

## RVCC Verification of Compliance

Federal Regulation(s)	Links
<p><b>Student Identity Verification in Distance and Correspondence Education</b></p> <p>Online Student Identity: Verification information can be found on the public website and the intranet (RV Commons).</p> <p>To access distance education courses which reside in our Canvas LMS, students must first login to the “Lion’s Den” Portal via “single-sign-on” (SSO). Students must provide their RVCC chat address (<a href="mailto:studentnumber@stu.raritanval.edu">studentnumber@stu.raritanval.edu</a>) and the password that they set up the first time that they accessed the “Lion’s Den.” The first time that they access Lion’s Den, they must answer three identity verification questions.</p>	<ul style="list-style-type: none"> <li>• Student Identity Verification in Distance and Correspondence Education</li> <li>• Online Student Identity Verification</li> <li>• Student Identity Verification Statement</li> </ul>
<p><b>Transfer of Credit Policies and Articulation Agreements</b></p> <p>In compliance with Federal regulation 34CFR.602.24(E) regarding “Transfer Credit, Prior Learning, and Articulation Policy”, Raritan Valley Community College fully meets the MSCHE requirements for verification. Transfer articulation agreements that have been ratified by Raritan Valley are available to the public with full details on the College’s public website.</p> <p>Furthermore, the State of NJ has a statewide system of articulation between the State’s 18 community colleges and the public four-year colleges along with 3 private colleges. This articulation includes course equivalencies, specific course recommendations for each major, and explanation of the statewide transfer legislation, the Comprehensive Statewide Transfer Agreement. Complete information is available to the public at <a href="http://www.njtransfer.org">www.njtransfer.org</a> and this website is also posted in multiple locations on the College website.</p> <p>RVCC awards transfer credits from six accrediting associations and commissions: Middle States Associations of Colleges and Schools, North Central Association of Colleges and Schools, Northwest Commission on Colleges and Universities, New England Association of Schools and Colleges, Inc., Southern Association of Colleges and Schools, and Western Association of Schools and Colleges. Students can file an appeal for courses completed at non-regionally accredited institutions by providing courses outlines/syllabi. Acceptance of credit will be determined by the appropriate department chair on a case-by-case basis.</p>	<ul style="list-style-type: none"> <li>• Transfer Agreements</li> <li>• NJTransfer.org</li> <li>• Transcript Information</li> <li>• Transfer FAQs</li> <li>• Transfer of Credits Policy</li> <li>• Credit from Other Colleges and/or Universities</li> </ul>

<p><b>Title IV Program Responsibilities</b></p> <p>RVCC's default rates over the past ten years continue to be well below the 30% federally-established threshold. Our Federal Program Review was successfully completed in 2018. Our most recently approved Program Participation Agreement shows that the college is in good standing until our next review in 2023.</p>	<ul style="list-style-type: none"> <li>• Financial Aid Options</li> <li>• State of New Jersey Certified License Letter</li> <li>• US Dept of Ed Eligibility and Certification Approval Report</li> <li>• Federal Student Aid Program Review Determination Closeout Letter</li> <li>• Federal Student Aid Program Participation Agreement</li> <li>• National Student Loan Data System Default Rate Report</li> </ul>
<p><b>Institutional Record of Student Complaints</b></p> <p>Raritan Valley Community College (RVCC) is committed to providing clear, accessible avenues for students to submit complaints when they encounter a problem that they cannot resolve on their own. The information concerning how to provide feedback and file complaints is listed in the portal and RVConnect. Students also can access this information from Commons and the College's public website. Forms are routed to the Dean of Student Affairs office and responses sent within 24-48 hrs. Upon receipt of a complaint, it is forwarded to the appropriate office for resolution and follow-up. The complainant is notified when a resolution has been reached.</p> <p>ACADEMIC COMPLAINTS:  Student complaints of an academic nature are initially discussed between the student and the student's instructor. Failing a satisfactory resolution of the problem at this level, the student is encouraged to meet with the appropriate department chairperson. Should the student still feel that a satisfactory resolution has not been achieved, the student may request that the appropriate Division Dean review the matter.</p>	<ul style="list-style-type: none"> <li>• Student Complaint Reporting Policies and Procedures</li> <li>• Student Feedback and Concern Form</li> <li>• Academic Concerns Reporting Form</li> <li>• Student Handbook</li> </ul>
<p><b>Required Information for Students and the Public</b></p> <p>The College is in compliance. All required information is available on the College's public website as well as Commons.</p>	<ul style="list-style-type: none"> <li>• Policies and Consumer Information</li> <li>• General Information</li> </ul>
<p><b>Standing with State and Other Accrediting Agencies</b></p> <p>Raritan Valley Community College is in good standing with state and other accrediting agencies.</p>	<ul style="list-style-type: none"> <li>• Accreditation</li> <li>• RVCC's Nursing Program Receives Continuing Accreditation Through 2028</li> </ul>

