

Academic Catalog 2026-2027



ACADEMIC YEAR 2026-2027

The current Calbright College Catalog covers the 2026-2027 Academic Year period effective July 1, 2026. Students are strongly encouraged to seek guidance from their Success Counselor for help understanding more about their program of interest. Additional information and publications will be made available to students throughout the year as appropriate.

Calbright College may update and/or revise this Catalog periodically to reflect changes in academic programs, College policies/procedures, or applicable state and federal regulations. The College makes every reasonable effort to adhere to this Catalog or to inform students of any significant changes that occur after the publication of this document.

The most current version of this Catalog, including any addenda, is always available at calbright.edu/academic-catalogs.



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PRESIDENT AND CEO'S MESSAGE



Welcome, and congratulations on taking your first big step toward achieving your academic and career goals. I'm Ajita Talwalker Menon, President and CEO of Calbright College.

We recognize that life is busy and the job market is evolving daily, so we created a flexible, fully online and skills-based community college to work within your schedule and get you to where you want to go.

Our programs prepare you with the in-demand skills needed to succeed in today's workforce. Plus, we offer hands-on learning opportunities, career readiness services, and counseling to develop your skills even further, make your resume stand out, and support your learning and career journey.

We're dedicated to meeting your needs. Our experienced staff and faculty are standing by to answer all your questions and guide you through your time with us and beyond.

Welcome to Calbright. We're so glad you're here.

Sincerely,

A handwritten signature in black ink that reads "Ajita Menon".

Ajita Talwalker Menon
President and CEO



California Online Community College Contact Information

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

Toll-free +1 (833) 956-0225

Hours of Operation:

Monday through Friday: 9 am to 6 pm

calbright.edu

@GoCalbright on social media

Refer to calbright.edu for live student support.

2026-2027 Academic Year Holiday Closures

July 3, 2026	Independence Holiday
September 7, 2026	Labor Day
November 11, 2026	Veterans Day
November 26, 2026	Thanksgiving Holiday
November 27, 2026	Day after Thanksgiving
December 24, 2026	Day before Christmas
December 25, 2026	Christmas
January 1, 2027	New Year's Day
January 18, 2027	Dr. Martin Luther King, Jr. Day
February 12, 2027	Lincoln Day (Observance)
February 15, 2027	Washington Day
March 31, 2027	Farmworkers Day
May 31, 2027	Memorial Day
June 18, 2027	Juneteenth Holiday

STATE AUTHORIZATION

Calbright College is authorized to operate by the State of California under the California Online Community College Act (California Education Code § 75000 et seq.). It was established in 2018 by the California Legislature as a statewide, online community college district, and is part of the California Community Colleges system, governed by the California Community Colleges Board of Governors.

Calbright is recognized as a public postsecondary educational institution within the California Community Colleges system, and is subject to oversight by the California Community Colleges Chancellor's Office. The College admits only California residents and does not operate in or enroll students from other states.



HISTORY OF CALBRIGHT

Calbright College was established as the first statewide, fully online community college in California to increase Californians' access to skills-based credentials and certificates and to help address the statewide issue of income inequality. In 2018, the College was created in response to the growing need for an accessible, flexible, and workforce-focused public education model that could serve working adults, especially those underserved by traditional higher education systems.

Calbright's mission is rooted in increasing economic mobility and addressing statewide inequities by offering skills-based certificate programs designed to meet labor market demands. Calbright offers competency-based and flexibly-paced programs in an open enrollment model, allowing students to progress by demonstrating mastery of industry-aligned competencies.

Calbright officially opened its application process to students on October 1, 2019. The College began with a small "beta cohort" of students to test its model, technology, and support systems. This deliberate soft launch ensured that Calbright could build and refine a student-centered experience, designed to meet learners where they are.

As part of the California Community Colleges system, Calbright is a public, accredited, noncredit institution that serves only California residents. It is particularly focused on supporting nontraditional students—including working learners, adult learners, and "stranded workers"—through personalized support, wraparound services, and career readiness programming.

Our key program elements include:

- Freedom from fixed-term academic calendars
- Flexible instruction based on mastery of specific skills
- Industry-recognized, online certificate of competency programs
- Integrated student services, including counseling and career services

ACCREDITATION

Calbright College is accredited by the **Distance Education Accrediting Commission (DEAC)**. The Distance Education Accrediting Commission is listed by the U.S. Department of Education as a recognized accrediting agency and is recognized by the Council for Higher Education Accreditation (CHEA).



1101 17th Street NW, Suite 808
Washington, D.C. 20036
(202) 234-5100
info@deac.org | www.deac.org



COLLEGE MISSION, VALUES AND 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.

Goals

Serve Students and Employers

Strengthen student outcomes to meet adult learners' needs as well as those of employers and industry in order to support entry or advancement into the knowledge economy.

Drive Institutional Excellence

Calbright aims to enhance its internal operations and to ensure the creation and implementation of robust structures, systems and processes. This will position the team for optimal performance and drive better student outcomes.

Amplify Our Innovative Approach

The institution intends to utilize its comprehensive and differentiated approach as a blueprint that can serve as a foundation for competency-based education across the California Community Colleges system and nationwide.

Institutional Values

Calbright College approaches our work through human-centered design, innovation and collaboration, and a focus on impact.



INSTITUTIONAL LEARNING OUTCOMES

Calbright College ensures that each program offered provides students with the opportunity to gain and strengthen durable 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're 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, multipart tasks

Ethical Reasoning

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

Diversity, Equity, Inclusion and Accessibility (DEIA) mindset

- Describe how DEIA issues can manifest within the area of study
- Identify opportunities to develop DEIA skills within the area of study, such as implicit bias, cultural humility and equity-minded practices

Applied and Collaborative Learning Skills

- Demonstrate the ability to work with others by engaging in virtual communities
- Describe how learning can be applied to a workplace problem and how workplace experiences relate to the learning.

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 and tomorrow's economy, and builds learning experiences 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.

SKILLS-BASED TRAINING

What Is Skills-Based Training?

Skills-based training is a form of competency-based education (CBE). CBE is a flexible approach to teaching and learning based on transparent and measurable knowledge and skills.

Progression is based on demonstrated mastery of what students are expected to know (knowledge) and be able to do (skills), rather than solely on hours spent in class. Students progress after they demonstrate mastery of skills, creating a flexible, personalized approach.

Competency-Based Education (CBE) at Calbright College

- At Calbright, we're dedicated to an equity-based approach in our CBE programs, ensuring that our offerings are accessible and provide equitable learning opportunities for everyone.
- Our programs are flexible, asynchronous, and engaging, designed to address the needs and fit into the lives of our students: adults balancing competing responsibilities.
- Our CBE programs allow 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 time-consuming.
- Calbright's distinctive 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, connecting course content and career goals, showing students how their newly acquired skills 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 prepared with the skills employers are looking for, in a language that hiring managers recognize.



CALBRIGHT PROGRAM OPTIONS

Programs	Courses
Community Health Worker (CHW) Program	• CHW501: Introduction to Community Health Worker • CHW502: Community Health Worker Core Roles • CHW503: Community Health Worker Core Skills Competencies • CHW504: Key Health Issues Among Specific Populations • CHW505: Community-Based Organizations and Internship Placement (In-Person Mentored Course) • CHW506: Community Health Worker Internship Completion and Career Readiness (In-Person Mentored Course) <i>The California Community College Chancellor's Office, division of Equitable Student Learning, Experience & Impact Office has established that Calbright College's CHW Program meets the California Department of Health Care Services certificate training for California Community Health Worker Certification.</i>
Medical Coding	• HC510: Medical Terminology • MC500: Medical Coding for Physician Services <i>*Industry certification exams are administered by third parties</i>

Information Technology Support	• IT501: Introduction to IT SUPPORT Core 1 (A+) <i>*industry certification exams are administered by third parties</i> • IT502: Introduction to IT SUPPORT Core 2 (A+) <i>*industry certification exams are administered by third parties</i>
Network Technology	• IT532: Introduction to Networks (CompTIA Network+ Certification Preparation) <i>*industry certification exams are administered by third parties</i> • IT533: Introduction to Networks Virtual Lab (CompTIA Network+ Certification Preparation) <i>*industry certification exams are administered by third parties</i>
Defensive Cybersecurity	• IT510: Introduction to Cybersecurity (CompTIA Security+ Certification Preparation) <i>*industry certification exams are administered by third parties</i> • IT511: Cybersecurity Analyst (CompTIA CySA+ Certification Preparation) <i>*industry certification exams are administered by third parties</i>
Offensive Cybersecurity	• IT510: Introduction to Cybersecurity (CompTIA Security+ Certification Preparation) <i>*industry certification exams are administered by third parties</i> • IT512: Penetration Testing
CRM Platform Administration	• BUS530 CRM Platform Fundamentals • BUS531 CRM Business Applications <i>*Salesforce Certified Platform Foundations Industry certification exams are administered by Salesforce as of July 1st 2025.</i>

Data Analysis	• BUS500: Introduction to Structured Data • BUS501: Application of Structured Data
Human Resources Learning and Development	• BUS515: Learning & Development Foundations • BUS516: Learning & Development Planning
Human Resources Talent Acquisition	• BUS510: Talent Acquisition Fundamentals • BUS511: Talent Acquisition Planning
Project Management	• BUS520: Project Management Foundations • BUS521: Project Management Fundamentals • BUS522: Project Plan Development
Calbright College Continuing Education Modules	• Career Readiness: ○ Durable Skills Micro-Credentials ○ Job Search Micro-Credential

Note: While Calbright programs are flexibly paced, enrollment agreements are limited in duration. Students are enrolled in successive six-month terms, and have a maximum of three years to complete their program.

NONCREDIT EDUCATION AND CLOCK HOUR POLICY

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),¹ 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 over grades or academic credit.
- Serve as a bridge to other educational/career pathways.
- Provide preparation and practice for third-party industry certification exams in many career fields.
- Help students transition into credit-bearing degree and certificate programs within the California Community College system.

Calbright College offers noncredit, competency-based programs designed to prepare students for employment, career advancement, and further educational opportunities. Noncredit instruction at Calbright emphasizes skill development and mastery of competencies.

Noncredit programs at Calbright:

- Are offered at no cost to students, including no tuition, fees, or textbook costs.
- Focus on skill attainment and workforce readiness aligned to industry standards.
- Prepare students for third-party industry certification exams, where applicable.
- May serve as a bridge to further credit-bearing degree and certificate programs within the California Community College system.

Calbright noncredit programs do not assign academic grades or GPA. Instead, students demonstrate mastery of required competencies through performance-based assessments and assignments.

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. These program outcomes are aligned to workforce needs and 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.

To be awarded a Certificate of Competency, a student must:

- Complete all required courses and activities within the program.

¹ Adapted from the *Program and Course Approval Handbook (6th edition)*.

- Demonstrate mastery of all program competencies by successfully completing all required assignments and assessments within the program's courses.
- Meet all program requirements within the allowed time frame (up to 3 years from the date of enrollment).

