navigate the job interview process. After completing the CRM Platform Administration program, you will receive a Calbright College Certificate of Competency and be eligible to earn an industry-recognized Salesforce Certified Administrator credential.

Program Level - Student Learning Outcomes

- Demonstrate knowledge, skills, abilities, and intellectual behaviors necessary for working as an individual contributor within a distributed team.
- Apply practical understanding of CRM platform functionality.
- Create basic CRM customizations and configurations.



Core Courses	Course Name
IT520	Customer Relationship Management (CRM) Technology
IT525	Customer Relationship Management (CRM) Platform Administration

Awarding of Certificates

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

For a Certificate of Competency, a student must:

- Complete the courses as prescribed for the program, by demonstrating completion of assigned activities and assessments within courses.

What Are Noncredit Courses and How Does Noncredit Work?

Noncredit instruction in California Community Colleges (CCC) offers students of all backgrounds access to learning that prepares them for work, life, and continued education. It offers students access to no-cost 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 Students 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).*



CAREER SERVICES

Calbright offers students a wide range of career services to assist in building their professional networks. Calbright supports students and alumni by providing career navigation skills and strategies that are current to industry trends. Students will also connect with industry professionals to further their career awareness, discovery and job readiness skills. These services include:

- Professional Skillbuilding Workshops
- Webinar Panels with Industry Experts
- Virtual Career Fairs
- Mock Interviews
- 1:1 Career Coaching
- Access to an online job search marketplace platform

CALBRIGHT STUDENTS

Student Success

Calbright's Welcome Services team provides direction, guidance, and support for general questions ranging from basic tech issues to helping students with their next steps toward becoming a Calbright student. Welcome Services support specialists provide a variety of services for applicants and students from application 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 Welcome Services team is available via chat, telephone, email, or online video conference.

Students will discuss their educational goals with an Academic Success Counselor. Academic Success Counselors provide academic support by advising current and prospective students in selecting a program that best fits their career goals. Students work with Counselors to develop a

Student Educational Plan (SEP) and encourage students along their program with success strategies and resources. Counselors check academic progress to help students adhere to their academic timelines. Additionally, Counselors will help students build life skills and establish personal milestones toward completion and job attainment. All Calbright alumni will have access to coaching services to support their career goals.

Once a student is enrolled in a program, both the instructional and success teams will provide support to help students master the academic content.

The instructional team will:

- Orient students to online learning and Calbright's educational approach of skills-based Education.
- Engage with students by providing substantive



academically-focused interactions through a variety of methods to ensure that students 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 students successfully master required competencies.

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

Beyond personalized student support, the instructional and success team members will provide valuable moral support and encouragement.

Library and Tutoring Services

Once students 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 students' studies in their chosen program 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. For further information on tutoring services for

students, email [**tutoringcenter@calbright.org**](mailto:tutoringcenter@calbright.org).

Student 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, certificates, enrollment verifications and determination of eligibility for veteran's benefits. For further assistance please email [**admissions@calbright.org**](mailto:admissions@calbright.org).

Accessibility Services

Accessibility Services is dedicated to ensuring equal education access for all students. Accessibility Services provides support services, specialized instruction, and educational accommodations to students with unique learning abilities.

For further information on accessibility services for students, email [**accessibilityservices@calbright.org**](mailto:accessibilityservices@calbright.org) or **call toll-free 1-833-956-0225**.

Digital Access & Equity

Calbright offers a Device Lending program designed to meet students' technology needs, providing access for all students to the technology required for participation in Calbright programs. Through this program, eligible students may borrow a laptop and/or wifi hotspot to gain internet access, and use it for the duration of their enrollment.



Terms of Use

Pursuant to its Computer & Device Policy, Calbright College lends devices to all registered students. Students are responsible for the laptop and/or wifi hotspot at all times and for complying with Calbright College's Acceptable Use Policy. Students are financially responsible for the replacement of all damaged, lost, or stolen computers and/or accessory parts (excluding normal wear and tear). Students are

responsible for taking care of assigned equipment and for taking reasonable precautions to prevent spills and damage. Any problems with Calbright devices must be reported to the Calbright Success Team. Please review Calbright's administrative policies accordingly. Students will be invoiced for any loaned devices that are not returned once the specific due date and time has passed.



ACADEMIC CALENDAR

Calbright's non-credit programs are flexible. Students can study at their own pace and set their own schedule, so programs fit the way they learn, work, and lives. Support includes access to learning resources, and the opportunity to complete online performance assessments any time, day or night, without regard to holidays and other significant dates. We keep track of student progress and offer ongoing support to help students reach their goals. Most of our programs can be completed in under a year, but if a student needs more time they can enroll again and keep going with no penalty.