	<ul style="list-style-type: none"> <li>• OTA Program Receives Accreditation Through 2027</li> <li>• Commission on Opticianry Accreditation (COA)</li> <li>• ASE Education Foundation - Automotive Accreditation_</li> <li>• Accreditation Commission for Education in Nursing (ACEN)</li> </ul>
<p><b>Contractual Arrangements</b></p>	<p>N/A</p>
<p><b>Assignment of Credit Hours</b></p> <p>Raritan Valley Community College’s policies regarding assignment of credit hours are well-documented, are consistently applied by appropriate faculty and staff, and are aligned with accredited institutions’ best practices. These policies are most often applied and/or cited in the following areas:  Awarding of advanced standing credit;  Academic program review;  Implementation of new courses/assessment of existing courses  The criteria that drive the College’s assignment of credit hours are contained in its “Course Credits” policy, contained in the Faculty Handbook and Student Handbook. This policy discusses the composition of a credit hour, distinguishes between lecture and laboratory format, and explains how the weekly course hours are prorated depending on the length of a semester or session. In doing so, it drives the three above-mentioned areas.  The College accepts advanced standing from accredited institutions, and other institutions recommended by American Council on Education (ACE).</p>	<ul style="list-style-type: none"> <li>• Course Credits</li> <li>• Alternative Academic Credit</li> <li>• Outline for Course Proposals 2021-2022</li> <li>• Program Review - English A.A.</li> </ul>

# Student Identity Verification in Distance and Correspondence Education:

Online Student Identity Verification information can be found these places:

- **Public Website:**  
<https://www.raritanval.edu/academic-programs/online-courses/online-student-identity-verification-policy>
- **Internal Website (RV Commons):**  
<https://commons.raritanval.edu/academics/distlearn/Pages/IdentityVerification.aspx>
- **Student Handbook (pages 33-34):**  
<https://www.raritanval.edu/general-information/policies-and-consumer-information/student-handbook>

**Student identity verification takes place during admissions, enrollment, and registration procedures.**

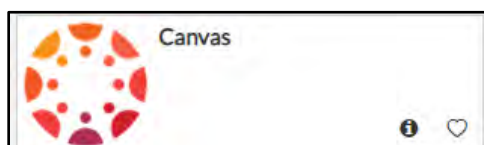
To access distance education courses which reside in our Canvas LMS, students must first login to the “Lion’s Den” Portal via “single-sign-on” (SSO). Students must provide their RVCC chat address ([studentnumber@stu.raritanval.edu](mailto:studentnumber@stu.raritanval.edu)) and the password that they set up the first time that they accessed the “Lion’s Den.” The first time that they access Lion’s Den, they must answer three identity verification questions.

The login screen for the “Lion’s Den” portal shown below is available at <https://lionsden.raritanval.edu>




The screenshot shows the login interface for Raritan Valley Community College. At the top is the college's logo, which includes the text "RARITAN VALLEY" in large green letters, "COMMUNITY COLLEGE" in smaller green letters below it, and a green graphic of a mountain range to the right. Below the logo, there are two lines of example email addresses: "Ex: Faculty/Staff:G#@raritanval.edu" and "Students:G#@stu.raritanval.edu". There are two input fields: the first is for the email address, containing the placeholder text "someone@example.com", and the second is for the password, containing the placeholder text "Password". Below these fields is a blue "Sign in" button. At the bottom of the form, there is a line of text: "Type your College Network username (G Number) and password. Forgot Password".

After logging into the “Lion’s Den” portal, students click on the “Canvas” tile to access their Canvas Dashboard and enter their courses.



Below are screenshots from the Technical Briefing provided to students as part of our virtual and/or in-person Orientation to Online Learning:



# Orientation to Online Learning

## TECHNICAL INFORMATION




### For Summer Sessions 2021

Summer Sessions: Additional Information  
<https://www.raritanval.edu/academic-programs/course-schedule>



## Login Information

- Login and Password
  - User Name: **G00012345**
  - Password: RV+ 8 numbers
  - You should have received this info by RVCC email.
- Login to our Lion's Den Portal
  - <https://lionsden.raritanval.edu>
  - Login: G#@stu.raritanval.edu
  - Password: use password sent to you
  - NOTE: The first time you login you will have to change your password and answer identity verification questions
- In Lion's Den click on the Canvas tile



# Login Information

- **NOTE: If you do not have a G number and/or password, contact RVCC Tech Support**

## For help with Network Login

On-campus:  
(908) 526-1200  
ext 7887

Off-campus:  
(908) 231-8811

- On Campus, when you are finished with your course work, be sure to logout of your online course and Lion's Den and the computer, especially if you are working on a public computer!

