

Section VIII
DISTRICT

RCCD**RIVERSIDE COMMUNITY
COLLEGE DISTRICT**

MORENO VALLEY COLLEGE | NORCO COLLEGE | RIVERSIDE CITY COLLEGE

Moreno Valley College16130 Lasselle Street • Moreno Valley, CA 92551-2045 • (951) 571-6100 • www.mvc.edu

Academic Affairs	571-6351	Employment Placement	571-6907
Academic Departments:		Extended Opportunity Programs and Services (EOPS)	571-6253
Business, and Information Technology Systems	571-6125	Facilities Office	571-6113
Communications	571-6325	Fire Technology	571-6197
Health, Human, and Public Services	571-6284	Grants & College Support Services	571-6261
Humanities and Social Sciences	571-6134	Guardian Scholars/Foster Youth Support Services	571-6110
Mathematics	571-6125	Health and Psychological Services	571-6103
Natural Sciences and Kinesiology	571-6125	Honors Center	571-6319
Public Safety Education and Training	571-6300	Institutional Research and Assessment	571-6303
Academic Counseling and Educational Services (ACES)	571-6275	Law Enforcement Programs	571-6192
Academic Support	571-6309	Learning Center	571-6944
Admissions & Records	571-6101	Library	571-6356
Assessment and Placement Testing	571-6427	Mailroom	571-6145
Bookstore	571-6107	Matriculation (Student Success and Support Programs)	571-6131
Business Services	571-6342	Middle College High School	571-6463
Career and Transfer Center	571-6914	Outreach	571-6273
College Police	571-6190	Police Dispatch	222-8171
Computer and Study Center	571-6483	President's Office	571-6161
Counseling	571-6104	Puente Program	571-6240
Dean of Career & Technical Education	571-6292	STEM Counseling	571-6175
Dean of Institutional Effectiveness	571-6421	Student Activities	671-6105
Dean of Instruction	571-6163	Student Government	571-6268
Dean of Public Safety Education and Training	571-6314	Student Financial Services	571-6139
Dean of Student Services	571-6159	Technology Support Services	571-6200
Dean of Student Services (Counseling)	571-6335	Tutorial Services	571-6167
Dental Hygiene/Assisting Program	571-6433	Upward Bound Math and Science Program	571-6382
Disability Support Services	571-6138	Veterans Services	571-6427
Early Childhood Education Center	571-6214	Web Development	571-6380
Emergency Medical Services	571-6395	Workforce Preparation	571-6154

Norco College2001 Third Street • Norco, CA 92860-2600 • (951) 372-7000 • www.norcollege.edu

Academic Departments		Disability Resource Center	372-7070
Art, Humanities and World Languages	372-7076	Extended Opportunity Programs and Services	372-7128
Business	372-7067 or 372-7079	Health Services	372-7046
Communications	372-7067	Honors Program	739-7846
Engineering and Information Technologies	372-7067	Library/Resource Center	739-7896
Mathematics and Sciences	372-7079	Outreach	739-7856
Social and Behavioral Sciences	372-7076	Parking	739-7895
Admissions & Records	372-7003	Puente Program	372-7146
Assessment Center	372-7176	STEM	739-7806
Bookstore	372-7085	Student Activities	372-7007
CalWORKs	372-7052	Student Employment	372-7190
College Police	372-7088	Student Financial Services	372-7009
24-Hour Dispatch Center	222-8171	The Talented Tenth Program (T3p)	372-7148
College Receptionist	372-7044	Transfer Center	372-7043
Counseling	372-7101	Student Support Services	372-7163
Dean of Instruction	372-7018	Upward Bound Programs	739-7819
Dean of Instruction, Career and Technical Education	372-7000	Tutorial	372-7143
Dean of Student Services	372-7081	Veterans Services	372-7142

Riverside City College

4800 Magnolia Avenue • Riverside, CA 92506-1299 • (951) 222-8000 • www.rcc.edu

Academic Affairs	222-8053	College Police Parking Services	222-8090
Academic Departments:		Disability Resource Center	222-8060
Applied Technology	222-8491	Diversity and Equity Compliance	222-8435
Art	222-8339	Division Deans	
Behavioral Sciences	222-8540	Fine and Performing Arts	222-8399
Business and Info Tech Services	222-8551	Languages, Humanities & Social Sciences	328-3881
Chemistry	222-8533	Math, Science & Kinesiology	222-8729
Communication Studies	222-8540	Nursing	222-8818
Cosmetology	222-8185	EOPS and Care	222-8122
Counseling	222-8440	Extended Opportunity Programs and Services	222-8045
Early Childhood Education	222-8491	Foster and Kinship Care Education	222-8937
Economics, Geography, Political Science	222-8540	Foster Youth Support Services	222-8251
English & Media Studies	222-8519	Gateway College and Career Academy	222-8934
History, Humanities, Philosophy	222-8540	Human Resources	222-8588
Kinesiology	222-8421	International Student Center	222-8160
Library and Learning Resources	222-8654	Math and Learning Center	222-8000 Ext. 4100
Life Sciences	222-8533	Outreach	222-8574
Math	222-8533	Performance Riverside	222-8100
Performing Arts	222-8339	Student Activities	222-8570
Physical Science	222-8533	Student Financial Services	222-8710
School of Nursing	222-8760	Student Health and Psychological Services	222-8151
World Languages	222-8519	Transcript Office	222-8603
Admissions & Records	222-8600	Transfer Center	222-8446
Art Gallery	222-8358	Trio Student Support	222-8227
Bookstore	222-8140	Tutorial	222-8168
Calworks	222-8964	Veterans Office	222-8602
Career and Technical Education	222-8131	Writing and Reading Center	222-8632
College Police 24-Hour Dispatch	222-8171		



RIVERSIDE COMMUNITY COLLEGE DISTRICT ADMINISTRATION



Wolde-Ab Isaac

OFFICE OF THE CHANCELLOR

Wolde-Ab Isaac, Ph.D.
Chancellor

Vacant
Chief of Staff

Margaret Cartwright
Associate Vice Chancellor, Strategic Communications
and Institutional Advancement

OFFICE OF THE VICE CHANCELLOR, EDUCATIONAL SERVICES AND STRATEGIC PLANNING

Susan Mills, Ph.D.
Vice Chancellor, Educational Services and Strategic Planning

Raj Bajaj
Dean, Educational Services

Christopher Blackmore
Associate Vice Chancellor,
Information Technology and Learning Services

David Torres
Dean, Institutional Research and Strategic Planning

OFFICE OF THE VICE CHANCELLOR, BUSINESS AND FINANCIAL SERVICES

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Vice Chancellor, Business and Financial Services

Vacant
Associate Vice Chancellor, Facilities Development

Michael Simmons
Director, Risk Management, Safety & Police

Madj Askar
Director, Business Services

Melissa Elwood
Controller, Accounting Services

Robert Gunzel
Chief of Police

OFFICE OF THE VICE CHANCELLOR, HUMAN RESOURCES AND EMPLOYEE RELATIONS

Terri Hampton
Vice Chancellor, Human Resources and Employee Relations

Diana Torres
Director, Human Resources and Employee Relations

Lorraine Jones
District Compliance Officer

DISTRICT CURRICULUM COMMITTEE

Greg Burchett
Committee Member
Riverside Curriculum Committee Chair

Brian Johnson
Committee Member
Norco Curriculum Committee Chair

Ann Pfeifle
Committee Chair
Moreno Valley Curriculum Committee Chair

Steven Schmidt
Committee Member*
Tech Review Committee Chair
CurricUNET Liaison

Heather Edberg
Committee Secretary*

*Non-voting member

RIVERSIDE COMMUNITY COLLEGE DISTRICT

Mission Statement

Riverside Community College District is dedicated to the success of its students and to the development of the communities it serves. By facilitating its colleges and learning centers to provide educational and student services, it meets the needs and expectations of its unique communities of learners. The District provides the colleges with leadership in the areas of advocacy, resource stewardship, and planning.

RCCD Vision and Values

Historically the Riverside Community College District has pursued fulfillment of the Mission Statement and the Trustee-adopted goals by affirming its vision and values:

Vision

Riverside Community College District is committed to service excellence by providing opportunities for learning, personal enrichment, innovation and community development.

Values

Riverside Community College District is committed to the following set of shared values that form its core beliefs and guides its actions.

Legacy

- Heritage
- Standards
- Foundation of future

Inclusiveness

- Appreciation of diversity/equity
- Respect
- Collegiality
- Shared governance

Service

- To students
- To community
- To the colleges
- Education/service learning

Stewardship

- Planning
- Resource development
- Sustainability
- Responsibility/accountability
- Transparency/collaboration
- Integrity

Enrichment

- Economic development
- Lifetime learning
- Professional development
- Community advancement

Excellence

- Innovation
- Student success
- Organizational effectiveness
- Learning environment

Shareholders

- Economic partner
- Community mindedness
- Community responsibility

Strategic Themes and Goals

Student Success

As open access institutions of higher education, Riverside Community College District and its colleges are committed to ensuring that the educational needs of its diverse service area and population are met effectively and efficiently.

- Goal 1: Remove barriers to access for students, while making the process of accessing new student information and applying to colleges more user-friendly.
- Goal 2: Increase the number and awareness of scholarship opportunities and the effectiveness of financial aid counseling.
- Goal 3: Provide programs and services that address community educational needs and priorities.
- Goal 4: Improve the delivery of curriculum by ensuring responsive scheduling and a variety of delivery formats.
- Goal 5: Sustain and deliver educational and community partnerships focused on student preparation, awareness of, and access to colleges and educational programs.