Students will be considered provisionally enrolled for the first 30 days of enrollment or until they complete an academic activity. A student is considered an active student once they complete an academic activity during the first 30 days. An academic activity includes, but is not limited to, participation in an online discussion board, taking a quiz, or submitting an assignment. If a student does not become active within the first 30 days, they will be administratively withdrawn.

A student can start their program at any time. Student terms start every Tuesday with a term length of six months. For example, if a student starts their program on July 6, 2021 the term will end January 3, 2022.

Student Term Calendar

Last day to drop without a "W" (withdraw)	End of 4th week from the student's enrollment date
Last day to withdraw with a "W" on student record	End of 14th week from the student's enrollment date
Appeals available for "W" due to extenuating circumstances	Week 15 through end of term
Academic progress mark assigned of Pass, No Pass, or Satisfactory Progress (P, NP, SP)	Week 15 through end of term



2021-2022 Academic Year

July 5, 2021	Independence Holiday (Observance)
September 6, 2021	Labor Day
November 12, 2021	Veterans Day (Observance)
November 25, 2021	Thanksgiving Holiday
December 24, 2021	Christmas Day (Observance)
December 25, 2021	Christmas Day
December 31, 2021	New Year's Day (Observance)
January 1, 2022	New Year's Day
January 17, 2022	Martin Luther King, Jr. Day
February 11, 2022	Lincoln Day (Observance)
February 21, 2022	Washington Day (Observance)
March 31, 2022	Cesar Chavez Day
May 30, 2022	Memorial Day
June 17, 2022	Juneteenth Holiday (Observance)

ADMISSIONS AND REGISTRATION

Tuition and Fees

For 2021-2022, all students admitted to Calbright College will qualify for no cost 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.

Calbright College requires students to self-certify completion of their high school diploma or its equivalent. The College only requires students to submit official transcripts if the information provided prompts the Enrollment Services Office to question the validity of the education completed. For students who complete their high school diploma or its equivalent at an institution that did not deliver instruction in English, they must submit official transcripts to a member listed on the National Association of Credential Evaluation Services (NACES) website, and confirmation of equivalency should be sent to the College for confirmation.

For 2021-2022, 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 student 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 student 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 students. 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 student 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 student 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 students 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 their 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 student 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. Students 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

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

Enrollment Procedure

A student enrolls in a term by meeting with their Academic Success Counselor. During the initial academic advising meeting, a student will sign an enrollment agreement and complete an educational plan that includes the desired start and completion date. See [***Student Equity and Achievement Program***](#) for more information.

Satisfactory Academic Progress Policy

Calbright College allows students to enroll in self-paced programs at any time. Satisfactory Academic Progress (SAP) is a measure of student progress toward the completion of a program and is assessed through qualitative (competencies mastered at 80 percent or higher) and quantitative

(progress-based) measures. Calbright College evaluates these measures at the end of each completed 6-month term for all programs and at the time of withdrawal from the College. This policy applies to all students, regardless of program.

Qualitative Measure

Calbright College defines competency mastery (a grade of "pass") as a grade equivalent to a "B" or better (3.0 on a 4-point scale). Students receive a mark of "pass," "satisfactory progress," "no pass," or "withdraw" on their permanent academic record for any courses for which they enroll in a 6-month term. Students must demonstrate mastery of five competencies per 6-month term to demonstrate satisfactory academic progress. Students who are withdrawn from the College or course before the end of the 6-month term may receive a "withdraw" grade. A course with a grade of "no pass" or "withdraw" is considered as an attempted and not completed course and is counted against SAP. "Incomplete" grades are temporary and do not impact SAP.

Quantitative Measure

Calbright College defines a quantitative measure as the completion of 66.67 percent of all competencies attempted. The College determines this percentage by dividing the number of competencies completed by the total number of competencies for which a student enrolled cumulatively across the student's program at Calbright College. Completing at least 66.67 percent of all competencies means the student is on



track to complete the program within the required 150 percent of the published length of the program, as measured in competencies. Attempted competencies is defined as any unlocked competency following full matriculation (30 days after initial enrollment) and after the student submitted/completed at least one substantive academic activity (SAA). Courses not successfully completed may be repeated for SAP improvement.

Academic Probation

Students who do not demonstrate mastery of at least five competencies at the end of a 6-month term, or whose cumulative completion percentage falls below 66.67 percent are placed on academic probation. During the subsequent 6-month term, students must demonstrate mastery of at least five competencies, and regain at least 66.67 completion percentage to return to good standing. Students who are unable to return to good standing may be administratively withdrawn from Calbright College.

