INSTITUTIONAL HISTORY

California Intercontinental University was founded in 2003 from a deep commitment to guide, motivate, and inspire a diverse student body as to unlock their potential and achieve success using Internet-based instruction and innovative technology to provide effective distance education and learning. In 2009, the Distance Education Accrediting Commission (DEAC) accreditation agency approved the institution as an accredited degree-granting school.

California Intercontinental University, referred to as the University, is a distance education institution of higher learning dedicated to the promotion of quality learning, critical thinking, and the discovery of new knowledge for the benefit of diverse business communities. We strive to admit motivated and committed students who, through their academic accomplishments, will become successful business managers, executives, leaders, researchers, and consultants. We are a student-centered institution that adheres to the highest principles of integrity, ethical standards, fairness, and academic excellence.

INSTITUTION MISSION STATEMENT

The mission of the University is to provide quality distance education, effective student services, and accessible innovative online degree programs enabling students to become successful business professionals, leaders, and entrepreneurs for the twenty-first century. Through its distance education programs, the University equips tomorrow's business leaders with a sense of responsibility and vision for the future.

The University strives to be a quality online educational institution grounded in modern, effective, sound academic philosophy dedicated to exploring knowledge and practices enabling students to develop skills and intuition leading to their ability to fulfill civil expectations, ethical obligations, and professional roles. Students are exposed to innovative learning tools, practical skills, and the confidence to achieve success in Business Administration, Business Management, Health Care, and Information Technology. Thus, the philosophy of the University centers upon the developing the next generation of compassionate, competent, and professional individuals to become successful business leaders.

INSTITUTIONAL GOALS

The University supports the following institutional goals:

• To enable students to pursue progressive distance education programs offering an interdisciplinary approach to the study of business, administrative disciplines, management, and leadership.

• To provide up-to-date and challenging curricula with practical application for evolving global business environments, honing graduates' leadership abilities, and enabling them to gain business expertise.

• To deliver a competitive distance education that provides quality instruction and services to all students.

• To provide a platform for enhancing and developing critical thinking, analytical skills, investigative ability, and innovative problem-solving capabilities.

• To provide opportunity for considerable personal and professional development.

• To maintain an on-going institutional assessment program that covers student learning, curriculum delivery and effectiveness, faculty scholarly activity, student services, financial stability, and administrative leadership.

• To become a reputable and recognized distance education university.
EDUCATIONAL OBJECTIVES

The University ensures that graduates are prepared to succeed in a variety of professional, civic, and personal settings. Thus, the University strives to attain its institutional goals by incorporating the following learning and career outcomes into its programs:

- Students having been exposed to new knowledge and business ideas and will be able to prepare research projects, Thesis, or Dissertations complementing existing knowledge and represent in-depth investigative work and critical analysis of a business issue or problem.
- Graduates can demonstrate competencies involving: (a) communication; (b) human relationship management; and (c) advanced business knowledge while demonstrating the required professional skills for specialized business career preparation involving leadership befitting an increasingly diverse global economy.
- Graduates can apply effective analytical skills and critical thinking during demonstrations of: (a) professional communication; (b) scholarly activity; (c) proposal writing; (d) development of business concepts; and (e) articulation of strategies involving organizational management and leadership.
- Graduates can articulate and act upon ethical dilemmas and norms commonly found in their professional efforts in the hopes of supporting sound leadership and management practices.
- Graduates can formulate innovative and modern management techniques necessary to design, manage, and build profitable business units in corporations and public and private businesses.

DEGREE PROGRAMS AND SPECIALIZATIONS

The University offers a range of undergraduate and graduate degrees involving innovative learning tools, practical skills, and the confidence to achieve success in Business Administration, Business Management, Health Care, and Information Technology.

UNDERGRADUATE DEGREE PROGRAMS AND SPECIALIZATIONS

The University offers the following Associate of Arts (AA) degrees:

- Associate of Arts in Business Administration
- Associate of Arts in General Studies
- Associate of Arts in Information Technology

The University offers the following variations upon the Bachelor of Arts (BA) degree:

- Bachelor of Business Administration
  - Internet Marketing and Entrepreneurship
  - Healthcare Administration
- Bachelor of Engineering Information Technology
  - Project Management
  - Networking and Systems Security
- Bachelor of Science in Management Information Systems
GRADUATE DEGREE PROGRAMS

The University offers the following Master of Business Administration (MBA) degrees:

- Master of Business Administration
  - General Program
  - International Management and Marketing
  - Healthcare Management and Leadership
  - Information Systems And Knowledge Management
  - Banking and Finance
  - Organizational Development and Human Resource Management
  - Project And Quality Management

The University offers the following Doctorate of Business Administration (DBA) degrees:

- Doctorate of Business Administration
  - General Program
  - Global Business and Leadership
  - Entrepreneurship and Business Management
  - Healthcare Management and Leadership
  - Information Systems and Enterprise Resource Management

NATIONAL ACCREDITATION

California Intercontinental University is nationally accredited by the Distance Education Accrediting Commission (DEAC). DEAC was established in 1926 and initially received federal recognition in 1959 and has continually held recognition by the U.S. Department of Education ever since. Federal recognition aims to ensure that accreditors meet expectations for institutional and program participation in federal activities, such as federal financial aid programs. Currently, the federal recognition process is largely carried out by the National Advisory Committee for Institutional Quality and Integrity (NACIQI).