- **Somerset Hall S-020** (open lab; call # above for availability)
- **West Building W-212** (open lab; call # above for availability)
- **WIFI is available in all classroom buildings, library lounge, and courtyard**
- **WIFI is also available from your car in parking lots 2 & 9; login with G# and password**



## Student Identity Verification in Distance & Correspondence Education

- Policies and/or procedures used to ensure student identity verification in distance education or correspondence courses.
- Policies and/or procedure(s) regarding the protection of privacy (i.e., FERPA) for students enrolled in distance education and correspondence education courses or program.
- Procedure(s) for notifying students at the time of registration or enrollment about any projected additional charges associated with student identity verification, including any required travel to campus.
- Evidence should include URLs, catalogs, student handbooks, and other locations of any alternative institutional website documenting required disclosures.

## Additional Guidance

- Provide institution's policy and/or procedures.
- Provide evidence that students are notified at the time of registration or enrollment about any additional charges.
- Disclosures can be documented at the institution's website, in catalogs, student handbooks, or other spaces where it makes sense for student notification (at the time of registration or enrollment in distance education and correspondence courses).



# ONLINE STUDENT IDENTITY VERIFICATION

Home > Online Student Identity Verification

## ONLINE STUDENT IDENTITY VERIFICATION POLICY

[Raritan Valley Community College Middle States Accreditation](#)

Based on the United States Federal Higher Education Opportunity Act (HEOA), Public Law 110-315 the MSCHE requires our accreditation agencies to confirm that RVCC has processes in place through which we establish that the student who registers in a distance education or correspondence education course or program is the same student who participates in and completes the course or program and receives the academic credit.

The RVCC Office of Instructional Technology meets this requirement as per the Code of Federal Regulations Chapter 34 Section 602.17 Paragraph (g) in that we:

**1. Verify the identity of a student who participates in class or coursework by using at least one of the following options in all Distance Education courses or programs**

- A secure login and pass code;
- Proctored examinations; and
- New or other technologies and practices that are effective in verifying student identification; and

**2. Make clear in writing that we use processes that protect student privacy and notify students of any projected additional student charges associated with the verification of student identity at the time of registration or enrollment.**

### HOW IDENTITY IS VERIFIED

Verifying the identity of students in our courses and programs is a significant, multifaceted, and ongoing process. Identity verification begins when a student [applies for admission](#) to the institution and continues through their graduation, transfer or withdrawal from study.

Procedures related to student identity verification include but are not limited to: our registration, advising and transcript procedures, and the login and security functions of "Canvas" - our course Learning Management System (LMS) - wherein we create a unique username and password for each individual student. This unique set of login credentials consists of data which the student is likely to know, and which others are unlikely to know. The student is required to use these credentials to access our LMS. We encourage our students to reset their confidential password. Data transmission of login information is secured using standard encryption technology.

### PRIVACY OF PERSONALLY IDENTIFIABLE INFORMATION

Personally identifiable information collected by the college may be used, at the discretion of the institution, as the basis for identity verification. For instance, students requesting that their WebStudy password be reset may be asked to provide two or more pieces of information for comparison with data in our records, such as their RVCC Student ID number and course identification, or other similar information, as determined by college staff members in the performance of their duties. However, with the exception of established "Directory Information" no such data will be disclosed without the consent of the student.

### USER RESPONSIBILITY

Users with access to the LMS ([Canvas](#)) are responsible for maintaining the security of usernames, passwords and any other access credentials assigned to them. Access credentials may not be shared or given to anyone other than the user to whom they were assigned for any reason. Users are responsible for any and all use of their account. RVCC recommends that all users change their password when necessary to maintain security. Users are held responsible for knowledge of the information contained within the most recent RVCC catalog as well as the RVCC Student Handbook. Failure to read and comply with college guidelines, requirements and regulations will not exempt users from responsibility. It is particularly important that you follow the standards of academic honesty and integrity as outlined in the Student Handbook, as well as the Computer and Network Use Policies in the Student Handbook.

### COSTS TO STUDENTS

Course fees for Online and Hybrid course sections are listed on our [Tuition and Fees page](#).