Updating Student Records

Once an application for admission has been submitted, any necessary communication with the student is conducted through the contact information provided (phone, e-mail, or text). Electronic communications will go through the free Calbright College email account provided to each student, or through the calbright.org Student Portal. It is important to keep the address, phone, and alternate email

address updated and corrections should be provided for student academic records as soon as possible. A student may update this information at any time by contacting Admissions and Records by emailing admissions@calbright.org.

Transcripts, Certificates, and Verification of Enrollment

Certificates are auto-delivered upon program completion. To verify enrollment, request transcripts, or access previously awarded certificates students may log into their Student Portal and select "Admissions and Records." Transcripts, certificates, and verifications of enrollment are free of charge.

Transfer Credit Disclosure

The acceptance of transfer credit is determined by the receiving institution. Calbright College programs and non-credit courses are not transferable.

Leave of Absence

Eligibility for a leave of absence will depend on a student's enrollment status:

Actively enrolled students can request one 30-day leave of absence, and one 30-day extension during their 6-month term. Please note, the last day to withdraw from a course is the end of the 14th week after a term begins. If a student does not return after their leave of absence, and does not successfully withdraw from their program before the end of the 14th week, a grade of NP may be given by their Instructor. It is recommended that students discuss



their leave of absence with their Academic Success Counselor and/or Instructor prior to submitting a request. *Provisionally enrolled* students are not eligible for a leave of absence. Students

in this status may stop coursework at any time and re-enroll in Calbright College when able to attend.



COURSE CATALOG DESCRIPTION

Department and Course Number: Workforce Readiness, WF500 **College and Career Essential Skills - Noncredit**

This skills-based noncredit course is designed to prepare adult students to develop essential skills necessary for college and career success through contextualized academic preparation. In the area of college success, students 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 flexibly-paced 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, MC500 **Medical Coding for Professional Services - Noncredit**

This skills-based noncredit education program prepares adult students for employment in the medical coding field. Students 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. Students mastering these competencies will achieve a broad knowledge in reviewing and assigning the correct procedure and diagnosis codes for professional (physician) services. Upon completion, students 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: Healthcare, HC501 **Diversity, Equity and Inclusion in the Healthcare Setting - Noncredit**

This competency-based noncredit course is designed to give students the knowledge, skills, abilities, and behaviors needed to promote inclusive and equitable working environments where individual and group differences are welcomed and valued. Students will learn to embrace diverse perspectives and communities by intentionally practicing personal reflection and the acceptance and respect of others. Students will be able to apply their understanding of diversity, equity and inclusion to facilitate and advocate for community health equity and justice. This course must be taken as a corequisite to HC502. *This course is equivalent to 2 units of credit at a traditional Community College (Title 5 section 55002.5).*



Department and Course Number: Healthcare, HC502**Upskilling Practical Application - Noncredit**

This competency-based hands-on noncredit course is a companion for courses within the program series Upskilling for Equitable Health Impacts. Students will apply newly acquired knowledge, skills, abilities, and behaviors learned in the classroom to real world experiences through structured learning activities. This course must be taken as a corequisite to HC501. *This course is equivalent to 1 unit of credit at a traditional Community College (Title 5 section 55002.5).*

Department and Course Number: Information Technology, IT500**Introduction to Information Technology Support (A+) - Noncredit**

This skills-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. Students 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, IT510**Introduction to Cybersecurity (Security+) - Noncredit**

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

This skills-based non-credit education program prepares adult students for employment in the Information Security field. Students 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).*



Department and Course Number: Information Technology, IT520
Customer Relationship Management (CRM) Technology - Noncredit

This competency-based, noncredit course is designed to introduce adult learners to the concepts and skills necessary for their transition into Customer Relationship Management (CRM) Administration careers. In this course, students will learn best practices for working in a distributed team, effective communication skills for workplace interactions, and techniques to navigate the job interview process. Students will gain a basic understanding of the components and processes involved in a customer relationship management platform (CRM). Upon completion of this course, students will be prepared to either enter into an employer-sponsored training opportunity where they will continue to build their skills, or to continue additional coursework where they will prepare to earn an industry-recognized CRM administrator credential. *This course is equivalent to 2 units of credit at a traditional Community College (Title 5 section 55002.5).*

Department and Course Number: Information Technology, IT525
Customer Relationship Management (CRM) Platform Administration - Noncredit