Student Learning and Success

Riverside Community College District will continue to facilitate student learning and success by offering clear pathways which support the attainment of individual educational goals. Now and in the coming years, its goals for student learning and success are to:

- Goal 1: Develop effective pathways for student success by encouraging all students to use student services and promoting the completion of a self-identified program of study and/or educational plan.
- Goal 2: Increase rates of transfer, degree, and certificate completion.
- Goal 3: Recruit outstanding faculty, and support faculty development, and teaching excellence for the improvement of student learning outcomes.
- Goal 4: Reduce the gap in both student achievement and outcomes.
- Goal 5: Support and increase student engagement in and out of the classroom.

Resource Stewardship

Riverside Community College District will ensure a viable and strong economic future through diligent and thoughtful stewardship and planning to effectively manage the District's resources (e.g., physical, fiscal, policy, programmatic, technological, human resources, etc.). To this end, District goals are to:

- Goal 1: With transparency and collaboration, annually assess resource needs, development, and allocations to ensure that the core missions of the Colleges are met as a priority.
- Goal 2: Integrate public and private resource development efforts with District strategic planning and resource allocation.
- Goal 3: Create a greater culture of entrepreneurship and philanthropy by encouraging the expansion and diversity of external funding.

Community Collaboration and Partnership

The business sector in the Riverside Community College District service area continues to face considerable challenges. Local industries are looking for workers with technical, vocational, and training skills but the education of the current workforce does not, in all cases, match employer needs. At the same time, population gains in the service area have outrun gains in job creation for college graduates. This gap between workers and jobs has resulted in the region continuing to be one of the nation's largest commuter communities. The District is committed to collaborating and partnering with community stakeholders to provide an array of educational training and business development services to empower the economic and social life of the region.

In addition, the District recognizes its fundamental and leadership role in providing residents with access to excellent educational, life-long learning, and personal enrichment programs. It will continue and expand its efforts to collaborate with education, business, and community organization partners in "best practices" initiatives that prepare, inform, and assist today's and tomorrow's prospective students.

- Goal 1: Refine and promote programs in Career & Technical Education, Economic Development, and Community Education that improve the competency and competitive capabilities of service area incumbent workers.
- Goal 2: Create and expand programs with business, community, and educational partners, with particular focus on responding to workforce development, economic advancement, current and emerging high demand occupations, student internships and employment, and overall resource development.
- Goal 3: Develop new, and strengthen existing, relationships with community groups and organizations that focus on identifying and collectively responding to community needs through maximizing the use of current District-wide programs and collaborative new initiatives.
- Goal 4: Establish or expand multiple outreach efforts, joint programs and events, collaborative grants, and community partnerships to address regional workforce needs.
- Goal 5: Ensure that residents in all geographic areas of the District have opportunities for personal enrichment and life-long learning through the academic programs of the Colleges, Community Education, and other initiatives.

Creativity and Innovation

Creativity and innovation are the hallmarks of great societies, companies, and educational institutions. In spite of current and on-going statewide fiscal challenges, the Riverside Community College District remains even more committed to work collaboratively with its colleges, District and community partners to maintain excellence, access to learning opportunities, and effective support services for students and stakeholders through creative programming and delivery systems. The District re-affirms its collective resolve to find efficient ways to work, leverage resources, and identify alternative funding and income streams.

- Goal 1: Build a culture of acceptance of diverse ideas and strategies which celebrate the uniqueness of each institution.
- Goal 2: Develop green strategies and programs to save general fund

resources and reduce the impact to the environment.

- Goal 3: Support the colleges' innovative ideas in entrepreneurial initiatives and resource development.
- Goal 4: Develop and implement a plan to keep current with technology advancement.
- Goal 5: Encourage and support creativity from all stakeholders to improve operations, systems delivery, and instruction District-wide.

System Effectiveness

Riverside Community College District, like all of the state's educational systems, is experiencing a sustained, precedent-setting period of economic instability and fiscal challenge. Such a fiscal reality works to limit growth and challenges all to maximize effectiveness and create new ways and methods to maintain excellence. Above all, the District and colleges are dedicated to continued diligence and creativity to ensure system efficiency and effectiveness. In this regard, District goals are to:

- Goal 1: Develop efficient and effective processes and procedures that:
 - Reduce red tape
 - Eliminate redundancies
 - Encourage collaboration
 - Increase interdepartmental communication
 - Reduce the number of meetings
 - Promote on-going assessment in order to continually refine our educational technology capability to address future needs
- Goal 2: Enhance and institutionalize operational and strategic planning processes that are: (a) deliberative, systematic, and data driven, (b) complement the District and colleges' strategic and master plans, and (c) effectively prioritize new and ongoing resource needs.
- Goal 3: Continue implementation and improvement of a comprehensive enrollment management plan and effectively coordinate program and course offerings within and between colleges and centers to best serve students.
- Goal 4: Refine the District functional map to better define responsibilities of various departments.

History and Development

Founded in 1916 in response to a general petition of the electors, Riverside City College has served our communities for nearly nine decades. In the beginning, the College educated 100 students in classrooms on the Polytechnic High School campus.

On June 2, 1964, a separate five-person governing Board of Trustees was elected and the Riverside Junior College District was completely separated from the Riverside City School system. The legal entity which operates the college is officially known as the Riverside Community College District and encompasses the Alvord, Corona/Norco, Jurupa, Moreno Valley, and Riverside and the Val Verde unified school districts.

On February 3, 1964, the Board of Trustees authorized the purchase of a second site for a future campus in the Sierra area of Riverside. On July 1, 1984, the Corona/Norco Unified School District was annexed to the Riverside Community College District and on June 4, 1985, 141 acres of federal United States Navy land in Norco was acquired from the General Services Administration by way of the United States Department of Education. On March 16, 1987, 112

acres of privately-owned land in Moreno Valley was donated to the college by the Robert P. Warmington Company; in 1989, 20 more acres were added to the site.

The Moreno Valley and Norco Campuses, opened in March 1991, have grown rapidly and were granted initial accreditation in January 2010. It is projected that by the year 2020, more than 57,000 students will attend classes at the three colleges.

District Memberships

The three colleges of Riverside Community College District hold memberships in the Council for Higher Education Accreditation, the Accrediting Commission for Community and Junior Colleges, the Council on Law in Higher Education, the Commission on Athletics, the Community Colleges for International Education, the Community College League of California, the Consortium for North American Higher Education Collaboration, the American Council on Education, the Community College Leadership Development Initiatives, the College Board, the American Association of Community Colleges, the Hispanic Association of Colleges and Universities, The Riverside Downtown Partnership, the Greater Riverside Hispanic Chamber of Commerce, the Great Riverside Chamber of Commerce, the Corona Chamber of Commerce, the Greater Corona Hispanic Chamber of Commerce, the Moreno Valley Chamber of Commerce, Moreno Valley Hispanic Chamber of Commerce, and Moreno Valley African American Chamber of Commerce.

Strategic Communications and Institutional Advancement

Service to the community is a significant function of all public two-year colleges. An important part of this service is to provide the public with information about the District and its colleges and the activities of its students, and to work with the community to further common goals through sponsorships and partnerships. At Riverside Community College District this is the responsibility of the Strategic Communications & Institutional Advancement office. College departments are assisted with enrollment-development marketing; securing newspaper, radio and cable TV publicity; and publicizing their programs through District print and online publications.

Academic Year

The academic year consists of fall and spring terms, which extend from August to June, plus a winter and a summer session. The calendar for the academic year appears in the front of the catalog. Courses offered during the various sessions are similar in scope and maintain equivalent standards.

RCCD Foundation

The RCCD Foundation is a nonprofit 501(c)(3) organization founded in 1975 to raise and manage private donations that benefit RCCD and its colleges, students, and programs. This goal is accomplished by building partnerships with alumni, friends, and the business community to explore philanthropic opportunities and inspire giving. The Foundation is professionally managed by staff who are experts in the field of philanthropy and is overseen by a committed volunteer Board of Directors. Foundation activities are primarily focused on supporting the strategic priority initiatives as defined by the Chancellor and College Presidents. The Foundation also provides guidance, consultation and oversight of all fundraising activities District-wide.

Mission Statement. The Riverside Community College District Foundation enhances the intellectual, cultural, and educational needs of District and College students, faculty, staff and our communities. We pursue resource development and philanthropic activities in support of continued excellence and improved access. As stewards, we collaborate with business and community stakeholders to fuel the region's workforce development, innovation, and economic growth.

Scholarships. Scholarships have long been at the heart of the RCCD Foundation's fundraising efforts. Each year, thanks to the generosity of donors, the Foundation provides nearly \$500,000 in scholarship support to the hard working students of Moreno Valley, Norco, and Riverside City colleges. Donors who wish to support the scholarship mission of the Foundation have a variety of options, including contributing to an existing scholarship or establishing a new scholarship. More information about scholarship options can be found on the Foundation website, www.rccd.edu/foundation, or by contacting the Foundation office at (951) 222-8626.