### ACADEMIC INTEGRITY

The [RVCC Code of Conduct](#), applies fully to college activities and courses held online, as well as those held on and off campus. Students are expected to abide by the standards established for academic integrity in all course sections at the college. However, technology and personal accountability alone are unable to fully verify identity or ensure academic integrity. Instructional design, which replaces high-stakes objective testing with individualized and authentic assessment techniques, is utilized wherever possible. RVCC best practices for course design use varied instructional methods and employ several built-in features of the LMS to reduce academic dishonesty.

### PUBLIC NOTICE

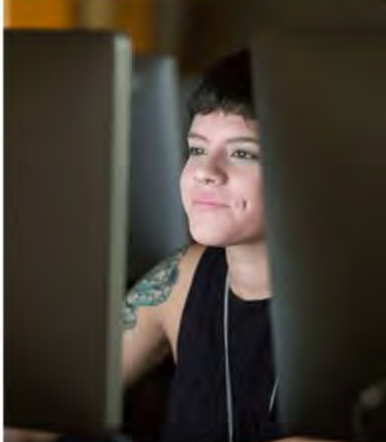
This document is publicly available online to all students and potential students.

### QUESTIONS

Questions regarding this document should be directed to RVCC Tech Services [techservices@rartanval.edu](mailto:techservices@rartanval.edu)

**CHAT WITH ADMISSIONS**  
ONLINE

**VISIT RVCC**  
Getting here.  
DIRECTIONS & MAP







## Online Learning

Learn anytime. Anywhere. On any device.

### Online and Hybrid Courses

#### RVCC Identity Verification Statement

## Accreditation

Raritan Valley Community College (RVCC) is fully accredited by the Middle States Commission on Higher Education (MSCHE) with authorization to offer courses and programs via Distance Education.

Middle States Commission on Higher Education

3624 Market Street, 2nd Floor West, Philadelphia, PA 19104

See our [Statement of Accreditation Status](http://public.raritanval.edu/general-information/accreditation) (<http://public.raritanval.edu/general-information/accreditation>).

## Legal Basis for Identity Verification

Based on the United States Federal Higher Education Opportunity Act (HEOA), Public Law 110-315 the MSCHE requires our accreditation agencies to confirm that RVCC has processes in place through which we establish that the student who registers in a distance education or correspondence education course or program is the same student who participates in and completes the course or program and receives the academic credit.

The RVCC Office of Instructional Technology meets this requirement as per the Code of Federal Regulations Chapter 34 Section 602.17 Paragraph (g) in that we:

1. Verify the identity of a student who participates in class or coursework by using at least one of the following options in all Distance Education courses or programs
  - A secure login and pass code;
  - Proctored examinations; and
  - New or other technologies and practices that are effective in verifying student identification; and
2. Make clear in writing that we use processes that protect student privacy and notify students of any projected additional student charges associated with the verification of student identity at the time of registration or enrollment. This information is available on [page 33 of the 2020-21 Student Handbook](http://public.raritanval.edu/general-information/policies-and-consumer-information/student-handbook) (<http://public.raritanval.edu/general-information/policies-and-consumer-information/student-handbook>).

## How Identity is Verified:

Verifying the identity of students in our courses and programs is a significant, multifaceted, and ongoing process. Identity verification begins when a student [applies for admission](http://public.raritanval.edu/admissions-info/apply-to-rvcc) (<http://public.raritanval.edu/admissions-info/apply-to-rvcc>) to the institution and continues through their graduation, transfer or withdrawal from study.

Procedures related to student identity verification include but are not limited to: our registration, advising and transcript procedures, and the login and security functions of "[Canvas \(/academics/distlearn/Pages/index.aspx\)](#)" - our course Learning Management System (LMS) - wherein we create a unique username and password for each individual student. This unique set of login credentials consists of data which the student is likely to know, and which others are unlikely to know. The student is required to use these credentials to access our LMS. We encourage our students to reset their confidential password. Data transmission of login information is secured using standard encryption technology.

## Privacy of Personally Identifiable Information

Personally identifiable information collected by the college may be used, at the discretion of the institution, as the basis for identity verification. For instance, students requesting that their Canvas password be reset may be asked to provide two or more pieces of information for comparison with data in our records, such as their RVCC Student ID number and course identification, or other similar information, as determined by college staff members in the performance of their duties. However, with the exception of established "Directory Information" no such data will be disclosed without the consent of the student. Additional information is on [page 33 of the 2020-21 Student Handbook \(<http://public.raritanval.edu/general-information/policies-and-consumer-information/student-handbook>\)](#).

