“Only hungry minds can become educated.”
--Anonymous

Table of Contents
Welcome to the Honors Program! ................................................................. 3
How to Take Advantage of Program Benefits ............................................. 4
  Program Benefits ..................................................................................... 4
  Transfer Agreements ............................................................................... 5
  Completing the Program ........................................................................ 5
  Transcript Recognition for Honors Coursework ...................................... 6
So What Have I Gotten Myself Into, Anyway?
A Few Nuts and Bolts about Honors Classes ........................................... 7
  Four Key Ingredients .............................................................................. 7
  How Do I Succeed in This Kind of Class? ................................................. 7
  Seminar Discussion Pointers ................................................................. 9
Beyond the Classroom:
How to Get Involved (and why you should!) ........................................ 10
  Leadership Opportunities ...................................................................... 10
  RCCD Honors Program Mini-Conference ............................................. 10
  Building Bridges Conference ............................................................... 11
  Honors Activities ................................................................................ 12
Program Policies and Requirements ......................................................... 13
  Maintaining Eligibility for the Program ............................................... 13
  Integrity and Accountability in the Honors Program ............................ 13
  RCCD Policy on Cheating and Plagiarism ........................................... 13
Honors Program Directory ....................................................................... 14
  Honors Program Administration ......................................................... 14
  Honors Program Faculty: Fall 2009-Spring 2010 ................................. 15
Welcome to the Honors Program!

The Riverside Community College Honors Program Coordinators and faculty are pleased that you are interested in being a part of the Honors Program. This handbook will provide you with basic information about the program, its benefits, and our expectations of our honors students. Reading this handbook and taking even just one honors class suggests that you put a high value on your education. Of course, we hope your first class leads you to take others. As you read on, you’ll learn how completing more honors classes and completing the program can benefit you. The handbook will also provide you with information and resources that can help you succeed in your honors classes and get the most out of the Honors Program.

The Honors Program community is comprised of student scholars and faculty who share a passion for learning and the desire to expand their personal and academic horizons. We hope that you will enjoy the special contact with faculty, exploring academic subjects in more depth, and engaging in a variety of special intellectual challenges. Honors classes make it possible for you to stretch yourself intellectually; work actively with fellow students and faculty in an environment that encourages you to improve your critical thinking, written and verbal communication skills; and cultivate an awareness and understanding of the diverse points of view necessary for a rich and productive intellectual environment. Perhaps the most valuable aspect of the Honors Program will be the enthusiastic learning environment created by Honors faculty and students, an environment we hope benefits not only honors students and faculty, but the college and greater community as well. If you’re on the Riverside City Campus, come by Quad 15—the Honors Office. You and your classmates can book the space for study sessions or just come down and relax and have a cup of coffee.

While you’re with us, be sure to take advantage of our enrichment activities. We have a great year planned! All of our workshops, field trips, our Fall Conference and the spring HTCC Building Bridges conference at UC Irvine can provide you with additional opportunities to learn and grow. Your class advocate will keep you posted and you can always contact your Coordinator for information about upcoming activities.

This handbook should answer many questions. If others occur to you, feel free to come talk to your Honors Coordinators.

On behalf of all the honors faculty and students, we welcome you and wish you the best.

Dr. Kathleen Sell, Riverside Coordinator
Dr. Chris Rocco, Moreno Valley Coordinator
Dr. Carol Farrar, Norco Coordinator
How to Take Advantage of Program Benefits

Program Benefits

The Honors Program offers several benefits to students who successfully complete individual honors classes or the full program:

**Academic**
- Small classes.
  Honors classes have a maximum of 20 students and are taught seminar-style, which means you’ll receive personalized instruction from dedicated and challenging faculty.
- Academic preparation.
  You’ll be in a class that will more closely resemble the kinds of demands you’ll face when you transfer to university; you’ll be expected to participate in that class more fully—no hiding in the back—and you’ll be in the room with other motivated students, so we can do more and in more depth and with more sophistication.
- Field trips, workshops, and other enrichment activities.
- Leadership opportunities.
  You may be given a chance to serve as a Class Advocate, on the Honors Advisory Council, on the Transfer Advisory Council, or to participate in Outreach activities. And certainly, there will be opportunities to hone leadership skills in your Honors classes through group discussions and projects.
- The opportunity to participate in the Building Bridges student research conference and our own RCCD Honors Conference.

