

Riverside Community College District Academic Senate

Monday, June 1, 2026

3:00 - 5:00 PM

**Physical Location:**

**RCCD District Offices Room 309A  
3801 Market Street  
Riverside, CA 92501**

**Access Via Zoom: [LINK](#) Password: 768913**

**I. Preliminaries**

- A. Call to Order
- B. Approval of the Agenda
- C. Approval of the Minutes: April 27
- D. Public Comments (limited to 3 minutes per person)

**II. Committee and liaison Reports**

- A. RCCD Faculty Association (**Taube or designee**)
- B. Curriculum (**Douglass or designee**)
- C. Global Learning and Study Abroad (**Rhyne or designee**)
- D. Professional growth and Sabbatical Leave (**Renfrow or designee**)
- E. Senate-Appointed District Equivalency Committee (**Worsham or designee**)

**III. Administrative Reports**

- A. Chancellor's Report (**Isaac or designee**)
- B. Deputy Chancellor/Provost's Report (**Rivera-Lacy or designee**)

**IV. Ongoing Business**

- A. **Action:** RCCDAS will confirm the timeline for public posting and implementation of the updated bylaws, including membership and quorum reminders for AY 2026-27 (**Scott-Coe or designee**)
- B. **Information Item:** RCCDAS will review the senate meetings calendar for AY 2026-27 (**Scott-Coe or designee**)
- C. **Discussion and Action:** RCCDAS will discuss EAP applications and awards for 2026-27 (**Scott-Coe, Navas, Bell**)
- D. **Discussion and Action** RCCDAS will consider the draft job description for the Faculty Chair of the District Equivalency Committee and recommend next steps (**Worsham or designee**)
- E. **Discussion and Action:** RCCDAS will share local senate feedback on Noncredit Faculty Lead duties and make a recommendation for supporting this role. (**Navas, Reible or designee**)
- F. **Discussion and Action:** RCCDAS will share faculty questions about hyflex instructional modality and recommend a process and timeline to formalize and record the definition in student and faculty-facing language (**Scott-Coe, Navas, Bell, or designee**)
- G. **Discussion Item:** RCCDAS will discuss relevant updates on DE Certification. (**Navas or designee**)
- H. **Information and Action:** RCCDAS will discuss proposed revisions to AP 2105 and RCCD RSI Guidelines (**Navas or designee**)
- I. **Information and Discussion:** RCCDAS will review the EdTech Renewal Process established in March 2023 and discuss considerations for moving forward. (**Bell or designee**)

**V. New Business:**

- A. **Discussion and Action (first read):** RCCDAS will review proposed changes to BP/AP 2250 and 2255 to align with revisions to Title 5 regarding language for student academic progress (**Zhai or designee**)
- B. **Information and Discussion:** RCCDAS will discuss faculty safety questions about e-scooters, e-bikes, or other motorized vehicles on campuses, with potential considerations for BP 3500 (**Scott-Coe or designee**)

**VI. Roundtable Senate Matters:** The District Academic Senate will address matters connected to purview areas and issues of immediate concern. (**Navas, Bell, Scott-Coe**)

**VII. College Senate Reports**

- A. Moreno Valley College (**Navas**)
- B. Norco College (**Bell**)
- C. Riverside City College (**Scott-Coe**)

**VIII. Adjournment**

**Fall 2025 Meetings:**

August 25, 2025  
September 29, 2025  
October 27, 2025  
December 1, 2025

**Spring 2026 Meetings:**

February 23, 2026  
March 23, 2026  
April 27, 2026  
June 1, 2026

Title 5 §53200 and  
RCCD Board Policy 2005  
Academic Senate "10+1"  
Purview Areas

1. Curriculum, including establishing prerequisites and placing courses within disciplines\* 2. Degree and certificate requirements\* 3. Grading policies\* 4. Educational program development\* 5. Standards or policies regarding student preparation and success\* 6. District and college governance structures, as related to faculty roles\*\* 7. Faculty roles and involvement in accreditation processes, including self-study and annual reports\*\* 8. Policies for faculty professional development activities\* 9. Processes for program review\*\* 10. Processes for institutional planning and budget development\*\* 11. Other academic and professional matters as mutually agreed upon between the governing board and the Academic Senate\*\*

\* The RCCD Board of Trustees relies primarily on the recommendations of the Academic Senate

\*\*The RCCD Board of Trustees relies on recommendations that are the result of mutual agreement between the Trustees and the Academic Senate

Consistent with Executive Order N-29-20 and Government Code sections 54953.2, 54954.1, 54954.2, and 54957.5, the Riverside Community College District Academic Senate will swiftly provide to individuals with disabilities reasonable modification or accommodation including an alternate, accessible version of all meeting materials. To request an accommodation, please contact Office of Diversity, Equity, & Compliance at 951-222-803

# CONSTITUTION OF THE RIVERSIDE COMMUNITY COLLEGE DISTRICT ACADEMIC SENATE

Amended and Restated: **DATE OF Approval will go here**

## ARTICLE I. NAME AND MISSION

Section 1. The name of the representative organization hereby established shall be the Academic Senate for the Riverside Community College District, hereafter called the District Academic Senate.

Section 2. Mission of The District Academic Senate:

A. The District Academic Senate operates pursuant to Title 5, Subchapter 2, Sections 53200 - 53206, California Code of Regulations and Education Code Sections 70900-70902.

B. The District Academic Senate is the duly elected official voice of the Academic Senates of the Riverside Community College District, and is comprised of representatives from each of the College Academic Senates within the District. It is an official vehicle for communication between the Riverside Community College District Board of Trustees, the Riverside Community College District Administration, and College faculties. It is recognized as a body through which dialog necessary to the formulation of District policy and recommendations in academic and professional matters may take place, particularly in the following areas (Title 5, Section 53200):

1. curriculum, including establishing prerequisites and placing courses within disciplines;
2. degree and certificate requirements;
3. grading policies;
4. educational program development;
5. standards or policies regarding student preparation and success;
6. district and college governance structures, as related to faculty roles;
7. faculty roles and involvements in accreditation processes, including self study and annual reports;
8. policies for faculty professional development activities;
9. processes for program review;
10. processes for institutional planning and budget development;
11. other academic and professional matters as mutually agreed upon between the Board of Trustees and the District Academic Senate.

The Board of Trustees "relies primarily" or reaches "mutual agreement" on the recommendations of Academic Senate(s) on items #1-11 above as indicated in Board Policy.

## ARTICLE II. POWERS AND RESPONSIBILITIES

The powers of the District Academic Senate shall be:

Section 1. To provide coordination among the faculties and Academic Senates of the Colleges within the Riverside Community College District.

Section 2. To participate in the formation of policies and procedures in academic and professional matters.

Section 3. To coordinate the academic and professional development of a multi-college district.

Section 4. To facilitate communication between the Board of Trustees, the Administration, faculty, and students in all matters relating to community college education.

Section 5. The District Academic Senate is recognized by the Board of Trustees as a consultant body to the Board of Trustees and to the Chancellor.

Section 6. The District Academic Senate may accept any powers and responsibilities delegated to it by law and by the Board of Trustees. Further, it is recognized as a partner in developing the policies of participatory governance for the District.

Section 7. The District Academic Senate may accept any powers and responsibilities delegated to it by joint resolution of the Academic Senates of the Colleges.

## *Update Approved 27 April 2026*

Section 8. The President of each College Academic Senate shall have a recognized chair at all formal meetings of the Board of Trustees. The District Academic Senate President shall be empowered to speak to the items under consideration.

Section 9. The Academic Senate of a College within the District may present views and recommendations to the Chancellor for inclusion in the Board Agenda as information items. The Board of Trustees shall consider and respond to such views and recommendations (Title 5, Section 53200).

Section 10. Initiate research relating to policies and procedures on academic and professional matters.

Section 11. Participate in Board of Trustees Subcommittees with governing board representatives in the development of key institutional policies, including but not limited to minimum qualifications, equivalencies, and hiring procedures; and collaborate with the bargaining agent, in the development of personnel policies (e.g., tenure review, evaluation procedures, and faculty service areas).

Section 12. Provide a mechanism for the selection of the Distinguished Faculty Lecturer.

### **ARTICLE III. LIMITATION OF AUTHORITY**

Section 1. The District Academic Senate is comprised of representatives from the Academic Senates from the Colleges of the District, and must provide a forum for the expression of concerns from these separate entities. Constituent Academic Senates shall enjoy equality in the deliberative process, and through the District Academic Senate be heard as one voice.

Section 2. District decisions may only be made by the District Academic Senate. It is expected that a culture of collegiality will prevail and consensus will be reached. However, when consensus is not reached, a majority vote may be used. When no agreement exists, a joint session of the College Senates may be called by two out of three College Academic Senate presidents or two out of three College Academic Senates.

Section 3. If a joint session of the College Senates does not produce consensus, a College Academic Senate President may demand that a majority vote be taken. At the discretion of the dissenting College Academic Senate, a minority report may be presented to the Board of Trustees.