Calbright does not use a traditional GPA system. Instead, students must demonstrate mastery of all required competencies through successful completion of competency-based assessments.

Clock Hour Definition

For purposes of course development, program design, and student workload expectations, Calbright College defines one clock hour as a period of 50 minutes of instructional time within a 60-minute period.

Clock hours are assigned by the Faculty Team based on the estimated amount of time required for students to engage with instructional materials, complete learning activities, and demonstrate mastery of program competencies. Because Calbright's programs are competency-based and self-paced, the clock hours reflect the intended instructional effort rather than fixed seat time

PROGRAMS OFFERED



Community Health Worker (CHW) Program

(600 clock hours)

This noncredit, competency-based education program prepares working adults for entry-level roles as Community Health Workers/Promotores/Representatives (CHW/P/R). The program aligns with the National Community Health Worker Core Consensus (C3) Project and meets California Department of Health Care Services (DHCS) training requirements for a state-issued CHW certificate.

Through six courses, students build the knowledge, skills, and professional behaviors essential to CHW practice, including cultural humility, client-centered communication, health education, care coordination, and community outreach. Learners examine social determinants of health and health equity, apply trauma-informed and motivational interviewing approaches, and complete a supervised internship that emphasizes career readiness and job search skills.

Upon completion, students will earn a Calbright College Certificate of Competency and meet the California training standards to apply for a Community Health Worker Certificate issued by DHCS.

Program-Level Student Learning Outcomes

- Apply foundational knowledge of health equity, social determinants of health, and CHW roles and skills to real-world scenarios.
- Utilize core CHW competencies—including client services and health system navigation—to support diverse communities.
- Engage in community health outreach and advocacy, demonstrating skills in health education and system navigation.
- Incorporate ethical considerations and basic research methods in client-centered community health work that advances social justice.
- Successfully complete a CHW internship, demonstrating readiness for employment through application of program knowledge and skills in a health or community setting.

Core Course

Course Name

CHW501

Introduction to Community Health Work (100 clock hours)

Introduces the roles, history, and impact of Community Health Workers. Topics include evolution of the CHW field; public health systems; health equity and social determinants of health; networks and conferences; and policies such as the “triple aim” and Affordable Care Act that shape access and prevention services.

CHW502

Community Health Worker Core Roles (100 clock hours)

Covers CHW core roles and guiding principles: cultural mediation and humility (including CLAS standards), health education, care coordination and documentation, client coaching, advocacy, capacity building, basic screenings and referrals, community assessments, outreach, and program evaluation.

CHW503

Community Health Worker Core Skills Competencies (100 clock hours)

Develops practical competencies in communication; relationship-building; service coordination and navigation; coaching; advocacy; education and facilitation; assessment; outreach; professional ethics and conduct; evaluation and research (e.g., CBPR/PAR); and knowledge of U.S. health



and social service systems.

CHW504 Key Health Issues Among Specific Populations (100 clock hours)

Examines direct-service competencies for work with formerly incarcerated individuals; people living with common chronic diseases; older adults; and individuals and communities experiencing trauma and recovery. Includes chronic disease basics, medication and self-care support, nutrition and active living, weight-inclusive practices, and trauma-informed approaches.

CHW505 Community-Based Organizations and Internship Placement (100 clock hours)

Prepares students to secure and begin a supervised internship. Topics include researching California community health workforce settings; understanding CHW history within public health; engaging institutional partners (e.g., faith-based, public housing); building a LinkedIn profile and portfolio; selecting a mentor; and submitting internship planning and progress documentation.

CHW506 Community Health Worker Internship Completion and Career Readiness (100 clock hours)

Capstone internship and career preparation. Students demonstrate CHW roles and skills in practice; refine resumes, cover letters, biographical statements, and portfolios; strengthen networking and interviewing skills; and apply durable workplace skills, supervisor communication, and professional code-switching to support employment and retention.

**Please note: As required by the state of California and as part of standard practice for employment in the healthcare field, students in this program will be required to pay for a background screening and to meet additional health requirements.*



Medical Coding Program

(280 clock hours)

This skills-based, noncredit program prepares adult students for employment in the health information and medical coding industries. Students will progress through the program by mastering entry-level competencies in health information law and ethics as related to medical coding; medical terminology; anatomy and physiology for healthcare coding; disorders of the human body; diagnostic tests; and treatment modalities. Students are introduced to the following medical coding sets: 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 master skills in reviewing medical documentation and assigning the correct procedure and diagnosis codes for professional (physician) services. Upon completion, students will be prepared to take an industry-recognized national medical coding exam.

Program-Level Student Learning Outcomes

- Construct medical terms using prefixes, suffixes, word roots, and combining forms.

- Analyze and interpret anatomy, physiology, disease and disorders, surgical and diagnostic terms for each body system.
- Analyze and understand health care documentation as it relates to medical coding.
- Apply health information code of ethics to medical coding policies and procedures.
- Interpret medical documentation, medical terminology, diseases/disorders, procedures, and treatments to classify appropriate CPT®, ICD-10-CM Code Set, and HCPCS Level II codes.
- Utilize coding conventions and guidelines to accurately code from the CPT®, ICD-10-CM Code Set, and HCPCS Level II books.

Core Courses HC510

Course Name

Medical Terminology (80 clock hours)

This non-credit, competency-based education course is designed to introduce students to medical terminology used in healthcare settings. Students will gain foundational skills in identifying, defining, constructing, and deconstructing medical terms using prefixes, suffixes, word roots, and combining forms. Students will learn basic anatomy and physiology of each body system, emphasizing disease conditions and diagnostic testing. Students will have opportunities for practical application of medical terminology and further development of skills in analyzing components of medical terms and building a medical vocabulary necessary for healthcare professionals.

MC500

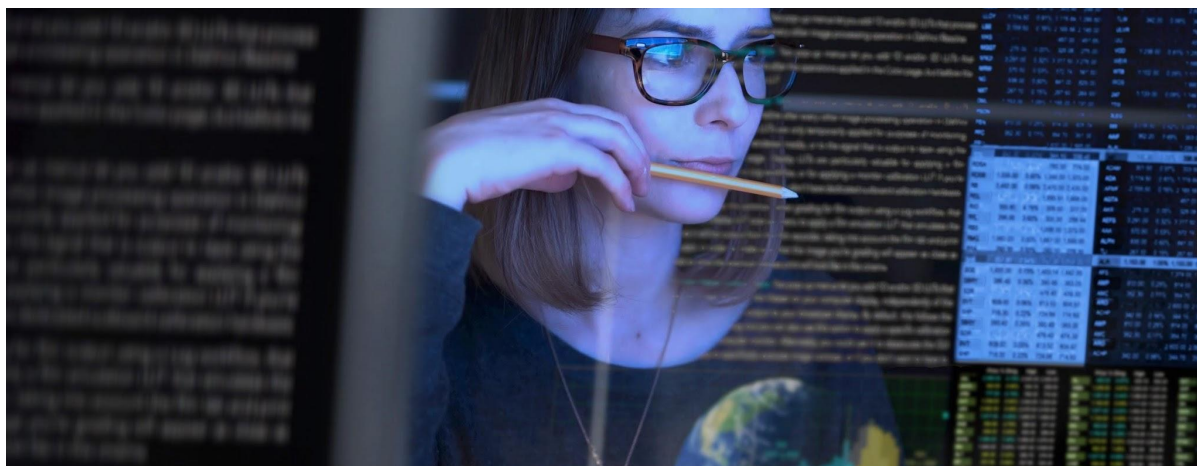
Medical Coding for Physician Services (200 clock hours)

This non-credit, competency-based education program prepares adult learners to start a career in the medical coding industry. Learners will progress through the program by mastering competencies in health information management and diagnostic and procedural modalities using the Current Procedural Terminology (CPT), International Classification of Diseases; 10th Revision; Clinical modifications (ICD-10-CM), and Healthcare Procedural Coding System (HCPCS) medical coding manual sets. Learners will apply accurate diagnostic and procedural coding by case-study-based medical documentation and assign the correct procedure and diagnosis codes for professional (physician) services. Upon program completion, learners will be prepared to sit for



national medical coding certification exam and will be prepared for entry-level positions for physician coding in the health information management industry.





Information Technology Support Program

(300 clock hours)

This skills- based noncredit program prepares students for the CompTIA A+ certification (Core 1 – 220-1101 and Core 2 – 220-1102), a recognized credential for IT professionals. It emphasizes hands-on learning, exam preparation, and the application of IT support skills. Students will gain experience in various IT support topics, including hardware installation, mobile devices, operating systems (Windows, macOS, Linux, and Chrome OS), software troubleshooting, networking, and cybersecurity principles. The course addresses operational procedures, change management, safety protocols, professional communication, and best practices in IT documentation. Participants will learn to install, configure, maintain, and troubleshoot PCs, mobile devices, and printers, while also exploring cloud computing, virtualization, scripting, SOHO networking, and endpoint security. Through practice exams and real-world activities, students will develop the skills necessary to support diverse technologies and prepare for both the CompTIA A+ certification and IT professional roles.

Program-Level Student Learning Outcomes

- Demonstrate the ability to critically read and analyze documentation to offer problem-solving solutions.
- Demonstrate and apply ethical behaviors to analytical and decision-making skills.
- 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

IT501

Course Name

Introduction to IT Support Core 1 (A+) (150 clock hours)

This noncredit competency-based education course covers the basic installation, configuration, maintenance, and support of computing devices, operating systems, wired/wireless networks, and security. This course develops core skills such as identifying hardware, software, and connectivity issues using troubleshooting methodologies. Upon completing this course, learners are prepared for entry-level infrastructure support and help desk roles in various industries. Learners will be prepared for entry-level industry-recognized certification. Basic computer usage knowledge is recommended.

IT502

Introduction to IT Support Core 2 (A+) (150 clock hours)

This non-credit competency-based education course focuses on advanced computer support concepts and practices for installing, configuring, and maintaining critical computing platforms while improving customer service skills. It is aligned with CompTIA's A+ Core 2 certification exam objectives and covers managing key operating systems, securing environments, resolving software errors, and providing infrastructure support. Upon passing the Core 2 certification exam, students will complete the globally industry-recognized A+ certification that validates essential IT support proficiencies employers desire for various technology roles.





Network Technology Program

(280 clock hours)

This noncredit skills-based program prepares students for the CompTIA Network+ certification exam (N10-008), a recognized credential in computer networking. The Network+ validates the knowledge needed to design, configure, manage, and troubleshoot wired and wireless networks in various business environments. Students will establish a solid foundation in network architecture, protocols, topologies, and devices, with a focus on securing and efficiently connecting users, data, and applications. The curriculum includes both theoretical instruction and hands-on labs on IP addressing, routing and switching, network security, cloud networking, virtualization, wireless technologies, and emerging infrastructure trends. By program completion, students will possess practical skills and technical knowledge to install, configure, secure, and troubleshoot wired and wireless networks. They will manage network hardware, virtual environments, and cloud infrastructure while applying industry-standard troubleshooting techniques. This program prepares students for in-demand roles like network technician, network support specialist, NOC technician, and junior network administrator, providing a pathway into the computer networking field.