STATE LICENSING

California Intercontinental University, as a private for-profit institution, has received approval to operate from the Bureau for Private Postsecondary Education (BPPE), 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833, http://www.bppe.ca.gov, toll-free telephone number (888) 370-7589, or by fax (916) 263-1897. The BPPE is a division of the State of California Department of Consumer Affairs in accordance with the provision of California Education Code 94900 and/or 94915. An approval to operate means that the Bureau has determined and certified that the institution meets the minimum standards for integrity, financial stability, and educational quality, including the offering of bona fide instruction by qualified faculty and the appropriate assessment of students’ achievement prior to, during, and at the end of its programs.

FACULTY COMPOSITION AND EXPECTATIONS

The range of undergraduate and graduate degrees offered by the University requires a diverse faculty operating in numerous roles.

DEANS
Deans serve as regular Full-Time Faculty members with added administrative functions. As the foremost administrative officer and representative of the program’s academic discipline(s), the Dean serves in the unique position of exemplifying the highest standards of Faculty and administrative responsibilities, and maintaining standards of the discipline(s).
Faculty will be expected to support the educational objectives and programs offered by the University. Faculty members function as scholars in keeping abreast of development in their fields of expertise, conduct scholarly activity; motivate and assist students in their academic endeavors; and stimulate learning.

Faculty members must demonstrate substantial competence and possess valid official credentials in their areas of teaching specialty and responsibilities. Faculty assigned to the Graduate degree programs must possess minimally a Doctorate degree (or its equivalent) in their assigned teaching areas or subjects.

Faculty members are selected based on academic and professional qualifications and are employed as Independent Contractors. In addition to classroom assignments, faculty members may be asked to participate in projects involving:

- Curriculum design and revision
- Assessment of student learning outcomes
- Program review and new program development
- Dissertation committee panels

All faculty personnel files must contain current information and forms, official transcripts, a current resume, and a letter of appointment or contract. Supporting documents compiled in a faculty’s personnel file may be used in the faculty evaluation process. All documents submitted to the University remain the property of the University.

All faculty members are expected to achieve a high level of collegiality. Faculty should relate well and constructively in their interactions with the other faculty. All Faculty must endeavor to cooperate in achieving the goals of the University. This does not mean that conformity in personal views is required, but rather that civil and positive interaction in internal committee work and other faculty governance activities, as well as day-to-day interactions, is expected.

Faculty are expected to fulfill the following standards:

- To facilitate the delivery of approved courses offered to students via distance education and learning.
- To assist the Office of Academic Affairs in the selection of textbooks and learning materials for courses.
- To assist and motivate students in meeting satisfactory academic progress and achieving academic success.
- To monitor students’ attendance and their timely submission of satisfactory course work.
- To evaluate academic progress of students and mentor them in academic success for program completion.
- To accommodate students with identified special needs and partner with the Academic Department to support student success.
- To collaborate with the Student Services Advisors to support student achievement through follow-up and encouragement.
- To provide academic advisement and decision-making on the implementation of policies and regulations.
- To participate in curricular design, revision and assessment of program effectiveness as required.
- To provide the Office of Academic Affairs and the Registrar with necessary grade reports for the assigned courses.
- To attend meetings and participate in committee work as assigned.
- To participate in scholarly activity and provide other services as needed.
- The faculty is expected to log into the Learn Center five out of seven days per week.
- The faculty is expected to respond to phone and email messages in a reasonably timely within 24 to 48 hours of receipt.
- Each Faculty member is expected to provide feedback on an on-going basis. Faculty members may also be invited to participate in committee events and workshops.
The faculty determines the amount and character of work they perform outside the University with due regard to their paramount responsibilities. In making these judgments, Faculty members ensure that their outside work does not interfere with their responsibilities to California Intercontinental University. Further, the faculty is expected to be cognizant of, and play the appropriate role in, implementing all academic policies and procedures.

**LEAD FACULTY**

In addition to instructional responsibilities, lead faculty may be assigned academic oversight responsibilities involving at least the following activities:

- Monitoring course materials, including course outlines, to ensure that course requirements and outcomes are being met
- Observing and otherwise monitoring instruction in those classes, and working with instructors to improve instruction where necessary
- Participating in curriculum development and revision activities
- Serving as faculty mentors

**FACULTY MENTORS**

Faculty mentors assist with acclimating new Faculty to the University’s teaching model, LMS, and academic culture. Responsibilities include at least the following:

- Review the pre-course checklist with new Faculty prior to the start of the course
- Ensure that the course contains proper discussion forums, a welcome message, faculty biography with photo, a welcome message, and other appropriate materials.
- Review course feedback and overall course management
- Serve as a resource and provide support
- Explain and demonstrate University Best Practices

**SUBJECT MATTER EXPERTS**

Subject Matter Experts (SMEs) ensure the relevance of the curriculum and recommended updates to the curriculum. SMEs review curriculum on a regularly scheduled basis or when the Curriculum Review Committee requests a review of a course or a program.