This competency-based, noncredit course is designed to facilitate the transition of working adults into a career in Customer Relationship Management (CRM) Administration. The course will cover concepts and skills found in an industry-recognized CRM administrator certification exam, as well as practical skills necessary for their transition into a new career upon program completion. In this course, students will learn how to use, configure, monitor, customize, and secure a CRM platform. Students will gain an in-depth understanding of the components and processes involved in customizing and administering a CRM. Upon completion of this course, students will be prepared to earn an industry-recognized CRM administrator credential. *This course is equivalent to 4 units of credit at a traditional Community College (Title 5 section 55).*



APPENDICES

Academic Policies

Provisional and Active Enrollment

A student is considered provisionally enrolled during the first 30 days of enrollment until they have submitted an academic activity. An academic activity includes, but is not limited to, participation in an online discussion board, taking a quiz, or submitting an assignment. Students who do not submit at least one academic activity within 30 days of their provisional enrollment will be administratively withdrawn.

After submitting an academic activity, a student is considered actively enrolled in their program and is responsible for completing the entire program. All students are expected to have regular and substantive interaction with faculty and/or peers. Calbright provides student support services to help you along your academic journey.

Students are ultimately responsible for dropping a course if they are not able to complete their program. Students should contact their Academic Success Counselor to request a drop form.

Continuous Enrollment

Calbright is a “continuous enrollment” institution, which means a student will be automatically enrolled in a new term if they are maintaining “satisfactory progress” in their program pathway. Each student term is six months long. Longer terms and continuous enrollment allows a student to focus on their studies without breaks between terms. At the end of every six-month term, their Academic Success Counselor and Instructional Team will review a student's progress and update the student educational plan for the next six-month term.

Calbright requires that students make measurable progress toward the completion of their programs every term. A student's progress is measured by tracking the percentage of completed course objectives and demonstrated competencies.

Grading System and Practices

In accordance with the California Education Code, and Title 5, Calbright has established a standard grading policy to determine a student's academic progress. Upon successful completion of a course, the student will receive a “P” (pass) on the student's record to indicate earned mastery in that course. A course in which an “NP” (no pass) is applied to a student's record indicates the student 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

Calbright College's Board of Trustees has authorized the use of the non-evaluative symbols of "SP," "I," "W," and "MW" defined as follows:

Satisfactory Progress (SP)

The SP designation shows that students 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 student progress and success.

Incomplete (I)

This temporary grade is assigned to a course if a student cannot demonstrate satisfactory progress due to extenuating circumstances.

1. The student must satisfy an assigned "I" grade within the next 6 months.
2. An incomplete course for which satisfactory progress is not demonstrated by the end of 6 months will result in an "NP" grade.

Withdrawal (W)

Students may withdraw from their program by completing a withdrawal form. A "W" will be posted to the academic record for withdrawals that occur through the 14th week of enrollment. 14 weeks is based on the date of enrollment. Students must re-enroll if they receive a "W."

Military Withdrawal (MW)

Military Withdrawal occurs when a student who is a member of an active or reserve United States military service receives orders compelling a withdrawal from courses.

Administrative Drop (AD)

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

Requirements for Calbright College Program Certificates of Competency

Students may be awarded a Calbright College Noncredit Certificate of Competency upon successful completion of both College and Career Essential Skills and their area of study (such as Medical Coding for Professional Services, Introduction to Information Technology Support, or Introduction to Cybersecurity).

Repeatability

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



Students 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 student's employment or licensure. Students can repeat such courses any number of times.

Re-Enrollment

Students who have been dropped or withdrawn from Calbright and wish to return to continue their studies within less than a year of their past date of enrollment, should reach out to a member of the College's Success Team at success@calbright.org. Due to the changing nature of the College's curriculum, the student will need to meet their Academic Success Counselor prior to being re-enrolled. Students who wish to return more than a year after their last date of enrollment will need to reapply to Calbright.

International Travel and Class Access

Students should notify the College if they plan to travel internationally while enrolled in a class with Calbright to ensure ongoing access to their class. A form will be available in the student portal to indicate countries and dates of travel which will be sent to the Information Technology team at Calbright.

Diversity, Equity, and Inclusion Task Force

The purpose of the Diversity, Equity, and Inclusion Taskforce is to promote strategies and best practices encompassing DEI. At Calbright this work will inform how we intentionally build an organizational culture without intersectional structural bias which seeks to address and promote DEI.

The Taskforce will play an active role in establishing the College's DEI approach which includes, but is not limited to: gathering and evaluating baseline data within the current college practices and making recommendations on how we can build DEI awareness and cultural competency.