Century Circle. Century Circle is an annual giving program managed by the RCCD Foundation. Its purpose is to provide funding for special projects identified by the RCCD Foundation Board of Directors in alignment with the priorities of the Chancellor and the leadership of Moreno Valley, Norco, and Riverside City colleges. Donors who contribute at least \$1,000 per year to the Century Circle fund play an integral role in the RCCD Foundation's endeavor to help the District and Colleges respond to their most pressing needs. Donors to the Century Circle fund receive unique opportunities to learn about the impacts of their contributions throughout the academic year. The RCCD Foundation Board of Directors distributes Century Circle funds through a process that ensures alignment with identified priority areas of the Chancellor and College Presidents. Department heads, College Presidents, the Chancellor, or any member of the RCCD Foundation Board of Directors may initiate requests for Century Circle funds. Information about Century Circle can be found on the RCCD Foundation website, www.rccd.edu/foundation, or by contacting the Foundation office at (951) 222-8626.

Heritage Circle. Heritage Circle is a recognition program that honors visionary individuals who, by naming the RCCD Foundation in their estate plans or through other planned gift arrangements, contribute to the long-term success of the students, faculty and programs at Moreno Valley, Norco, and Riverside City colleges. Generous donors who join the Heritage Circle belong to an exclusive group of individuals who care deeply about the future of the Riverside Community College District. The RCCD Foundation invites donors to partner with us by becoming a Heritage Circle member to help the RCCD Colleges continue to meet the educational and workforce needs of our region for many years to come. In appreciation for their generosity, Heritage Circle members receive unique opportunities for recognition and participation, including special invitations throughout the year from the Chancellor and College Presidents. More information about Heritage Circle and planned giving through the RCCD Foundation can be obtained by contacting the Foundation office at (951) 222-8626.

Distance Education

The mission of Distance Education is to extend access to students through web-based learning formats such as online and hybrid courses. The Distance Education unit is responsible for distributing online courses and providing online platform-based technology training for faculty. The goal is to make learning available anytime, anywhere for students who need the flexible scheduling of a remote learning program. Distance Education is based on a learning management system (LMS) which uses online-based technologies including the internet and streaming media. Distance Education courses are academically equivalent to their on-campus counterparts and fulfill RCCD general education, elective, and/or major requirements, with many classes transferable to four-year institutions.* Some certificate programs can be completed fully online. For further information about Open Campus and distance education options, visit opencampus.com.

*Always consult a counselor to review your Student Education Plan before taking any class in order to ensure it meets your particular goals.

Special Supportive Services

Disability Support Services

The colleges of Riverside Community College District offer a comprehensive program of support services to students with a document(s). Students who have an acquired brain injury, physical disabilities, hearing impairments, learning disabilities, developmental disabilities, psychological disabilities, other health impairments, and temporary disabilities are eligible for the services which are provided according to individual need. For more information, contact (951) 571-6138.

Family Educational Rights and Privacy Act (FERPA)

Riverside Community College District adheres to the policies of the Family Educational Rights and Privacy Act (FERPA) when establishing and maintaining education records. Although the college applies the provisions of FERPA in a strict manner, the law allows the college to release student directory information. RCCD, based on FERPA regulations, designates as directory information the following: student's name, major field of study, dates of attendance, enrollment status, (e.g., full-time/part-time) participation in officially recognized activities and sports, weight and height of members of athletic teams, and degree and awards received.

Students have the opportunity to request that their directory information be maintained as confidential. In completing the admission application, students are provided this opportunity. Students who are continuing students at RCCD may go to the Student Services office and request to have directory information withheld.

The student's prior written consent is not required to disclose non-directory information under specific conditions according to FERPA regulations. (Included under this provision is the ability to disclose education records to parents of a student under 18 years of age as defined in Section 152 of the Internal Revenue Code of 1986. Refer to www.rccd.edu/Pages/ferpa.aspx for more information.)

The Family Education Right and Privacy Act (FERPA) affords students certain rights with respect to their education records. These rights include:

1. The right to inspect and review the student's education records within 45 days of the date RCCD receives a request for access. Copies are not provided if the student has an outstanding financial or other hold on the records. The District may assess a charge pursuant to Board Policy Regulation 3300 for furnishing copies of any education record. Students should submit to the Admissions and Records, dean, head of the academic department, or other appropriate official, written requests that identify the record(s) they wish to inspect. The RCCD 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 RCCD official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
2. The right to request the amendment of the student's education records that the student believes are inaccurate or misleading. Students may ask RCCD to amend records that they believe are inaccurate or misleading. They should write the RCCD official responsible for the record, clearly identify the part of the record they want to change, and specify why it is inaccurate or misleading. If RCCD decides not to amend the record as requested by the student, RCCD 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 procedure will be provided to the student when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorized disclosure without consent. One exception which permits disclosure without consent is disclosure to college officials with legitimate educational interests. A college official is a person employed by RCCD in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom RCCD has contracted (such as an attorney, auditor, collection agent or agents or organizations conducting studies on behalf of the college); 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 college official in performing his or her tasks. A college official has a legitimate educational interest if the official needs to review an educational record in order to fulfill his or her professional responsibility. Upon request, RCCD discloses education records without consent to officials of another school in which a student seeks or intends to enroll.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by RCCD to comply with the requirements of FERPA.

The Riverside Community College District is dedicated to maintaining the absolute integrity of all student records as well as protecting the student's rights of access to those records. To this end, Administrative Regulations for granting of requests to inspect and review records are detailed in Board Policy 5040.

Students have the right to stop the use of their social security number in a manner otherwise prohibited by law by submitting a written request to Admissions & Records, along with a photo I.D.

It is the responsibility of the student to update MyPortal to advise the Admissions & Records Office of any change in address or telephone number and change of information forms are also available at www.rcc.edu.

Graduation Requirements for Degrees and Certificates

Board Policy 4100

Education Code Section 70902(b)(3);

Title 5 Sections 55060, et seq.

The colleges grant the degrees of Associate in Arts, Associate in Science and degrees for college transfer to those students who have completed the subject requirements for graduation and who have maintained a 2.0 grade point average in subjects attempted. Students must also complete the general education residency and competency requirements set forth in Title 5 regulations.

Students may be awarded a Certificate of Achievement and participate in a graduation ceremony upon successful completion of a minimum of 18 or more semester units of degree-applicable coursework designed as a pattern of learning experiences designed to develop certain capabilities that may be oriented to career or general education.

The Chancellor shall establish procedures to determine degree and certificate requirements. The procedures shall assure that graduation requirements are published in each college's catalog and included in other resources that are convenient for students.

For the Associate in Arts or Sciences degree, a student must demonstrate competence in reading, in written expression, and in mathematics. The student must satisfactorily complete at least 60 semester units of college work of which 18 semester units are a major or area of emphasis or career-technical program.

A definition of "college work" which provides that courses acceptable toward the associate degree include those which have been properly approved pursuant to Title 5 Section 55002(a) or, if completed at other than a California community college, would reasonably be expected to meet the standards of that Title 5 section.

The work must include at least 12 semester units of study in residence; exceptions to the residence requirement can be made by the Board of Trustees when an injustice or undue hardship would result.

The general education requirements must include a minimum of work in the natural sciences, the social and behavioral sciences, humanities, and language and rationality.

A student must have a minimum grade point average of 2.0 in coursework taken at Riverside Community College District. If coursework taken at one or more accredited colleges is used to satisfy degree requirements, the overall cumulative grade point average must be at least 2.0 and will be determined by an aggregation of all grades from all transcripts used. If coursework is applied towards degree requirements from an institution using a +/- grading scale, the original grade points assigned by that institution as indicated on the transcript will be used to calculate the cumulative grade point average.

Students who have been awarded a bachelor's degree from a regionally-accredited institution in the United States will be exempt from the general education requirements should they pursue an Associate of Arts or Science degree at one of the District's colleges. Students may petition to have non-credit courses counted toward the satisfaction of requirements for an associate degree. Board Policies and Administrative Procedures regarding general education and degree requirements must be published in the Colleges' catalogs and must be filed with the California Community College Chancellor's Office.

For a Certificate of Achievement, a student must successfully complete a course of study or curriculum that consists of 18 or more semester units of degree-applicable credit coursework. The Certificate of Achievement shall be designed to demonstrate that the student has completed coursework and developed capabilities relating to career or general education.

Shorter credit programs that lead to a certificate may be established by the District.

Content and assessment standards for certificates shall ensure that certificate programs are consistent with the mission of the District, meet a demonstrated need, are feasible and adhere to guidelines on academic achievement.

Certificates for which the State Chancellor's approval is not sought may be given any name or designation deemed appropriate except for Certificate of Achievement, Certificate of Completion or Certificate of Competency.

Office of Primary Responsibility: Vice Chancellor, Educational Services, Workforce Development and Planning

(This is the policy and/or procedure at the time of printing. Policies and procedures are continually being updated. In order to be sure you have the most recent language, please check the latest online version at: www.rccd.edu/administration/board/Pages/BoardPolicies.aspx.)

Instructional Materials Fees

Board Policy 5031

Education Code Section 76365;

Title 5 Sections 59400 et seq.

The District has a strong commitment to ensuring accessibility to all its programs and services for residents of the District who are capable of benefiting from the experiences provided. As an important component of this open door policy, the District actively promotes low cost education for District residents. Where consumable items, supplies, or special services are necessary to enhance the educational experiences of students, the District is compelled to make reasonable charges to the students to assist in defraying the costs of providing these items, supplies, or special services.