**Transfer and Advising**
- Academic Advising from the Program counselor, coordinators, and faculty
- One-on-one mentoring and help from the honors coordinators and faculty in preparing applications for university admissions and scholarships.
- Workshops to help you prepare applications and essays for applications.

**Transfer Agreements**

Students who complete the RCCD Honors Program, which is a member of UCLA TAP and the Honors Transfer Council of California (HTCC), have access to transfer agreements for honors students with schools including UCLA, UC Irvine, University of San Diego, Pomona College, Cal State Fullerton Honors School of Business, San Jose State School of Engineering, Cal Poly Pomona, and Mills College, among others. For you to take advantage of these agreements, you need to plan ahead and should work with the Honors Coordinator and Counselor.
Transfer Agreements
You’ll need to meet with the Honors Counselor and the Honors Coordinator to do the paperwork to get the agreement started, plan your coursework so that you can complete the honors program (see below), and then certify that you have completed the program. Please be aware that for many of the schools listed above, you’ll need a higher than 3.2 GPA—so you need to complete the honors program, fulfill the other course requirements for the major and school you are targeting, and keep up your grades. Staying in close contact with your counselor and honors coordinator is the key here, as well as holding up your end of the bargain in terms of required GPA and lower division preparation for your major. Make an appointment to see your coordinator early if you are interested in transfer agreements!!!

Completing the Program
• Students can complete the honors program in one of two ways, depending on their majors. Track A is for all students in the humanities and social sciences; Track B is targeted for those students in Math, Science and Engineering. That said, any student can complete the program on either Track A or Track B—you’ll need to work with your counselor and coordinator to determine which is best for you.

• What is the advantage of completing the program? Access to the Transfer agreements, academic preparation, and a real sense of accomplishment!

Track A
Complete 6 Honors Seminars, choosing from any of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art 6H</td>
<td>Humanities 4H</td>
</tr>
<tr>
<td>Chemistry 1AH</td>
<td>Humanities 5H</td>
</tr>
<tr>
<td>Chemistry 1BH</td>
<td>Humanities 10H</td>
</tr>
<tr>
<td>English 1AH</td>
<td>Math 12H</td>
</tr>
<tr>
<td>English 1BH</td>
<td>Philosophy 10H</td>
</tr>
<tr>
<td>Economics 7H</td>
<td>Political Science 1H</td>
</tr>
<tr>
<td>History 6H</td>
<td>Speech Com 1H</td>
</tr>
<tr>
<td>History 7H</td>
<td></td>
</tr>
</tbody>
</table>

Please note not all of these classes are offered on each campus or each semester—so check the schedule and work with your counselor and coordinator. As curriculum is developed, more courses will be added to the list.

Track B
Complete 4 Honors Seminars, choosing from any of the courses listed in Track A

AND

Complete any two of the following with a B or better:

<table>
<thead>
<tr>
<th>Course</th>
<th>Course</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chemistry 12A or 12B</td>
<td>Math 1C, 2 or 3</td>
<td>Physics 2B, 2C, 4B, or 4C</td>
</tr>
</tbody>
</table>

Please note not all of these classes are offered on each campus or each semester—so check the schedule and work with your counselor and coordinator. As curriculum is developed, more courses will be added to the list.

So, to be certified as having completed the program, students must take and successfully complete either Track A or Track B and maintain an overall GPA of 3.2. Again, please be aware that for many of the schools/ programs to which you may be planning to transfer, you’ll need a higher than 3.2 GPA to be competitive and you will also need to fulfill the other course requirements for the major and school you are targeting. The Honors Program can give you an edge, but you must meet the basic entrance requirements for the school/ major you’re applying for before this “edge” kicks in.
Transcript Recognition for Honors Coursework

- All of our Honors courses have articulated separately and will show up on your transcripts with an H. For example, if you take honors English 1A, it will show up as Eng 1AH on your transcript.

- Making sure your transcripts also reflect your certification for having completed the program is simple. You simply need to request the Extra-curricular activities form (check the box when you order your transcripts online or request one from the Admissions and Records Office).

- This form has a place for you to record your Honors coursework; you then bring the form to your Honors Coordinator so he or she can sign and certify your Honors Program completion.