Entry into this program requires one of the following:

- Completion of the Calbright IT Support program
- CompTIA A+ (or higher-level) certification
- One year of related job experience in any of the following areas, verified and approved by the faculty review panel:

- Helpdesk
- Desktop Technician
- IT/Software Engineering
- DevOps
- Site Reliability Engineer
- Networking
- Telecom Networks
- Outside Field Technician

Other qualifications may be considered on a case-by-case basis.

We recommend exploring our IT Support program for those who do not meet these prerequisites.

Program-Level Student Learning Outcomes

- Develop and maintain network systems, processes and documentation.
- Apply network communication protocols, limitations and best practices.
- Implement network security standards and protocols.
- Install, configure, troubleshoot and manage common network devices, computers, mobile devices and enterprise network resources.

Core Courses IT532

Course Name

Introduction to Networks (140 Clock hours)

This competency-based, noncredit course introduces the networking architectures, models, protocols and hardware elements that connect users, devices, applications and data through the internet and across modern computer networks. Students will learn to build out network infrastructure and troubleshoot, configure and manage common network devices. This course will help prepare students for an industry-recognized networking certification. Introduction to Networks serves as an entry point to necessary technical skills for students who want to move into careers as network technicians or those who want to work in other technical roles in IT.

IT533

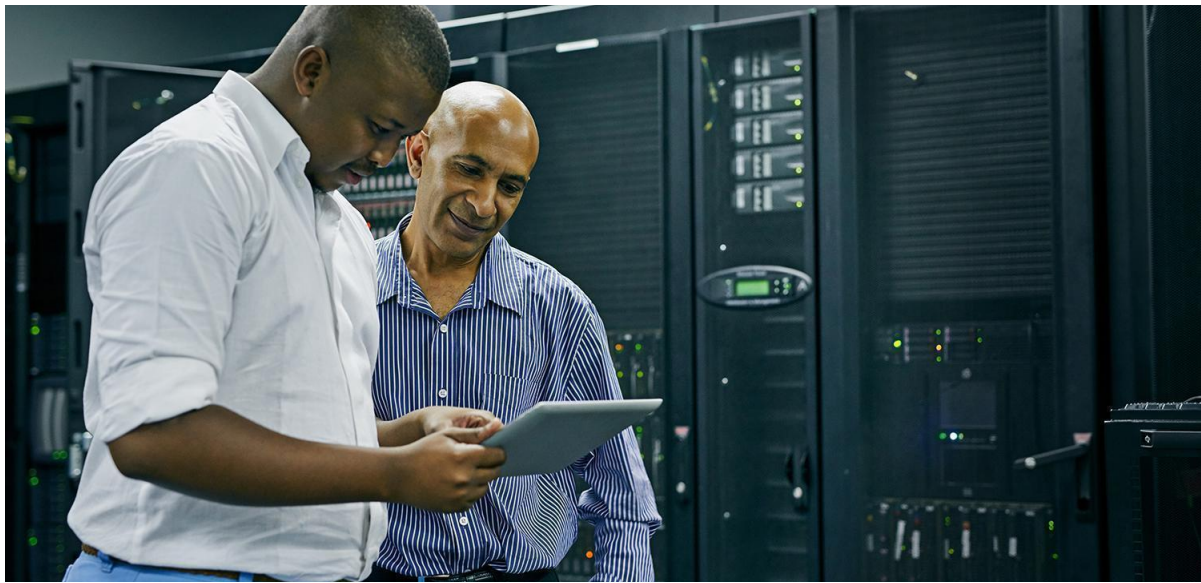
Introduction to Networks Virtual Lab (140 Clock hours)

This competency-based, noncredit course is the lab component of IT532: Introduction to Networks, which provides an introduction to the technical skills necessary for students who want to pursue careers as network technicians or other technical IT roles. Students learn these skills through



interactive exposure to networking architectures, models, protocols and hardware elements that connect users, devices, applications and data through the internet and across modern computer networks. Students who complete this course will be able to build out network infrastructure and troubleshoot, configure and manage common network devices. Students participate in hands-on, lab-based learning activities to become familiar with enterprise network components and communications systems. The course will help prepare students for the CompTIA Network+ certification exams (N10-009). Industry-recognized certification examinations are administered by a third party.





Defensive Cybersecurity Program

(320 clock hours)

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. Cybersecurity professionals need to find system weaknesses before cybercriminals. In doing so, this program focuses on the defensive skills needed to protect a network such as successfully completing the CompTIA Security+ certification exam and CompTIA Cybersecurity Analyst certification exam, which are industry-recognized certifications administered by a third party.

Entry into this program requires one of the following:

- Completion of the Calbright Network Technology program
- CompTIA Network+ certification
- One year of related job experience in any of the following areas, verified and approved by the faculty review panel:
 - Network Administrator
 - Network Technician
 - Network Engineer
 - Security Analyst

- Cloud Engineer
- Systems Administrator

Other qualifications may be considered on a case-by-case basis.

If you haven't fulfilled one of these prerequisites, we encourage you to consider our Network Technology or Information Technology (IT) Support programs.

Program-Level Student Learning Outcomes

- Demonstrate the ability to critically read and analyze documentation to offer problem-solving solutions.
- Demonstrate and apply ethical behaviors to analytical and decision-making skills.
- 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 and mobile devices to various technical systems.
- Recommend and/or apply appropriate solutions at the policy, procedure communications and applications levels for hardware, software and processes.

Core Courses

IT510

Course Name

Introduction to Cybersecurity (160 clock hours)

This competency-based, non-credit course is designed to prepare students for employment in the Information Security field. Students progress through the program by mastering competencies in fundamental principles of information security and risk management, including hardware, software, processes, communication, applications, policy, and compliance relative to organizational cybersecurity and risk management. Students will prepare to earn the industry-recognized CompTIA Security+ certification.

IT511

Cybersecurity Analyst (160 clock hours)

This competency-based, non-credit course is designed to prepare students for employment in the Information Security field. Students progress through the program by mastering competencies in fundamental principles of information



security and risk management, including knowledge and skills required to detect and analyze indicators of malicious activity, implement policy, understand threat intelligence and threat management, respond to attacks and vulnerabilities, perform incident response, execute reporting, and communicate related activity. Students will prepare to earn the industry-recognized CompTIA CySA+ (Cybersecurity Analyst) certification exam.





Offensive Cybersecurity Program

(320 clock hours)

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 including hardware, software, processes, communication, applications, policy, and compliance relative to organizational cybersecurity and risk management. After building a solid foundation, students will learn offensive cybersecurity, mastering foundational penetration testing and vulnerability assessment skills. Students will gain practical experience through real-world infrastructure labs, executing staged attacks to evaluate organizational security focused on planning engagements, reconnaissance, exploitation, post-exploitation activities, and reporting, emphasizing ethics and legal considerations. All students completing this program will be prepared to earn the industry-recognized CompTIA Security+ certification and the CompTIA PenTest+ certification which are industry-recognized certifications administered by a third party.

Entry into this program requires one of the following:

- Completion of the Calbright Network Technology program

- CompTIA Network+ certification
- One year of related job experience in any of the following areas, verified and approved by the faculty review panel:
 - Network Administrator
 - Network Technician
 - Network Engineer
 - Security Analyst

Other qualifications may be considered on a case-by-case basis.

If you haven't fulfilled one of these prerequisites, we encourage you to consider our Network Technology or Information Technology (IT) Support programs.

Program-Level Student Learning Outcomes

- Demonstrate ability to critically read and analyze documentation to offer problem-solving solutions.
- Demonstrate and apply ethical behaviors to analytical and decision-making skills.
- 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 IT510

Course Name

Introduction to Cybersecurity (160 clock hours)

This competency-based, non-credit course is designed to prepare students for employment in the Information Security field. Students progress through the program by mastering competencies in fundamental principles of information security and risk management, including hardware, software, processes, communication, applications, policy, and compliance relative to organizational cybersecurity and risk management. Students will prepare to earn the industry-recognized CompTIA Security+ certification.



IT512

Penetration Testing (160 clock hours)

This competency-based, non-credit course is designed to prepare students for employment in the Information Security field. Students progress through the program by mastering competencies in foundational penetration testing and vulnerability assessment skills through real-world infrastructure labs, executing staged attacks to evaluate organizational security. This course focuses on planning engagements, reconnaissance, exploitation, post-exploitation activities, and reporting, emphasizing ethics and legal considerations. Students will prepare to earn the industry-recognized CompTIA PenTest+ (Cybersecurity Penetration) certification.





CRM Platform Administration Program

(220 clock hours)

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 commonly used by a CRM administrator in their day-to-day activities, 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 the Salesforce CRM platform. Students will gain an in-depth understanding of the components and processes involved in customizing and administering the Salesforce CRM platform by working directly with scenarios and challenges in the Trailhead-based course modules. Students will also learn about Slack, Agentic AI (Agentforce), Marketing Cloud and Career Planning. 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 administered by Salesforce through the Trailhead Academy.

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

BUS530

CRM Platform Fundamentals (100 clock hours)

This first of two competency-based, non-credit courses in the CRM Platform Administration program will introduce learners to Customer Relationship Management (CRM) systems and their role in modern business environments. Students will explore key CRM terminology, compare major platforms, and learn how these tools support each stage of the customer lifecycle. Through hands-on activities, learners will practice navigating CRM interfaces, managing customer data, interpreting reports and dashboards, and identifying best practices in user management, security, and compliance. The course emphasizes how CRM technologies support business processes, drive sales, and improve customer engagement.

BUS531

CRM Business Applications (120 clock hours)

This second course in the CRM Platform Administration program orients learners to a range of tools and strategies used in modern Customer Relationship Management (CRM) systems. Through scenario-based assignments, learners will apply foundational concepts from CRM Platform Fundamentals to configure organizational settings, manage user access, and design custom data structures to support customer focused business operations. Learners will also build automated workflows, generate reports and dashboards, and ensure data integrity. The course also covers essential practices in CRM security, compliance, and integration with third-party applications. By the end of the course, learners will be prepared to support CRM platform optimization and implementation in a variety of organizational settings.





Data Analysis Program

(160 clock hours)

This program will introduce students to data analytics and equip learners with some of the most in-demand skills in today's economy. This noncredit, competency-based education program consists of two courses and is designed to prepare working adult learners with the skills necessary to transition into the data analytics field. The program covers introductory data analysis concepts such as terminology, spreadsheets, SQL and essential business communication skills. Optional project-based experiences help students apply their knowledge and gain the skills necessary to transition into entry-level roles in data analysis across any industry.