### **ARTICLE IV. REPRESENTATION**

Section 1. The District Academic Senate (DAS) shall consist of seven voting members: the Academic Senate President and Vice President from each of the Academic Senates from the Colleges of the Riverside Community College District, and the Secretary-Treasurer or senate designee from the college of the District Academic Senate President. Each academic year, the seat of DAS President and seventh member will rotate by college. The DAS President will serve as chair and is not permitted to vote except in the event of a tie. Voting by proxy is not permitted.

Section 2. The District Academic Senate will also include non-voting members consisting of a chairperson from each of the Standing Committees established by the By-laws of the District Academic Senate.

Section 3: All meetings of the District Academic Senate, and all standing committees authorized under District Academic Senate auspices, are governed by the Ralph M. Brown Act and shall be open to all members of the faculty, the Administration, staff, students, and the public.

Section 4: Public Comments The public may comment on any agenda item and items not included on the District Academic Senate (DAS) agenda during the "Public Comments" portion only.

- Total time for public comments will be 10 minutes but may be extended by a majority vote of the District Academic Senate.
- Time limits for each individual speaker will be 3 minutes unless there are several speakers, in which case individual speaker time may be reduced or total time may be extended by majority vote.
- DAS shall adhere to the decorum rules set forth in Board Policy for conduct of meetings.
- DAS members may not discuss nor may they take action on public comments associated with items not on the agenda. If a DAS member determines that the issue needs further discussion, the member may submit an agenda item dedicated to the issue at a subsequent meeting.

Section 5. When the membership of the District Academic Senate does not include a faculty member from a vocational area, the District Academic Senate may appoint a faculty member to serve in a non-voting capacity for one academic year.

## *Update Approved 27 April 2026*

Section 6. The District Academic Senate shall hold regular meetings not less than once a month during the full semesters of the academic year. The time and place of regular meetings shall be determined by the District Academic Senate. A quorum of the District Academic Senate will be four of seven voting members and must include at least one college Academic Senate President.

### **ARTICLE V. OFFICERS**

Section 1. Officers for the District Academic Senate shall include a President, a Vice-President, and a Secretary.

Section 2. The office of the District President shall rotate annually among the Presidents or designees of the College Academic Senates next in alphabetical order according to the names of the Colleges

Section 3. The incoming President shall designate the Vice-President and Secretary, subject to the agreement of those nominated. Appointments take effect immediately upon agreement of those serving.

Section 4. The officers of the District Academic Senate shall serve terms of office of one year.

Section 5. The President and Vice President of the District Academic Senate may not hold the office of the President or Vice President of RCC-CTA concurrently.

Section 6. The officers of the District Academic Senate serve for the fiscal year (July 1-June 30.).

Section 7. The District Academic Senate President shall:

- A. develop agendas and conduct meetings of the District Academic Senate;
- B. regularly meet with the District Chancellor, with other administrators and staff as needed, and report to the District Academic Senate on relevant issues;
- C. represent before the Board of Trustees any faculty matter within the purview of the District Academic Senate;
- D. represent the District Academic Senate on any District-wide and/or administrative council;
- E. represent the District Academic Senate in consultation with RCC-CTA, CSEA, and the District Student Senate;
- F. upon approval of the District Academic Senate, register District Academic Senate endorsement of documents sent to relevant federal, state, and regional authorities;
- G. address academic and professional aspects of regulatory issues in the Education code and Title 5 of the California Code of Regulations, and organize a District Academic Senate response in a timely manner;
- H. make appointments not otherwise provided for in this Constitution, such appointments to be ratified by agreement of the District Academic Senate.

Section 8. The District Vice-President shall:

- A. act in the capacity of the President in any case where the President is unable to serve;
- B. participate with the District Academic Senate President in monthly meetings with the Chancellor of the District, and with others as needed.

Section 9. The District Secretary shall:

- A. keep minutes of the District Academic Senate meetings, keep minutes of any general faculty meeting called by the District Academic Senate, make these records available to the entire faculty following District Academic Senate approval, maintain a file of all minutes and official documents (e.g. dated copy of Constitution and By-Laws of the District Academic Senate, expiration dates of all terms of office of officers and committee members);
- B. ensure that all written material be prepared in a timely manner for dissemination at general sessions of the District Academic Senate;
- C. participate with the District Academic Senate President in monthly meetings with the Chancellor of the District, and with other administrators and staff as needed;

### **ARTICLE VI. DISTRICT ACADEMIC SENATE COMMITTEES**

Section 1. The District Academic Senate shall create such District Standing Committees as it deems necessary for

## *Update Approved 27 April 2026*

the fulfillment of its role in the governance of the District. Standing committees shall be listed, their functions and their membership described, and their membership selection processes explained in the District Academic Senate By-Laws. With the exception of the Curriculum Committee, Standing Committees shall be composed of two members from each of the Colleges in the District, designated in a fashion determined in the Constitutions and Bylaws of the College Academic Senates. DAS standing committees shall be subject to the Brown Act.

Section 2. The District Academic Senate shall create ad hoc committees as needed to conduct the business of the District Academic Senate or to fulfill any of its governance responsibilities. Membership on ad hoc committees may come from the District Academic Senate or from the faculty at large or from a combination of sources as the District Senate determines. The District Academic Senate President shall name members of ad hoc committees contingent upon the approval of the District Academic Senate. DAS ad hoc committees are not subject to the Brown Act.

Section 3. Senate-appointed District Committees are those committees established by Board Policy or Chancellor action that address academic and professional matters as defined in Article I.B. of this Constitution and/or specific matters identified under Title 5. The District Academic Senate shall exercise the right to appoint Senate members to such District Committees. Senate-appointed District Committees shall maintain Senate purview over the academic and professional matters under the committee's charge. Senate-appointed District Committees are not subject to the Brown Act.

### **ARTICLE VII. BY-LAWS AND AMENDMENTS**

Section 1. Subject to the approval of a majority vote of each of the College Academic Senates in the District, any article or section of this Constitution may be amended.

**Section 2. Amendments may be proposed** by any College Academic Senate in the District.

Section 3. The By-Laws of the District Academic Senate shall be enacted or amended by the District Academic Senate in accordance with the Constitution of the Senate.

### **ARTICLE VIII. EFFECTIVE DATE**

Section 1. This District Academic Senate Constitution will take effect upon the approval of the faculty of the Riverside Community College District. Until such time as the Riverside Community College District is composed of separately accredited colleges, the District Academic Senate President shall represent all faculty, organized on campuses of the District. To the extent possible, the principles embodied in this document will be honored as the District works toward separate accreditation for its colleges.

Section 2. This District Academic Senate Constitution shall be re-authorized by each of the College Academic Senates upon the Re-Accreditation of the Riverside Community College District as a multi-college district, whichever comes later.

### **BY-LAWS OF THE RIVERSIDE COMMUNITY COLLEGE DISTRICT ACADEMIC SENATE**

#### **ARTICLE I. COMMITTEE POWERS AND RESPONSIBILITIES**

Section 1. The purpose of Standing Committees is to facilitate the work of the District Academic Senate in the areas described in I.2.B of the Constitution. Each Committee shall, at its first meeting and under the supervision of the President of the District Academic Senate, elect a chairperson to serve for one year and to represent the committee on the District Academic Senate. Each committee shall meet regularly, but not less than once monthly during the fall and spring semesters. The chairperson of each Standing Committee shall represent the Committee on the District Academic Senate. With the approval of the committee, the chairperson may delegate this duty to any willing member of the committee. Chairs of the Standing Committees shall rotate annually among the Colleges on an alphabetical basis.

Section 2. Each Standing Committee will be composed of six members serving staggered two-year terms. Two faculty members shall be chosen from each College in a fashion designated by the Constitutions/By-Laws of the College.

Section 3. The primary purpose of District Standing Committees shall be to discuss and inform the College Academic Senates in order to empower them to make decisions in academic and professional interests of their faculty. Where a District Standing Committee believes a change in District Board Policy is needed, its members shall recommend changes to and through their College Academic Senates.

Section 4. Each Standing Committee of the District Academic Senate shall identify an Administrator to serve as non-voting co-chair and to provide a liaison to the Administration. [Keith—noticing this now and wondering about PGSL??]

## **ARTICLE II. STANDING COMMITTEES**

### Section 1. The Curriculum Committee

- A. The District Curriculum Committee shall be the coordinating voice of faculty in the District with regard to Title 5 California Code of Regulations Section 53200.1, "Curriculum, including establishing prerequisites and placing courses within disciplines"
- B. The District Curriculum Committee shall be made up of faculty representatives from each College, in the manner determined by the Constitution and By-laws of the College.
- C. All curricular matters of relevance to a single College shall be resolved by the curriculum committee of the College affected.
- D. All curricular matters which impact two or more Colleges must come before the District Curriculum Committee. The District Curriculum Committee shall have the power to recommend resolution of curricular conflicts between Colleges to the District Academic Senate. The chairperson of the District Curriculum Committee shall represent the District Curriculum Committee to the District Academic Senate, which shall make the final decision in areas of curricular conflict.