Students may be required to provide instructional materials required for a credit or non-credit course. Such materials shall be of continuing value to a student outside of the classroom setting and shall not be solely or exclusively available from the District.

Required instructional materials shall not include materials used or designed primarily for administrative purposes, class management, course management or supervision.

Where instructional materials are available to a student temporarily through a license or access fee, the student shall be provided options at the time of purchase to maintain full access to the instructional materials for varying periods of time ranging from the length of the class up to at least two years. The terms of the license or access fee shall be provided to the student in a clear and understandable manner prior to purchase.

Instructors shall take reasonable steps to minimize the cost of instructional materials.

Definitions

Required instructional materials means any materials which a student must procure or possess as a condition of registration, enrollment or entry into a class; or any such material which the instructor determines is necessary to achieve the required objectives of a course.

Solely or exclusively available from the District means that the instructional material is not available except through the District, or that the District requires that the instructional material be purchased or procured from it. A material shall not be considered to be solely or exclusively available from the District if it is provided to the student at the District's actual cost; and 1) the instructional material is otherwise generally available, but is provided solely or exclusively by the District for health and safety reasons or 2) the instructional material is provided in lieu of other generally available but more expensive material which would otherwise be required.

Required instructional and other materials which are of continuing value outside of the classroom setting are materials which can be taken from the classroom setting and which are not wholly consumed, used up, or rendered valueless as they are applied in achieving the required objectives of a course to be accomplished under the supervision of an instructor during class hours.

I. Announcement of Fees

Course material fees shall be printed in the class schedule and available on the District's website. Courses with fees will be properly flagged on materials used in the Office of Admissions and Records. A fee statement, including the amounts of the fees, will be included in the College Catalog (see Section VI Course Descriptions). The presence of fees on specific courses will also be included in all newspaper and periodical advertising of courses.

II. Collection of Fees

Course material fees will be collected with enrollment fees. Registration in subsequent terms will be blocked until fees are paid.

III. Refunds

Students who withdraw from a class with a materials fee will receive a 100 percent refund through the first two weeks of instruction or a proportional amount of time for a shorter-than-semester class. No refunds will be made after the second week of instruction or proportional amount of time for shorter-than-semester offering. A complete refund for material fees will be made on classes which are canceled by the College. Students will receive a materials fee credit in transferring from one fee class to another, providing the transfer occurs during the first two weeks of class.

IV. Disbursements

Material fees collected will be credited to the General Fund (1000). Divisions will be informed of the amounts of fees collected and these funds will be budgeted and available for appropriate material expenditures.

(This is the policy and/or procedure at the time of printing. Policies and procedures are continually being updated. In order to be sure you have the most recent language, please check the latest online version at: www.rccd.edu/administration/board/Pages/BoardPolicies.aspx.)

Course Repetition

References: Title 5 Sections 55000, 55045, 56029
Education Code Section 76224

When a student repeats a course that is not designated as repeatable and receives a satisfactory grade, then the student may not repeat the course again unless there is another provision that allows the repetition.

When a student repeats a course to alleviate substandard academic work, the previous grade and credit may be disregarded in the computation of grade point averages as long as the student is not allowed additional repetitions for more than three semesters or five quarters.

- A. Students may repeat courses under the following circumstances:
 1. The student is repeating the course to alleviate substandard work which has been recorded on the student's record.
 - a. The term substandard is defined as course work for which the evaluative grading symbol "D," "F," "FW" or "NP" has been recorded.
 - b. A student is limited to a maximum of three allowable attempts per course including any combination of withdrawals ("W's") or substandard grades. Withdrawals due to military orders ("MW's") are not included in the number of allowable attempts.
 - c. A Request for Course Repetition* is required for any exceptions to B above.
 2. The student's previous grade is, at least in part, the result of extenuating circumstances.
 - a. Extenuating circumstances are verified cases of accidents, illness, or other circumstances beyond the control of the student.*
 3. There has been a lapse of time (at least 36 months) since the student last took the course. (See Administrative Procedure 4228)
 - a. The course outline of record has been officially changed and demonstrates significant curricular changes.*
 - b. There has been a significant change in industry or licensure standards such that repetition of the course is necessary for employment or licensure. Students may be asked to certify or document that there has been a significant change as noted necessitating course repetition.
 4. A student with a disability may repeat a special class for students with disabilities any number of times based on an individualized determination that such repetition is required as a disability-related accommodation for that particular student for one of the reasons specified in section 56029. The district policy may allow the previous grade and

credit to be disregarded in computing the student's GPA each time the course is repeated.

5. Repetition of courses where substandard work has not been recorded shall be permitted when such repetition is necessary for a student to meet a legally mandated training requirement as a condition of continued paid or volunteer employment. Students may be required to provide documentation that the course repetition is legally mandated.
 - a. Such courses may be repeated for credit any number of times, regardless of whether or not substandard work was previously recorded, and the grade received each time shall be included for purposes of calculating the student's grade point average.
- B. The policy and procedure may not permit student enrollment in active participatory courses, as defined in section 55000, in physical education, visual arts or performing arts that are related in content, as defined in section 55000, more than four times. This limitation applies even if a student receives a substandard grade or "W" during one or more of the enrollments in such a course or petitions for repetition due to extenuating circumstances as provided in section 55045.
- C. The following conditions apply:
 1. When course repetition occurs at RCCD, the permanent academic records will be annotated in such a manner that all work remains legible, ensuring a true and complete academic history. Courses repeated will be indicated on the permanent record by using an appropriate symbol. In all instances, the most recent grade earned will be used to compute an adjusted grade point average.
 2. For courses taken or repeated at another accredited college or university, the most recent grade earned in the repeated course will be used to compute an adjusted cumulative grade point average (GPA). The adjusted cumulative GPA will be used in determining eligibility for the cumulative GPA requirement for the Associate in Arts degree, Associate in Science degree and occupational certificates.
 3. Procedures for course repetition shall be listed in the current official college catalogs.
 4. Courses taken at other accredited colleges or universities for which substandard academic performance was recorded may be repeated.
 5. The District will honor similar, prior course repetition action by other accredited colleges and universities.

Nothing in these Procedures can conflict with Education Code Section 76224 pertaining to the finality of grades assigned by instructors or with Title 5 or District procedures relating to retention and destruction of records.

When a student has exhausted the maximum allowed number of course attempts, they may petition for approval to repeat a course a final time if extenuating circumstances, consistent with 55045, justify such repetition.

*A Request for Course Repetition must be completed and can be obtained in Admissions office and the Dean of Instruction office on any campus. Requests are approved or denied by the Dean of Instruction, or designee.

Course Repetition—Significant Lapse of Time

Reference: Title 5, Section 55043, 55000, 55040,

Students may be permitted to repeat courses in which a "C" or better grade was earned where there was a significant lapse of time of no less than 36 months since the most recent grade was obtained.

Students are required to repeat courses in which a "C" or better grade was earned where there was a significant lapse of time since the grade was obtained if:

- The District has established a recency prerequisite for a course or program;
- or
- An institution of higher education to which a student wishes to transfer has established a recency requirement that the student cannot satisfy without repeating the course.

If the District determines that a student needs to repeat an active participatory experience course in physical education or visual or performing arts, or an active participatory experience course that is related in content, 55000, due to significant lapse of time, that repetition shall be counted in applying the limit on repetitions, 55040. If a student has already exhausted the number of repetitions permitted, an additional repetition due to significant lapse of time may be permitted or required by the District.

When a student needs to repeat an activity course due to a significant lapse of time, each repetition attempt will be counted toward the established repetition limits. However, if a student has already exhausted the number of permitted repetitions, then an additional repetition due to significant lapse of time may be permitted or required by the District.

When a course is repeated due to a significant lapse of time, the District may disregard the previous grade and credit when computing a student's grade point average.

A Request for Course Repetition is required and can be obtained in the college Admissions offices and from the offices of the Dean of Instruction at the three colleges. Requests are approved or denied by a Dean of Instruction, or designee.

Course Repetition — Variable Units

Reference: Title 5, Section 55044, 55040(b)

Students may be permitted to enroll in variable unit open-entry/open-exit courses as many times as necessary to enable them to complete the entire course curriculum once, except if the course is an active participatory course in physical education, in which case each enrollment in a portion of the course counts toward the courses that are related in content limitation.

Students may not repeat any portion of the curriculum for the course unless:

- The course is required for legally mandated training; or
- The course is a special class for students with disabilities which needs to be repeated, 56029; or
- Repetition of the course is justified by extenuating circumstances, 55045; or
- The student wishes to repeat the course to alleviate substandard work, 55042

Each time a student enrolls in a physical education activity course offered on an open entry/open exit basis, regardless of the number of units for which the student enrolls, the enrollment shall count as a repetition of the course for the purposes of section 55041 and 58161.



Repeatable Courses

Reference: Title 5, Sections 55040, 55041, 55000, 55042, 55253 and 56029

Students may repeat courses in which a “C” or better grade was earned. Only the following types of courses are repeatable: courses for which repetition is necessary to meet the major requirements of CSU or UC for completion of a bachelor’s degree, intercollegiate athletics, and intercollegiate academic or vocational competition courses that are related in content.