## User Responsibility

Users with access to the LMS ([Canvas \(/academics/distlearn/Pages/IdentityVerification.aspx\)](#)) are responsible for maintaining the security of usernames, passwords and any other access credentials assigned to them. Access credentials may not be shared or given to anyone other than the user to whom they were assigned for any reason. Users are responsible for any and all use of their account. RVCC recommends that all users change their password when necessary to maintain security. Users are held responsible for knowledge of the information contained within the most recent RVCC catalog as well as the RVCC Student Handbook. Failure to read and comply with college guidelines, requirements and regulations will not exempt users from responsibility. It is particularly important that you follow the standards of academic honesty and integrity as outlined in the located on [pages 39-41 of the 2020-21 Student Handbook \(<http://public.raritanval.edu/general-information/policies-and-consumer-information/student-handbook>\)](#), as well as the Computer and Network Use Policies located on [pages 37-38 of the 2020-21 Student Handbook \(<http://public.raritanval.edu/general-information/policies-and-consumer-information/student-handbook>\)](#).

## Costs to Students

Course fees for Online and Hybrid course sections are listed on our [Tuition and Fees page \(<http://public.raritanval.edu/paying-for-college/tuition-and-fees>\)](#).

## Academic Integrity

The [RVCC Code of Conduct \(<http://public.raritanval.edu/studentcodeofconduct>\)](#), also located on [pages 39-41 of the 2020-21 Student Handbook \(<http://public.raritanval.edu/general-information/policies-and-consumer-information/student-handbook>\)](#), (<http://globaldatebooksonline.com/flipbooks/rar/>), (<http://globaldatebooksonline.com/flipbooks/rar/>), applies fully to college activities and courses held online, as well as those held on and off campus. Students are expected to abide by the standards established for academic integrity in all course sections at the college. However, technology and personal accountability alone are unable to fully verify identity or ensure academic integrity. Instructional design, which replaces high-stakes objective testing with individualized and authentic assessment techniques, is utilized wherever possible. RVCC [best practices for course design \(\[/academics/distlearn/Documents/BestPractices\\\_WCET\\\_UTonlineConsortium\\\_ITC.pdf\]\(/academics/distlearn/Documents/BestPractices\_WCET\_UTonlineConsortium\_ITC.pdf\)\)](#) use varied instructional methods and employ several built-in features of the LMS to reduce academic dishonesty.

# TRANSFER AGREEMENTS

Home > Transfer After RVCC > Transfer Agreements

## Transferring to other colleges

In most cases your credits will transfer to any college in the country, if you have already taken the appropriate courses or program of study for your intended major at a 4-year school or if you received a "C" grade or better in each course.

Occasionally, some credits do not transfer. You can avoid or minimize this possibility by working closely with your RVCC Academic Advisor and Transfer Counselor when selecting your courses. You can also refer to the website of the college of your interest or utilize [iCollege](#), a website that helps you transfer community college courses to 46 State of New Jersey, and associated 41 transfer reference books and brochures is available in the Transfer and Career Services Department located in the College Center room C-116.

STUDENT GALLERY



## TRANSFERRING TO NJ STATE COLLEGES

In 2009 NJ passed Senate Bill 3016 that governs how credits are accepted by NJ public two-year colleges. This law, called the Comprehensive Statewide Transfer Agreement, commonly called the "Lumpkin Law", is still in effect and can be viewed on the [NJ Transfer](#) website. Note the law governs the transfer of credits including general education "core" requirements for the public colleges listed as well as several additional private colleges that chose to be part of this agreement. It covers the AA and AS degrees but not other degree programs such as AAS or AFA degrees.

### A few cautions to note:

- 1. The transfer law does not guarantee admission to any college; a student must be accepted through the normal transfer admission process.
- 2. The transfer law does not remove the need to research degree requirements as there are sometimes prerequisite courses needed for particular majors. Use the recommended transfer program (RTP) feature on NJ Transfer to view the relevant course recommendations for each major.

## TRANSFER (ARTICULATION) AGREEMENTS

RVCC has Transfer (Articulation) Agreements with the following colleges and universities. This listing of Colleges and Universities does not represent articulation for all degree programs. For detailed information on specific programs for a particular school, make an appointment with a Transfer Counselor in the Advising and Counseling Services Department 900-528-1200 ext.2033.