Program-Level Student Learning Outcomes

Upon successful mastery of this course, students will be able to:

- Apply basic computing, mathematical concepts, and data analysis techniques to work with diverse data sets
- Organize and manage complex data using spreadsheets and SQL
- Evaluate data sets within the domain context and assess their viability for associated projects
- Create data visualizations to tell a story and apply ethical considerations to inform your decision-making processes within the real world



Core Courses
BUS500

Course Name

Introduction to Structured Data (60 clock hours)

Students will gain an understanding of basic methods and terminology used in data analysis and how data is generated and be able to organize and visualize data using spreadsheets and Structured Query Language (SQL). Students will begin preparing for the workplace by learning effective presentation and data storytelling techniques.

BUS501

Application of Structured Data (100 clock hours)

This course is designed to be an authentic experience where students apply the knowledge, skills and abilities learned in BUS500 to a real-world data project. Students will manipulate data using Structured Query Language (SQL) to tell a story and present the interpretation of data findings from the real-world project.





Human Resources Learning and Development Program

(200 clock hours)

This skills-based, noncredit program is designed to prepare students for a career in Human Resources with a focus on learning and development. Additionally, the program equips learners to successfully complete the HRCI® certification, an industry-recognized certification administered by a third party.

Through this program, learners will acquire expertise in designing and implementing impactful learning strategies, fostering a culture of continuous improvement, and contributing to employee growth and development within organizations. The curriculum emphasizes practical skills, including designing scalable digital learning solutions, effective coaching practices, and the application of learning analytics to assess resource effectiveness. By mastering these competencies, learners will be well-equipped for various roles in the dynamic field of HR Learning & Development, from entry-level to advanced positions.

Program-Level Student Learning Outcomes

Upon successful mastery of this course, students will be able to:

- Design and implement diverse, scalable, personalized, and sustainable digital learning strategies that align with stakeholder and business needs.
- Effectively communicate and document the coaching process to support employee development and organizational improvement.

- Apply the principles of learning organizations to foster a culture of continuous improvement.
- Explain and implement learning strategies that positively impact key areas of the talent lifecycle, including attraction, inclusion, development, management, and retention.
- Assess the effectiveness of learning resources and platforms using learning analytics.

Core Courses BUS515

Course Name

Learning and Development Foundations (100 clock hours)

This competency-based, noncredit course introduces students to the foundational principles of learning and development (L&D), focusing on practical skills such as creating diverse and effective digital learning strategies, documenting coaching processes, and fostering a culture of continuous improvement. You will also apply your knowledge through interactive activities and hands-on projects that develop your competencies. Through key topics like learning organizations, competencies for L&D, culture of learning, digital learning strategy, and coaching, students will gain the knowledge and skills needed to design scalable, personalized learning experiences, apply problem-solving and decision-making techniques, and implement best practices for employee motivation and development. This course emphasizes hands-on application and prepares students to contribute effectively to organizational growth.

BUS516

Learning and Development Planning (100 clock hours)

This competency-based, noncredit course focuses on advanced strategies in learning and development (L&D), emphasizing practical application through hands-on projects and portfolio development. Students will explore content curation, gamification, and measuring the effectiveness of training programs while aligning L&D strategies with organizational goals. Through topics such as talent strategy, learning analytics, and learning technologies, students will design gamified learning experiences, curate content for diverse groups, and evaluate training effectiveness using metrics like return on investment (ROI) and key performance indicators (KPIs). By the end of the course, students will have built a professional portfolio demonstrating their ability to plan

and execute effective L&D strategies, preparing them for success in L&D roles across industries.





Human Resources Talent Acquisition Program

(180 clock hours)

This skills-based, noncredit program is designed to prepare students for a career in Human Resources with a focus on talent acquisition. Additionally, the program equips learners to successfully complete the HRCI® certification, an industry-recognized certification administered by a third party.

This program is designed to prepare students for an entry-level position as a human resources (HR) talent acquisition specialist. Students will learn different recruitment phases, how to successfully build and implement recruiting strategies for diverse organizations, analyze and use data to streamline the recruitment process and make more informed hiring decisions. In addition, students will gain the knowledge, skills, and abilities needed to successfully design an effective rewards strategy, create the best candidate experience, define the employee experience, and analyze recruiting data to improve diverse recruitment practices. Students will create a scorecard for recruiting, as well as design and execute an employer branding strategy that focuses on inclusion, net promoter score and return on investment. By mastering these competencies, learners will be well-equipped for various roles in the dynamic field of HR Talent Acquisition, from entry-level to advanced positions.

Program-Level Student Learning Outcomes

Upon successful mastery of this course, students will be able to:

- Demonstrate understanding of how to establish an effective inclusive recruitment plan based on organizational strategy, business needs, and input from key stakeholders
- Demonstrate understanding of budgeting and workforce planning
- Demonstrate ability to develop documentation and communicate with stakeholders during the selection process
- Demonstrate understanding of how to use technology and data to improve inclusion and diversity in hiring practices and support retention of underrepresented employees

Core Courses
BUS510

Course Name

Talent Acquisition Fundamentals (100 clock hours)

This competency-based, noncredit course introduces students to the core principles of strategic recruitment and workforce planning, emphasizing equity-centered and data-driven approaches. Students will build practical skills through hands-on projects and real-world scenarios that strengthen their ability to develop strategic budgets, align recruitment priorities, and design inclusive hiring processes. Key topics include workforce planning and budgeting, recruitment strategy, equity-centered design, recruitment technology, selection best practices, and recruitment analytics. By the end of the course, students will be equipped to implement effective recruitment systems, measure key performance indicators, and attract, evaluate, and onboard a diverse and high-quality workforce. This course emphasizes applied learning and prepares students to drive equitable and strategic talent acquisition efforts within their organizations.

BUS511

Talent Acquisition Planning (80 clock hours)

This competency-based, noncredit course focuses on advanced strategies in recruitment and talent acquisition, emphasizing practical application through hands-on projects and recruitment portfolio development. Students will design employer branding strategies, map the candidate journey, and build recruitment scorecards to improve hiring outcomes and organizational reputation. Through key topics such as employer branding, recruitment planning, rewards strategy, employee experience, and recruitment dashboards, students will gain the skills to enhance candidate engagement, negotiate employee rewards, and implement inclusive onboarding practices. They will also learn to leverage recruitment technologies and analyze key data



sources to support evidence-based decision-making. By the end of the course, students will have created a comprehensive recruitment strategy and dashboard that demonstrates their readiness to lead effective, inclusive, and data-informed talent acquisition initiatives.





Project Management Program

(260 clock hours)

This skills-based, noncredit program prepares adults with the essential concepts, skills and practical knowledge required for successful careers in project management. This program consists of three courses that progressively build upon each other, providing a holistic understanding of project management principles and practices. Upon completion of the project management program, students will possess a solid foundation in project management principles, methodologies and documentation. They will be equipped with the necessary skills to excel in project management-based careers across diverse industries, making valuable contributions to organizations through effective project planning, execution and control. By completing this certificate program, students will be well-positioned to pursue opportunities as project managers, coordinators or team members in both traditional and emerging fields.

Program-Level Student Learning Outcomes

- Apply project management methodologies, including project life cycle phases, key project documentation and the impact of organizational factors on project success.
- Effectively manage project meetings, navigate project stakeholders, communicate within the project context and create detailed project reports and plans.

- Apply project planning, including the ability to create project schedules and develop plans for resource allocation, risk management and quality control.
- Analyze and manage key components of a project, including identifying areas that require attention, project scope, budget planning and project deliverables.

Core Courses BUS520

Course Name

Project Management Foundations (80 clock hours)

This competency-based, noncredit course introduces adult learners to the concepts and skills necessary to transition into project management-based careers. In this course, students will learn definitions and processes that contribute to the project management framework. The course will follow the project methodology of the Project Management Institute and explore the project life cycle, stakeholder management, how organizational culture affects project management, scope management and how a project is created. Students will prepare for the workplace by learning the foundations of project management and its critical role in all industries and work functions.

BUS521

Project Management Fundamentals (100 clock hours)

This competency-based, noncredit course is designed to introduce adult learners to the concepts and skills necessary for their transition into project management-based careers. The course outlines the knowledge areas needed to successfully plan for a project, including project scheduling, resource planning, budget planning, procurement planning, quality planning, communications and risk management. In this course, students will learn how to document the many facets of projects. Students will learn how to manage project meetings and effectively collaborate with project stakeholders. Students will prepare for the workplace by learning the fundamentals of project management and its critical role in all industries and work functions.

BUS522

Project Plan Development (80 clock hours)

This competency-based, noncredit course is designed to have students create a project plan and all of its components. Students will examine a practical project example, analyze the segments of the project and identify the key areas needed to manage the project. In this course, students will create a Business Case, Project Charter, Scope of Work (SOW), Work



Breakdown Structure (WBS), Communications Plan, Risk Breakdown Structure (RBS), Budget Plan, Project Schedule, Change Log, and Closure Document.





Career Readiness

Calbright College Career Readiness Micro-Credentials in Durable Skills and Job Search help to expand economic mobility and ensure students develop the knowledge, skills, and attitudes needed to gain employment and succeed within the workplace. Durable skills (also known as soft skills) are transferable, long-lasting abilities that are valuable across industries and roles, regardless of technological or organizational changes. Calbright is dedicated to preparing students to gain both the technical knowledge and these in-demand durable skills employers are seeking, making them stand out as a uniquely well rounded candidate when they apply for new opportunities.

Two to three carefully selected durable skills competencies are already integrated into each Calbright program, and students can also choose to complete Micro-Credentials to further enhance their career readiness and employability.

Durable Skills and Job Search Micro-Credentials

Calbright offers 10 Micro-Credentials: nine focused on individual durable skills, and one on job search. These non-credit, stand-alone learning experiences provide short, self-paced professional development opportunities to students. Upon completion of each Micro-Credential, students earn a digital badge that demonstrates their proficiency to employers and colleagues.

Career Readiness Topics Offered (9 durable skills, 1 job search):

- Critical Thinking and Problem Solving
- Oral Communication
- Written Communication
- Collaboration
- Emotional Intelligence (EQ)
- Growth Mindset
- Intercultural Fluency
- Integrity and Reliability
- Digital Savvy
- Job Search – includes resume writing, cover letter development, networking strategies, LinkedIn usage, job search techniques, and interview preparation

Learning Outcomes

Upon successful mastery, students will be able to:

- Apply relevant durable skills and foundational mindsets essential to success on the job
- Apply job search best practices to research employment opportunities, tailor application materials, and articulate transferable skills and experiences.

COUNSELING AND CAREER SERVICES

Calbright offers students a wide range of counseling and career services to help them build their academic, life, and career readiness skills.