### Section 2. The Professional Growth and Sabbatical Leave Committee

- A. The District Professional Growth and Sabbatical Leave Committee shall be the coordinating voice of faculty in the District with regard to Title 5 California Code of Regulations Section 53200.8, "policies for faculty professional development activities"

### Section 3. Academic Standards Committee

- A. The Academic Standards Committee shall be the coordinating voice of faculty in the District with regard to Title 5 California Code of Regulations Section 53200(c)(2) and (c)(3), "degree and certificate requirements" and "grading policies"

### Section 4. Assessment and Accreditation Committee

- A. The District Assessment and Accreditation Committee shall be the coordinating voice of faculty in the District with regard to Title 5 California Code of Regulations Section 53200(c)(5) and (c)(7), "standards or policies regarding student preparation and success" and "faculty roles and involvement in accreditation processes, including self study and annual reports"

### Section 5. Program Review Committee

- A. The District Program Review shall be the coordinating voice of faculty from college Program Review Committees in the District with regard to Title 5 California Code of Regulations Section 53200(c)(9), "processes for program review."

### Section 6. Part-Time Faculty Committee

- A. The District Academic Senate shall establish a Part-Time Faculty Committee to report on issues relating to part-time faculty.
- B. The Part-Time Faculty Committee shall establish a liaison with CTA.

## **ARTICLE III. Senate-appointed District Committees**

### Section 1. District Equivalency Committee: Pursuant to District Administrative Procedure 6210[A], the District Equivalency Committee shall be appointed by the District Academic Senate.

- A. At the end of each academic year, or upon District Academic Senate request, the equivalency committee will deliver an activity report to the District Academic Senate (total equivalencies granted and denied, disciplines requested, total procedural appeals if any). The committee may also recommend or request a review of the equivalency procedure.

## **ARTICLE IV. THE FACULTY LECTURE**

### Section 1. The District Academic Senate shall designate the Distinguished Faculty Lecturer. The Faculty Lecturer shall not normally come from the same college in any two subsequent years. The District Academic Senate may delegate the means of selecting the Distinguished Faculty Lecturer to a College in the District.

**Local Senate and District Senate Meeting Dates  
F26-SP27**

**FALL 2026**

	<u>District</u>
<u>Local</u>	Aug. 24
Aug. 31 (due to Labor Day) Sept. 21	Sept. 28
Oct. 5 Oct. 19	Oct. 26
Nov. 2 Nov. 16	Nov. 30 [due to Nov. 23 holiday]
<i>Dec. 14 if needed</i>	

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**SPRING 2027**

	Feb 22
March 1 March 15	March 22
April 5 April 19	April 26
May 3 May 17	May 24
<i>June 7 if needed</i>	

*Note: Both semesters have 6 local senate meetings, with a cushion end-of-term if additional meeting needed. 4 DAS meetings each term.*

## **District Equivalency Committee Chair – Role Description**

The District Equivalency Committee Chair is responsible for leading and coordinating the work of the senate-appointed district committee charged with making equivalency determinations in accordance with Title 5 and Administrative Procedure 6210A. The Chair facilitates monthly meetings, develops agendas, and ensures accurate recording, synthesis, and maintenance of committee minutes and documentation.

A central responsibility of the Chair is overseeing the equivalency review process, including coordinating closely with Human Resources and Employee Relations (HRER), assigning subject matter experts (SMEs), and convening ad hoc equivalency panels in a timely manner. This includes managing complex communication across faculty, HR, and discipline experts, and addressing challenges related to panel formation, such as identifying and securing available participants, navigating refusals or unavailability, and revising panel composition as needed.

This role is highly time-sensitive and operational in nature. Equivalency requests arise sporadically—at times in high volume and at other times not at all—and require immediate attention. The Chair must respond promptly when requests are received, convene panels without delay, and actively mitigate any issues that arise throughout the process to ensure timelines are met. Delays in this process can directly impact hiring, making responsiveness and follow-through critical.

The Chair ensures that all equivalency requests are processed in alignment with established procedures, timelines, and compliance requirements, including documentation review, panel coordination, and communication of outcomes. The role requires careful management of records, adherence to confidentiality standards, and attention to process integrity.

Additionally, the Chair supports ongoing process improvement, contributes to annual reporting to the District Academic Senate, and helps maintain updated lists of discipline experts and panel designees. Given the HRER-adjacent nature of this work, the complexity of coordination, and the unpredictable yet urgent workload demands, it is recommended that this position be supported with 0.2 reassigned time. This role extends beyond the scope of a typical committee assignment due to its operational responsibilities, compliance requirements, and the need for timely, case-by-case decision-making .

“Blurb” to send to faculty

The District Equivalency Committee is a faculty-driven committee responsible for reviewing and determining whether an applicant’s qualifications are equivalent to the state minimum qualifications for a given discipline. These determinations are critical to the hiring process and rely on the expertise and professional judgment of faculty.

*Drafted Spring 2026*  
*RCCD Equivalency Committee*

Faculty within each discipline are designated as Subject Matter Experts (SMEs) and may be called upon to serve on an ad hoc equivalency panel. If you are contacted to serve, your participation is expected, as these decisions require discipline-specific knowledge and faculty voice. The time commitment is minimal—typically 1–2 hours to review materials and participate in panel deliberation—but your contribution is essential to ensuring the integrity and rigor of the process.

Your engagement helps ensure that equivalency decisions remain grounded in faculty expertise and aligned with academic and professional standards.

# Noncredit Faculty Lead

## Working document With Job Descriptions

Through a collaborative effort districtwide, noncredit courses have grown. As community colleges acknowledge the reality of our diverse learners and the need to provide flexible, open access to learning so that they can matriculate into certificates and degrees, noncredit has become an effective tool to bridge equity gaps and allow students to start their journey in community college. This is especially important for Riverside Community College District, which includes both BSI and HIS colleges and has a growing number of adult learners who face significant economic challenges which impact their ability to complete traditional programs and degrees. Noncredit provides that low-cost, low-risk introduction to college that many in our community need.

In order to maximize and increase that growth in the coming five years, the noncredit district subcommittee recognizes the need for resources and coordinated effort at the college level supported by sustained funding. More specifically, two positions are essential to support this effort: a non-credit faculty lead who will collaborate with their home college and district leadership and an educational/academic advisor (student success coordinator) who will provide outreach services, educational advising, and transition support to credit programs.

To that end, we are proposing the phased implementation of the following college-level positions.

- **Phase 1:** .2 FT Faculty and a dedicated educational/academic advisor or dedicated time from existing educational advisors for non-credit students.
- **Phase 2:** .4-.6 FT Faculty and increased educational advisor time to support expanding student base.
- **Phase 3:** 1 FT Faculty and a full-time educational advisor.
- **Phase 4:** 50% college-level Administrative and 1 FT Faculty

### General

We acknowledge that the tasks associated with each position are the primary driver of release time and that increased FTES do not solely reflect increase in responsibilities. We also understand that as this position is paid through the general fund rather than through a grant, a certain threshold of noncredit FTES should be generated prior to moving from one phase to another. Given this, as a general guideline, implementation of phases ought to commence at set thresholds negotiated by district and college)

At this time, we are seeking a faculty coordinator at a .2 [categorical or general] reassign in the [Term 202X] semester to continue the work of strengthening and advancing noncredit initiatives. This individual will collaborate with their home college [Specific College] and District faculty. Each college will progress through these phases at their own pace in response to individual colleges' progress.

# Noncredit Faculty Lead

## Job Descriptions

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### Phase 1: Noncredit Faculty Lead- .2 Faculty Reassigned Time Position

#### Reassigned Time for This Position

0.2 Faculty Reassigned Time (Phase 1 Implementation)

#### Objectives

- Serve as the primary faculty representative for noncredit education at the college.

- Strengthen alignment between college and district noncredit initiatives.
- Support the development, revision, and quality implementation of noncredit courses and certificates.
- Increase faculty awareness and understanding of noncredit policies, procedures, and instructional best practices.

#### **Outcomes / Deliverables**

- Active participation and representation on the district noncredit committee.
- Revised, updated, or newly developed noncredit courses and certificates in collaboration with faculty and curriculum committees.
- Clear communication of noncredit regulations and requirements to relevant stakeholders.
- Increased faculty participation in noncredit professional development opportunities.

#### **Timeline / Schedule of Activities**

- Ongoing throughout the academic year
- Additional project-based work as needed during winter and summer sessions

#### **Representative Ongoing Duties**

- Serve as the college representative on the district noncredit committee.
- Collaborate with faculty, noncredit faculty leads, and curriculum committees to develop and improve noncredit courses and certificates (including technical elements such as CB22 coding).
- Interpret and communicate applicable local, state, and district noncredit policies and regulations.
- Participate in meetings and committees related to noncredit education.

#### **Representative Monthly Duties**

- Attend districtwide noncredit meetings and working groups.
- Provide consultation and guidance to faculty on noncredit course design, materials development, and instructional strategies.
- Identify and share professional development opportunities related to noncredit education.

#### **Representative Periodic Duties**

- Attend and serve as a point of contact for local, regional, state, or national noncredit conferences and professional learning events.
- Coordinate with district marketing teams to ensure noncredit opportunities are shared with appropriate disciplines and faculty.