**FACULTY QUALIFICATIONS, FACULTY ASSESSMENT, AND ASSIGNMENT OF COURSES**

The University strives to select Faculty demonstrating desired competencies and enthusiasm for the art of teaching; in doing so weighs academic and intellectual components that contribute to the well-being of the university. Each program at California Intercontinental University is subject to its own process for selection and appointment of faculty. However, based on meeting or exceeding benchmark standards from regulatory agencies, the following overarching policies are in effect for selection of Faculty:

- **Courses involving specializations.** Faculty members will possess the appropriate degree in the chosen field from a regionally accredited institution or available certifications in combination with sufficient practitioner experience to meet the qualifications.
- **Courses involving general education.** Faculty teaching general education courses at the undergraduate level must possess a Master’s degree in the assigned general education subject field or have a Master’s degree and 18 semester hours in the general education subject field.
Faculty receives course assignments from the Office of Academic Affairs prior to the start of a six-week term. The assignments are assigned on a term-by-term basis. Upon acceptance of the course, the Faculty will follow the expected protocols for preparing for teaching during a new term. Completion of the Pre-Course Checklist is required for all courses. Based on the University’s open and continuous enrollment structure, a Faculty member’s teaching load may fluctuate depending on the trends in enrollment and demand for a specific program. The Faculty member’s availability to teach continuously throughout the duration of the stated contract terms is an important consideration for the University. Faculty members are required to notify their Dean or the Chief Academic Officer as soon as possible of any hiatus or anticipated interruption of availability from teaching.

If a Faculty member is unable to teach a course already in progress, they must notify the Dean or the Chief Academic Officer as soon as possible. When a Faculty Member, without any notification to the Dean or the Chief Academic Officer does not initiate any teaching activities for one week or longer or cease all activities for one week or longer, the Faculty member’s course assignment may be terminated without any compensation for the course.

**FACULTY ASSESSMENT AND REAPPOINTMENT**

Evaluation is an ongoing assessment process fostering the academic quality of the institution, the standing of individual Faculty members, and the welfare of students. Faculty evaluation includes elements of self-evaluation (professional development plan progress), peer evaluation, and student evaluation.

Effective teaching is evidenced by maintenance of University instructional standards, student achievement (measured by demonstrated mastery of content and skill development), demonstrated ability to construct an engaging environment leading to an atmosphere of collaboration, participation, empathy, and support utilizing respectful recognition of individual differences, academic support services, and personal interactions. Effectiveness may be further measured by current knowledge and skill in the subject area; capacity to organize courses and program sequences; skills in evaluating student performance; and contributions to curricular development.

Teaching is the Faculty’s most important contribution to the University. Other factors to be considered in the assessment of teaching performance may include the use of innovative teaching methodologies, evidence of self-improvement of teaching skills, and demonstration of professional practice in the clinical setting, as applicable. When evaluating a Faculty member’s teaching effectiveness, consideration must be given to the variety of demands placed on Faculty by the types of teaching called for in various disciplines and at various levels, and the number of different course preparations.

Professional growth and achievement are evidenced by the continued development of teaching methods and curricular innovation, attainment of additional academic/vocational degrees and certification, participation in professional seminars and workshops, recognition within one’s area of academic expertise, and professional, creative, and scholarly achievement.

An annual process of review and evaluation is conducted for all continuing appointment for Faculty. The materials assembled for this process are part of the Faculty member’s annual self-assessment for the year and include the professional development activities, periodic guidance from the Dean, consideration of student survey results, and observations by the Chief Academic Officer.

The evaluation process is a confidential activity bearing on the continuing status of an individual Faculty member. Faculty and administrators providing evaluations and recommendations in cases of annual review of Faculty must exercise their best professional judgment in response to the stated evaluation criteria. Documents and all other aspects of the evaluation process are considered confidential to all who are necessarily privy to the process and information involved, e.g. the candidate, those providing evaluations, Deans, the President, and the Chief Academic Officer who will maintain the evaluation file.
The University strives to select and reappoint Faculty who demonstrate particular competence, enthusiasm for the art of teaching, and support for the University’s core values and mission. In selecting and reappointing Faculty, the University weighs all the academic and intellectual components contributing to the wellbeing of its Faculty, its Departments, its students, and its spirit of shared inquiry.

**FACULTY TRAINING AND COMPENSATION**

Incoming and existing faculty will be provided with training as deemed fit by the University. Training oft include:

- New Faculty Orientation
- Graduate Research Chair and Committee Member Training
- Ongoing professional development activities

Compensation for training is outlined in the Independent Contractor Agreement. The faculty is compensated for teaching or facilitating classes each term. Additional compensation may result from the following activities:

- Attending meetings
- Reviewing curriculum
- Developing curriculum
- Consulting activities if requested by administration
- Peer reviews
- Graduate Research Committees

**CODE OF CONDUCT**

The faculty’s rights rest on the mutually supportive relationships between the faculty’s special professional competence, its academic freedom, and the central functions of the University. These relationships are also the source of the professional responsibilities of faculty members.