Success Counselors support current students with basic needs, skill development, academic planning and career readiness. They're trained to provide holistic, solutions-based counseling to ensure that students have all the tools you need to be successful at Calbright. Meet with your Success Counselor for one-on-one support on any of the following topics:

- Strategies for academic success
 - Time management
 - Study skills
 - Goal setting
 - Connecting to Calbright resources
- Basic-needs referrals
 - Housing
 - Food
 - Mental health
- Holistic support
 - Stress management
 - Wellness
- Career readiness
 - General career support
 - General career guidance
 - Career Planning
 - Resume and cover letter
 - Interview Prep
 - Networking
 - Job search
 - Career change strategy

Calbright's Career Services Specialist provides enrolled students and alumni with hands-on support in their journey to a new career:

- Career readiness workshops
- Events with industry experts
- CareerConnect: Calbright's job board
- Career Services Hub: 24/7 career readiness resources

Workshops & Special Events:

Counseling & Career Services offers a wide range of workshops and special events. Common workshop topics include:

- Crafting Your Resume
- ChatGPT for Resume Basics
- Job Search Strategies
- Rock That Interview
- What's a Recruiter?
- Compelling Cover Letters
- Perfecting Your (Elevator) Pitch
- Leveraging LinkedIn
- Network Like a Pro: Using Informational Interviewing
- Strategic Career Change

Career Services Hub:

A one-stop hub for career development resources. Inside, students will find career pathway information, job search and career preparation tools, workshops and resources, all available 24/7 to help them move toward their goals. Whether they're exploring career options, building a resume, preparing for interviews, or planning for next steps, the Career Resources Hub is available whenever they need it.

CareerConnect:

CareerConnect is Calbright College's career services platform customized for Calbright students and alumni. On CareerConnect, you will find opportunities to develop career-relevant skills, strategize for your job search process and search for jobs. You will also find career-related resources, resume creation tools and so much more.

- CareerConnect Features:
 - **Job Search** - CareerConnect features a job search tool that students can use to look for and apply to jobs.
 - **Document Library** - The Document Library houses all of Counseling & Career Services students facing career prep resources. Students can find resume templates, worksheets, informational resources, and event/workshop recordings.
 - **Resume Builder** - this is a tool that walks students step by step through each section of a resume and then formats their information into a resume.



- **Mock Interview** - Students can complete a mock interview in a virtual setting. The recording will stay in their profile and can be shared with staff for feedback.



STUDENT SERVICES AND SUPPORT

Student Success

Calbright's Enrollment Services team provides direction, guidance and support for general questions ranging from basic technology issues to helping applicants with their next steps toward becoming a Calbright student. Support specialists provide a variety of services from application through enrollment. During the application and onboarding phase, support includes (but is not limited to) information about our programs, assistance with filling out forms, referral to resources and encouragement. Student Support Specialists within the Enrollment Services and Student Support teams are available via telephone, text, email or video conference. The Student Support team provides a balance of proactive and reactive support to enrolled students throughout their Calbright journey. Outreach is conducted based on each student's expressed availability, preferences, and unique needs in order to facilitate program progress and overall success. As subject matter experts in all things Calbright, Student Support can assist students with a wide scope of questions and connect them to any staff or department as necessary.

Success Counselors provide holistic personal, academic and career support to enrolled students in achieving their academic and career goals. Students meet with their assigned counselor to collaboratively develop success strategies, career planning and referrals to resources. Additionally, counselors will help students build life skills and establish personal milestones toward completion and job attainment.

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 navigate the Learning Management System (LMS) and connect with college resources and services, such

as Admissions and Records, Accessibility Services, Career Services, military services, wellness services and tutoring.

Tutoring and Learning Center

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 and will be freely available online to all active students. Tutoring services are offered by the staff of the Tutoring and Learning Center. For further information on tutoring services for students, email tutoring@calbright.org.

Admissions and Records

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, and enrollment verifications. For further assistance, please email admissions@calbright.org.

Accessibility Services

Accessibility Services is a voluntary and confidential program serving eligible students with disabilities at Calbright. It aims to ensure registered students with disabilities have the necessary academic accommodations and individualized services to participate fully and access equitably all educational and programmatic opportunities in pursuit of their educational goals at Calbright.

Examples of services offered include but are not limited to:

- Disability counseling and advocacy support
- Extended testing time
- Assistive technology and training
- Alternate media
- ASL interpreting
- Real-time/closed captioning
- College and community-based referrals

For further information on accessibility services for students, email accessibilityservices@calbright.org.

Students with a verifiable disability who don't wish to register with Accessibility Services but who require accommodations should contact the Dean of Student Journey, Ava Burns, at ava@calbright.org.

Digital Access and Equity

Calbright offers a device lending program designed to meet eligible 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 Wi-Fi hotspot to gain internet access, and use it for the duration of their enrollment. For more information email success@calbright.org.

Terms of Use

Pursuant to its [Computer and Device Policy](#), Calbright College lends devices to all eligible students. Students are responsible for the laptop and/or Wi-Fi 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 may be invoiced for any loaned devices that aren't returned once the specific due date and time have passed.



ACADEMIC CALENDAR

Calbright's noncredit programs are flexible. Students can start their programs at any time, set their own schedules, and study at their own pace, so learning fits into their lives. Support includes access to learning resources and the opportunity to complete online performance assessments any time, day or night, 24/7, year-round. We keep track of student progress and offer ongoing support to help students reach their goals.

Most programs can be completed in under a year. Students who need additional time may continue in their program for up to three years at no extra cost or academic penalty, provided they maintain satisfactory academic progress.

Calbright College operates on a flexible academic calendar designed to support working adult learners. Calbright's Academic Year runs from July 1st - June 30th. Students are enrolled in successive six-month terms, with new terms beginning every Tuesday. For example, if a student starts a program on June 16 2026, the term will end December 14, 2026.

Students are considered provisionally enrolled for the first 4 weeks at the start of their term or until they complete an academic activity. See the *Provisional Enrollment Policy* for details.

Student Term Calendar	
Last day to drop without a "W" (withdraw)	End of 4th week from the student's term start date
Last day to withdraw with a "W" on student record	End of 14th week (98 days) from the student's term start date
Appeals available for "EW" due to extenuating circumstances	Week 15 (after 98 days) through end of term
Academic progress mark assigned of Pass, No Pass or Satisfactory Progress (P, NP, SP)	Week 15 (after 98 days) through end of term

ADMISSIONS AND REGISTRATION

Tuition and Fees

For 2026-2027, all students admitted to Calbright College qualify for no-cost tuition and fees, including access to electronic learning materials embedded within each course and, when required, physical textbooks. Use of a laptop computer and/or internet hotspot is also provided as needed.

Refund Policy

Calbright College does not charge tuition or fees for its programs. As a result, there are no financial transactions associated with enrollment, and the College does not maintain a refund policy. All enrolled students receive access to required learning resources, textbooks, and technology support (e.g., loaned laptops or hotspots) at no cost.

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 anyone who is a California resident who possesses a high school diploma or equivalent (certificate of proficiency, GED), is 18 years of age or older, and may benefit from instruction offered.

Primary identification verification is done during the application process by the California Community College system-wide application, CCCApply. 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 an application and residency information online with an electronic signature verification.

For 2026-2027, Calbright is not admitting nonresident or international students.

California 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. Additionally, any California resident who meets the admission requirements and is

an apprentice, as defined in Section 3077 of the Labor Code, may also be eligible. Residence determination will be based upon information reported on a student's CCC Apply application. All application information attested to as accurate by the student under penalty of perjury.

California Residence Qualifications

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.

Cancellation Policy

Students have the right to cancel their enrollment before beginning any academic activity. A student is considered to have begun the program once they complete an academic activity, which includes, but is not limited to, submitting an assignment, taking a quiz, or participating in an online discussion board.

Before becoming actively enrolled, students may cancel their enrollment from Calbright within their Student Portal or request a cancellation through a Calbright administrator. Calbright administrators may process a student's request to cancel if a student is unable to do so on their own. After cancellation, no additional materials or services will be provided.

Technology Requirements

Minimum System Requirements

To participate successfully in Calbright's online programs, students must meet the following minimum system requirements:

Device Recommendations

- **Desktop or Laptop** (Preferred for optimal performance)
 - Computer 5 years old or newer recommended with at least 4GB of RAM
- **Tablets**
 - iPads 2019 (iPad OS 15 or later)
 - Android tablets 2020 or newer running Android 10+)
- **Smartphones** (Supported but not recommended for full functionality)
 - iPhones running iOS 17 or later)
 - Androids running Android 10 or later



Operating System

- **Windows:** Version 11 or later (Windows 10 with latest security patches)
- **MacOS:** Version 12 (Monterey) or later
- **Linux:** Recent stable distributions with up-to-date software
- **iOS:** Version 17 or later
- **Android:** Version 10 or later
- **ChromeOS:** 2022 or later

Browser Requirements

- Latest version of any **evergreen browser** (within the latest 2 major releases):
 - Google Chrome (recommended)
 - Mozilla Firefox
 - Microsoft Edge (Chromium Webkit engine)
- **Important Note:** Safari is not supported by all tools within the Learning Management System (LMS). Please use the above browsers for full functionality.

Internet Connection

- **Minimum Speed:** 10 Mbps download for basic functionality
- **Recommended Speed:** 25 Mbps or higher for smooth video streaming and faster load times/ 3 MBps Upload Speed

Software Requirements

- JavaScript enabled in your browser
- Cookies enabled for session management
- Updated drivers for video playback

Screen Resolution

- **Minimum:** 1366 x 720 pixels
- **Recommended:** 1920 x 1080 pixels or higher

Additional Notes

- For video streaming, ensure your device has hardware decoding capabilities for smooth playback.
- If using a tablet or smartphone, ensure you have the latest OS and browser updates installed.
- Recommend enabling GPU hardware acceleration in browser settings for smoother playback of content videos.

- VPNs and ad-blockers may interfere with some platform functionalities and should be paused..

If you experience any issues or require further assistance, please contact our support team at itsupport@calbright.org.

Military Residence and Benefits Policies

Note: Calbright College does not currently charge tuition or fees. The residency classifications and benefit eligibility information below are provided to align with California Community College system policies and federal VA regulations. While these classifications do not impact tuition at Calbright, they may be relevant for educational benefits, system reporting, or future program eligibility.

Military Personnel and Dependents

Note: Calbright College does not currently charge tuition or fees. The following residency classifications are maintained for compliance purposes only.

In accordance with Education Code Section 68074, section 1, 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, if applicable, 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 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 applicable.

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, if applicable, so long as the service member remains continuously enrolled at the institution.

Military Veterans Residence Status

Note: While Calbright does not charge tuition or fees, this information is retained for alignment with state and federal regulations that support student access to VA education benefits.

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 lives 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.

English Proficiency Verification

Calbright College offers enrollment in its programs to any California resident who meets admissions criteria at no cost. California high schools provide instruction in English, which satisfies the statewide English language proficiency requirement for admission to undergraduate programs at California Community Colleges.

In compliance with California Assembly Bill (AB) 705, which amended California Education Code 78213(a), “No community college district or college may use any assessment instrument for the purposes of this article without the authorization of the board of governors...” Additionally, Section 78213(e) states, “for the purposes of this section, ‘assessment’ means the process of gathering information about a student regarding the student’s study skills, English language proficiency, computational skills, aptitudes, goals, learning skills, career aspirations, academic performance, and need for special services.” Therefore, Calbright College is prohibited by state statutes from inquiring about prospective students’ English language proficiency, consistent with other California Community Colleges. CCCApply does not ask students whether English is the primary language spoken at home and does not inhibit application or acceptance to the College.