### **Phase 2: Noncredit Faculty Lead – .4-.6 Faculty Reassigned Time Position**

#### **Reassigned Time for This Position**

0.4-.6 Faculty Reassigned Time (Phase 2 Implementation)

#### **Objectives**

- Expand coordination and operational support for noncredit programs and scheduling.
- Strengthen collaboration among discipline faculty, department chairs, deans, and district partners.
- Improve enrollment efficiency, course continuity, and responsiveness to community and workforce needs.
- Enhance outreach, marketing, and professional development related to noncredit offerings.

#### **Outcomes / Deliverables**

- Coordinated noncredit course schedules aligned with college, district, and community needs.
- Reduced course cancellations through proactive planning and efficiency mitigation strategies.
- Established or strengthened external partnerships supporting noncredit programming.
- Increased visibility and enrollment in noncredit programs through coordinated marketing efforts.

#### **Timeline / Schedule of Activities**

- Year-round, with increased workload at the start of academic terms
- Additional focused work during off-term periods as noncredit demand requires

#### **Representative Ongoing Duties**

- Collaborate with discipline faculty, department chairs, deans, and district colleagues to schedule and coordinate noncredit courses.
- Work with district partners to develop rotational noncredit schedules across colleges and terms.

- Collaborate with other departments and stakeholders to ensure seamless coordination of noncredit programs across multiple authorities and sites (including off-site locations and community partners).
- Serve as a liaison between the college, district, and external partners.

#### **Representative Monthly Duties**

- Address scheduling changes, cancellations, and requests from external partners, particularly at the beginning of each term.
- Support outreach and relationship-building efforts with community organizations, libraries, workforce partners, and instructional sites.
- Work with college and district partners to develop and update noncredit marketing materials.
- Provide professional development related to student engagement and success in noncredit courses.

#### **Representative Periodic Duties**

- Participate in the hiring process for noncredit faculty and support staff (e.g., outreach staff, educational advisors).
  - Support efforts to matriculate noncredit students into credit programs in collaboration with counseling and student services.
  - Evaluate program effectiveness and recommend improvements based on enrollment and efficiency data.
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### **Phase 3: Noncredit Faculty Lead – 1.0 Full-Time Faculty Reassigned Time Position**

#### **Reassigned Time for This Position**

1.0 Full-Time Faculty Reassigned Time (Phase 3 Implementation)

#### **Objectives**

- Provide comprehensive leadership for noncredit education at the college and district levels.
- Advance student success, access, and equity for noncredit students.
- Strengthen external partnerships, workforce development alignment, and institutional compliance.
- Support the transition toward a hybrid faculty/administrative leadership model as noncredit programs scale.

#### **Outcomes / Deliverables**

- Fully coordinated and compliant noncredit programs aligned with district and state requirements.
- Improved student engagement, retention, and success in noncredit courses.
- Expanded external partnerships supporting workforce development and community needs.
- Integrated student support structures addressing noncredit student service gaps.

#### **Timeline / Schedule of Activities**

- Continuous, year-round leadership role
- Includes planning, implementation, and assessment cycles across academic years

#### **Representative Ongoing Duties**

- Lead external partnerships and workforce development initiatives related to noncredit education.
- Collaborate with Admissions & Records (with administrative leadership) to support compliance with noncredit requirements.
- Support and implement strategies to enhance noncredit student engagement and success, including access to student services and resources.
- Coordinate with college and district leadership on long-term planning and scaling of noncredit programs.

#### **Representative Monthly Duties**

- Work with college and district partners to address noncredit student support gaps (e.g., food pantry access, parking passes, student ID cards, student services integration).
- Analyze enrollment, completion, and engagement data to inform program improvements.
- Facilitate cross-functional collaboration among instruction, student services, workforce development, and external partners.

#### **Representative Periodic Duties**

- Support district and college initiatives related to noncredit compliance, audit preparation, and reporting.
- Contribute to strategic planning for future phases, including transition to shared administrative and faculty leadership.
- Represent the college and district in regional, state, and national noncredit and workforce development initiatives.

The faculty position may need to include special projects for work required during winter and summer.

DRAFT

**BP 2105 DISTANCE EDUCATION**

**References:**

Title 5 Section 55200 et seq.; U.S. Department of Education Regulations on the Integrity of Federal Student Financial Aid Programs under Title IV of the Higher Education Act of 1965, as amended; and 34 Code of Federal Regulations Section 602.17.

The Chancellor, in consultation with the District Academic Senate, shall establish procedures to ensure effective Distance Education programs exist.

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**Date Adopted:** April 18, 2023

**Revised:** N/A

**AP 2105 DISTANCE EDUCATION**

**References:**

- Section 504 of the Rehabilitation Act;
- Americans with Disabilities Act;
- Title 5 Sections 55200 et seq.;
- 34 Code of Federal Regulations Section 602.17 (U.S. Department of Education Regulations on the Integrity of Federal Student Financial Aid Programs under Title IV of the Higher Education Act of 1965, as amended);
- ACCJC Accreditation Standard II.A.11

The Distance Education Department, in collaboration with the colleges' distance education committees, is the official District entity that supports distance education at the colleges. This includes, but is not limited to, technology infrastructure, faculty technology training, reporting, and regulatory compliance.

**Definition:** Distance education means education that uses technology to deliver accessible instruction to students who are separated from the instructor(s) and to support regular and substantive interaction between the students and instructors(s) either synchronously or asynchronously with the assistance of the RCCD approved Learning Management System (LMS). In this context, the term "accessible" means a person with a disability is afforded the opportunity to acquire the same information, engage in the same interactions, and enjoy the same services as a person without a disability in an equally effective and equally integrated manner, with substantially equivalent ease of use. The person with a disability must be able to obtain the information as fully, equally, and independently as a person without a disability. Although this might not result in identical ease of use compared to that of persons without disabilities, it still must ensure equal opportunity to the educational benefits and opportunities afforded by the technology and equal treatment in the use of such technology.

(1) For purposes of this definition, an instructor is an individual responsible for delivering required course content and who meets the qualifications for instruction established by an institution's accrediting agency.

(2) The District has processes in place through which it establishes that a student who registers in a course offered via distance education is the same student who academically engages in the course or program. The District will make clear in writing that institutions must use processes that protect student privacy and notify students of any projected additional student charges associated with verification of student identity at the time of registration or

enrollment (BP/AP 5040 Student Records, Directory Information and Privacy). The District may utilize one or more of these methods to authenticate or verify the student's identity:

- (i) secure credentialing/login and password; or
- (ii) proctored examinations; or
- (iii) new or other technologies and practices that are effective in verifying student identification.

### **Instructor Contact:**

(1) Any portion of a course conducted through distance education includes regular and substantive interaction between the instructor(s) and students, (and among students as described in the course outline of record), either synchronously or asynchronously, through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, voicemail, email, or other activities. Substantive interaction is engaging students in teaching, learning, and assessment, consistent with the content under discussion, and also includes at least two of the following:

- (i) Providing direct instruction ~~via synchronous or asynchronous methods~~;  
or
- (ii) Assessing or providing feedback on a student's coursework; or
- (iii) Providing information or responding to questions about the content of a course or competency; or
- (iv) Facilitating a group discussion regarding the content of a course or competency; or
- (v) Other instructional activities approved by the institution's or program's accrediting agency.

(2) An institution ensures regular interaction between a student and an instructor(s) by, prior to the student's completion of a course or competency:

- (i) Providing the opportunity for substantive interactions with the student on a predictable and scheduled basis commensurate with the length of time and the amount of content in the course or competency; and
- (ii) Monitoring the student's academic engagement and success and ensuring that an instructor is responsible for promptly and proactively engaging in substantive interaction with the student when needed on the basis of such monitoring, or upon request by the student.
- (iii) For purposes of calculating instructional time in the context of asynchronous distance education, a week of instructional time is any week in which:

- (1) The District makes available the instructional materials, other resources, and instructor support necessary for academic engagement and completion of course objectives; and
- (2) The District expects enrolled students to perform educational activities demonstrating academic engagement during the week.

(3) Student-to-student interaction

- (i) Instructors will provide opportunities for regular and substantive interaction among students. Interaction is designed to facilitate interaction with and about course content.
- (ii) Unstructured student-to-student interaction should be facilitated by the instructor using a variety of tools and methods available to accommodate a variety of cultures and communication styles.

**Curriculum Approval:**

For any portion of the instruction in a new or existing course that is to be provided through distance education, the course outline of record or a distance education addendum to the course outline of record shall address how course outcomes will be achieved in a distance education mode and how the portion of instruction delivered via distance education meets the requirement for regular and substantive interaction as specified in “Instructor Contact” section above.

The course design and all course materials must be accessible to every student including students with disabilities. The distance education course outline of record or addendum shall be approved according to the district’s adopted curriculum approval procedures.

The review and approval of new and existing distance education courses shall follow the curriculum approval procedures outlined in Administrative Procedure 2020 Program, Curriculum, and Course Development. Distance education courses shall be approved under the same conditions and criteria as all other courses.