ALBRIGHT COLLEGE, PA	+
AMERICAN PUBLIC UNIVERSITY	+
AMERICAN UNIVERSITY, DC	+
ARGOSY UNIVERSITY, CA	+
BENEDICT COLLEGE, SC	+
BERKELEY COLLEGE, NJ	+
BLOOMFIELD COLLEGE, NJ	+
CALDWELL UNIVERSITY, NJ	+
CAPELLA UNIVERSITY, MN	+
CEDAR CREST COLLEGE, PA	+
CENTENARY UNIVERSITY, NJ	+
COLLEGE OF SAINT ELIZABETH, NJ	+
COLORADO STATE UNIVERSITY - GLOBAL CAMPUS	+
CORNELL UNIVERSITY (NY)	+

**CONTACT ADMISSIONS**

CONTACT

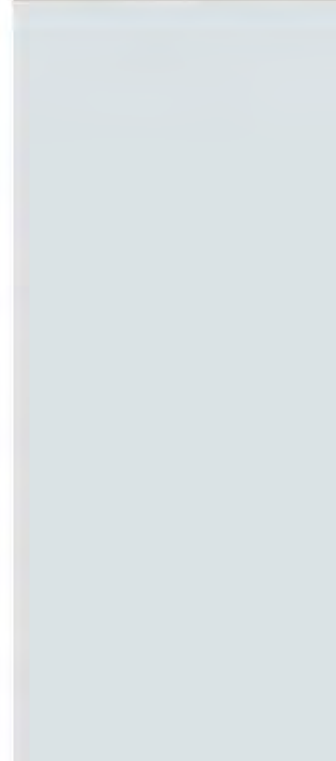
**VISIT RVCC**

Getting here

DIRECTION & MAP



DAVENPORT UNIVERSITY (MI)	+
DELAWARE VALLEY COLLEGE, PA	+
DESALES UNIVERSITY, PA	+
DEVRY UNIVERSITY, NJ	+
DREW UNIVERSITY, NJ	+
DREXEL UNIVERSITY, PA	+
EAST STROUDSBURG UNIVERSITY, PA	+
ELMIRA COLLEGE	+
EMERSON COLLEGE, MA	+
EXCELSIOR COLLEGE, NY	+
FAIRLEIGH DICKINSON UNIVERSITY, NJ	+
FASHION INSTITUTE OF TECHNOLOGY, NY	+
FELICIAN COLLEGE, NJ	+
FISHER COLLEGE	+
GEORGIAN COURT UNIVERSITY, NJ	+
GRAND CANYON UNIVERSITY, AZ	+
HOWARD UNIVERSITY	+
JOHN JAY COLLEGE OF CRIMINAL JUSTICE, CUNY, NY	+
JOHNSON AND WALES UNIVERSITY, RI	+
KEAN UNIVERSITY, NJ	+
KINGS COLLEGE, PA	+
KUTZTOWN UNIVERSITY, PA	+
LABORATORY INSTITUTE OF MERCHANDISING, NY	+
LINCOLN UNIVERSITY, PA	+
LONG ISLAND UNIVERSITY, BROOKLYN CAMPUS	+
LYNN UNIVERSITY, FL	+
MONMOUTH UNIVERSITY, NJ	+
MONTCLAIR STATE UNIVERSITY, NJ	+
MORAVIAN COLLEGE	+
MUHLENBERG COLLEGE, PA	+