The 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 must be sent to the College for confirmation.

Registration Procedures

Students must complete an online application, complete orientation and sign their enrollment agreement.

Enrollment Procedure

A student enrolls in their program by completing their orientation. During orientation, a student will receive their enrollment agreement. Once a student signs their enrollment agreement they will officially be enrolled at Calbright.

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

Provisional Enrollment Period

Students are considered “provisionally enrolled” for the first 4 weeks of their terms’ enrollment or until they complete an academic activity. A student is considered “actively enrolled” once they complete an academic activity in the first 4 weeks of their term. 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 4 weeks of their term will be administratively withdrawn.

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 – Passing:** at least satisfactory, used to denote passing 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 “SP,” “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.

Withdrawal (W)

Students may withdraw from their program through their Student Portal. A “W” will be posted to the academic record for withdrawals that occur through the 14th week of enrollment. Additionally, an instructor may withdraw a student from their coursework with a “W” due to a lack of program progression or prolonged inactivity without an approved leave of absence. Instructor-initiated withdrawal is discretionary and may occur during the applicable withdrawal period; however, instructors are not required to withdraw students who are no longer participating or progressing. Students remain ultimately responsible for officially withdrawing from

coursework within established deadlines. The 14th week is based on the date of their term. 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.

Excused Withdrawal (EW)

Students may petition Admissions & Records for an excused withdrawal on week 15th through the end of their term for documented extraordinary circumstances beyond the control of the student such as medical emergencies, death/bereavement of immediate, natural disaster, legal immigration or deportation proceedings, incarceration or legal detainment.

Drop (D)

A student may be administratively dropped for a lack of academic engagement in their first 4 weeks during their provisional enrollment. Students may also drop themselves from their program within this period by completing a drop form through the Student Portal. Administrative and student-initiated drops do not appear on the academic record and carry no academic impact.

Satisfactory Academic Progress Policy

Calbright College is a non-credit, competency-based institution offering flexibly-paced programs with rolling weekly enrollments. Satisfactory Academic Progress (SAP) measures a student’s progress toward successful program completion. To maintain SAP, students meet both qualitative and quantitative standards, which ensure that students are progressing toward program completion within a defined maximum timeframe.

This policy applies to all students, regardless of program, and is evaluated at the end of each six-month term.

Key Definitions

Competency: A clearly defined skill, ability, or knowledge area that students must master to complete a course or program outcome. Competency is determined by verified demonstration of specified knowledge, skills, abilities, and/or attitudes.

Substantive Academic Activity (SAA): Any documented academic activity that reflects meaningful student engagement with the program, including but not limited to submitting an assignment, taking an assessment, participating in a discussion board, or engaging in instructor-led activities.



Qualitative Measure

Calbright College defines competency mastery (a grade of pass) as equivalent to a grade of “B” or better (3.0 on a 4.0 scale). Students must demonstrate mastery of each competency by scoring 80% or higher on required assessments, as evaluated by instructor-validated rubrics.

Students are assigned a grade of Pass (P), Satisfactory Progress (SP), No Pass (NP), or Withdraw (W) for each course within a six-month term.

Students who withdraw by the end of the six-month term may receive a “Withdraw (W)” grade if the withdrawal occurs during the withdrawal period (within the first 14 weeks of the term).

Students who remain academically active in a term but have not yet completed all course requirements will receive an “SP” grade to indicate continued progress. Students who do not demonstrate academic activity may be administratively withdrawn and assigned an “NP.”

Quantitative Measure

To maintain satisfactory academic progress, students must successfully complete at least five competencies during each six-month term. A competency is considered successfully completed when the student has demonstrated mastery by earning a “Pass” grade, which requires a score of 80% or higher on required assessments.

The institution takes appropriate action if students do not meet the institution’s minimum standards of progress. Based on Calbright’s flexible approach, students who receive an NP are dropped at the end of the semester (qualitative), and messaging is sent regarding not meeting SAP for students who do not complete at least five competencies in a term, along with resources offered to help students get back on track (quantitative).

Maximum Timeframe

Students must complete all program requirements within a maximum of three years (six consecutive six-month terms) from their date of enrollment.

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, email or text). Electronic communications will go through the free Calbright College email account provided to each student, or through the calbright.edu [Student Portal](#). It’s 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 of competency are automatically delivered upon program completion. To verify enrollment, request transcripts or access previously awarded certificates, students may log into their Student Portal and access Admissions and Records Services. Transcripts, certificates, and verifications of enrollment are free of charge.

Notice of Transferability of Credits

Transferability of any course or program learning completed at Calbright is determined solely by the receiving institution to which students seek to transfer. Other institutions may or may not recognize Calbright coursework or competencies toward their own academic credentials. Students intending to transfer should consult the receiving institution for guidance.

Credit for Prior Learning (CPL) Policy

Calbright College recognizes and values the knowledge, skills, and credentials students have acquired through eligible previous work, training, military service, industry certifications, and other non-traditional learning experiences.

Calbright bases CPL decisions on equivalencies between the courses offered and verified industry certifications, workforce experience, training, and other documented learning. Students may submit documentation to support their request for credit for prior learning during the initial enrollment phase.

Under Calbright's CPL process:

- A successful CPL request waives the approved course(s), up to 50% of courses in the applicable program, allowing students to progress without repeating what they have already mastered.
- All CPL determinations are made using consistent, transparent criteria vetted by faculty, industry experts, and credentials.
- Students may appeal a CPL denial by providing additional or improved documentation that demonstrates how their prior learning meets the program's course requirements and outcomes.



- CPL is provided at no cost to students and does not affect program quality or the credential earned.

Pursuant to the guidelines outlined in [§55050](#) Credit for Prior Learning, Calbright's CPL process has been designed to reduce barriers, recognize achievement, and accelerate student progress, while ensuring that all graduates meet the same high competency standards.

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 six-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's recommended that students discuss their leave of absence with their Success Counselor and/or instructor prior to submitting a request.

Provisionally enrolled students aren't 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

APPENDICES

Academic Policies

Provisional and Active Enrollment

A student is considered provisionally enrolled during the first 4 weeks at the start of their term until they have submitted a substantive academic activity. An academic activity includes but is not limited to participating in an online discussion board, taking a quiz or submitting an assignment. Students who do not submit at least one academic activity within 4 weeks at the start of their term 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're unable to complete their program. Students may submit a drop/withdraw form from their Student Portal.

Continuous Enrollment

Calbright is a “continuous enrollment” institution, which means a student will be automatically enrolled in a new term if they're maintaining “satisfactory progress” in their program pathway. Each student term is six months long. Longer terms and continuous enrollment allow a student to focus on their studies without breaks between terms.

Calbright requires that students make measurable progress toward the completion of their programs every term. Students must still be actively engaged, completing academic activities in the last 80 days of their term in order to be enrolled in a new term.

Requirements for Calbright College Program Certificates of Competency

Students may be awarded a Calbright College Noncredit Certificate of Competency upon successful completion of their area of study (such as Medical Coding for Physician Services, Introduction to Information Technology Support, Defensive Cybersecurity, etc).

Repeatability



Students who request to retake a course due to significant curriculum changes or to prepare for certification exams will be granted access to the course again, allowing them to review the updated material.

Re-enrollment

Students who have been dropped or have 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. Students who wish to return more than a year after their last date of enrollment will need to reapply to Calbright.

Just BE Collaborative

The purpose of the Just BE Collaborative is to promote strategies and best practices encompassing DEI. At Calbright, this work will inform how we intentionally build an organizational culture that seeks to address and promote DEI without intersectional structural bias.

The collaborative 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 Rights and Grievances - Student Complaint Process

Calbright College strives to maintain a safe, positive learning and working environment for all students, staff, faculty and community members. The student grievance process, definitions, and timelines are outlined in [Administrative Procedure 5530 Student Rights and Grievances](#).

The process for initiating a grievance or complaint may be found on the college's [website](#). The grievance officer for Calbright College is the Vice President of Human Resources or their designee. The informal process described in [Administrative Procedure 5530](#) is the quickest and most successful way of resolving issues involving the college. Students are encouraged to work through the informal campus complaint process first. If the informal process is unsuccessful or would like to make the submission official, they may then submit the [Report a Concern](#) form.

Informal meetings and discussions between persons directly involved in a Grievance are essential at the outset of a dispute and should be encouraged at all stages. An equitable solution should be sought before persons directly involved in the case have stated official or public positions that might polarize the dispute and render a

solution more difficult. At no time shall any of the persons directly or indirectly involved in the case use the fact of such informal discussion, the fact that a Grievance has been filed, or the character of the informal discussion to strengthen the case for or against persons directly involved in the dispute or for any purpose other than the settlement of the Grievance.

If informal efforts are unsuccessful or not appropriate given the nature of the concern, students may submit a formal grievance by completing the **Report a Concern** form. The grievance must be submitted within 6 months of the incident or of the student's learning of the issue that is the basis of the grievance, whichever is later.

Issues related to harassment or discrimination are described in [Administrative Procedure 3410 Nondiscrimination](#) and [Administrative Procedure 3430 Prohibition of Harassment](#). Complaints regarding potential discrimination or harassment may also be initiated with the **Report a Concern** form using the link located in the footer on every page of the College's website.

Upon receiving the form, the Grievance Officer contacts the student within five days to explain their rights and responsibilities and, if needed, assist in preparing the Statement of Grievance. If no resolution is reached within 10 business days of the initial meeting, the student may request a formal grievance hearing referenced in [Administrative Procedure 5530](#).

Most complaints, grievances, or disciplinary matters should be resolved at the college level. Issues that aren't resolved at the college or district level may be presented via resources provided by the California Community Colleges Chancellor's Office. Complainants can utilize the **online forms** provided by the California Community College Chancellor's Office to submit a grievance, or a complaint of discrimination, to the Chancellor's Office. A student may file a grievance or grieve an action or decision of the district when the student feels that their status and/or rights have been adversely affected.

Students who have not resolved their complaint through Calbright's internal grievance procedures and after any applicable review by the California Community Colleges Chancellor's Office may file a complaint with Calbright's accrediting organization, the Distance Education Accrediting Commission (DEAC). Complaints must be submitted in writing and should include a clear description of the issue, relevant dates, names of individuals involved, and any documentation of previous attempts to resolve the complaint. All submissions are treated confidentially by DEAC. DEAC will review the complaint as part of its ongoing assessment of the institution's quality and adherence to accreditation standards and may require additional information during its investigation. DEAC's contact information is as

follows: Distance Education Accrediting Commission, 1101 17th Street NW, Suite 808, Washington, D.C. 20036; Phone: (202) 234-5100; Website: www.deac.org.