- This form (which also lists all of your extra-curricular activities, publications, and scholarships and awards—don’t forget to include your Honors Program leadership positions here as well as your conference presentations or publications) will be sent out with your official transcripts—it is official! Be sure to update the form as needed so what goes out accurately reflects all of your most recent achievements.
“In order to improve the mind, we ought less to learn than to contemplate.”
--Rene Descartes

So What Have I Gotten Myself Into, Anyway?
A Few Nuts and Bolts about Honors Classes

Class discussions are a characteristic feature of honors classes. We do not perceive our students as sponges absorbing information they give back to us when squeezed. We see you as alert people who think independently, evaluate class materials, challenge yourselves, your classmates, and your professors, and radiate ideas. Hence we generally don’t lecture as much as the non-honors classes. Honors classes treat learning as a collaborative effort. We have high expectations of you—we want to hear what you have to say.

Four Key Ingredients

How Honors Classes Are Designed & Taught:

❖ Honors classes are smaller, which allows for a greater emphasis on critical thinking by insisting on active student participation in each class session. Classes are typically taught seminar style, which means they are centered on discussion rather than lecture, so come with questions, have something to say, and say it. Developing your verbal agility and confidence is an important part of honors classes.

❖ Honors classes emphasize reading challenging primary texts and not simply textbook material. You’ll be reading material that you will have to study and re-read, and you’ll encounter texts about which thinking people engage in vigorous discussion and debate, a discussion we fully expect you to participate in actively.

❖ Honors classes emphasize developing your writing and critical thinking skills through the assignment of at least 20 pages written work—this will better prepare you for the demands of university level work and challenge you to learn to articulate your ideas and insights in clear academic prose.

❖ Honors classes emphasize innovative teaching strategies to challenge honors students to go beyond rote learning and to discover creative or original solutions and conclusions.

How Do I Succeed in This Kind of Class?

❖ Class members must attend regularly and come prepared. This last point is crucial. Any small group is demoralized and rendered less effective by sporadic attendance or poor preparation. Unprepared members may get something out of attending, but they sap the vitality of the group, diluting the honors experience for the others. And they can be detrimental if they try to bluff their way through a discussion. For our honors classes to do well, your full commitment is essential.

❖ Everyone participates and interacts—we respond to each other and treat learning as a collaborative effort. It is not possible to divide participation into exactly equal shares. Nonetheless all class members should speak up some of the time. Don’t worry about whether you’ve fully comprehended the material. If we heard only from those who had already mastered the material, then we could simply listen to a lecture from the professor and skip discussion, but that would neutralize the potential for genuine engaged inquiry.
One of the best features of the honors classes is that they foster a sense of community. This can help you to succeed if you take advantage of it. Practically speaking, be sure to get contact information from some of your classmates so that in the rare event that you miss class, you don’t compound the absence by coming unprepared to the next class session. Beyond that, treat learning as something that takes place outside the classroom as well as inside—and remember that genuine learning is often collaborative. Consider forming study groups (formally or informally) with classmates, talk about class materials over a cup of coffee, study together, and discuss ideas. This will enrich your learning experience which in turn will pay dividends in the classroom, enriching the experience for us all.

In the Honors Program we stress critical thinking, as do many other classes. Critical thinking means trying to think clearly and honestly—working to become an independent thinker, able to learn from others yet make judgments for oneself. Critical thinkers value intellectual honesty and seek to free themselves from hidden assumptions as well as the dictates of impulse and emotion. This is the ethical component of critical thinking. Critical thinkers do not think negatively. Yes, they notice problems. But they seek solutions. They reflect. They question. They think evaluatively. Success in your honors classes depends in large part on your openness and willingness to thinking critically.

Writing is a key component of all your honors classes. This is where the work you do in class discussion, and your independent reading and critical thinking all come together to demonstrate what you have learned about the material you are studying. Writing (and re-writing and re-writing) is a way to deepen and sharpen your thinking and to begin to really own what you’ve been studying.

Finally, honors students who succeed ask for help when they need it. Your professors, coordinators, counselor, class advocates, classmates can all help you to succeed. Reach out if you feel like you’re struggling. Chances are you’re not the only one who feels challenged. Take advantage of the small class to really connect with your professor and classmates; take advantage of the advising you can get from our program counselor and coordinators and from your professors.
Seminar Discussion Pointers

For those of you for whom seminar style discussion is unfamiliar, the following pointers can help give you a feel for how these discussions should work.

1. Remember that discussions should mainly be focused on the text at hand.

2. READ!!! We must all do the reading and show up to class prepared to discuss the texts. We should write down our own questions ahead of time and be familiar with any study questions.