Reference

Calbright Board Policy 3400

Student Complaint Process

Calbright College strives to maintain a safe, positive learning, and working environment for all students, staff, faculty and community members. However, in the event a concern arises including Discrimination/Hate Crimes, Disruptive Behavior, Academic Grievances, Personal Wellness, Title IX (Dating/Domestic Violence, Sexual Harassment/Assault, Stalking), Threatening/Violent Behavior (Written/Verbal), Americans with Disabilities Act (ADA)/504/508 Violation and other concerns or complaints the concern or complaint process can be initiated at <https://www.calbright.org/report-a-concern/>.



Nondiscrimination and Complaints of Discrimination

Statement of Nondiscrimination

The California Online Community College (Calbright College) is committed to providing an equal opportunity environment for all students 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 student 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. Students who wish to report a concern may do so at <https://www.calbright.org/report-a-concern/>.

References

Calbright Board Policy 3410

Prohibition of Harassment

Calbright is committed to providing an academic and work environment free of unlawful harassment. Calbright has put in place Administrative Procedures which define sexual harassment and other forms of harassment, and set a procedure for the investigation and resolution of complaints of harassment by or against any staff, instructional staff member, or adult student within Calbright. Students can begin the complaint process at <https://www.calbright.org/report-a-concern/>. All participants are protected from retaliatory acts by Calbright College, its employees, learners, and agents.

References

Calbright Board Policy/Administrative Policy 3430

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 students. It is recommended that students be comfortable with computers, particularly the internet, before taking an online course.

Calbright's "Regular Effective Contact Policy" describes the minimum frequency of quality instructor-student interaction in a distance education class. "Quality interaction" between instructors and students 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 college-provided Learning Management System (LMS). The instructor must regularly monitor and moderate any student activities in the online classroom in which students interact with each other. The instructor must be available to answer students' 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, student work; for example, the instructor should respond to student emails within the instructor's stated availability contained in the syllabus; and 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 student and, when in question, verifiable. Use of the College provided LMS provides both accessibility and verifiability. The College 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 California Community Colleges Chancellor's Office Distance Learning Access Guidelines) is acceptable for facilitating regular effective contact.

Online Support Services

Calbright College will utilize and develop comprehensive, specialized student supports that are technology-enabled for scale and focused on the student experience, including, but not limited to, program 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 student success.

- Online support for *program navigation* assists students through the onboarding and orientation process.



- Online support for tutoring provides students with access to individual and small group tutoring in reading, writing, math, and digital literacy. Additional academic tutoring is provided by program faculty focused on certification exam preparation, final exam preparation, and other course related assessments.
- Online support for *technology* is offered in the form of a help desk service made available to students. Digital literacy tutoring is also offered to students. Calbright College also leverages existing social and technological infrastructure provided by the Online Education Initiative (CVC-OEI) for students, instructors, and administrators.

Verification of Student Identity

Primary identification verification is done during the application process by the California Community College system-wide application, CCCApply (See Exhibit 32 “ID Verification”). Under section 54300 of subchapter 4.5 of chapter 5 of division 6 of Title 5 of the California Code of Regulations students are allowed to submit application and residency information online with an electronic signature verification. On the application students enter demographic and educational background data and must positively consent to data sharing with federal and state agencies to comply with reporting requirements; data matching services to measure student success in transfer to four year universities; and with colleges, universities, and government agencies to promote transfer to other colleges and universities. All data submitted is attested to as accurate by the student under penalty of perjury.

Once identity verification is accepted by the system and application data is transmitted to Calbright the College uses the Google identity management system to provide single sign-on credentialing, which must be acknowledged by the student, to all campus applications including the student portal, Learning Management System, and G-Suite applications. Our systems assure that the admitted student is the same student who completes coursework and assessments and is awarded credit by, in addition to associating each system account with the student’s unique statewide identifier via the CRM, employing Single Sign-On (SSO), which allows the student to login once and have access to all their college-related systems and services.