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, ethnicity, color, medical condition, genetic information, ancestry, sexual orientation, marital status, physical or mental disability or pregnancy, or because someone is 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.edu/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 that 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.edu/report-a-concern/>. All participants are protected from retaliatory acts by Calbright College and 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's recommended that students be comfortable with computers, particularly the internet, before taking an online course.

Calbright's "Regular and Substantive Interaction Policy" describes the minimum frequency of quality instructor-student interaction in a distance education class. Regular and substantive interaction can be accomplished in a number of ways, including but not limited to: participating in discussion forums that are academic in nature, synchronous learning sessions (e.g. live via Zoom), providing feedback on academic assignments, etc. Your department has included examples in the course outline of record. 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. The College-provided LMS provides both accessibility and verifiability. The College-provided LMS and synchronous technologies, including online chat (scheduled or unscheduled), telephone contact, video conferencing, virtual field trips, virtual meetings and online presentation platforms such as ConferZoom; and asynchronous technologies, including email and other correspondence, discussion forums or boards, class announcements via the LMS homepage, websites, blogs, podcasts, voicemail, SMS/text messaging and 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, digital literacy and course content. Program faculty provide additional academic tutoring 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.

Student Identity Verification

Primary identification verification is done during the application process by the California Community College systemwide application, CCCApply (See Exhibit 32 "ID Verification"). CCCApply currently employs ID.me to enhance fraud prevention. 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; with 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.

CCCApply also leverages ID.me and CA DMV Wallet, secure identity verification services that allow applicants to upload identification documents to confirm their identity.

Once the student submits their application CCCApply will run its spam filter on the application which uses machine learning to see if an application meets criteria set by the growing number of applications in CCCApply for fraud. Applications that meet this fraud criteria are placed on hold.

One of the factors of consideration used by this process is whether an applicant has completed ID.me, or opted out. Applicants that opt out of ID.me are scored with a greater likelihood of being fraud versus those that complete the verification.

Applications that make it past CCCApply's spam filter are then brought onto our campus system where Calbright then runs an additional filter on application email domains, foreign IP addresses, and phone numbers to help filter out any fraudulent, or fake submissions.

Any applications that are caught by the CCCApply or Calbright filters, have a hold placed on them and the applicant is prompted to contact the Enrollment Services Team, who follow these steps to verify the identity of the student:

1. Enrollment Services requests students' CCCIDs and locates the corresponding record in the Staff Portal.
2. Enrollment Services confirms students' interest in the College and their intent to apply.
3. Enrollment Services asks students to verify their program pathway of interest and provide two additional pieces of personally identifiable information, including:
 - a. Personal email address
 - b. First name
 - c. Middle name
 - d. Last name
 - e. Zip Code

Upon completing these steps, the hold is lifted, and students receive an email with instructions on how to begin the Orientation process.

Once the application 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 (SSO) credentialing, which must be acknowledged by the student, to all campus applications, including the student portal, Learning Management System, Slack 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, which allows the student to log in once and have access to all their college-related systems and services.

Student Code of Conduct - Standards of Student Conduct

Calbright College expects all students to uphold a high standard of personal and academic integrity.

Code of Ethics and Integrity

Calbright College is committed to fostering an ethical, respectful, and academically honest community. Students are expected to:

- Act with honesty in all academic work, avoiding plagiarism, cheating, or other forms of academic dishonesty;
- Interact with peers, staff, and faculty in a respectful, inclusive, and professional manner;
- Use college-issued technology responsibly and in compliance with the Acceptable Use Policy;
- Contribute to a safe and supportive learning environment for all members of the community.

Violations of these ethical expectations may be addressed under the Student Code of Conduct and the Student Discipline Procedures.

Violations of the Student Code of Conduct

The following behaviors are considered violations of the Student Code of Conduct and may result in disciplinary action, including but not limited to the removal, suspension, dismissal, 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;
- 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 that results in injury or death to a student or to college personnel or 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 that 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's 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's administered;
 - e. Selling or giving away all or part of a test before it's 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 or 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

AI Statement

At Calbright College, we embrace the thoughtful integration of artificial intelligence (AI) to support students in building essential digital literacy skills that enhance both their professional and personal lives. Calbright College encourages the use of AI in our programs, where appropriate, to offer valuable support for learning, such as exploring ideas or better understanding complex concepts. Calbright College intentionally includes opportunities for students to engage with AI as a tool to strengthen career-relevant skills.

As with any technology, Calbright College promotes using AI ethically and responsibly, including promoting personal privacy and making informed choices about when and how to incorporate it into one's academic work. Each academic program may have its own AI policy, aligned with campus-wide policy and tailored to reflect industry standards and discipline-specific practices—these policies will be clearly outlined in individual course syllabi.

Calbright College's approach to AI is rooted in transparency and adaptability, with policies reviewed and updated regularly to reflect ongoing technological developments and educational best practices. Students who are suspected of violating student AI use policies may be required to engage in additional educational processes and/or complete additional work. If students submit an assignment that is out of alignment with this policy, students may be required to revise their work and resubmit the assignment, and/or meet with an instructor. If students do use AI as part of their assessment submission, even if it's just for formatting or grammar,



students should expect that their instructor may review it and ask follow-up questions.

Non-Academic Dismissal Policy

Violations of the Student Code of Conduct may result in a range of disciplinary actions, including removal, suspension, dismissal, or expulsion from the College. Dismissal may be issued in cases of serious or repeated violations, as determined through a structured and equitable process, as outlined in the Student Discipline Procedures.

Student Discipline Procedures

Calbright provides a prompt and equitable means to address violations of the Student Code of Conduct - 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's 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 won't be used to punish expression that is protected.

Communication and Digital Citizenship Policy

As a fully online community college, Calbright College student communication spaces, including email (@calbrightcollege.org accounts), Slack Workspace, Zoom and Learning Management Systems ("Communication Spaces"), have been established to facilitate communication between learners enrolled in Calbright College ("Students"), faculty, staff and administration in order to advance Calbright's mission. Calbright requires all Students to understand the expectations for appropriate behavior involving the use of these Communication Spaces. All learners who are enrolled in any Calbright program agree to abide by the following:

- A.** All Students shall abide by all applicable Board Policies, Administrative Procedures and the Standards of Student Conduct. All Board Policies and Administrative Procedures can be accessed through the [Policies](#) tab on

Calbright's website. Standards of Student Conduct can be accessed through the Academic Catalog from the Calbright College homepage.

- B. Student Email:** The use of college email is one of the official means of communication with students at Calbright. Email ensures that learners are receiving important, time-sensitive messages from Calbright. Students may receive emails sent to their personal email account or Calbright-assigned email account. Students are expected to check their email (including junk/spam folders) regularly and respond to requests from Calbright faculty and staff.
- C. Digital Citizenship:** Students will use all Communications Spaces for Calbright-related purposes that Calbright faculty, administrators or employees have assigned or approved. Inappropriate uses include but are not limited to:
- a. Access, post, display, or otherwise use material that is discriminatory, defamatory, obscene, sexually explicit, harassing, intimidating, threatening or substantially disruptive to the orderly operation of Calbright.
 - b. 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.
 - c. Send/transmit, download, upload, or post messages that may be considered physically, sexually or verbally threatening or harassing.
 - d. Disclose or in any way cause to be disclosed confidential or sensitive Calbright, employee or learner information without prior authorization from a Calbright administrator or designee.
 - e. Engage in personal commercial or other for-profit activities.
 - f. Engage in unlawful use of Calbright technology for political activities or lobbying.
 - g. Infringe on copyright, license, trademark, patent or other intellectual property rights.
 - h. Intentionally disrupt or harm Calbright technology or other Calbright operations.
 - i. Install unauthorized software.
 - j. Invade the privacy of another.
 - k. Engage in or promote unethical practices or violate any law or Board Policy, Administrative Procedure, Standards of Student Conduct or Calbright policy.



- l. Send unsolicited messages, including advertising material and/or requests for fundraising for personal or private causes.
- m. If a Student is unsure whether a use is appropriate, they shall consult with a Calbright official prior to engaging in such use.

Calbright has the right to monitor the use of all Communication Spaces for improper use without advance notice or consent. Students understand and acknowledge that there is no reasonable expectation of privacy in Calbright-controlled Communication Spaces, and Calbright may revoke access to Communication Spaces in the event that there is a reasonable suspicion of inappropriate use.

Students who are in material breach of this agreement may be subject to disciplinary action and/or referral to law enforcement.

Indemnification: By participating on Slack, Students agree to reimburse and hold Calbright harmless from and against any and all liabilities, costs and damages (including attorneys' fees) that arise out of or relate in any way to the use of, or misuse of, Calbright communication software.

Online Etiquette for Students

As a Calbright College student, it's important to follow proper online etiquette at all times. For example, students must:

- Treat all Calbright employees and students with courtesy and respect at all times.
- Avoid using offensive or discriminatory language.
- Be mindful of your communication style. Sarcasm or tone can be easily misinterpreted in an online environment.
- Respect the privacy of your classmates and employees by not sharing screenshots, recordings or any conversations without permission.

We're here to help you succeed. Should you require any reading or writing assistance, Calbright has an academic support team to help you.

Online etiquette, or "good" online behavior, is essential to maintaining a healthy and productive learning environment in an online setting.

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 1 of every year beginning in 2020.

Students who wish to report a safety concern should do so through our complaint process at <https://www.calbright.edu/report-a-concern/>

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 who are on academic or progress probation or are otherwise identified as at-risk students.

Enrollment Agreement

During student orientation, Calbright shall provide students with their enrollment agreement. It will address a student’s education goal and program of study requirements, applicable course prerequisites or corequisites, 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 the Enrollment Agreement is 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's 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

Calbright College is committed to providing an accessible and equitable learning environment for all enrolled individuals. Accessibility Services (AS) ensures that students with disabilities receive appropriate and individualized services and accommodations designed to meet their unique needs.

Appropriate Services and Modifications: Calbright College shall provide services appropriate to the needs of students with disabilities. Where necessary, modifications to services, or the use of alternative tests, methods, or procedures shall be implemented to accommodate student needs.

Documentation of Need: The College may require students requesting accommodations to provide documentation or proof of need to facilitate the determination of appropriate services.

Voluntary Participation: Participation in Accessibility Services is entirely voluntary, and your choice to engage with Accessibility Services (AS) will never impact your access to necessary accommodations in your learning journey. We believe in empowering you to succeed on your terms.

Students who choose not to register with Accessibility Services but require accommodations will need to meet with the Dean of Student Journey to determine appropriate support, and may still be required to provide necessary documentation. No student shall be denied necessary accommodations in the assessment or learning process due to a choice not to utilize specialized matriculation services provided by these programs.