**RIGHTS OF THE FACULTY**

A critical responsibility of the University’s administration is to encourage the Faculty in teaching practices, professional/personal development, and service. Therefore the Faculty, are deemed the following rights:

- The right to free inquiry and exchange of ideas amongst the University’s or external faculty.
- The right to present thoughtful, relevant, and current material to a course.
- The right to constitutionally protected freedom of expression.
- The right to address administration regarding institutional policies or actions while fulfilling a role as Faculty.
- The right to inform administration regarding course content and instruction strengths and shortcomings.
- The right to vote for a chair of a department; when applicable or demanded.
- The right to discuss the formation and governance of a newly forming department; when applicable or demanded.
- The right to be judged by their peers, in accordance with institutional and research norms; solely based on professional qualifications and conduct.

**ETHICAL PRINCIPLES**

With rights comes the need for ethical principles. The faculty is seen as leaders in the classroom and is expected to provide a model of ethical behavior for students and others in the community. The faculty is also expected to know and adhere to the stated policies and procedures of the University.
Faculty must encourage the pursuit of knowledge by students while demonstrating the best scholarly standards. Faculty must adhere to their role as intellectual guide and ensure their efforts aim to foster student learning and success. They must honor instructor-student confidentiality and avoid the exploitation or discrimination of students. Further, Faculty must protect the academic freedom of those availed to their guidance.

Faculty must provide their students with their full attention and consideration devoted during that contact time to the promotion of their students’ achievement of the goals, objectives, and competencies described in the course syllabus. Repeated failure to provide students with the contractually agreed upon number of hours of instruction or other requirements may result in termination of the independent contractor agreement.

Faculty must treat and grade students fairly and objectively and without reference to race, ethnicity, national origin, religion, age, sex, marital status, sexual orientation, pregnancy, medical condition, physical or mental disability, veteran status, or other prohibited categories. Faculty members are required to implement CALUNIVERSITY’s policy of equal opportunity to ensure that there is no discrimination in the treatment of students, including teaching, grading, counseling, or other academic activities, on the basis of race, ethnicity, national origin, religion, age, sex, marital status, sexual orientation, pregnancy, medical condition, physical or mental disability, veteran status, or other prohibited categories.

Faculty must not require students to reveal personal information that might be used for research data. Faculty must refrain from involvement in intimate or otherwise inappropriate relationships with any student who is enrolled in their courses or with students with whom they have a professional relationship or responsibility within the context of the University.

CONFLICT OF INTEREST AND COMMITMENT

A conflict of interest typically occurs when outside employment or consulting arrangements put in question the impartiality, judgment, effectiveness, or productivity of a Faculty member in the course of performing his or her duties or responsibilities. In addition, Faculty members should not engage in direct competition with the University either personally or through a firm in which they have a substantial interest, or should they use CALUNIVERSITY resources (course materials, systems, equipment, computational facilities, and/or human resources) for non-University purposes more than incidentally without reimbursing the University. The development of courses, course materials, exams, and related materials are the legal property of the University and considered part of the contractual agreement as stipulated in the contractor agreement.

Before contemplating outside employment or consulting activities, Faculty should disclose potential conflicts to their Chief Academic Officer.

A conflict of commitment arises when a Faculty member assumes outside professional commitments or responsibilities that interfere with the Faculty member’s discharge of professional obligations to California Intercontinental University. Not all outside commitments are necessarily impermissible. Should such activity arise during the year, the Faculty member must inform the Chief Academic Officer.

ENFORCEMENT OF ACADEMIC HONESTY POLICY

All students and Faculty are required to read, understand, and adhere to the Academic Honesty Policy and the expected conduct. Students are expected at all times to submit their own work for all assignments, to present their own work and ideas in all discussions, and to properly cite original authors and others when referring to sources used. Students must succeed in their classes and programs without violating the Academic Honesty Policy.

All students are expected to understand that violations of the Academic Honesty Policy carry academic consequences. Violations of the policy include but are not limited to copying, plagiarism and cheating, lying, unauthorized collaboration,
alteration of records, misuse of student identification number, bribery, and/or misrepresentation for enhancing one’s academic standing.

In the case of a violation involving plagiarism, informal consequences are between the student and faculty within an active course. If the faculty decides that the violations warrant a formal academic review, then the student’s case will be escalated to the Academic Review Committee. The University has the right, at its discretion, to review any exams/assignments that have already been graded and to change the grade if plagiarism is found. Further, a University graduate who is later found after graduation to have plagiarized, including allowing a student to copy his or her paper, may have his or her diploma revoked as per the Revocation of Degree/Certificate Policy.

The result of investigation may lead to the following disciplinary action that can include but is not limited to:

- A documented warning requiring resubmission of an assignment after counseling; subject to a potential grade penalty
- Probation requiring resubmission of an assignment after counseling; subject to a potential grade penalty or potential suspension from the University
- Academic dismissal from the University

The Academic Honestly Policy must be uniformly enforced. Please contact the Chief Academic Office or Dean of Graduate Studies with any policy concerns. The catalog contains additional information and direction on addressing Academic Honesty issues.