**Course Approval:** When approving distance education courses, the Vice-Chancellor, Educational Services, or designee, will certify the following:

- **Course Standards:** Consistent standards of course rigor and content are applied to the distance education courses as are applied to face-to-face classroom courses.
- **Course Determinations:** Determinations and judgments about the consistency and alignment to existing standards of the distance education course structure were made with the full involvement of the curriculum committee approval procedures.
- **Instructor and Student Interaction:** Each section of the course that is delivered through distance education will include regular and substantive interaction

between instructor and students, as well as among students, either synchronously or asynchronously.

- The manner in which face-to-face class (seat) time will be effectively replaced in a distance education format has been addressed.
- Course compliance with Section 508 to ensure the electronic and information technology accessibility needs of individuals with disabilities has been addressed.

### **Addendum to Course Outline**

An addendum to the official course outline of record may be made if any portion of the instruction of a new or existing course is provided through distance education. The addendum, if submitted, must be approved according to the District's curriculum approval procedures. The addendum or course outline of record must address the following:

- How course outcomes will be achieved in a distance education mode;
- How the portion of instruction delivered via distance education provides regular and substantive contact between instructors and students; and
- How the portion of instruction delivered via distance education meets the requirements of the Americans with Disabilities Act (ADA) and Section 508 of the Rehabilitation Act of 1973.

**Duration of Approval:** All distance education courses approved under this procedure will continue to be in effect unless there are Major Modifications made to the Course Outline of Record.

### **Authentication of Student Identity**

Consistent with federal regulations pertaining to federal financial aid eligibility, the District must authenticate or verify that the student who registers in a distance education course is the same student who participates in and completes the course or program and receives the academic credit. The District will provide to each student at the time of registration, a statement of the process in place to protect student privacy, level of technology required to activate the authentication process, and estimated additional student charges associated with verification of student identity, if any.

The District's chief instructional officer shall utilize one or more of these methods to authenticate or verify the student's identity:

- secure credentialing/login and password for the LMS;
- proctored examinations (determined by department); or
- new or other technologies and practices that are effective in verifying student identification.

The District's chief instructional officer shall establish procedures for providing a statement of the process in place to protect student privacy and estimated additional student charges associated with verification of student identity, if any, to each student at the time of registration.

The District requires no additional fees for the authentication methods listed above. If an individual faculty member requires face-to-face proctoring at an off-campus site, any potential or associated fees will be stated in the course syllabus and should be noted in the schedule to alert students to these costs prior to registration.

The faculty teaching distance education courses shall authenticate student identification over the period of the course. Opportunities to authenticate include but are not limited to:

- Systematic monitoring and tracking of student work
- Remote online proctored exams using District furnished resources
- Synchronous oral examinations using an approved photo ID
- In-person proctored exams with photo ID check
- Synchronous or asynchronous video activities using an approved photo ID
- Other technologies or procedures specified by faculty in their course syllabus and approved by the department.

### **Legal Issues in Online Classes:**

**Webcam Use During Live Synchronous Online Classes:** While there is no express prohibition against faculty requiring students to attend live online synchronous classes with their cameras on, an indiscriminate cameras-on requirement risks violation of student privacy rights under the California Constitution, and potentially implicates other federal and state privacy and civil rights laws. However, if there are circumstances where full audio and visual student participation is essential to instruction and assessment, a carefully tailored cameras-on requirement is appropriate. Requirements of camera usage for students should be limited to showing individual student faces and should avoid requirements of scanning surrounding environments.

**Real-Time Captioning During Live Synchronous Online Classes:** An auxiliary aid or service is required if the class includes deaf or hearing-impaired students to ensure they are able to participate in their educational program. In most cases, this requirement will be satisfied by the provision of real-time captioning in live, synchronous online classes. However, the District should give "primary consideration" to the choice of aid or service requested by deaf or hearing-impaired students, and weigh such requests against the burdens they would impose upon instruction.

### **Local District Standards for Quality Distance Education Instruction:**

**Faculty Certification to Teach Online:** Instructors of distance education shall be prepared to teach in a distance education delivery method consistent with the requirements of this procedure, local district policies, accrediting agencies, and negotiated agreements. Faculty requesting or required to teach courses developed for online or hybrid delivery are expected to complete RCCD Distance Education Department online teaching certification training that includes course development, course design, course facilitation, and equity considerations within the learning management system. Enforcement of the certification requirement shall be done by the Vice-President of Academic Affairs or their designee, as a result of a process approved by the Academic Senate and the office of the Vice-President of Academic Affairs.

**Non-Evaluative Peer Online Course Review:** The voluntary review of courses designed for fully online and hybrid delivery should be completed by a certified team that provides mentorship and support to faculty. The courses are reviewed using industry-recognized, quality-course-design standards which include but are not limited to Quality Matters, the Online Learning Consortium Quality Scorecard, or the CVC-OEI Rubric.

**Office of Primary Responsibility:** Vice Chancellor, Educational Services & Strategic Planning

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**Administrative Approval:** June 15, 2009

**Revised:** July 30, 2012

**Revised:** June 16, 2015 (References and Titles only)

**Revised:** March 15, 2021

**Revised:** January 23, 2024

**Formerly:** 4105

## **RCCD Regular and Substantive Interaction Guidelines**

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Administrative Procedure 2105: Distance Education contains procedural language consistent with state and federal standards for distance education courses offered in the Riverside Community College District. As a complement to AP 2105, the Regular and Substantive Interaction (RSI) Guidelines define how to interpret the standards to ensure that online courses offered in the district meet or exceed them.

The responsibility for updating the Regular and Substantive Interaction Guidelines resides with the colleges' Distance Education Committees which report to the colleges' Academic Senates. The Distance Education Committees will review this document and make recommendations to the Academic Senate as changes are required every 3 years. Federal language is in bold and cannot be modified.

**Distance education means education that uses one or more of the technologies listed in paragraphs (1) through (4) to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. The technologies may include--**

- (1) The internet;**
- (2) One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices;**
- (3) Audioconferencing; or**
- (4) Video cassettes, DVDs, and CD-ROMs, if the cassettes, DVDs, or CD-ROMs are used in a course in conjunction with any of the technologies listed in paragraphs (1) through (3).**

Note that Correspondence Education requirements are different from Distance Education requirements.

**Correspondence education means**

- (1) Education provided through one or more courses by an institution under which the institution provides instructional materials, by mail or electronic transmission, including examinations on the materials, to students who are separated from the instructor.**
- (2) Interaction between the instructor and the student is limited, is not regular and substantive, and is primarily initiated by the student.**
- (3) Correspondence courses are typically self-paced.**
- (4) Correspondence education is not distance education**

Definitions from the [department of education website](#) (34 C.F.R. § 602.3.)

**Substantive interaction is engaging students in teaching, learning, and assessment, consistent with the content under discussion, and also includes *at least two* of the following:**

**(i) Providing direct instruction**

- **Synchronous** Direct instruction is distance education classes with meeting(s) during scheduled days and times. Students will attend class online during the published course times. Additionally, students will log in to Canvas and complete work regularly throughout the week. Canvas and other technologies will be required to complete coursework.
  - Evidence of class meetings (~~Confer~~Zoom, Recording, announcements with basic information about time, date, topic, link, etc.,).
- ~~• Asynchronous instruction is distance education classes with no scheduled meeting days. Students will log in to Canvas and complete work regularly throughout the week. Canvas and other technologies will be required to complete coursework.~~
  - ~~○ Instructional videos (synchronous meeting recordings, self-made and/or curated instructional videos) with basic contextualization from the instructor about what to do with the materials.~~

**(ii) Assessing or providing feedback on a student's coursework**

- Feedback on coursework can be given to individual students in a rubric, in submission comments (written, audio, or video), as quiz question comments, and/or as a written or video message as announcements, with in discussion boards, or as emails (archived in Canvas) to the *entire class*.

**(iii) Providing information or responding to questions about the content of a course or competency**

- The instructor provides information and/or answers to student questions related to the content of a course or competency, with audio, video, or written explanation as to how students should engage with the course materials.

**(iv) Facilitating a group discussion regarding the content of a course or competency**

- Facilitating a *group* discussion regarding the content of a course or competency could occur in discussion boards or in other locations throughout the course.
- Instructor presence as a facilitator in a group discussion serves the purpose of advancing the conversation.

**(v) Other instructional activities approved by the institution's or program's accrediting agency**

- Substantive interactions that are not included in the first four methods.

- District external tools that do not require separate login, with sufficient instructor engagement and data tracking.
- Substantive direct instruction using Canvas content pages created by the instructor.