Students who need pre-enrollment accommodations should contact accessibilityservices@calbright.org for temporary accommodations and will be asked to complete the registration process if they would like to continue receiving accommodations. Additional information regarding Calbright's accessibility services can be found at <https://www.calbright.edu/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 at 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 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 that 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 Sections 66093.3 and 76200 et seq.; Title 5 Sections 54600 et seq.; Civil Code Sections 1788.90 et seq. and 1798.85; 20 U.S. Code Section 1232g subdivision (j) (U.S. Patriot Act), 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 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 student 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 and 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 not 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" won't 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, 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 Student Journey, 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 Student Journey 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. The Dean of Student Journey, 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's conducted. The Dean of Student Journey, 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 Student Journey, 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 redisclose 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 and 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 website without also requiring a password or unique personal identification number or other authentication device; 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

The Board of Governors of the California Community Colleges exercise general supervision over the California Community Colleges and prescribes minimum standards for the formation and operation of the system. The Board of Governors selects a system chancellor, who presents recommendations to the Board. The Board of Governors retains legislative authority to develop and implement policy for the CollegeCalifornia Community Colleges. Members of the Board of Governors are appointed by the Governor of California, and its composition is governed by provisions in the California Education Code.

The California Community Colleges Board of Governors concurrently serves as the Calbright College Board of Trustees, retaining legal control and responsibility for all Calbright College operations and personnel appointments, including leadership, administrative, and staff positions.

The following are the names and titles of the current Board of Trustees:

Board of Trustees

Hildegarde B. Aguineldo
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Board Member

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Emerging Technology Advisory Council

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Founder and CEO, Tassel Software

Ken Desforges

Director of Information Systems, City of Diamond Bar

Jon Gossard

Senior IT Security Manager, Orange County Employees' Retirement System

Olivia Herriford

CEO, Herriford Consulting

Lan Jenson

CEO, Cybertrust America

John Malonson

Senior Manager of Centralized Cybersecurity Solutions, Raytheon Technologies

Shobhit Mehta

Security & Compliance Director, Headspace

Timothy Pérez, D.Sc., CISSP

Emerging Technology Advisory Council Chair, Calbright College (Internal Council Facilitator)

Karla Shields

Associate Director, Cognizant

Michael Steinke

IT Manager, City of Costa Mes



Business Advisory Council

Rosie Acevedo

Sr. Mgr., Employment Practices & Ent. HR Policy,
Cox Enterprises

Norma Flores

Director, Operational Strategy and
Customer-Centric Innovation, Parship Meet Group

Larry Goode

HR Consultant, Various Companies

Sandra Fowler, Ed.D.

Business Advisory Council Chair Calbright College
(Internal Council Facilitator)

Eddie Lin

Co-Founder and CEO, NexusEdge Education, Inc.

Stacie Nevares

Lead Project Manager, Kaiser Permanente

Gordon Lee

Managing Director of Technology, COOP Careers

James Hsieh

CEO, Cyber Elite AI

Lee Sailor

CEO, Sailor Business Advisory Services
and CAO, TORL Biotherapeutics LLC

Kari New

Director, Slalom Consulting

Matt Benford

CFO, DataKind, Inc.



Healthcare Advisory Council

Emily Aguirre

Risk Adjustment and Quality Coordinator,
Physicians Data Trust

Torhon Barnes

Consultant, Advance Orange County

Kevin R. Collins Sr.

Supervising Community Health Worker, Los
Angeles County Department of Mental Health

Kara Kuvakas, Ed.D. Healthcare Advisory
Council Chair (Interim), Calbright College (Internal
Council Facilitator)

Chelle Dixon

Director of Patient Finance-Ambulatory,
NorthBay Health

Andrea McClure

Professional Coding Support Services Lead Coder
III, Kaiser Permanente

Linda Mount

Strategic Business Consultant (Healthcare)
Department of Apprenticeship Services

Crystal Olivo

Chief Program Officer, Southern California Health
and Rehabilitation Program (SCHARP)

Ahana Singh, Ed.D., MPH

Manager, Transform Health, LLC



Executive Leadership

Ajita Menon, M.P.P.
Chief Executive Officer and President

Carmen Drummond, M.A.
Chief of Staff

Edward Lee, MBA
Chief Financial Officer

Vivek Vyas, M.S.C.E.
Chief Product Officer

Juanda Daniel, J.D.
General Counsel

Tamika Connor, Ed.D.
Senior Vice President for Strategic Initiatives

Marisa Bold, MBA

Vice President of Sustainable Growth and District Development

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

Shannon McCarty, Ph.D.
Vice President of Learning and Instruction

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

Binh Do, MBA
Vice President of Research and Development

Brendan Volheim, B.S.
Vice President of Engineering

Full-Time Instructional Faculty

Elizabeth Biddlecome, B.S.

Cybersecurity
M.S., Rochester Institute of Technology
B.S., Rochester Institute of Technology
A.S., City College of San Francisco

Arjen Booy, M.S.

Instructional Design
M.S., Radboud University Nijmegen
B.S., Saxion University of Applied Sciences

Andrea Brewster, Ph.D.

Curriculum and Assessment Development
Ph.D., University of California, Los Angeles
M.A., University of California, Los Angeles
B.A., University of California, Irvine

Cindy Carney, M.A.

Medical Coding
M.A., Ashford University
B.S., Ashford University

Sandra Fowler, Ed.D.

Department Chair, Business
Ed.D., California State University, Sacramento
MBA, Capella University
B.S., California Polytechnic State University, San Luis Obispo

Trelisa Glazatov, Ph.D.

Instructional Design
Ph.D., Nova Southeastern University
Ed.S., Nova Southeastern University
M.Ed., Wayne State University
M.H.S.A., University of Michigan
B.S., University of Iowa

Ashley Odell, M.A.

Career Readiness
M.A., San Jose State University
B.A., University of California, Berkeley

Benjamin Riggerberg, B.A.

Customer Relationship Management
B.A., California State University, Northridge

Jessica Schaid, M.A.

Curriculum and Assessment Development
M.A., New Mexico State University
B.A., University of Wisconsin- Eau Claire

Michael Stewart, M.Ed.

Interim Department Chair, Technology
Introduction to Information Technology Support,
Network+
M.Ed., American College Education
M.S., California State University, Monterey Bay
B.A., San Jose State University



Full-Time Counseling Faculty

Errin Sullivan Arcos, M.S.

Counseling

M.S., California State University, Fresno

B.A., California State University, Fresno

A.A., Porterville Community College

Kellie Corbisiero, M.S.

Counseling

M.S., California State University, Sacramento

B.A., Humboldt State University

Shemila Johnson, M.A.

Counseling

M.A., Golden Gate University

B.S. University of Phoenix

Antoinette Magee, M.A.

Counseling

M.A., University of Texas at Tyler

M.A., California State University, Dominguez Hills

B.A., San Francisco State University

D. Denise Temal, M.S.

Counseling

M.S., California State University, Long Beach

B.A., University of California, Los Angeles

A.A., Fullerton College

Miesha Willis, Ed.D.

Counseling

Ed.D., Argosy University

M.S., University of Southern California

B.A., University of California, Berkeley

Rondy Yu, Ph.D.

Counseling

Ph.D., University of California, Santa Barbara

Ed.S., California State University, Sacramento

M.A., California State University, Sacramento

B.A., University of California, Davis



Adjunct Instructional Faculty

Matt Brinkerhoff, B.A.

Customer Relationship Management
B.A., University of California, Santa Barbara

Eileen Domerchie, Ph.D.

Human Resources Learning and Development
Ph.D., Capella University
M.A., John F. Kennedy University
B.A., University of California, Santa Cruz

Michael Dudas, B.S.

Cybersecurity
B.S., University of Phoenix, San Diego

Arasch Fatemi, MBA

Customer Relationship Management
MBA., University of North Alabama
B.S., Regis University

Michael Franklin, B.S.

Introduction to Information Technology Support
M.S., Georgia Institute of Technology
B.S., California State Polytechnic University,
Pomona
A.S., Irvine Valley College

Brenda Galvez, Ed.D.

Workforce Readiness
Ed.D., University of California, Los Angeles
M.Ed., University of Southern California
B.A., University of California, Los Angeles

Justin Garcia, PsyD

Project Management
PsyD., Alliant International University
M.A., California State University, Fresno
B.A., University of California, Irvine

Pilar Huffman, Ed.D.

Human Resources Talent Acquisition, Human
Resources Learning and Development
Ed.D., California Baptist University
M.A., Azusa Pacific University
M.A., California Baptist University
B.A., Ashford University

Tasha Johnson, M.S.

Workforce Readiness
M.S., National University
M.A., California State University, Fresno
B.A., Fresno Pacific University

Luis Daniel Juarez, M.S.

Project Management
M.S., Western Governors University
B.S., University of Phoenix

Irvin Lemus, B.S.

Introduction to Information Technology Support,
Network+, Cybersecurity
B.S., Mt. Sierra College

Joseph Lewis, M.S.

Workforce Readiness
M.S., Georgia Institute of Technology
M.S., Western Governors University
B.S., Kennesaw State University

Payel Madero, DBA

Medical Coding
DBA, Trident University International
MBA, Keller Graduate School of Management
B.S., DeVry University
A.S., DeVry University

Cornelius Mason II, B.S.

Cybersecurity
B.S., Excelsior College

Michele Massio-Voelkert, M.S.

Human Resources Learning and Development
M.S., Brandman University
B.S., University of Phoenix

Naiimah Morrow, B.S.

Customer Relationship Management
B.S., California State University, Long Beach

Shruthi Nadig, M.P.A.

Human Resources Talent Acquisition, Human
Resources Learning and Development
M.P.A., University of New Mexico
B.B.M., Bangalore University

John Newsom, M.A.

Project Management
M.A., Loyola Marymount University
B.A., DePaul University



Catherine Parker, M.A.

Data Analysis

M.A., California State University, Northridge

B.A., California State University, Northridge

A.A., College of the Canyons

Hilda Posada, M.S.

Data Analysis

M.S., California State University, Long Beach

B.S., State University of New York College at

Oswego

Bryan Queme, Ph.D.

Data Analysis

B.S., Biola University

Marco Quezada, B.S.

Introduction to Information Technology Support

B.S., National University

Ellen Rinker, M.S.

Project Management

M.S., DeVry University

Gloria Gonzalez, M.S.

Community Health Worker

Ph.D., University of California, Los Angeles

M.A., University of California, Los Angeles

B.A., University of California, Berkeley

A.A., Mount San Antonio College

Doug Spindler, M.S.

Introduction to Information Technology

Support, Network+, Cybersecurity

M.S., Fort Hays State University

B.A., University of California, Berkeley

B.S., California State University, Sacramento

Lauren Vantalia, DBA

Introduction to Information Technology Support

DBA, Argosy University

MBA, University of Phoenix

B.S., Coleman University

Brandy Weaver, M.S.

Data Analysis

M.S., California Baptist University

B.R.E., West Coast Baptist College

Samara Wenten, M.A.

Customer Relationship Management

M.A., University of Nevada, Reno

B.A., University of Colorado, Boulder

Anthony Gittens, M.S.

Community Health Worker

D.P.H., Loma Linda University

M.P.H., Loma Linda University

B.S., La Sierra University



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