DISCIPLINE

No discipline or sanction for professional or ethical misconduct may be levied except in accordance with established procedures approved by the administration. Nor, may any discipline or sanction for professional or ethical misconduct be imposed until the Faculty member has been offered a fair hearing by the administration. If insufficient mechanisms exist as to ensure the above, the administration must develop a fair and equitable process ensuring such mechanisms; without exception.

The statute of limitations is one year. No action may commence if more than one year has passed between the time of the report of misconduct and the notification of misconduct.

GRIEVANCE

A grievance is defined as a charge that a Faculty member has been adversely affected in a direct, personal, or material way by a decision or action of another individual. Such a dispute may involve a Faculty colleague, an administrator, staff member, or student. A grievance may arise out of a decision reached or action taken by a member of the faculty, staff, or administration of California Intercontinental University. An example of a basic grievance is that the college has violated a published policy. The purpose of the Grievance Policy is to provide a process for an impartial review and to ensure that the rights of Faculty are properly recognized and protected. The faculty is directed to seek the assistance of the Dean of Graduate Studies or Chief Academic Officer to resolve disputes.

INTELLECTUAL PROPERTY AND COPYRIGHT LAW

Staff, faculty, and students are subject to the following policy on intellectual property rights:

- Abide by applicable intellectual property law, software, and licensing agreement as provided by the vendor or licensor
- Unauthorized use of California Intercontinental University logo and trademarks
- Unauthorized use of copyright materials
The use of California Intercontinental University name and/or its official logo in related and/or private business advertisements will be a privilege extended and limited to current full-time faculty or staff subject to discretionary professionalism. A written request for use must be obtained from the CEO or President prior to their use in any non-related University advertisement. The use of California Intercontinental University name and logo is not extended to students.

Copyright infringement is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under Section 106 of the Copyright Act (Title 17 of the United States Code). These rights include the right to reproduce or distribute a copyrighted work. In the file-sharing context, downloading or uploading substantial parts of a copyrighted work without authority constitutes an infringement.

The University responds promptly to notices or letters of illegal copyright infringement based on the requirements of the Digital Millennium Copyright Act. Both our Information Technology and Academic departments will investigate and respond to any notice. If you believe that any material on any of the university’s websites infringes upon any copyright which you own or control, you or your designee may send a notification of such claimed infringement to our Designated Agent as set forth below:

Leslie Gargiulo, Ph.D.
California Intercontinental University
17310 Red Hill, #200 Irvine, CA 92614
Phone: (949) 359-0085
Fax: (909) 804-5151
Email: leslie.gargiulo@caluniversity.edu

Upon receipt of a valid notification, the University will remove or disable access to such material and give notice of a claim of copyright infringement to the user or subscriber who authored the claimed infringing content by means of any one or more of the following methods at the University’s sole option: a general notice on the university’s website, electronic mail to the content provider’s email address in our records, or by written communication sent by first-class mail to such user’s postal address in our records.

In addition, students who are found to have participated in the unauthorized distribution of copyrighted material or other forms of copyright infringement will be subject to the consequences in accordance with the university’s conduct policy. All students are notified annually and have access to the catalog containing our Copyright Infringement Policy. Students are encouraged to submit DMCA (Digital Millennium Copyright Act) notices to our Designated Agent specified herein.

**ALTERNATIVES TO ILLEGAL FILE SHARING**

The Higher Education Opportunity Act requires all colleges and universities to offer legal alternatives to unauthorized downloading. Although we cannot maintain an up-to-date list of alternatives, we direct students and faculty to the Educuse List. Students will find a list that includes legitimate online services; however, the University does not endorse or evaluate these external sites.

California Intercontinental University will review this copyright plan each year to ensure it is current and maintains the appropriate and necessary information to combat illegal file sharing, in addition to updating the methods employed as new technological deterrents become available. Part of the review will include the assessment of the number of legitimate infringement notices received.

**INSTRUCTIONAL MODEL AND RELATED INFORMATION**

The University’s goal is to provide a high-quality educational experience to students through online learning, using innovative technologies and teaching techniques. The instructional model consists of the following:
• Each term has a fixed start date and end date
• Courses consist of six modules; each module consists of one week and various tasks for the week
• Students are expected to submit assignments and weekly discussion forum posts

The University provides asynchronous education in which the student follows a self-paced six-week course culminating in a final assessment at the end of the class. There is complete flexibility in communication between the faculty and Students achieved through emails and phone calls.

It is important to foster engaging classrooms aiming to help students adhere to the attendance policy requiring students to attend class and post weekly while working on examinations or another academic assignment. Students failing to attend for two weeks (14 consecutive scheduled days within a term) will be eligible for dismissal. Please encourage delinquent or absent students to engage the class via email reminders. If you have concerns about a student, please contact student services.

COMMON COURSE MATERIALS

The most common course component is the study guide or workbook. Both contain information helping the student navigate the class text, prepare for assessments, and include any writing assignments for the class. Not all classes use a study guide; rather, some classes utilize a workbook format aiming to provide a guided reflective reading of the textbook coupled to writing assignments for the class.

The next most popular resource is the syllabus. In general, syllabi contain the important class information, class credit information, due dates, course learning objectives, and links to optional materials. Please review the syllabus prior to teaching the class.