3. LISTEN!!! We should listen to everyone’s ideas, even if we don’t agree. Listen so that we can ask questions for clarification. Listen so that we don’t repeat the same ideas. Listen so that we can discuss. Listen so that we can summarize what the person before us has said.

4. SPEAK!!! We should speak whenever we wish (if we’re not interrupting someone else, of course). We should speak even when our ideas may seem incomplete. Lack of speaking = Lack of discussion! We can raise our hands to indicate that we have a point or question, but we do not need the instructor to call on us. Whoever is speaking is in charge of calling on the next person.

5. ASK QUESTIONS!!! When we ask questions, we help move the discussion along. Ask about unfamiliar words or terms. Ask for clarification. Ask for a specific page number. Ask for more evidence.

6. HAVE AN EYE ON THE RIGHT PRIZE! We need to focus on coming to a mutual understanding, the best reading of the text, or the most nuanced analysis of ideas. We should not focus on being right or winning.

7. BE OPEN! We should be willing to change our minds when the evidence clearly indicates that we should do so. We should also make a conscious effort not to let our previous ideas or prejudices interfere with our freedom of thinking.

8. CREATE A THREAD! When we add a point, we need to think of how it feeds off the previous point. Are we agreeing? Disagreeing? Adding another example? Clarifying an idea? Asking for clarification? Adding another fact that changes the discussion? Applying the same idea to a different situation or text?

9. PAY ATTENTION! Be prepared to summarize parts or all of the discussion.
Beyond the Classroom: How to Get Involved (and why you should!)

Leadership Opportunities

**Becoming a Class Advocate**
Class Advocates are selected by their fellow students to represent honors student views to the Honors Advisory Council and to serve as a conduit between the program and students in the honors seminars. As an Advocate, you can help organize and coordinate class or Program activities, provide classmates with handouts or assignments (in the rare case of absences), as well as confer with the other Class Advocates and the Honors Coordinators about honors related issues. Class Advocates also have the opportunity to become student editors of our honors newsletter, which comes out at least once a year. Generally, Class Advocates will meet with the campus Honors Coordinator once a month to coordinate and plan. You may be asked to participate in Outreach activities, becoming a spokesperson for the program as well as for the students in your class. Other functions for the position depend on the imagination and needs of each individual seminar and Advocate—and, perhaps, your professor. Your class will vote for a class advocate (or co-advocates), and then your professor will forward your name on to the coordinator.

**Serving on the Honors Advisory Council and Transfer Advisory Council**
Class Advocates are asked to serve on the Honors Advisory Council and one or more of the advocates will be asked to serve on the Transfer Advisory Council. The Honors Advisory Council meets once a month, typically on the last Friday of the month. The Transfer Advisory Council meets once a semester. The responsibility for serving on these two committees can be divided among the Advocates. Your participation on these committees is crucial as you will represent the student perspective to the Honors and Transfer Advisory Councils. We need your perspective to ensure that the Honors Program is meeting student needs as effectively as possible.

**Why Should I Get Involved?**
These positions do add slightly to student workloads, though not an undue amount. The benefits should outweigh the investment of time and energy. They give you an opportunity to gain valuable leadership experience, plus the chance to influence policy. You'll broaden your social skills while meeting other wonderful people. Finally—and this means something to university admissions people—you'll have more leadership positions and experience to cite on your **curriculum vitae**.

**RCCD Honors Program Mini-Conference**
This year, we have planned to have a mini-conference in the Fall for RCC Honors students to present papers, posters, and other work. Check the Fall Calendar of Events for specific date and time. Family and friends are welcome to attend! There will be two sessions of student papers, a lunch break, and a final roundtable discussion, including professors from different disciplines and students from different honors seminars. More details will come as the semester gets underway.
Building Bridges Conference

- Each spring, the Honors Transfer Council of California (HTCC), together with the University of California Irvine, sponsors a student research conference at which honors students from Community Colleges all over California come to present papers, posters, or panels. These projects typically emerge out of an honors seminar. Students work with professors to identify a piece of writing/project that could be transformed into a conference presentation.