Standards of Student Conduct

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

- A.** Causing, attempting to cause, or threatening to cause physical injury to another person;
- B.** 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



student has obtained written permission to possess the item from a College employee, which is concurred with by the College President/CEO;

- C.** 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;
- D.** Committing or attempting to commit robbery or extortion;
- E.** Causing or attempting to cause damage to College property;
- F.** Stealing or attempting to steal College property or knowingly receiving stolen College property;
- G.** Willful or persistent smoking in any area where smoking has been prohibited by law or by regulation of the college or the College;
- H.** Sexual assault or sexual exploitation regardless of the victim's affiliation with the College;
- I.** Committing sexual harassment as defined by law or by College policies and procedures;
- J.** 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;
- K.** Engaging in intimidating conduct or bullying against another student through words or actions, including direct physical contact; verbal assaults, such as teasing or name-calling; social isolation or manipulation; and cyberbullying;
- L.** Willful misconduct which results in injury or death to a student or to college personnel or which results in cutting, defacing, or other injury to any real or personal property owned by the College;
- M.** Disruptive behavior, willful disobedience, habitual profanity or vulgarity, or the open and persistent defiance of the authority of, or persistent abuse of, College personnel;
- N.** Dishonesty, forgery, alteration or misuse of college documents, records or identification; or knowingly furnishing false information to the College;



- O.** Lewd, indecent, or obscene conduct on College-owned or controlled property or at College-sponsored or supervised functions;
- P.** Engaging in expression which is obscene; libelous, or slanderous; or which so incites students as to create a clear and present danger of the commission of unlawful acts on college premises, or the violation of lawful College administrative procedures, or the substantial disruption of the orderly operation of the College;
- Q.** Persistent, serious misconduct where other means of correction have failed to bring about proper conduct;
- R.** 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 College policy or administrative procedure;
- S.** Misrepresentation of oneself or of an organization as an agent of the College;
- T.** Calbright students share a responsibility with their instructors for assuring that their education is honestly attained. Every instructor has the responsibility and authority to deal with any instances of Academic dishonesty. Academic dishonesty, includes, but is not limited to, falsification, plagiarism, cheating, or fabrication, which comprises the integrity of an assignment, student record, or program:
 - 1. Falsification:** Falsification involves any conduct in academic work, records, or programs that intention is to deceive, including, but not limited to, the following acts:
 - a.** Forging of signatures on official documents
 - b.** Changing or attempting to change official records without proper sanction
 - c.** Providing false information during admissions or enrollment process
 - d.** Falsifying one's identity or using someone else's identity
 - e.** Falsification of citation of data or information
 - f.** Submission of falsified, invented, or fictitious data or evidence , or deliberate knowing or concealment or distortion of the true, origin, or function of such data or evidence
 - g.** Submitting work (assignments, quizzes, tests) prepared totally or in part by someone other than the student
 - 2. Plagiarism:** Plagiarism is the act of presenting someone else's work as one's own. Examples include:



- a. Copying and pasting text from websites or other electronic sources and presenting it in an assignment as your own original work;
 - b. Copying and pasting text from printed sources (including books, magazines, encyclopedias or newspapers) and presenting it in an assignment as your own original work;
 - c. Using another student's work and claiming it as your own original work (even if you have the permission of the other student).
- 3. **Cheating:** Cheating is the act of pretending (or helping others to pretend) to have mastered course material through misrepresentation. Examples include:
 - a. Copying in whole or in part from another student's test or paper;
 - b. Allowing another student to copy from your test or assignment;
 - c. Using the textbook, course handouts, or notes during a test without instructor permission;
 - d. Stealing, buying or otherwise obtaining all or part of a test before it is administered;
 - e. Selling or giving away all or part of a test before it is administered;
 - f. Having someone else attend a course or take a test in your place;
 - g. Attending a course or taking a test for someone else;
 - h. Failing to follow test-taking procedures or other disruptive activity.
- 4. **Fabrication:** Fabrication is the intentional use of invented information. Examples include:
 - a. Giving false information to college personnel;
 - b. Answering verbal or written questions in an untruthful manner;
 - c. Inventing data or sources of information for research papers or other assignments.

U. Inappropriate use of Calbright issued technology such as G-Drive, Email, Learning Management Systems, or devices. Violations include, but are not limited to:

- 1. Access, post, display, or otherwise use material that is discriminatory, defamatory, obscene, sexually explicit, harassing, intimidating, threatening, or disruptive
- 2. Access, share, transmit, post, display, publish, or otherwise use material that could be construed as harassing or disparaging of another based on their race/ethnicity, national origin, sex, gender, gender identity, gender expression, sexual orientation, age, disability, religion, or political beliefs
- 3. Send/transmit, download, upload, or post messages that may be considered physically, sexually, or verbally threatening or harassing via text, email, comment, or post
- 4. Disclose or in any way cause to be disclosed confidential or sensitive Calbright, employee, or student information without prior authorization from a Calbright administrator