**An institution ensures regular interaction between a student and an instructor or instructors by, prior to the student's completion of a course or competency—**

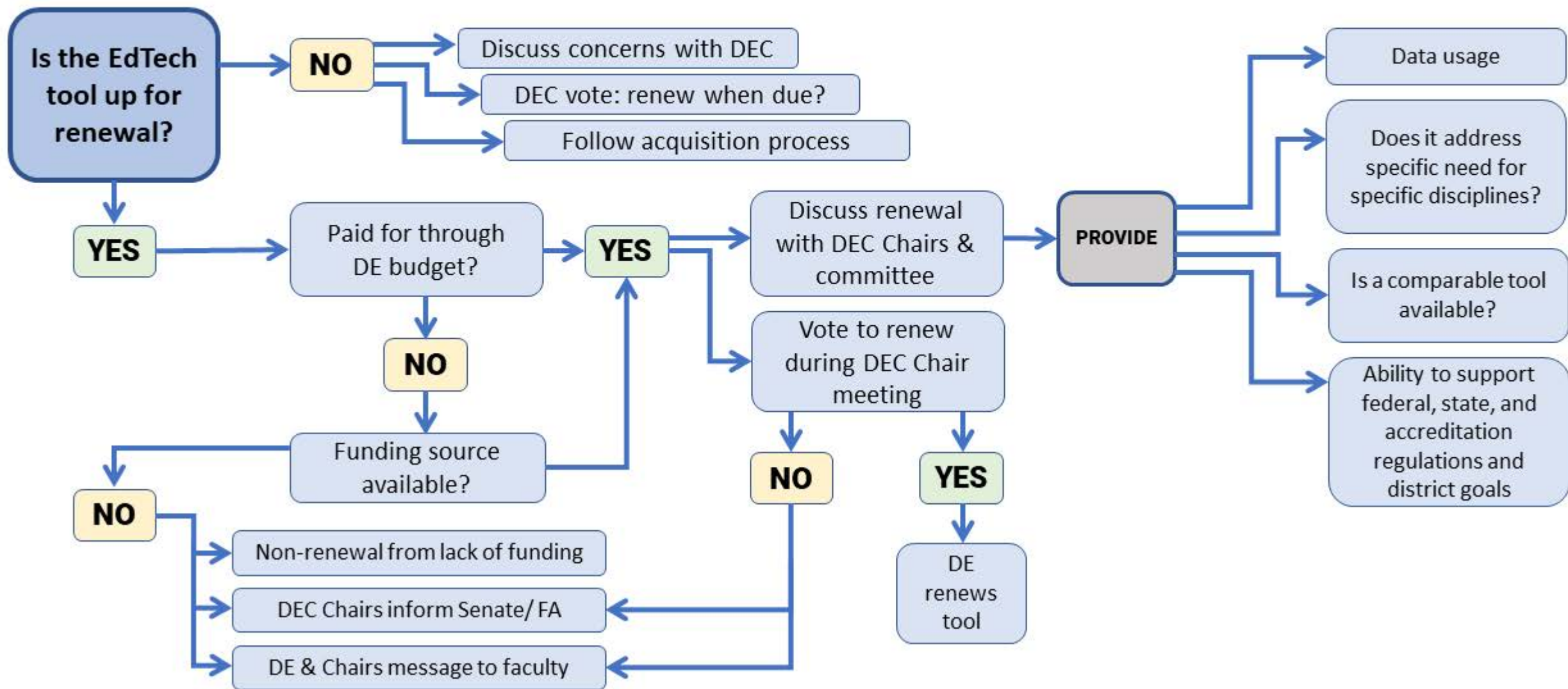
**(i) Providing the opportunity for substantive interactions with the student on a *predictable and scheduled* basis commensurate with the length of time and the amount of content in the course or competency;**

- *Examples can include but are not limited to:*
  - Interaction patterns will vary depending on the length of the course. The instructor establishes predictable publishing, unlocking, and availability window cycles (modules, assignments, or announcements) with due dates spread throughout the semester.
  - The instructor provides a tentative schedule showing items such as the frequency of student contact, due dates, topics of instruction, etc.
  - The instructor provides information regarding how they contact students and how students contact the instructor.
  - The instructor provides information regarding the expectation of the type and frequency of interactions during the course.

**(ii) Monitoring the student's academic engagement and success and ensuring that an instructor is responsible for promptly and proactively engaging in substantive interaction with the student when needed on the basis of such monitoring, or upon request by the student.**

- Actions taken by the institution and instructor to monitor needs and extend support.
- *Examples can include but are not limited to:*
  - Reaching out to students using the *Message Students Who* tool, Inbox messages, and/or assignment comments to note changes in participation and/or course work
  - Promoting and encouraging attendance to tutoring services, engagement centers or other campus resources
  - Using Canvas analytical tools to track student progress and engagement
  - Providing resources to equip students to monitor their success in the course
  - Providing Canvas guides and video tutorials where needed
  - Utilizing Early Alert and special program grade checks

# EdTech Renewal



**BP 2250 NOTICE, PAUSE, AND READMISSION**

Deleted: PROBATION  
Deleted: DISMISSAL

**References:**

Education Code Section 70902 subdivision (b)(3);  
Title 5 Sections 55031 – 55034

**Notice**

A student shall be placed on academic notice if such student has attempted a minimum of 12 semester units of work and has a cumulative grade point average of less than a "C" (2.0).

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A student shall be placed on progress notice if such student has enrolled in a total of at least 12 semester units and the percentage of all units in which the student has enrolled, for which entries of "W", "I", "NC", and "NP" were recorded reaches or exceeds fifty percent (50%).

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A student who is placed on notice may appeal in accordance with procedures established by the Chancellor, in consultation with the District Academic Senate.

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A student on academic notice shall be removed from notice when the student's cumulative grade point average is 2.0 or higher. A student on progress notice shall be removed from notice when the percentage of units in the categories of "W," "I", "NC", and "NP", drops below fifty percent (50%).

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**Pause**

A student who is on academic notice shall be subject to an enrollment pause if the student has earned a cumulative grade point average of less than 2.0 in all units attempted in each of three consecutive semesters.

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A student who is on progress notice shall be subject to an enrollment pause if the cumulative percentage of units in which the student has been enrolled for which entries of "W", "I", "NC", and "NP", are recorded in at least three consecutive semesters reaches or exceeds fifty percent (50%).

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A student who is subject to an enrollment pause may submit a written appeal in compliance with administrative procedures.

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**Readmission**

A student whose enrollment has been paused may request a readmission after an absence of one semester. Readmission may be granted according to criteria contained in administrative procedures.

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The Chancellor, in consultation with the District Academic Senate, shall develop procedures for the implementation of this policy that comply with the Title 5 requirements.

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**Date Adopted:** September 15, 2009

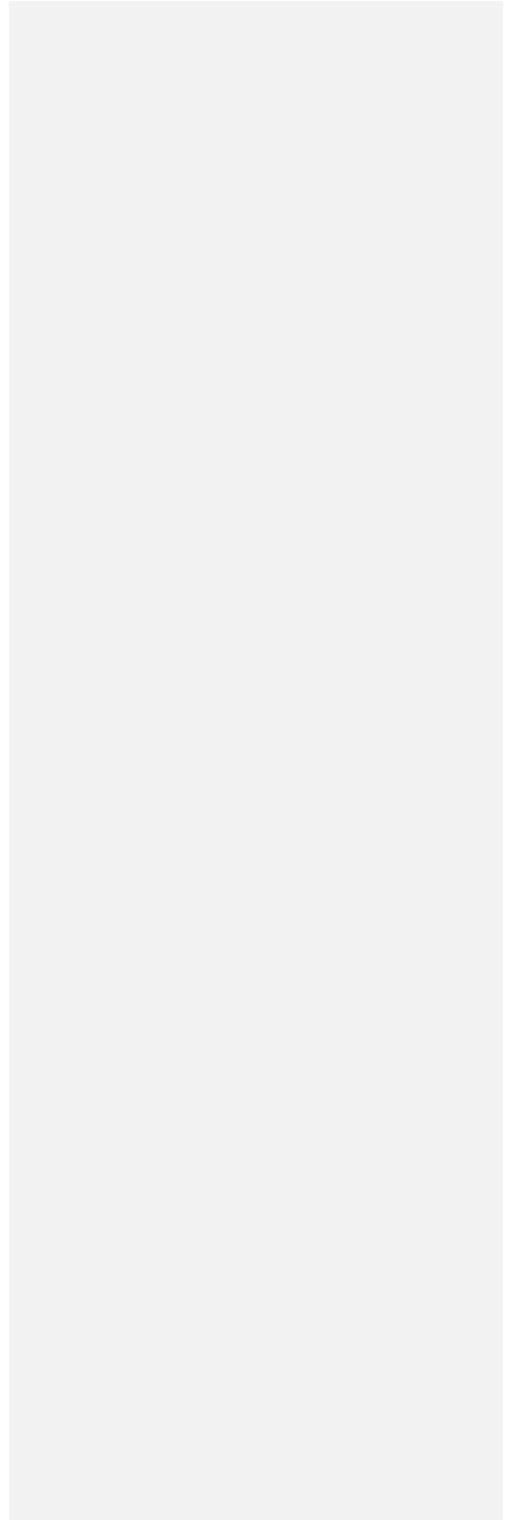
(Replaces RCCD Policy 6066)

**Revised:** May 17, 2011

**Revised:** April 18, 2023

**Revised:** May 21, 2026

**Formerly:** 4250



**AP 2250 NOTICE, PAUSE, AND READMISSION**

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**References:**

Title 5 Sections 55031-55034

**NOTICE**

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**Standards for Academic or Progress Notice**

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Riverside Community College District utilizes the following standards for evaluating satisfactory academic progress for all students:

**Academic Notice:** A student who has attempted at least 12 semester units as shown by the official academic record shall be placed on academic notice if the student has earned a cumulative grade point average below 2.0 in all units which were graded on the basis of the RCCD grading scale.