The final common course material is the textbook. The study guide or workbook guides the student through the required textbook readings. A list of required course textbooks will be made available to students prior to the start of each Term.

If you have any suggestions aiming to improve common course materials, please contact the Dean of Graduate Studies.

GRADING POLICIES

Faculty members are experts in their fields of study and have the final authority for assigning grades except grades that are found to be a result of arbitrary or capricious grading. If a student believes and is able to support with clear and credible evidence that capricious or unprofessional grading has taken place, a grade challenge may be initiated on an assignment or a final course grade. The Grade Challenge Policy provides guidance on grades within an active course and governs course final grades. Grade challenges may be made to the faculty on an individual assignment basis or submitted to the Academic Department on a final course grade.

Standard letter grades (A, B, C, D, F, P, and IP.) are used for undergraduate and graduate programs. They are recorded in official transcripts and used in the computation of Term Grade Point Averages (TGPA) and Cumulative Grade Point Average (CGPA).

Faculty receives a mid-term grade report that provides a progress report on their student’s performance. Please use this report to coordinate instructional efforts with Student Services; if needed.
<table>
<thead>
<tr>
<th>Grade Awarded</th>
<th>Description</th>
<th>Assigned Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Outstanding</td>
<td>4.00</td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
<td>3.00</td>
</tr>
<tr>
<td>C</td>
<td>Average</td>
<td>2.00</td>
</tr>
<tr>
<td>D</td>
<td>Below Average</td>
<td>1.00 (Bachelor Level) /0.00 (Graduate Level)</td>
</tr>
<tr>
<td>P</td>
<td>Pass</td>
<td>N/A</td>
</tr>
<tr>
<td>F</td>
<td>Failure</td>
<td>0.00</td>
</tr>
<tr>
<td>IP</td>
<td>In Progress</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Course final grades are submitted by Faculty to the Registrar’s Office, who will post a Term Final Grade Report for the student to access within the portal. In the absence of mistakes, fraud, or bad faith, course grades shall be final once they have been filed with the Registrar. Questions regarding grades should be brought to the attention of the Registrar during the Term immediately following their release. Official course final grades are made available to each Student electronically/online by the University.

**INCOMPLETE GRADES**

An incomplete grade may occur when a student is unable to complete all assignments within the six-week term. If this is the case, the student may request an incomplete grade form via Student Services. If approved, the incomplete grade gives the student a maximum of six additional weeks to complete the class; subject to a potential a grade penalty at the instructor’s discretion from what was otherwise earned after completing all class assignments.

If all assignments are not submitted by the end of the course, and the student does not submit an incomplete grade form requesting an extension prior to the end of the course, the Faculty must enter the grade earned with the assignments submitted by the end of the course.

**GRADE CHALLENGES WHILE A COURSE IS ACTIVE**

Individual lesson assessment grades are to be handled between the student and faculty while a course is in session. The student must initiate contact with the faculty within one week for individual lesson assignments. The student must discuss the grade concerns with the faculty member who issued the grade. You must conduct such correspondence via your University email account.

**GRADE CHALLENGES AFTER THE COURSE HAS BEEN COMPLETED**

The following policy and procedures apply to all final course grade challenges. The Grade Challenge Form is to be used only to challenge a course final grade.

- **Step 1.** If a student believes he or she received a final course grade based on capricious or unprofessional grading, then the student must discuss within seven days of the final grade being posted the dispute with the faculty member who issued the grade. The correspondence must be contained within the University email account.
- **Step 2.** If a satisfactory solution cannot be found, the student may obtain a Grade Challenge Form in the Student Portal. The form is to be completed and submitted to the Dean of Faculty.
- **Step 3.** A Grade Challenge Form must be initiated within 30 days of the final course grade posting date.
Step 4. After reviewing the Grade Challenge Form and supporting documentation for completeness, the form will be forwarded to the Chief Academic Officer or designated representative. If supporting documentation or recommendation is missing, the form will be returned to the student for completion.

Step 5. The Chief Academic Officer may consult with the faculty member in an attempt to

Step 6. Resolve the dispute. The original faculty member who graded the assignment or a different faculty member may be notified of the challenge and asked for his or her perspective.

Step 7. Grade challenges may not be appealed beyond the Chief Academic Officer. All documents submitted for Grade Challenge are entered in the permanent record of student and faculty.

It is the student’s responsibility to provide the necessary information to support the challenge. The student’s Grade Challenge Form must include all required information as well as clearly written justification for the grade challenge to be considered. The burden of proof rests with the student to provide any additional supporting documentation.

**STUDENT GRIEVANCE POLICY**

A grievance may arise out of a decision reached or action taken by a member of the faculty, staff, or administration of California Intercontinental University. A basic grievance is that the college has violated a published policy. It does not include grade appeals. The purpose of the Student Grievance Policy is to provide a process for an impartial review and to ensure that the rights of students are properly recognized and protected.

The first step to resolving a grievance is to ensure that all informal channels of resolution and the Student Complaint Policy have been exhausted first. If the student believes that the resolution received was unsatisfactory, the student may contact the agencies below. Please note that these agencies require that a complainant work with the institution first to exhaust all avenues for resolution.