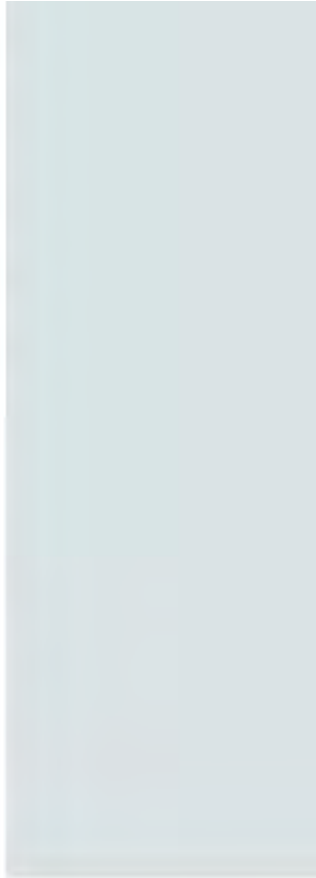




NEW JERSEY INSTITUTE OF TECHNOLOGY, NJ	+
NEW YORK INSTITUTE OF TECHNOLOGY, ELLIS COLLEGE, NY	+
NEW YORK SCHOOL OF INTERIOR DESIGN	+
NORTHWOOD UNIVERSITY	+
NORWICH UNIVERSITY, VT	+
PALMER COLLEGE OF CHIROPRACTIC, IA	+
PEIRCE COLLEGE, PA	+
PENN COLLEGE OF TECHNOLOGY, PA	+
PENNY STATE UNIVERSITY/HARRISBURG	+
PENNSYLVANIA ACADEMY OF THE FINE ARTS	+
PILLAR COLLEGE, NJ	+
RENNES SCHOOL OF BUSINESS	+
RIDER UNIVERSITY, NJ	+
ROCHESTER INSTITUTE OF TECHNOLOGY, NY	+
RUTGERS BUSINESS SCHOOL, NEW BRUNSWICK, NJ	+
RUTGERS UNIVERSITY, NJ	+
RUTGERS UNIVERSITY/CAMDEN	+
RUTGERS UNIVERSITY/NEWARK	+
RUTGERS: EDWARD J. BLOUSTEIN SCHOOL OF PLANNING AND PUBLIC POLICY	+
SAINT PETERS UNIVERSITY, NJ	+
SCHILLER INTERNATIONAL UNIVERSITY, FL	+
SCHOOL OF THE ART INSTITUTE OF CHICAGO	+
SCHOOL OF VISUAL ARTS NY	+
SETON HALL UNIVERSITY, NJ	+
SHIPPENSBURG UNIVERSITY OF PENNSYLVANIA, PA	+
SOUTHERN NEW HAMPSHIRE UNIVERSITY	+
ST. JOSEPH'S UNIVERSITY, PA	+
ST. PETERSBURG COLLEGE, FL	+
STRAYER UNIVERSITY, PA (MULTIPLE CAMPUSES & ONLINE)	+
THE AMERICAN UNIVERSITY OF PARIS	+
THE ART INSTITUTE OF PHILADELPHIA	+
THE CITY UNIVERSITY OF NEW YORK	+



THE COLLEGE OF NEW JERSEY, NJ	+
THE COLLEGE OF NEW ROCHELLE (NY)	+
THOMAS A. EDISON STATE UNIVERSITY, NJ	+
TOURO UNIVERSITY INTERNATIONAL, CA	+
TRIDENT UNIVERSITY INTERNATIONAL	+
UNITY COLLEGE, ME	+
UNIVERSITY OF GREENWICH, LONDON, UK	+
UNIVERSITY OF PHOENIX	+
UPPER IOWA UNIVERSITY, IA	+
WESLEY COLLEGE, DE	+
WESTERN GOVERNORS UNIVERSITY	+
WIDENER UNIVERSITY, PA	+
WILKES UNIVERSITY PA	+
WILLIAM PATERSON UNIVERSITY, NJ	+
WILMINGTON UNIVERSITY, DE	+



### LATEST NEWS FROM CAMPUS



**WHAT WE FOUND**  
**Information Session for Honors College Set in November**  
By [Name]  
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**WHAT WE FOUND**  
**Occupational Therapy Assistant Program Holds First Planning Ceremony**  
By [Name]  
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**WHAT WE FOUND**  
**Use of Prior Educational Resources Offers Significant Cost Savings for Students**  
By [Name]  
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**GET IN TOUCH**  
 110 Livingston Road  
 Plainfield, NJ 07060  
 908.526.1433

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[RIVERMOUNT CAMPUS](#)

[@RVC\\_CCC](#)

#### APPLY TO US:

- Open Houses
- Admissions
- Steps To Becoming A Student
- Paying for College
- Placement Testing
- Course Schedule
- Orientation

#### ON WEBSITE

- Online Catalog
- Link's Den
- College Email
- Canvas
- Rivmonts App
- Pay Tuition
- Library

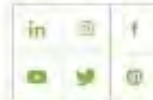
#### NEWS & MEDIA

- Campus News
- Publications
- e-Newsletters

#### CONTACT US

- College Directory
- Request Info
- Employment Opportunities
- Third-Party Comments
- Website Support

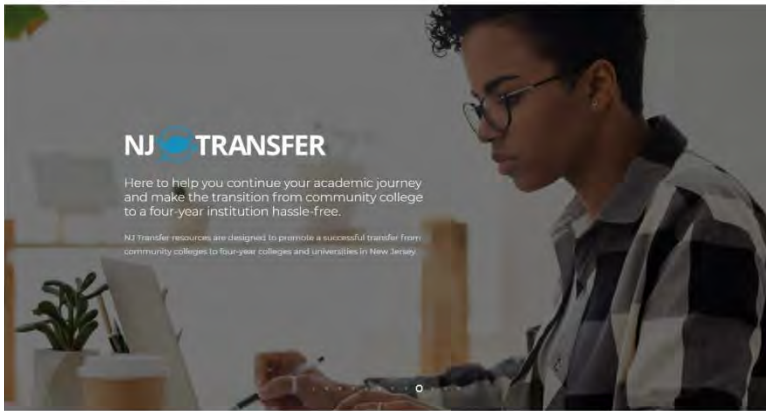
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Plainfield, NJ 07060





# NJ TRANSFER

Here to help you continue your academic journey and make the transition from community college to a four-year institution hassle-free.