The following conditions apply to repeatable courses:

- A. For those courses that are designated as repeatable, a student may enroll multiple times in the course, but in most cases, the limit will be four enrollments.
- B. Repeatable courses are identified in the college catalog.
- C. All grades and units will be used in the computation of the grade point average and earned units, with the following exceptions:
 1. When a repeatable course is taken and a substandard grade earned, the course may be repeated to alleviate the substandard grade with the most recent grade used in the computation of the grade point average.
 2. Grades from other repeats will be used in the computation of the grade point average.

Students are allowed to repeat a course when repetition is necessary to enable that student to take courses that are determined to be legally mandated. These are courses that are required by statute or regulation as a condition of paid or volunteer employment. Students can repeat such courses any number of times, even if they received a grade of “C” or better; however, the grade received by the student each time will be included in calculations of the student’s grade point average. Students may be required to provide documentation that the course repetition is legally mandated.

Students with disabilities can repeat a special class for students with disabilities any number of times when an individualized determination verifies that such repetition is required as a disability-related accommodation for that particular student as specified in 56029.

Students are allowed to repeat a course in occupational work experience under the circumstances described in section 55253. A student may earn a total of 16 semester units in occupational work experience. When an occupational work experience course is repeated, the grade received each time shall be included for the purposes of calculating the student’s grade point average. If a college offers only one course in occupational work experience in a given field, students may be permitted to repeat this course any number of times as long as they do not exceed the limits set forth in 55253. After a student has attempted a course three times and in instances where a student is permitted to repeat a course multiple times, the student may be required to register for the course, in person, at the Admissions & Records office of any campus.

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COMMITMENT TO DIVERSITY, NONDISCRIMINATION AND PROHIBITION OF HARASSMENT AND RETALIATION POLICIES

Board Policy 7100 Commitment to Diversity

Board Policy 3410 Nondiscrimination

Board Policy 3430 Prohibition of Harassment and Retaliation

A complete copy of the Board Policies cited can be found at www.rccd.edu/administration/board or www.rccd.edu/administration/humanresources, or by calling (951) 222-8039.

Commitment to Diversity

Riverside Community College District is committed to building a diverse and accessible environment that fosters intellectual and social advancement. All District programs and activities seek to affirm pluralism of beliefs and opinions, including diversity of religion, gender, ethnicity, race, sexual orientation, disability, age and socioeconomic class. Diversity is encouraged and welcomed because RCCD recognizes that our differences as well as our commonalities promote integrity and resilience that prepares our students for the evolving and changing community we serve.

Nondiscrimination

The Riverside Community College District Board of Trustees has adopted policies and procedures that comply with Federal and State laws relating to prohibition of discrimination and/or harassment on the basis of actual, perceived or association with others' ethnic group identification, national origin, religion, age, gender, gender identity, gender expression race, color, genetic information, ancestry, sexual orientation, or physical or mental disability, or any characteristic listed or defined in Section 11135 of the Government code or any characteristic that is contained in the prohibition of hate crimes set forth in subdivision (a) of Section 422.6 of the Penal Code.

Prohibition of Harassment and Retaliation

All forms of harassment are contrary to basic standards of conduct between individuals and are prohibited by state and federal law, as well as this policy, and will not be tolerated. The District is committed to providing an academic and work environment that respects the dignity of individuals and groups. The District shall be free of sexual harassment and all forms of sexual intimidation and exploitation. It shall also be free of other unlawful harassment, including that which is based on actual, perceived or association with others' ethnic group identification, national origin, religion, age, gender, gender identity, gender expression race, color, genetic information, ancestry, sexual orientation, or physical or mental disability, or any characteristic listed or defined in Section 11135 of the Government code or any characteristic that is contained in the prohibition of hate crimes set forth in subdivision (a) of Section 422.6 of the Penal Code.

This policy applies to all aspects of the academic environment, including but not limited to classroom conditions, grades, academic standing, employment opportunities, scholarships, recommendations, disciplinary actions, and participation in any community college activity.

COMPROMETIDOS A LA DIVERSIDAD

El Colegio Comunitario del Distrito de Riverside está comprometido a promover un ambiente accesible y diverso que fomente un avance intelectual y social. Todos los programas y actividades del Distrito buscan afirmar el pluralismo de las creencias y opiniones, incluyendo diversidad en la religión, género, origen étnico, raza, orientación sexual, discapacidades, edad y estado socio-económico. Alentamos y acogemos la diversidad porque RCCD reconoce que nuestras diferencias al igual que nuestras similitudes promueven la integridad y la fortaleza que prepara a nuestros estudiantes para evolucionar y cambiar la comunidad que servimos.

NO DISCRIMINACIÓN

El Consejo Directivo del Colegio Comunitario del Distrito de Riverside ha adoptado las políticas y los procedimientos que cumplen con las leyes federales y estatales relacionadas a la prohibición de discriminación y/o de acoso basados en algo real, percibición o asociación real con otras de identificaciones de los grupos étnicos, origen nacional, religión, edad, género, identidad de género, expresión de género, la información genética, ascendencia, orientación sexual, o discapacidad física o mental, raza, o cualquier característica o definido en la Sección 11135 del código de gobierno o cualquier característica que se encuentra en la prohibición de los Crímenes de Odio establecidas en la subdivisión (a) de la Sección 422,6 del Código Penal.

PROHIBICIÓN DE ACOSO Y VENGANZAS

Todas las formas de acoso están en contra del nivel básico de conducta entre los individuos y están prohibidas por la ley federal y del estado, al igual que esta política, y no serán toleradas. El Distrito está comprometido a proveer un ambiente académico y de trabajo que respete la dignidad de los individuos y grupos. El Distrito estará libre de acoso sexual y de toda forma de intimidación y explotación sexual. También estará de libre de cualquier otro acoso ilegal, incluyendo aquel que esté basado en percpción percibición o asociación real con otras de identificaciones de los grupos étnicos, origen nacional, religión, edad, género, identidad de género, expresión de género, la información genética, ascendencia, orientación sexual, o discapacidad física o mental, raza, o cualquier característica es definido en la Sección 11135 del código de gobierno o cualquier característica que se encuentra en la prohibición de los Crímenes de Odio establecidas en la subdivisión (a) de la Sección 422,6 del Código Penal

Esta política se aplica a todos los aspectos del ambiente académico, incluido pero no limitado a las reglas del aula, grado, estado académico, oportunidades de empleo, becas, recomendaciones, acciones disciplinarias y la participación en cualquier actividad en un colegio comunitario.

The District seeks to foster an environment in which all employees and students feel free to report incidents of harassment without fear of retaliation or reprisal. Retaliation may involve, but is not limited to, the making of reprisals or threats of reprisals, intimidation, coercion, discrimination or harassment following the initiation of an informal or formal complaint. Such conduct is illegal and constitutes a violation of this policy.

Therefore, the District also strictly prohibits retaliation against any individual for filing a complaint, who refers a matter for investigation or complaint, who participates in an investigation, who represents or serves as an advocate for an alleged victim or alleged offender, or who otherwise furthers the principles of unlawful discrimination or harassment.

Filing a Complaint

This is a summary of your right to file an informal or formal complaint of discrimination or sexual harassment. This is only a summary. Please see Board Policies and Administrative procedures BP/AP3410 and BP/AP3430, and AP3435 for the complete District procedure.

Informal/Formal Complaint Procedure

- You have the right to request that the charges be resolved informally, at which time the District will undertake efforts to informally resolve the charges.
- You do not need to participate in informal resolution.
- You have the right to file a formal complaint, even if you have previously requested informal resolution (see below for the procedure for doing so).
- You will not be required to confront or work out problems with the person accused of unlawful discrimination.
- You may file a non-employment-based complaint with the U.S. Department of Education Office for Civil Rights (OCR) where such a complaint is within that agency's jurisdiction.
- If your complaint is employment-related, you may file a complaint with the U.S. Equal Employment Opportunity Commission (EEOC) and/or the California Department of Fair Employment and Housing (DFEH) where such a complaint is within that agency's jurisdiction.
- Retaliation is unlawful. If you feel you are being retaliated against as a result of filing a complaint, please contact the RCCD Diversity and Human Resources Department immediately.

Purpose of the Informal Resolution Process

The purpose of the informal resolution process is to allow an individual who believes she/he has been unlawfully discriminated against to resolve the issue through a mediation process rather than the formal complaint process. Typically, the informal process will be invoked when there is a simple misunderstanding or you do not wish to file a formal complaint. Resolution of an informal complaint may require nothing more than a clarification of the misunderstanding or an apology from the alleged offender and an assurance that the offending behavior will cease. You will be notified of the outcome of the investigation in the informal process, and will also be notified of the resolution proposed by the District.

El Distrito busca fomentar un ambiente en el cual todos los empleados y estudiantes se sientan libres de denunciar incidentes de acoso sin miedo a amenazas o represalias. Las represalias pueden involucrar pero no están limitadas a hacer represalias o amenazas de las mismas, intimidación, coerción, discriminación o acoso seguido por el inicio de una queja formal o informal. Tal conducta es ilegal y constituye la violación de esta política.

Por lo tanto, el Distrito también prohíbe estrictamente las represalias en contra de cualquier individuo por haber presentado una queja, quien remite un asunto o, queja para ser investigado, quien participe en una investigación, quien represente o defienda a una presunta víctima o un presunto delincuente, o de quien promueva los principios de discriminación ilegal o acoso.