**CALIFORNIA STATE AGENCY**

A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education. Any questions not satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education at 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833, toll-free telephone number at (888) 370-7589, or by fax at (916) 263-1897

**ACADEMIC REVIEW COMMITTEE**

In cases of exceptional circumstance, students can request an exception to a published University academic policy by submitting a request to the Academic Review Committee. Convenience or ignorance of published policy does not constitute sufficient justification for a request. Students should make such a request through the Registrar’s Office. Further, students must submit a letter of explanation and documentary evidence in support of the request.

Each case is decided on its own merits and the decision of the committee is final and not subject to appeal—unless there is information pertinent to the outcome previously unavailable at the time of the initial request. All decisions rendered by the committee are valid for one year from the date the decision was made. Appeals approved by the committee will be considered null and void if a student does not take action within the allotted one-year period. The Committee may require action be taken within a shorter period, based on the students unique circumstance and the policy to which an exception has been requested.
INSTITUTIONAL POLICIES

The University adheres to several Federal and State laws or statutes. Please be familiar with the following, at least in outline.

NON-DISCRIMINATION POLICY

California Intercontinental University provides opportunities for the pursuit of excellence for all Students and staff through its educational programs and services. The University will provide open access to its programs and support services without regard to race, color, age, gender, creed, national or ethnic origin, marital status, sexual preference, physical disability, or any other legally protected status in the administration of its educational programs, admission of qualified students/learners, or offering of any University-administered activities.

AMERICANS WITH DISABILITIES POLICY

California Intercontinental University is in compliance with the Americans with Disabilities Act, Section 504 of the Rehabilitation Act, and state and local requirements regarding students with disabilities. California Intercontinental University will provide reasonable accommodations or services to qualified students with disabilities. Decisions on if and which accommodations or services will be granted will be made by the relevant division within the organization. Ideally, special accommodations would be requested during the admissions process, but may be requested at any time during a program of study. After a student makes a request for accommodations or services, that request will be considered using the following criteria:

- The need should be documented and individual in nature.
- The need should not compromise the essential requirements of a course or program.
- The need should not impose a financial or administrative burden upon California Intercontinental University beyond that which is deemed reasonable and customary.
- The need should be within the scope of the organization’s control.
- The student should be able, with or without reasonable accommodations, perform the essential functions of program or course requirements. The essential requirements of an academic course or program need not be modified to accommodate an individual with a disability.

The decision regarding the most appropriate accommodations will be made by California Intercontinental University on a case-by-case basis. California Intercontinental University will take all information into consideration, including medical or professional documentation, when determining whether and what type of accommodation will be made. Students can make a request for special accommodations or services by sending an email to their Student Services Advisor. California Intercontinental University will consult with the student as part of its decision process. Faculty will be notified by the Chief Academic Officer of any students with approved accommodations and specifics to support the student.

Students who have observable disabilities (e.g., a wheelchair) are not required to reveal the disability unless the student chooses to request special accommodations. Students who have a hidden disability (e.g., a learning disability or chronic health impairment) are not required to reveal the disability unless the student chooses to request special accommodations.

Students who choose to request special accommodations have the following responsibilities:

- Follow the accommodation procedure outlined above.
- Identify the disability to the appropriate individuals at California Intercontinental University.
- Provide (at own expense) current appropriate documentation from a qualified medical professional.
- Provide a written medical opinion stating that the requested accommodation or service would allow the student the ability to perform the essential functions of program or course requirements.
AFFIRMATIVE ACTION POLICY

California Intercontinental University is an equal employment opportunity employer and is committed to affirmative action. The University’s policy supports affirmative action programs internally and externally.

SEXUAL HARASSMENT AND GENDER DISCRIMINATION

California Intercontinental University will not tolerate any form of sexual harassment, as it is an educational institution, an Equal Opportunity employer, and a business organization. California Intercontinental University will maintain an environment free of unwelcome sexual advances, requests for sexual favors or intimidation, and other written, verbal or physical conduct or communications constituting sexual harassment, as defined and otherwise prohibited by State and Federal statutes. Any individual who knowingly violate this policy will be subject to appropriate and immediate disciplinary action.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA) OF 1974

In accordance with the Family Educational Rights & Privacy Act (FERPA), California Intercontinental University protects the privacy of Students’ records, including social security number, home address, email address, phone number, grades, attendance dates, and financial information. FERPA affords students certain rights with respect to their educational records:

The right to inspect and review the student’s education records within 45 days of the day the University receives a request for access. Students should submit to the registrar written requests that identify the record(s) they wish to inspect. The school official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the University official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

The right to request an amendment of the student’s education records that the student believes is inaccurate or misleading. Students may ask the University to amend a record that they believe is inaccurate or misleading. They should write the University official responsible for the record, clearly identify the part of the record they want changed and specify why it is inaccurate or misleading. If the University decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

The right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent. One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by California Intercontinental University in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff), a person or company with whom California Intercontinental University has contracted (such as an attorney, auditor, or collection agent), a person serving on the Board of Trustees, or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official acts in any of the following capacities: is performing a task that is specified in his or her position description or contract agreement, related to a student’s education or to the discipline of a student: providing a service or benefit relating to the student or the student’s family (e.g., counseling, job placement, financial aid, etc.), or maintaining the safety and security of the campus. Upon request, the University may disclose education records without a student’s consent to officials of another school in which that student seeks or intends to enroll.