- We encourage you to submit work to the conference! This is one of the most valuable activities you can participate in as a part of our honors program—the experience is invaluable personally and when it comes time to transfer. If you are intimidated about submitting work, we encourage you to attend the conference this spring (see your coordinator to sign up) so that you can experience first-hand the kind of work other honors students are engaged in and get motivated to push yourself to new achievements, submitting work for the next conference. Your honors professors and coordinators can work with you this fall to develop and submit a proposal for the 2009 conference. Abstracts/proposals are due to Kathleen Sell on the Riverside City College campus by the DECEMBER deadline!!! Check the Calendar of Events for specific date and time. Once you’re cleared, don’t forget to register for the conference online.

- Those of you not presenting are also welcome to attend Building Bridges. Be sure you register for the conference online as an attendee. Kathleen needs a final count of all going to the conference before we all leave for winter break.

- Types of Presentations

  Public Speaking:
  - Individual: 12 minute talk with 5 minute discussion (3 presenters per session)
  - Small group: 20 minute panels (2 groups per session)
  - Large group: 40 minute panel with 10 minute discussion

  Performance
  - Poetry, music, dance (can be any of the above configurations)

  Posters
  - See the handout on the website for tips

The HTCC website has lots of tips on preparing a proposal and the proposal application form. The Honors Program will pay for the student registration and mentor faculty to attend the conference, as our budget allows.

Student proposals/abstracts (which need to be signed off by the mentor professor) need to be into your Honors Coordinator by the December deadline (see the Fall Calendar of Events for specific date and time). Kathleen Sell needs a final count of presenters and attendees before the end of finals week in the fall.

HTCC Website: http://www.honorstcc.org/
Honors Activities

想办法

Workshops
Take advantage of the fall semester workshops which are designed to help you better navigate the process of preparing for transfer, preparing the applications for university and scholarship, and searching for financial aid opportunities to help you finance your education. You’ll be getting calendars with dates and check with your class advocate and honors coordinator for more information.

A Word about Enrichment Activities and Field Trips
At times we will invite you to an enrichment activity—a play, concert, gallery or museum excursion, the HTCC conference at UCI, a campus visit, and the like. When you tell us you would like to join us, we purchase tickets, make reservations, buy food, etc. We do so to keep our commitment to you, and because we trust you to keep your commitment to us.

It’s a joy for all of us to share in these activities. We faculty find that our experience of such events is enhanced by sharing them with our students. We like it a lot when you join us—you’re fun to be around! But a few students take these commitments too casually and fail to show up. When that happens we feel disappointed. For one thing, we have used the Program’s financial resources to make the event possible. If the event takes place in a theater or auditorium, those empty seats diminish the audience for the performers. Even worse for us, it wastes our funds, which are limited. It doesn’t seem fair, does it?

So, a Request…
We happily offer these activities to you so you’ll have a chance to enjoy them and learn from them. And we’d like to be able to expand the sorts of activities we offer, which we can only do if we have a good (and committed) showing to these events. If you say you would like us to make arrangements for you, please keep your commitment. Check your calendar before you say “yes.” Then remind yourself: Mark your calendar, in big red letters. If for some unforeseen reason it turns out that you cannot go, be considerate. Get word at once to the person in charge of the event. That way we might have time to give your ticket to someone else who would benefit from the activity.
“I don’t think that once you get to one level you can relax. You’ve got to keep pushing.”
--Larry Bird

Program Policies and Requirements

Maintaining Eligibility for the Program

To maintain eligibility for the honors program, you need to maintain a 3.2 GPA with a grade no lower than a C in any of your honors classes. If you fall below this requirement, you may fill out a petition to continue taking honors classes in the following semester. This gives you a chance to regain full standing in the program. If you have two semesters during which you do not meet eligibility requirements, you will no longer be eligible for the program.

Integrity and Accountability in the Honors Program

The RCC Honors Program is a community of students and faculty who share a responsibility for creating a climate of academic and personal integrity. To this end, we are committed to the ideals of honesty, fairness, and respect. As citizens of this community, we do not have tolerance for cheating, plagiarizing, or any other form of academic dishonesty, and we work together to create a culture of accountability and integrity.

The Honors Program expects adherence to the Riverside Community College District plagiarism and cheating policies (reproduced below) and also requires students to sign a statement of academic integrity. In addition to the district’s consequences for plagiarism and cheating, the Honors Advisory Council reserves the right to remove a student from the Honors Program in the case of verified academic dishonesty. Your professors will hand out a Statement of Integrity form in your honors classes. We ask that you sign and return it to your professor.