5. Engage in personal commercial or other for-profit activities without permission of the Superintendent or designee
6. Engage in unlawful use of Calbright technology for political lobbying
7. Infringe on copyright, license, trademark, patent, or other intellectual property rights
8. Intentionally disrupt or harm Calbright technology or other Calbright operations (such as destroying Calbright equipment, placing a virus on Calbright devices, adding or removing a computer program without permission, changing settings on Calbright-issued devices)
9. Install unauthorized software
10. Invade the privacy of another
11. Engage in or promote unethical practices or violate any law or Board Policy, Administrative Procedure, or Calbright practice
12. Send unsolicited email messages, including advertising material and/or requests for fundraising for personal or private causes
13. Complete port scanning or security scanning
14. Introduce honeypots, honeynets, or similar technology

References

Calbright Board Policy 5500

Calbright College's Acceptable Use Policy

Student Discipline Procedures

Calbright provides a prompt and equitable means to address violations of the Standards of Student Conduct, which guarantees to the student or students involved the due process rights guaranteed by state and federal constitutional protections. Calbright's Student Discipline 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.

Calbright's Discipline procedure is specifically not intended to infringe in any way on the rights of students 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.

Student Rights and Grievances

Calbright College will provide a prompt and equitable means of resolving student grievances. These procedures shall be available to any student who reasonably believes a college decision or action has adversely affected their status, rights or privileges as a student. To report a concern students may visit

<https://www.calbright.org/report-a-concern/>



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.

Students who wish to report a safety concern should contact the Chief Finance & Administration 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.

Student Equity and Achievement Program Rights and Responsibilities

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

Comprehensive Student Education Plan

Calbright shall provide students with an opportunity to develop a Comprehensive Student Education Plan which is tailored to meet the individual needs and interests of the student for the enrollment term. It will address a student’s education goal and program of study requirements, applicable course prerequisites or corequisites, guided placement, 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 student needs to take on their educational path to complete their identified course of study. The planning process will take into account a student’s interests, skills and career goals.



Calbright 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 students participating in special programs.

Student Follow-Up

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

Accessibility

SEA Program services for students 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 students. Calbright may require students requesting such accommodations to provide proof of need. Participation in the Disabled Student Program Services program is voluntary and no student 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 students and are appropriate to their needs. Calbright shall, where necessary, make modifications to the services provided to accommodate the needs of such students. Additional information regarding Calbright's accessibility services can be found at <https://www.calbright.org/about/web-accessibility/>

References

Calbright Board Policy 5140

Counseling

The provision of counseling services is an integral component of Calbright's commitment to student 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 student is assisted in assessing, planning, monitoring and implementing their immediate and long-range academic goals;



- Career counseling, in which the adult student is assisted in assessing their aptitudes, abilities, and interests, and is advised concerning the current and future employment opportunities;
- Personal counseling, including crisis intervention, in which the adult student is assisted with personal, family, or other social concerns, when that assistance is related to the adult student's education;
- Group counseling and workshop facilitation to assist adult students with orientation, registration, selection of academic program, and transferring;
- Dedicated counseling and support to specialized adult student populations.;
- Referring adult students to in-person and online services or resources which support adult students 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 student 12 years of age or older in the process of receiving counseling from a counselor is confidential, and shall not become part of the student 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/CEO 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 student or other persons living in the college community; reporting information to the College President or other persons as necessary when the student 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 student.

Student Records, Directory Information, and Privacy

Privacy Rights Governing Student Records

Pursuant to the Federal Educational Rights and Privacy Act (FERPA), the California Education Code (Section 76240 et. seq.), and Title 5 of the California Code of Regulations, Student 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 Student 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 students database.

Collection and Retention of Student Information

The College shall treat all students equitably in the receipt of all school services, including, but not limited to, the gathering of student and family information for the institution’s benefit programs.

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

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

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

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

Students 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 College shall not create a list of student names linked with immigration status.

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

College 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.

Directory Information

Calbright College does release any student record information as “directory information” except when legally required by law.



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

- student records shall be released pursuant to a student's written consent
- Contact admissions@calbright.org to obtain consent or student requests
- “Directory information” will not be released unless legally required (Calbright Administrative Procedure 5040)
- student 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 hr@calbright.org
- student 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
- student records may be released to officials and employees of Calbright College only when they have a legitimate educational interest to inspect the record

Student 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 students 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 Dean of Enrollment Services, or designee, is responsible for providing such information and defining procedures.

Student 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 student seeks or intends to enroll or is directed to enroll. The release is subject to the conditions in Education Code Section 76225. The Dean of Enrollment Services, or designee, is responsible for providing such information and defining procedures.

Student records may be released to agencies or organizations in connection with a student's application for, or receipt of, financial aid, provided that information permitting the personal identification of those students 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. Dean of Enrollment Services, or designee, is responsible for providing such information and defining procedures.