PRESENTAR UNA QUEJA

Este es un resumen del derecho que usted tiene a presentar una queja formal de discriminación o de acoso sexual. Este es sólo un resumen. Por favor vea la Política de la Junta Directiva Escolar y los Procedimientos Administrativos BP/AP 3410 y BP/AP 3430, y AP 3435 para el procedimiento completo del Distrito.

PROCEDIMIENTO PARA UNA QUEJA FORMAL/ INFORMAL

- Usted tiene derecho a solicitar que los cargos sean resueltos informalmente, durante este tiempo, el Distrito se encargará de hacer lo necesario para solucionar los cargos informalmente.
- Usted no necesita participar en una resolución informal.
- Usted tiene derecho a presentar una queja formal, aún en el caso que anteriormente haya solicitado una resolución informal (mire la parte posterior para el procedimiento a seguir en este caso).
- A usted no se le pedirá que confronte o que trate de resolver los problemas con la persona acusada de discriminación ilícita.
- Usted puede presentar una queja que no esté relacionada con el empleo en la Oficina del Departamento de Educación de los Estados Unidos para los Derechos Civiles (OCR, por sus siglas en inglés) siempre y cuando dicha queja esté dentro de la jurisdicción de esa agencia.
- Si su queja está relacionada con el empleo, usted puede presentar una queja en la Comisión de Igualdad en Oportunidad de Empleo de los Estados Unidos (EEOC, por sus siglas en inglés) y/o al Departamento de Igualdad en el Empleo y la Vivienda (DFEH, por sus siglas en inglés) siempre y cuando dicha queja esté dentro de la jurisdicción de esa agencia.
- Las represalias están prohibidas por la ley. Si usted cree que hay represalias en su contra como resultado de haber presentado una queja, por favor póngase en contacto con el Departamento de Diversidad y Recursos Humanos de RCCD.

EL PROPOSITO DE LA RESOLUCIÓN INFORMAL

El propósito del proceso en una resolución informal es permitir que un individuo, el cual cree ha sido ilícitamente discriminado en contra, pueda resolver la situación por medio de un proceso de mediación en lugar de un proceso de queja formal. Típicamente, el proceso informal será invocado cuando haya un simple malentendido, o usted no desee presentar una queja formal. La resolución de una queja informal puede que no requiera más que una aclaración del malentendido o una disculpa por parte del supuesto ofensor y una afirmación de que la conducta ofensiva cesará. Usted será notificado acerca del resultado de la investigación del proceso informal, y

If you pursue the informal process, you should note the following important points:

- You will need to sign a document which indicates that you have selected the informal resolution process.
- The District will complete its investigation within the time period required by Board Policy unless you voluntarily rescind your complaint prior to completion.

Selecting the informal resolution process does not prevent you from later deciding to file a formal complaint (subject to all of the rules for filing a formal complaint). You can do this while the informal process is still underway, or if the informal process has been completed and you are not satisfied with the outcome of the District's proposed resolution, provided that the time period for filing a formal complaint has not passed.

How to File a Formal Complaint

- The complaint must be filed on a form prescribed by the State Chancellor's Office. That form is available at www.rccd.edu/administration/board/Pages/BoardPolicies.aspx, www.rccd.edu/administration/humanresources from the Diversity and Human Resources Department, or on the State Chancellor's Web page at www.cccco.edu.
- The complaint must allege unlawful discrimination prohibited under Title 5, Section 59300.
- The complaint must be filed by one who alleges that she/he has personally suffered unlawful discrimination or by one who has learned of such unlawful discrimination in her/his official capacity as a faculty member or administrator.
- In any complaint not involving employment, the complaint must be filed within one year of the date of the alleged unlawful discrimination or within one year of the date on which you knew or should have known of the facts underlying the specific incident or incidents of alleged unlawful discrimination.
- In any complaint alleging discrimination in employment, the complaint shall be filed within 180 days of the date the alleged unlawful discrimination occurred, except that this period will be extended by no more than 90 days following the expiration of that 180 days if you first obtained knowledge of the facts of the alleged violation after the expiration of 180 days.
- You can file a complaint with the:

Diversity, Equity and Compliance
Riverside Community College District
3801 Market Street
Riverside, CA 92501
(951) 222-8039
www.rccd.edu

or with the:

Legal Affairs Division
Office of the Chancellor
California Community Colleges
1102 Q Street
Sacramento, CA 95811-6549

también será notificado de la resolución propuesta por el Distrito.

Si usted da seguimiento al proceso informal, deberá tomar en cuenta los siguientes puntos importantes:

- Usted necesitará firmar un documento el cual indique que usted ha elegido el proceso de la resolución informal.
- El Distrito completará su investigación en el período de tiempo requerido por la política de la Junta Directiva Escolar, a menos que usted voluntariamente rescinda su queja antes de ser terminada la investigación.

El seleccionar el proceso de resolución informal, no le impide a usted el poder tomar la decisión de presentar una queja formal posteriormente (sujeto a todas las reglas para presentar una queja formal). Usted puede hacer esto mientras el proceso informal esté en curso, o si el proceso informal ha sido completado y usted no está satisfecho con el resultado o la resolución propuesta por el Distrito, siempre y cuando que el período de tiempo para presentar una queja formal no haya terminado.

COMO PRESENTAR UNA QUEJA FORMAL:

- La queja debe ser presentada utilizando el formulario indicado por la oficina del Rector del Estado. El formulario está disponible en www.rccd.edu/administration/board/Pages/BoardPolicies.aspx, www.rccd.edu/administration/humanresources en la oficina de Diversidad y Recursos Humanos, o en la página de internet del Rector del Estado en www.cccco.edu.
- La queja debe declarar discriminación ilícita bajo el Título 5, sección 59300.
- La queja debe de ser presentada por la persona que declara que él/ella ha sufrido personalmente discriminación ilícita o por aquella persona que se ha enterado de tal discriminación ilícita en su función oficial como miembro de la facultad o administrador.
- En cualquier queja que no involucre un empleo, la queja deberá ser presentada en el espacio de un año a partir de la fecha de la presunta discriminación ilícita o en el espacio de un año a partir de la fecha en la cual usted se enteró o debió haberse enterado de los hechos que fundamentan el incidente específico o los incidentes de la presunta discriminación ilícita.
- En situaciones en que la queja confirme discriminación en el empleo, la queja deberá ser presentada en de 180 días a partir de la fecha en que la presunta discriminación ilícita ocurrió, con la excepción de que este período será extendido por no más de 90 días seguido a la fecha de expiración de los 180 días, si usted se enteró de los hechos de la supuesta discriminación después de la fecha de expiración de los 180 días.
- Usted puede presentar una queja con el:

Diversity, Equity and Compliance
Riverside Community College District
3801 Market Street
Riverside, CA 92501
(951) 222-8039
www.rccd.edu

Legal Affairs Division
Office of the Chancellor
California Community Colleges
1102 Q Street
Sacramento, CA 95811-6549

What Happens When a Formal Complaint is Filed

The District will then conduct an investigation. Within 90 days of receiving an unlawful discrimination complaint filed under Title 5, Sections 59300 et seq., the District will complete the investigation and forward a copy of the investigative report, or a summary, to you along with a notice of your right to appeal to the District Board of Trustees and the State Chancellor's Office. The investigative report, or summary, is the District's Administrative Determination.

Complainant's Appeal Rights

You, as the complainant, have appeal rights that you may exercise if you are not satisfied with the results of the District's Administrative Determination. At the time the investigative report and/or summary is mailed to you, the responsible District officer or her/his designee will notify you of your appeal rights as follows:

Appeals Must be in Writing

(E-mail is not a satisfactory method.)

First Level of Appeal: You have the right to file an appeal with the District's Board of Trustees within fifteen (15) calendar days from the date of the Administrative Determination. The District's Board of Trustees will review the original complaint, the Administrative Determination, and the appeal.

In order to appeal to the District's Board of Trustees, please send a written request within the required time period to the attention of:

District Board of Trustees
c/o Diversity, Equity and Compliance
Riverside Community College District
3801 Market Street
Riverside, CA 92501

The District's Board of Trustees will issue a final District decision in the matter within forty-five (45) calendar days after receiving the appeal. Alternatively, the District's Board of Trustees may elect to take no action within forty-five (45) calendar days, in which case the Administrative Determination will be deemed to be affirmed and shall become the final District decision in the matter. A copy of the final decision rendered by the District's Board of Trustees will be forwarded to you and to the State Chancellor's Office.

Second Level of Appeal: You have the right to file an appeal with the California Community Colleges Chancellor's Office in any case not involving employment-related discrimination within thirty (30) calendar days from the date that the District's Board of Trustees issues the final District decision or permits the Administration Determination to become final by taking no action within forty-five (45) calendar days. The appeal must be accompanied by a copy of the decision of the District Board of Trustees or evidence showing the date on which complainant filed an appeal with the District Board of Trustees within forty-five (45) calendar days from that date.

¿ QUÉ SUCEDE CUANDO SE PRESENTA UNA QUEJA FORMAL?

El Distrito entonces conducirá una investigación. Después de 90 días de haber recibido la queja de la presunta discriminación bajo el Título 5, secciones 59300 et seq., el Distrito completará la investigación y le enviará a usted una copia del reporte de la investigación, o un resumen del mismo, junto con la notificación de su derecho a apelar la decisión ante la Junta Directiva Escolar del Distrito y la oficina del Rector del Estado. Este reporte de investigación es la Determinación Administrativa del Distrito.