RCCD Policy on Cheating and Plagiarism

**Academic Honesty**

Academic honesty and integrity are core values of the Riverside Community College District. Students are expected to perform their work (except when collaboration is expressly permitted by the course instructor). Believing in and maintaining a climate of honesty is integral to ensuring fair grading for all students. Acts of academic dishonesty entail plagiarizing—using another’s words, ideas, data, or product without appropriate acknowledgment—and cheating—the intentional use of or attempted use of unauthorized material, information, or study aids on any academic exercise. Students who violate the standards of student conduct will be subject to disciplinary action as stated in the “Standards of Student Conduct”, listed in the Student Handbook. Faculty, students, and administrators all share the responsibility to maintain an environment which practices academic integrity.
“In order to improve the mind, we ought less to learn than to contemplate.”
--Rene Descartes

Honors Program Directory

Honors Program Administration

The people listed below have a high degree of interest in seeing the Program flourish and you achieve your academic goals. If you have questions, suggestions, or concerns about the Honors Program or your participation in it, pay one or all of them a visit. You’ll find that they will listen and respond thoughtfully.

Riverside Honors Coordinator:
Kathleen Sell         951.222-8681  kathleen.sell@rcc.edu

Moreno Valley Honors Coordinator:
Chris Rocco         951.571-6244  christopher.rocco@rcc.edu

Norco Honors Coordinator
Carol Farrar       951.372-7160  carol.farrar@rcc.edu

Associate Vice Chancellor of Academic Affairs and District-wide Coordinator
Sylvia Thomas      951.222-8620  sylvia.thomas@rcc.edu

RCCD Honors Program Administrative Assistant
Naomi Foley       951.222-8779  naomi.foley@rcc.edu
“Sharing is the essence of teaching. It is, I have come to believe, the essence of civilization.”
--Bill Moyers

Honors Program Directory

Honors Program Faculty: Fall 2009-Spring 2010

We’re proud of our faculty. They have worked hard to develop and prepare honors curriculum. Each is committed to your intellectual growth and academic success. Please feel free to approach any of these professors. They all will be pleased to help you.

Riverside
Amanda Brown, Math 12H (Spring)  amanda.brown@rcc.edu
Thatcher Carter, English 1BH (Fall and Spring)  thatcher.carter@rcc.edu
Kelly Douglass, English 1AH (Fall and Spring)  kelly.douglass@rcc.edu
Ellen Brown-Drinkwater, Honors Counselor  ellen.brown-drinkwater@rcc.edu
Rom Masterson, Philosophy 10H (Fall)  romulus.masterson@rcc.edu
Kathleen Sell, Coordinator / Hum 4H (Fall) and 5H (Spring)  kathleen.sell@rcc.edu
Mark Sellick, Political Science 1H (spring)  mark.sellick@rcc.edu
Rhonda Taube, Art 6H (Fall)  rhonda.taube@rcc.edu
Micherri Wiggs, Speech Com 1H (Spring)  micherri.wiggs@rcc.edu
Kristi Woods, History 6H (Fall) and 7H (Spring)  kristi.woods@rcc.edu
Ron Yoshino, Humanities 4H (Fall) and 5H (Spring)  ron.yoshino@rcc.edu

Moreno Valley
Fabian Biancardi, Political Science 1H  fabian.biancardi@rcc.edu
Diane Marsh, Chemistry 1AH (Fall), 1BH (Spring)  diane.marsh@rcc.edu
Jeff Rhyne, English 1AH (Fall and Spring)  jeff.rhyne@rcc.edu
Chris Rocco, Coordinator  christopher.rocco@rcc.edu
Nick Sinigaglia, Philosophy 10 (Fall)  nick.sinigaglia@rcc.edu
Valarie Zapata, English 1BH (Fall and Spring)  valarie.zapata@rcc.edu
Ann Pfeifle, History 6H and 7H  ann.pfeifle@rcc.edu

Norco
Carol Farrar, Coordinator  carol.farrar@rcc.edu
Bonnie Pavlis, Humanities 4H, 5H and 10H  bonnie.pavlis@rcc.edu
Lisa Nelson, English 1AH (Fall)  lisa.nelson@rcc.edu
Sheryl Tschetter, English 1BH (tentative)  sheryl.tschetter@rcc.edu
Ana-Marie Olaerts, Speech Com 1H (Fall)  ana-marie.olaerts@rcc.edu

“Only those who risk going too far can possibly find out how far one can go.”
--T.S. Eliot