Student 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 students 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 Dean of Enrollment Services, or designee, is responsible for providing such information and defining procedures.

Student 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 student or other persons, subject to applicable federal or state law. The Dean of Enrollment Services, or designee, is responsible for providing such information and defining procedures.

The following information shall be released to the federal military for the purposes of federal military recruitment per the Solomon Act: student 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 students.

Access to Student Records for Immigration Enforcement Purposes

The College must obtain a student'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 student 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 student 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 student, the College 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 student 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 student’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 College is served with a judicial subpoena or court order that by its terms prohibits disclosure to the student, the student 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 Student Records

Current and former students will be able to request transcripts and Verifications of Student Records free of charge.

Electronic Transcripts

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

Use of Social Security Numbers

The College 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 their social security number over the internet using a connection that is not secured or encrypted;
- Require an individual to use their 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 for enrollment purposes;
- To establish, amend, or terminate an account, contract, or policy; or
- To confirm the accuracy of the social security number.



CALBRIGHT COLLEGE COMMUNITY

Board of Trustees & Administration

Board of Trustees

Pamela Haynes
President

Amy M. Costa
Vice President

Blas Villalobos
Board Member

Bill Rawlings
Board Member

Darius W. Anderson
Board Member

Felicia Escobar Carrillo
Board Member

Hildegarde B. Aguinaldo
Board Member

Irma L. Olguin, Jr.
Board Member

Iulia Tarasova
Board Member, Student

Jennifer L. Perry
Board Member

Jolena M. Grande
Board Member

Joseph Williams
Board Member

Joshua Elizondo
Board Member

Kevin J. Holl
Board Member

Lt. Governor Eleni Kounalakis
Board Member

Roy A. Shahbazian
Board Member

Tom Epstein
Board Member

Valerie Lynn Shaw
Board Member

IT Advisory Council

George Okamoto

Jeffrey Vargas

Karla Shields

Nik Samajdwar

Allied Health Advisory Council

Cathy Martin

Cynthia Harrison

Garrett Chan



Executive Leadership

Ajita Menon, M.P.P.
CEO and President

Brendan O'Callaghan, B.A., B.S.
Vice President of External Affairs, Marketing, and Communications

Carmen Drummond, M.A.
Chief of Staff

Jeff Bell, M.A.
Chief Financial and Administrative Officer

Theodore Lai, M.A.
Vice President of Student Services and Success

Jenny Johnson, J.D.
Vice President of Government Relations

Marisa Bold, M.B.A.
Chief of Program Operations

Pamela Sanborn, M.Ed.
Interim Vice President of Learning and Instruction

Tamika Connor, M.S.
Senior Vice President for Strategic Initiatives

Instructional Team

Daniel Donaldson, Ph.D.
Dean of Learning and Instruction

Medical Coding Pathway

Cindy Carney, M.A.
Medical Coding for Professional Services

Information Technology Pathways

Elizabeth Biddlecome, B.S.
Computer Service Technology

Michael Stewart, M.A.
Introduction to Information Technology Support

Essential Skills & Workforce Readiness

Ashley Odell, M.A.
Workforce Readiness

Julian West, M.B.A.
Workforce Readiness



Marketing & External Affairs

Araceli Cruz, M.B.A.

Senior Marketing Manager

Benjamin Wachs, M.A.

Communications Manager

Raul Sarabia, M.P.A.

Regional Outreach Coordinator

Taylor Huckaby, B.A.

Senior Director of Communications

Vance Hickin, M.A.

Director, Digital Strategy

Finance, Administration & Human Resources

Donald J. Grady, Sr., M.S.H.R.M., P.H.R.

Executive Director, Human Resources and
Employee/Employer Relations

Jenni Dent, B.S.

Accounting, Payroll Manager

Laura Martinez, M.A.

Senior Manager, Strategy & Operations

Timea Iharosi, M.S.

Interim Senior Manager of Human Resources

Student Success

Amandeep Kandola, M.S.

Dean of Student Success

Antoinette Magee, M.A.

Academic Success Counselor

Denise Temal, M.S.

Academic Success Counselor

Henry Santos Metcalf, Ph.D.

Academic Success Counselor (Accessibility/Disabled
Students Programs & Services "DSPS")

Shemila R. Johnson, M.A.

Academic Success Counselor

Kip Nead, B.A.

Dean of Enrollment Services

Ava Burns, M.Ed.

Senior Manager of Enrollment Services

Leena N. Her, Ph.D.

Director of Academic Support Services

Technology

Carlos Castellanos, A.S.

Technical Product Manager