DERECHOS DE PETICIÓN DE LA PERSONA AFECTADA

Usted, como persona demandante, tiene derechos que puede ejercer para apelar si no está satisfecho con los resultados de la Determinación Administrativa del Distrito. En el momento en que el reporte de investigación y/o el resumen le sea enviado a usted por correo, el oficial responsable del Distrito y/o su designado/a le notificará a usted acerca de los derechos que tiene para solicitar una apelación de la siguiente manera:

TODAS LAS PETICIONES DEBERÁN SER HECHAS POR ESCRITO

(El correo electrónico no es un método satisfactorio.)

Primer Nivel de Apelación: Usted tiene el derecho de solicitar una apelación a los Miembros de la Junta Directiva Escolar en el espacio de 15 días o a partir de la fecha en que la Determinación Administrativa fue hecha. Los Miembros de la Junta Directiva Escolar revisarán la queja original, la Determinación Administrativa y la apelación.

Por favor envíe una petición por escrito para solicitar una apelación a los Miembros de la Junta Directiva Escolar en el período de tiempo indicado, dirigido a:

District Board of Trustees
c/o Diversity, Equity and Compliance
Riverside Community College District
3801 Market Street
Riverside, CA 92501

Los miembros de la Junta Directiva Escolar darán una decisión final del Distrito acerca del asunto dentro de 45 días después de haber recibido la apelación. Alternativamente, los Miembros de la Junta Directiva Escolar pueden elegir no tomar ninguna acción en el espacio de 45 días, en este caso la decisión original en cuanto a la Determinación Administrativa será considerada afirmativa y será la decisión final del Distrito en este asunto. Usted recibirá una copia de la decisión final hecha por los Miembros de la Junta Directiva Escolar del Distrito y otra copia será enviada a la oficina del Rector del Estado.

Segundo Nivel de Apelación: Usted tiene el derecho de solicitar una apelación a la oficina del Rector de Colegios Comunitarios de California en cualquier caso que no involucre discriminación relacionada con el empleo, en el espacio de 30 días o a partir de la fecha en que los Miembros de la Junta Directiva Escolar dictaminen la Decisión final del Distrito o permitan que la Determinación Administrativa sea la Decisión final al no tomar ninguna acción en el espacio de 45 días. La apelación debe ser acompañada de una

In any case involving employment-related discrimination, you have the right to file an appeal with the Department of Fair Employment and Housing (DFEH) or the U.S. Equal Employment Opportunity Commission (OCR).

(This is the policy and/or procedure at the time of printing. Policies and procedures are continually being updated. In order to be sure you have the most recent language, please check the latest online version at: www.rccd.edu/administration/board/Pages/BoardPolicies.aspx.)

copia de la decisión de los Miembros de la Junta Directiva Escolar del Distrito o evidencia que muestre la fecha en que el demandante solicitó una apelación a la Junta Directiva Escolar del Distrito en el espacio de 45 días a partir de esa fecha.

En cualquier caso que involucre discriminación con el empleo, usted tiene derecho a solicitar una apelación en el Departamento de Igualdad de Empleo y Vivienda o la Comisión de los Estados Unidos para Oportunidad de Igualdad en el Empleo.

CONTACT INFORMATION (PARA MAYOR INFORMACIÓN COMUNICARSE A)

Diversity, Equity and Compliance
 Riverside Community College District
 3801 Market Street
 Riverside, CA 92501
 (951) 222-8039
www.rccd.edu

U.S. Department of Education Office for Civil Rights (OCR)
 50 Beale Street, Suite 7200
 San Francisco, CA 94105
 (415) 486-5555
 TDD (877) 521-2172
www.ed.gov

Department of Fair Employment and Housing (DFEH)
 Los Angeles District Office
 1055 West 7th Street
 Suite 1400
 Los Angeles, CA 90017
 (800) 884-1684
 TTY (800) 700-2320
www.dfeh.ca.gov

State Chancellor's Office
 California Community Colleges (CCCCO)
 1102 Q Street
 Sacramento, CA 95811-6549
 (916) 445-4826
www.cccco.edu

Equal Employment Opportunity Commission (EEOC)
 Los Angeles District Office
 Roybal Federal Building
 255 East Temple Street, 4th Floor
 Los Angeles, CA 90012
 (800) 669-4000
 TTY (800) 669-6820
www.eeoc.gov

DISTRICT ACADEMIC ADMINISTRATION

BAJAJ, PANKAJ

**Dean,
Educational Services**

B.E., MIT, M.I.S., University of Missouri, St. Louis. At Riverside Community College District since 2001.

ISAAC, WOLDE-AB

Chancellor

B.S., Addis Abeba University; M.A., Ph.D., University of Michigan. At Riverside Community College District since 2006.

KEELER, RICHARD

**Dean, Grants
Economic Development**

B.A., University of La Verne; B.A., M.A., University of California, Berkeley. At Riverside Community College District since 2000.

TORRES, DAVID

**Dean,
Institutional Research and Strategic Planning**

B.A., M.A., California State University, Fullerton. At Riverside Community College District since 1993.



FACULTY EMERITI**A**

Thomas Allen, Associate Professor Emeritus, English
 David Almquist, Associate Professor Emeritus, Kinesiology
 Michael Amrich, Professor Emeritus, Chemistry
 Lorraine Anderson, Dean Emerita
 Sally Armstrong, Professor Emerita, Art
 Hilda Attride, Professor Emerita, English

B

Jo Ann Bailey, Professor Emerita, Library Services
 David V. Baker, Associate Professor Emeritus, Sociology
 Theodore Banks, Professor Emeritus, Physical Education
 James Baylor, Professor Emeritus, Business Administration
 Doug Beckstrom, Professor Emeritus, Dental Technology
 Henry Z. Benedict, Professor Emeritus, Counseling
 Joe Bennett, Professor Emeritus, Automotive Technology
 Shailesh D. Bhatia, Associate Professor Emeritus, Computer Information Systems
 Richard Bevan, Professor Emeritus, Dental Technology
 John S. Biehl, Professor Emeritus, Biology and Health Services
 Elizabeth Bigbee, Dean Emerita, Learning Resources
 Janis Binam, Professor Emerita, Anthropology
 Donald Birren, Professor Emeritus, Physical Education
 Douglas Bond, Professor Emeritus, Chemistry
 Douglas Bowen, Associate Professor Emeritus, English as a Second Language
 Glen Brady, Director Emeritus, Distance Education
 Friedrich Brose, Professor Emeritus, Library Services
 C. Kenneth Brown, Professor Emeritus, Instructional Media
 Marsha Brown, Assistant Professor of CTE Emerita, Cosmetology
 William Brown, Professor Emeritus, Physical Education/Counseling
 Vern Browne, Professor Emeritus, Computer Information Systems
 Patricia Bufalino, Dean Emerita
 Daria Burnett, Dean Emerita
 Robert Burris, Assistant Professor of CTE Emeritus, Air Conditioning
 Ronald Burton, Professor Emeritus, English
 James Buysse, Vice Chancellor Emeritus, Administration and Finance

C

Shelagh Camak, Vice President Emerita, Workforce Development
 Michael Chaks, Professor Emeritus, Accounting
 Joy Chambers, Dean Emerita, Enrollment Services
 Linda Chang, Professor Emerita, Library Services
 JoAnn Chasteen, Professor Emerita, Nursing
 Achinta Chatterjee, Professor Emeritus, English
 Jill M. Christiansen, Associate Professor Emerita, Nursing
 Mike Churchill, Professor Emeritus, Physical Education
 Eileen Colapinto, Professor Emerita, Counseling
 Marie Colucci, Professor Emerita, Nursing
 Diane Conrad, Associate Professor Emerita, Communication Studies
 George Conrad, Professor Emeritus, Machine Shop Technology
 Lisa A. Conyers, Associate Professor Emerita, Spanish
 Janet Cordery, Associate Professor Emerita, Counseling
 Gerald Cordier, Assistant Professor of CTE Emeritus, Drafting
 Frank Corona, Professor Emeritus, Spanish

Sharon L. Crasnow, Distinguished Professor Emerita, Philosophy
 Lois O. Cresgy, Professor Emerita, Physical Education

D

Arthur Dassow, Professor Emeritus, Counseling
 Foster Davidoff, Superintendent/President, Emeritus
 Richard Davin, Professor Emeritus, Sociology
 Brenda Davis, President Emerita
 Betty Day, Professor Emerita, English
 Leslie Dean, Professor Emeritus, Geography
 Philip Denham, Professor Emeritus, English/Mathematics
 Jo Dierdorff, Professor Emerita, Dance
 Arthur B. Dietrich, Professor Emeritus, Automotive Technology
 Deborah DiThomas, Vice President Emerita, Student Services
 JoEllen Dooley, Professor Emerita, Library Services
 Roger Duffer, Professor Emeritus, Music
 Olga Dumer, Associate Professor Emerita, English as a Second Language
 Jose Duran, Professor Emeritus, Business Administration

E

Joseph G. Eckstein, Associate Professor Emeritus, Geography
 John Elliott, Professor Emeritus, Physics

F

Kathryn Farris, Professor Emerita, Physical Education
 Brenda Farrington, Professor Emerita, Counseling
 Richard Finner, Professor Emeritus, Applied Digital Media/Printing
 Arend Flick, Professor Emeritus, English
 Mary Flyr, Professor Emerita, Early Childhood Education
 Bernard Fradkin, Dean of Instruction Emeritus