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**Progress Notice:** A student who has attempted at least 12 semester units as shown by the official academic record shall be placed on progress notice when the cumulative percentage of all units in which a student has been enrolled and for which entries of "F", "FW", "W", "I", "NC" and "NP" are recorded reaches or exceeds 50%.

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Except when approved for more units by a counselor, students on notice may enroll in no more than thirteen (13) units each fall and spring semester and no more than seven (7) units each winter and summer semester.

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**Communication of Notice Status**

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Each student is entitled to be notified of the student's academic status and the availability of college support services before the student's enrollment is paused. At the end of the respective semester in which the student meets the standards of Academic Notice or Progress Notice, a communication shall be sent informing the student of placement on Academic Notice or Progress Notice. The communication to the student will identify the type of notice (Academic or Progress), cover the significance of being on notice, and a description of the services available. Students on Academic and/or Progress Notice will be invited to attend a notice workshop prior to registration for the next regular term.

**Removal from Notice Status**

1. A student on Academic Notice and/or Progress Notice shall be removed from notice status when the student's cumulative grade point average is 2.0 or higher and/or the percentage of units in the entries of "F", "FW", "W", "I", "NC" and "NP" drops below 50%.

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2. A student on academic notice who earns a grade point average of 2.0 or higher for the semester, but whose cumulative grade point average still results in academic notice, shall have their notice extended an additional semester.
3. A student on progress notice who completes more than 50% of all units attempted for the semester, but whose cumulative records still results in progress notice, shall have their progress notice extended an additional semester.
4. A student who feels an error has been made in being placed on Academic and/or Progress Notice should make an appointment with the student's home college counselor, who will review the student's academic record and notify the Matriculation Coordinator if an error has occurred.

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## **PAUSE AND READMISSION**

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### **Standards for Academic or Progress Pause**

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Academic Pause: A student who is on Academic Notice and/or Progress Notice shall be subject to an Academic Pause if the student earned a cumulative grade point average of less than 2.0 in each of three consecutive full term (fall/spring) semesters of attendance which were graded on the basis of the RCCD grading scale. A communication shall be sent informing the student about being subject to an enrollment pause.

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Progress Pause: A student who has been placed on Academic and/or Progress Notice shall be subject to a Progress Pause when the percentage of units in which the student has been enrolled for which entries of "F", "FW", "W", "I", "NC" and "NP" are recorded in at least three consecutive full-term (fall/spring) semesters reaches or exceeds 50%. A communication shall be sent informing the student about being subject to an enrollment pause.

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Students failing to maintain satisfactory academic progress may be readmitted to the College under conditions specified as follows:

1. A student who is subject to an enrollment pause has the right to appeal, and must meet with a counselor from the student's home college for a readmit contract.
2. A student must complete an Enrollment Pause Workshop and meet with a counselor at the student's home college to develop a readmit contract as stated in the enrollment pause communication, according to the dates specified.
3. Readmitted students may enroll in no more than thirteen (13) units each fall and spring semester and no more than seven (7) units each winter and summer semester until the student has achieved good standing.
4. A student who has been reinstated is subject to an enrollment pause if the student does not pass all courses with a "C" or better.

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5. Readmitted students who receive a "C" or better in all classes while on pause status may register for subsequent terms without renewing a readmit contract, but are bound to the terms of the original contract.

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6. A student who is on a readmit contract and does not meet the terms of the contract will have their enrollment paused for the following term. The student may meet with the administrator of the Counseling department, or designee, to appeal the pause. If approved, readmission will be granted for a specific number of units.

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### Standards for Evaluating Appeals

Pause appeals will be reviewed and readmission may be granted by the college counselor taking into consideration, but not limited to the following circumstances:

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- The student feels that an accident, illness, or other circumstances beyond the student's control, contributed to the student's academic standing
- The student utilizes in a support program designed to assist the student in improving academic skills, such as obtaining academic counseling, tutoring, and/or limiting course load.
- When there is evidence of significant improvement in academic achievement such as improved GPA as a result of grade changes, fulfillment of incomplete courses, or academic renewal.

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### Communication of Pause Status

The Riverside Community College District shall make every reasonable effort to notify a student of Academic and/or Progress Pause status after academic standing is run but no later than the beginning of the next (fall/spring) semester.

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The letter notifying the student of a possible enrollment pause will cover, at a minimum, reference to this procedure, explanation of what pause means, the procedure for a restart, and the procedure to appeal the pause.

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### Removal from Pause Status

1. A student on academic or progress pause shall be removed from pause status when the student's cumulative grade point average is 2.0 or higher and the percentage of units in the entries of "F", "FW", "W", "I", "NC" and "NP" drops below 50%.

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2. Students on academic or progress pause shall remain eligible to access academic counseling support services and to enroll in noncredit courses.

3. A student who feels an error has been made in pause status should make an appointment with a counselor, who will review the student's academic record and notify the Matriculation Coordinator if an error has occurred.

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### Appeal for Students on Pause Status

If a student has not met the requirements of the readmit contract, the student's enrollment will be paused for the following (fall/spring) semester. Notification will be sent in writing after academic standing is run but no later than the beginning of the next (fall/spring) semester.

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A student has the right to appeal a proposed pause action if the student feels that facts exist that warrant an exception to the pause action. It is the student's responsibility to indicate on the petition a clear statement of the grounds on which continued enrollment should be granted. Petitions will be reviewed by an administrator or designee. If a time limit is stated in the pause notification and the student fails to appeal the pause, the student waives all future rights to appeal the pause action and the right to attend the semester in which the student's enrollment was paused.

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The decision of the administrative designee will be communicated to the student in person and/or in writing by the **administrative designee**. The **designee** will notify the student within five (5) working days **after meeting with the student and review of the student's appeal**. The student may then appeal the decision of the administrative designee in writing to the Counseling Administrator within **five (5)** working days of the notification of the appeal. The decision of the Counseling Administrator is final.

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A student whose enrollment has been paused two times and whose academic record warrants a third enrollment pause will have their enrollment paused indefinitely. A student may appeal that decision to the College President or designee.

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Also see AP 3500[B] Student Grievance Process for Instruction and Grade Related Matters and AP 3500 [C] Student Grievance Process for Matters Other than Instruction, Grades or Discipline.

**Office of Primary Responsibility:** Vice Chancellor, Educational Services & Strategic Planning

**Date Approved:** September 28, 2009  
(Replaces RCCD Regulations 5050 and 6066)

**Revised:** February 28, 2011

**Revised:** April, 2014 (job titles only)

**Revised:** August 2015 (job titles only)

**Revised:** April 3, 2023

**Revised:** May 21, 2026

**Formerly:** 4250

*Recommend discontinuing AP 2255, as it duplicates AP 2250. The only unique item #7 has now been incorporated into AP 2250.*

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## Riverside Community College District Administrative Procedure

### AP 2255 PAUSE AND READMISSION

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#### Reference:

Title 5 Sections 55033-55034 Standards for Pause

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Students failing to maintain satisfactory academic progress may have their enrollment paused from the College under conditions specified as follows:

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1. A student who is on academic notice shall be subject to an enrollment pause if the student earned a cumulative grade point average of less than 2.0 in each of three consecutive full-term (Fall/Spring) semesters of attendance which were graded on the basis of the RCCD grading scale.

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2. A student who has been placed on progress notice shall be subject to an enrollment pause when the percentage of units in which the student has been enrolled for which entries of "F", "W", "FW", "I", "NC" and "NP" are recorded in at least three consecutive full-term (Fall/Spring) semesters exceeds 50%.

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Deleted: dismissal

Deleted: two

3. A student whose enrollment has been paused has the right to appeal.

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4. A student who has been reinstated will immediately be subject to an enrollment pause if the cumulative grade point average falls below a 2.0 or the number of units for which entries of "F", "W", "FW", "I", "NC" and "NP" are recorded exceeds 50%.

Deleted: has been dismissed from the College

Deleted: dismissal

5. Readmitted students must develop a "Readmit Contract" prior to enrollment in the District.

6. Readmitted students may enroll in no more than thirteen (13) units each fall and spring semester and no more than seven (7) units each winter and summer semester until they have achieved good standing.

7. A student whose enrollment has been paused two times and whose academic record warrants a third enrollment pause will have their enrollment paused indefinitely. A student may appeal that decision to the College Chief Student Services Officer.  
(moved to AP 2250)

Deleted: <#>Because of the prescriptive nature of the "Readmit Contract" and the unit limitations, students who are reinstated must register in person for the classes identified in their contract.¶

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Deleted: has been dismissed

Deleted: dismissal

Deleted: be dismissed permanently

Deleted: Notification of Dismissal

Deleted: probation

Deleted: dismissal

#### Communication of Pause Status

1. The Riverside Community College District shall make every reasonable effort to notify a student of academic and/or progress notice or pause at or near the beginning of the semester in which it will take effect, but in any case, no later than the start of the following semester.

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Deleted: Notification of Dismissal

Deleted: probation

Deleted: dismissal

2. Every reasonable effort to provide counseling and other support services to a student on notice will be made to help the student overcome any academic and/or progress notice difficulties.