The right to file a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with the requirements of FERPA. The name and address of the office administering FERPA is:
BUCKLEY AMENDMENT

In compliance with Public Law 93-380, Section 438 (The Buckley Amendment), students’ grades, academic records, and personal information may not be provided to third parties without their written consent. Permission must be given by the student in order for the information in his or her file to be used as reference checks for credit or employment evaluation by third parties. The student must file with the Registrar a declaration to this effect, and the declaration will be kept in the student’s file. The declaration can be all-inclusive or on a case-by-case access basis. The provision to release financial data or related information to authorized state and federal agencies is not a violation of the Buckley Amendment.

ETHICAL COMPUTER USE POLICY

As faculty members of an online university, access to the course rooms and other CALUNIVERSITY systems are for approved educational purposes only. All Faculty are required to abide by the following general requirements when using the LearnCenter and other communication and resources deemed as University’s property:

- Observe local, state, and federal policy, laws, and regulations on computer use
- Protect and preserve confidentiality and integrity of CALUNIVERSITY computer and communication systems and the information therein;
- Agree to be monitored by internal auditors when using CALUNIVERSITY computer systems; and
- If found in violation, agree to the release of the information to law enforcement authorities.

California Intercontinental University does not guarantee the confidentiality of all e-mails and other virtual transactions. Faculty are advised to exercise due care when transferring personal and sensitive information via the internet.

FACULTY SUPPORT

The Faculty has two primary online sources of support: The Helpdesk and Faculty Resource Center.

THE HELPDESK

The Helpdesk is an excellent first point of contact concerning technology problems, Moodle LMS malfunctions, technology advice, and password problems. They may be contacted at helpdesk@caluniversity.edu or 1(949)359-0045 during business hours—Monday to Friday, 8 AM to 5 PM, PST.

THE FACULTY RESOURCE CENTER

The Faculty Resource Center (FRC) contains a collection of useful links and materials:

- Forms and policies for incomplete grades, end of term grading, grade changes, and grading advice.
- Tutorials focusing upon the LearnCenter and the GRC.
- Discussion forums facilitating discussion of various topics and University announcements.
- Data summarizing student opinions regarding the quality and operation of the University.
FAQ

WHAT TYPE OF TECHNOLOGY DO I NEED TO TEACH AT THE UNIVERSITY?
You can interact with the LearnCenter via PC or Apple computer meeting the following minimal requirements:

- Cable, DSL, Wi-Fi, or suitable broadband connection or better
- Windows 8.1 or OS X 10.4, or later version
- Microsoft Office 2013 or later is recommended
- A modern browser (Firefox, Chrome, Opera, or Safari) with Adobe Flash (or equivalent) plugin
- PDF Viewer (Adobe Acrobat, Nitro, or Sumatra PDF)

WHERE CAN I FIND THE UNIVERSITY CATALOG AND ACADEMIC CALENDAR?
- The catalog is at http://www.caluniversity.edu/resources/caluniversity-online-course-catalog/
- The calendar is at http://www.caluniversity.edu/admissions-and-aid/academic-calendar/

WHERE CAN I LEARN ABOUT USING TURN IT IN (TII)?
Turn It In is used by more than 10,000 institutions in 135 countries to manage the submission, tracking, and evaluation of student papers online. This service also allows the computation of an originality score measuring the potential for plagiarism within a submission. If you suspect plagiarism, or just wish to check, use Turn It In to determine whether a paper exceeds the maximum 20% similarity score. For papers that are identified as plagiarized, please follow the Academic Honesty policy introduced in Module 2 (and posted on the Faculty Resource Center FRC). Please refer to course assignment instructions regarding the use of TII in your courses. Become familiar with the Turn It In interface at: HYPERLINK "http://turnitin.com/en_us/training/instructor-training"http://turnitin.com/en_us/training/instructor-training

WHERE CAN I LEARN ABOUT USING GRAMMARLY?
Grammarly is a writing enhancement platform that provides online grammar and spell checking applications for students to support the development of their writing and communication skills. All students should have signed up for a Grammarly account when they enroll and the Student Resource Center (SRC) provides information on this resource. Course assignments should refer to Grammarly and please refer to this link for additional information http://www.grammarly.com/edu/studentsm/edu/students using the following access code: FHRoqSTZv4YwLFnb

WHERE CAN I LEARN ABOUT THE WRITING CENTER?
Provides a resource to students and Faculty to support students within the thesis and dissertation phase of their programs. The Writing Center (WC) employs well qualified tutors who provide feedback on writing style, APA format, and identify areas of opportunity for the student to strengthen their work. Additional information on the WC is available on the Faculty Resource Center. Please notify Dr. Steve Hess by emailing steven.hess@caluniversity.edu if students need assistance with scholarly writing. Referrals to the Writing Center may also be made by the Student Services Advisors.