G

Annette Gaines, Professor Emerita, Nursing
 Carlos Garcia, Associate Professor Emeritus, Drafting
 Robert L. Garvin, Professor Emeritus, Automotive Technology
 John Georgakakos, Professor Emeritus, Chemistry
 Sharon Gillins, Professor Emerita, Film, Television & Video
 Garnett Lee Gladden, Professor Emeritus, Psychology
 Grace Goodrich, Professor Emerita, Accounting/Business/CIS
 Pauline Goss, Professor Emerita, Nursing
 Douglas E. Graham, Associate Professor Emeritus, Student Activities
 Lyn Greene, Associate Professor Emerita, Political Science
 Dayna Gregg, Professor Emerita, Art

H

Helen Hadden, Professor Emerita, Business
 Michael Hain, Professor Emeritus, Biology
 Lewis Hall, Associate Professor Emeritus, Computer Information Systems
 Allen E. Hansen, Professor Emeritus, Mathematics
 Wihelmina Hathaway, Professor Emerita, Chemistry
 Judy Haugh, Professor Emerita, Counseling
 Raphael C. Hawley, Professor Emeritus, Physics/Astronomy
 Lauris Hazlett, Professor Emeritus, Mathematics
 Carol Hensel, Professor Emerita, Home Economics
 Paul (Chip) Herzig, Professor Emeritus, Computer Information Systems
 Alta Hester, Professor Emerita, Counseling
 Jimmie Hill, Professor Emeritus, Counseling

Patricia Hora, Professor Emerita, Nursing
 Lin Duan Howard, Associate Professor Emerita, English
 Lisa Howard, Professor Emerita, Nursing

I

Susan Ingham, Professor Emerita, English
 Ali Y. Issa, Associate Professor Emeritus, Health Sciences

J

Bruce Jackson, Professor Emeritus, Counseling
 Charles Jackson, Professor Emeritus, Anthropology/Sociology
 Henry Jackson, Professor Emeritus, Welding
 Charlene Jeter, Professor Emerita, Counseling
 George Jiang, Professor Emeritus, English/Speech
 Gilbert Jimenez, Professor Emeritus, History
 Cecil Johnson, Professor Emeritus, Biology

K

Kristina Kauffman, Associate Vice Chancellor Emerita
 Renee Kimberling, Director Emerita, Health Services
 Theodore Knipe, Professor Emeritus, Psychology
 LeeAnn Kochenderfer, Professor Emerita, Learning Disabilities
 Janice Kollitz, Professor Emerita, English
 Lee Kraus, Professor Emeritus, English
 Carolyn Sue Kross, Professor Emerita, Nursing Education

L

Wilma LaCava, Professor Emerita, Nursing
 Taiko Lacey, Professor Emerita, Office Administration
 Mary Lange, Professor Emerita, Nursing
 Louis Larson, Professor Emeritus, Geography
 Susan Lawrence, Professor Emerita, Counseling
 Jim Leatherwood, Dean Emeritus, Occupational Education
 Edward Ledford, Professor Emeritus, English
 Eva Leech, Professor Emerita, Nursing
 Gloria Leifer Hartston, Professor Emerita, Nursing
 Ruby (Strahan) Lockard, Professor Emerita, Cosmetology
 Gary Locke, Associate Professor Emeritus, Music
 John Locker, Professor Emeritus, Criminal Justice
 Dwight Lomayeva, Professor Emeritus, History
 George Londos, Professor Emeritus, Biology
 Ann Marie Lyons, Professor Emerita, Mathematics

M

Ray Maghroori, Provost/Vice Chancellor Emeritus, Educational Services
 Anita Maradiaga, Professor Emerita, Nursing
 Diane Marsh, Professor Emerita, Chemistry
 Jean Marsh, Professor Emerita, Cosmetology
 W. Paul Matthews, Professor Emeritus, Engineering
 Paula McCroskey, Dean Emerita
 Virginia McKee-Leone, Dean of Instruction Emerita
 Leighton McLaughlin, Professor Emeritus, Journalism
 Ron McPherson, Professor Emeritus, Computer Information Systems
 Rosario Mercado, Associate Professor Emerita, Spanish
 Leonard Metcalf, Associate Dean Emeritus, Student Personnel Services
 Kim Metcalfe, Associate Professor Emerita, Early Childhood Education
 Michael Meyer, Professor Emeritus, English

Delores Middleton, Professor Emerita, Physician Assistant
 Joseph B. Miller, Professor Emeritus, Health Science
 V. Eva Molnar, Professor Emerita, Business Administration
 Michael Montano, Professor Emeritus, Mathematics
 David Moody, Professor Emeritus, Mathematics
 Paul Moores, Associate Professor Emeritus, Library Services
 Gloria Jean Morgan, Professor Emerita, Cosmetology
 James Morrison, Professor Emeritus, Biology
 Donald Myers, Professor Emeritus, Biology

O

Lorraine Ogata, Professor Emerita, Reading

P

May R. Paquette, Professor Emerita, Office Administration
 Al Parker, Professor Emeritus, History and Political Science
 John Partida, Professor Emeritus, Cosmetology
 Bonnie Pavlis, Professor Emerita, Humanities
 Patricia Peters, Professor Emerita, Physical Education
 Louise Peterson, Professor Emerita, Home Economics
 Gail Piestrup, Professor Emerita, English
 Joan Pleasants, Professor Emerita, Chemistry

Q

Carolyn L. Quin, Professor Emerita, Music
 Bonavita Quinto-MacCallum, Professor Emerita, Spanish

R

Richard Ramirez, Vice President Emeritus, Student Services
 Natalie Ringlund, Professor Emerita, Physical Education
 Cheryl Roberts, Professor Emerita, Early Childhood Studies
 John A. Rosario, Associate Professor Emeritus, Anatomy/Physiology
 Nancy Rose, Professor Emerita, Library Science
 Salvatore Rotella, Chancellor Emeritus
 Phyllis Rowe, Professor Emerita, Nursing
 Joan Royce, Professor Emerita, Psychology
 Mary Ryder, Professor Emerita, Counseling

S

Fernando Salcedo, Professor Emeritus, Spanish
 Carol Salgado, Professor Emerita, Early Childhood Studies
 June Saunders, Professor Emerita, Nursing
 Darrell Sausser, Professor Emeritus, Music
 Janice Schall, Professor Emerita, Sociology
 Robert Schermerhorn, Professor Emeritus, Physical Education/Athletics
 Richard Schneider, Professor Emeritus, Psychology
 Donna K. Schutte, Professor Emerita, Nursing
 Joan Semonella, Professor Emerita, Speech Communication
 Kenneth Shabell, Professor Emeritus, Mathematics
 Selby Sharp, Professor Emeritus, Chemistry/Engineering/Mathematics
 Terrance Shaw, Professor Emeritus, Anatomy/Physiology
 Kathy R. Slicer, Associate Professor Emerita, Nursing
 David Slocum, Assistant Professor of CTE Emeritus, Automotive Technology
 Roger Sliva, Professor Emeritus, Automotive Body Technology
 Karin Skiba, Professor Emerita, Art
 Deborah Smith, Associate Professor Emerita, Mathematics
 Katie Smith, Professor Emerita, Reading

Diane Solorzano, Professor Emerita, English
 Paula Stafford, Assistant Professor of CTE Emerita, Physician Assistant
 Dorothy Steck, Professor Emerita, Nursing
 Sylvia Stone, Visiting Assistant Professor Emerita, Nursing
 Linda Stonebreaker, Professor Emerita, Reading
 Letha Strain, Professor Emerita, Office Administration

T

August (Bud) Tedesco, Professor Emeritus, Film, Television/Video
 Sylvia A. Thomas, Associate Vice Chancellor Emerita, Education Services
 Margaret Thompson, Professor Emerita, Home Economics
 John Thornton, Professor Emeritus, Reading
 Patrick Titus, Professor Emeritus, Counseling
 Deborah J. Tompsett-Makin, Professor Emerita, Political Science
 Sheryl L. Tschetter, Professor Emerita, English
 Tony Turner, Professor Emeritus, Physical Education
 Patricia Tutor, Professor Emerita, Nursing
 Richard K. Tworek, President Emeritus

V

Donald Van Dyke, Professor Emeritus, Biology/Botany
 Barney W. Van Noy, Professor Emeritus, Dental Technology
 Joseph von Helf, Professor Emeritus, Anthropology

W

Edward (Todd) Wales, Professor Emeritus, Drafting
 Dorothy (Chari) Wallace, Professor Emerita, Business Administration
 Roger Warren, Professor Emeritus, Cosmetology
 David Waxman, Professor Emeritus, Physical Education
 Diana Webster, Professor Emerita, Business Administration
 Auston White, Professor Emeritus, Administration of Justice
 Gerald Williams, Professor Emeritus, Electronics
 Cheryl Willie, Assistant Professor of CTE Emerita, Cosmetology
 Bruce Wilson, Professor Emeritus, Physical Education
 Pearl Wolfsen, Professor Emerita, College Nurse
 Cecilia Wong, Executive Dean Emerita, Technology/Learning Resources
 Cornelia Wylldestar, Professor Emerita, Reading

Y

John Young, Professor Emeritus, Economics