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3. Every reasonable effort to notify a student of removal from notice or reinstatement after an enrollment pause will be made by the District

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Deleted: dismissal

Appeal of Pause Status

Deleted: Dismissal

A student must file a written petition of appeal in the college counseling office, according to the dates specified in the pause notification. It is the student's responsibility to indicate on the petition a clear statement of the grounds on which continued enrollment should be granted and to provide evidence supporting the reasons. Petitions will be reviewed by a college counselor. If the student fails to file a written petition within the stated time limit, the student waives the right to attend the following semester.

Deleted: dismissal

If readmission is approved, the student is enrolled in an Enrollment Pause workshop.

Deleted: a dismissal

If the appeal is denied, the student will be notified. The student may appeal the decision in writing to the college Dean of Student Services. The decision of the Dean is final.

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Office of Primary Responsibility: Vice Chancellor, Educational Services & Strategic Planning

Date Approved: September 28, 2009  
(Replaces RCCD Regulations 5050 and 6066)  
Revised: February 28, 2011  
Revised: April, 2014 (job titles only)  
Revised: August 2015 (job titles only)  
Formerly: 4255

**BP 3500 STANDARDS OF STUDENT CONDUCT**

**References:**

Education Code Sections 66300, 66301, and 76033;  
ACCJC Accreditation Standards I.C.8 and 10  
34 C.F.R. Part 86, et seq.

The Chancellor shall establish procedures for the imposition of discipline on students in accordance with the requirements for due process set forth in federal and state law and regulations.

The procedures shall clearly define the conduct that is subject to discipline, and shall identify potential disciplinary actions, including but not limited to the removal, suspension, or expulsion of a student.

The Board of Trustees shall consider any recommendation from the Chancellor for expulsion. The Board of Trustees shall consider an expulsion recommendation in closed session unless the student requests that the matter be considered in a public meeting. Final action by the Board of Trustees on the expulsion shall be taken at a public meeting.

The procedures shall be made widely available to students through the college catalog(s) and other means.

The following conduct shall constitute good cause for discipline, including but not limited to the removal, suspension, or expulsion of a student, except for conduct that constitutes sexual harassment under Title IX, which shall be addressed under Board Policy 6433 Prohibition of Sexual Harassment under Title IX.

1. Causing, attempting to cause, implying, or threatening to cause, assault, battery, or any other injury to another person whether or not the threat is in writing, by electronic means (including social media) or in person. Injury is defined as physical harm, harm to profession (defamation), or psychological harm.

Threats of any kind directed at anyone on District property or one of its approved educational sites will not be tolerated. District Police shall be called by the receiver of the threat or anyone on behalf of the receiver.

2. Possessing, selling or otherwise furnishing any firearm, knife, explosive or other dangerous object, including but not limited to any facsimile firearm, knife or explosive, unless, in the case of possession of any object of this type, the student has obtained written permission to possess the item from a District employee, which is concurred by the Chancellor or College President.
3. Unlawfully engaging in any of the following: possessing, using, selling, offering to sell, furnishing, or being under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the California Health and Safety Code, marijuana, an alcoholic beverage, or an intoxicant of any kind; or unlawful possession of, or offering, arranging or negotiating the sale of any drug paraphernalia, as defined in California Health and Safety Code Section 11014.5.
4. Committing or attempting to commit robbery, bribery, or extortion.
5. Causing or attempting to cause damage to District property or to private property on campus.
6. Stealing or attempting to steal District property or private property on campus, or knowingly receiving stolen District property or private property on campus.
7. Willfully or persistently smoking, including e-cigarettes and vapors, in any area where smoking has been prohibited by law or by policy or procedure of the District.
8. Sexual assault or sexual exploitation regardless of the victim's affiliation with the District.
9. Committing sexual harassment as defined by law or by District policies and procedures.
10. Engaging in harassing or discriminatory behavior based on ethnic group identification, national origin, religion, age, gender, gender identity, gender expression, race or ethnicity, color, ancestry, genetic information, sexual orientation, physical or mental disability, pregnancy, military and veteran status, or any other status protected by law.
11. Engaging in intimidating conduct or bullying against another student through words or actions, including direct physical contact; verbal

assaults, such as teasing or name-calling; social isolation or manipulation; and cyberbullying.

12. Engaging in misconduct which results in injury or death to a student or to District personnel or which results in cutting, defacing, or other destruction or damage to any real or personal property owned by the District or on campus.
13. Engaging in disruptive behavior, willful disobedience, habitual profanity or vulgarity, or the open and persistent defiance of the authority of, or persistent abuse of, District or college personnel.
14. Engaging in Dishonesty  

Forms of Dishonesty include, but are not limited to:

  - a. Plagiarism, defined as presenting another person's language (spoken or written), ideas, artistic works or thoughts, as if they were one's own;
  - b. Cheating, defined as the use of information not authorized by the Instructor for the purpose of obtaining a grade. Examples include, but are not limited to, notes, recordings, internet resources and other students' work;
  - c. Knowingly furnishing false information to the District for purposes such as admission, enrollment, financial assistance, athletic eligibility, transfer, or alteration of official documents;
  - d. Forging, altering or misusing District or college documents, keys (including electronic key cards), or other identification instruments.
  - e. Attempting to bribe, threaten or extort a faculty member or other employee;
  - f. Buying or selling authorization codes for course registration.
15. Entering or using District facilities without authorization.
16. Engaging in lewd, indecent or obscene conduct on District-owned or controlled property, or at District-sponsored or supervised functions.
17. Engaging in expression which is obscene; defamatory; or which so incites students to imminent lawless action on college premises, or the violation of lawful District administrative procedures, or the substantial disruption of the orderly operation of the District.
18. Engaging in persistent, serious misconduct where other means of correction have failed to bring about proper conduct.

19. Preparing, giving, selling, transferring, distributing, or publishing, for any commercial purpose, of any contemporaneous recording of an academic presentation in a classroom or equivalent site of instruction, including but not limited to handwritten or typewritten class notes, except as permitted by any District policy or administrative procedure without authorization.
20. Using, possessing, distributing or being under the influence of alcoholic beverages, controlled substance(s), or poison(s) classified as such by Schedule D, Section 4160 of the Business and Professions Code, while at any District location, any District off- site class, or during any District sponsored activity, trip or competition.
  - a. In accordance with Section 67385.7 of the Education Code and in an effort to encourage victims to report assaults, the following exception will be made: The victim of sexual violence will not be disciplined for the use, possession, or being under the influence of alcoholic beverages or controlled substances at the time of the incident if the assault occurred on District property or during any of the aforementioned District activities.
21. Violating the District's Computer and Network Use Policy and Administrative Procedure No. 2720 in regard to their use of any of the District's Information Technology resources.
22. Using electronic recording or any other communication devices (such as cell phones recording devices, etc.) in the classroom without the permission of the instructor.
23. Eating (except for food that may be necessary for a verifiable medical condition) or drinking (except for water) in classrooms.
24. Gambling, of any type, on District property.
25. Bringing pets (with the exception of service animals) on District property.
26. Distributing printed materials without the prior approval of the Student Activities Office. Flyers or any other literature may not be placed on vehicles parked on District property.
27. Riding/using bicycles, motorcycles, or motorized vehicles (except for authorized police bicycles or motorized vehicles) outside of paved streets or thoroughfares normally used for vehicular traffic.

28. Riding/using any and all types of skates, skateboards, scooters, or other such conveyances is prohibited on District property, without prior approval.
29. Attending classrooms or laboratories (except for those individuals who are providing accommodations to students with disabilities) when not officially enrolled in the class or laboratories and without the approval of the faculty member.
30. Abuse of process, defined as the submission of malicious or frivolous complaints.
31. Violating any District Board Policy or Administrative Procedure.

### **Responsibility**

- A. The Chancellor shall establish procedures for the administration of disciplinary actions. In this regard, please refer to Administrative Procedure 3500[A] Student Discipline Procedures, which deal with matters of student discipline and student grievance.
- B. The Vice President of Student Services of each College shall be responsible for the overall implementation of the procedures which are specifically related to all nonacademic, student related matters contained in Administrative Procedure 3500[A] Student Discipline Procedures.
- C. The Vice President of Academic Affairs of each College shall be responsible for the overall implementation of the procedures which are specifically related to class activities or academic matters contained in Administrative Procedure 3500[B] Student Grievance Process for Instruction and Grade-Related Matters.
- D. For matters involving the prohibition of discrimination and harassment, the concern should be referred to the District's Diversity, Equity and Compliance Office.
- E. The definitions of cheating and plagiarism and the penalties for violating standards of student conduct pertaining to cheating and plagiarism will be included in all schedules of classes, the college catalog, the student handbook, and the faculty handbook, all of which are produced and posted to the college websites. Faculty members are encouraged to include the definitions and penalties in their course syllabi.

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**Date Adopted:** May 15, 2007

**Revised:** May 17, 2011

**Revised:** August 20, 2013

**Revised:** September 15, 2015

**Revised:** May 17, 2022

(Replaces the Standards of Student Conduct portion of Policy 6080)

**Revised:** June 20, 2023

**Formerly:** 5500