NJ Transfer resources are designed to provide a successful transfer from community colleges to four-year colleges and universities in New Jersey.

## YOUR GO-TO RESOURCE FOR:

- Course Equivalencies
- Recommended Coursework
- Evaluation of Course Credits and Transcript Evaluations

## YOUR GATEWAY TO:



- Transfer specific points of contact
- Partnered Institutions' websites
- Transfer recruitment events
- Information on financial aid and scholarships

## Features and Tools

**Find Course Equivalencies**

Displays the transferability of individual courses from a community college to a four-year institution.

**Advanced Search**

Search for courses using the community college or four-year Course ID, Course requirement or a keyword.

**Transfer Programs**

View the first two years of recommended coursework for any major at the four-year institutions.

**Transcript Evaluation**

To view a course-by-course evaluation or see how your courses complete a transfer program, enter your courses manually or request an electronic transcript be sent to NJ transfer by your community college.

**Transfer Events**

Learn more about the academic and student life programs and scholarship and financial aid opportunities at New Jersey's colleges and universities by attending a transfer event.

**Explore NJ Colleges**

Discover what each participating college and university has to offer.

## Pre-Transfer Advisement

**Rutgers University - Newark**  
 Date: 10/29/2021  
 Time: 1:00 pm - 4:00 pm  
 Location: Virtual Event  
 Event Coordinator: Spenser Carrion  
[slc285@rutgers.edu](mailto:slc285@rutgers.edu)

Want to speak one-on-one with a School of Arts & Sciences Newark advisor? Stop by our virtual office on Zoom to get your questions answered, no appointment needed! Please click here to join and use passcode "545N". We are looking forward to answering your questions about transferring into our schools! Visit here for more information & events.



# TRANSCRIPT INFORMATION

Home > [Transfered Information](#)

Providing transcripts that verify your prior education is an important step in the enrollment process. It will ensure that you enroll in the academically appropriate classes. Follow the simple instructions below.

## High School Transcripts

You will need to provide the Admissions Office, located on the lower Level of the Library Building, with an official final high school transcript. Official copies of your high school transcript can be sent to the RVCC Admissions Office, PO Box 3300 Somerville, NJ 08876. High school transcripts are required for all students regardless of your age.

Students who attended a foreign institution are required to submit an official evaluation from a foreign credential service recognized by the [National Association of Credential Evaluation Services](#).

## College Transcripts

If you are planning to transfer to RVCC credits earned at another college or university you will need to provide the the Enrollment Services Office, located on the first level of the College Center, with official copies of your prior college transcripts. Official copies of your transcripts can be sent to the mailing address below.

Raritan Valley Community College  
Enrollment Services  
PO Box 3300  
Somerville, NJ 08876

If your college registrar sends official college transcripts electronically and requires an email address, use [registrar@raritanvalley.edu](mailto:registrar@raritanvalley.edu)

### When and how will I know what credits have transferred?

• Transfer credits are evaluated during the start of the first semester of attendance at RVCC in the order they are received and will be posted to your record by priority registration for the following semester. Transcripts for entering fall students will be evaluated by the 2nd week in November and by the 1st week in March for spring students.

While we make every effort to process transcripts in a timely manner, during peak times the evaluation process may be delayed. Also, please note that transcripts received 14 days after the start of the semester may not be posted by priority registration (actual priority registration dates will be posted on the RVCC website). Once transfer credits have been posted you will receive a notification via Lion's Den email.

*Note: Visiting and Non-Degree Seeking students will not receive an official transcript evaluation.*

## Transfer Of Credit Policies

The following are the policies by which courses sent for transfer to Raritan Valley Community College (RVCC) are reviewed and awarded.

1) Transfer credits are awarded from United States (US) post-secondary institutions that are accredited by one of the six Regional Institutional Accrediting Organizations: Middle States Association of Colleges and Schools, North Central Association of Colleges and Schools, Northwest Commission on Colleges and Universities, New England Association of Schools and Colleges, Inc., Southern Association of Colleges and Schools, and Western Association of Schools and Colleges.

2) Non-Regionally Accredited Institutions:  
All new or prospective Raritan Valley Community College students may file an appeal to use degree-level work completed at non-regionally accredited institutions in which a student received a C- or better.

Equivalent Raritan Valley Community College credit may be granted upon review of course outlines, and/or course descriptions, and/or appropriate descriptive materials. It is the responsibility of the student to provide any requested materials to enable proper evaluation.

Acceptance of credit will be determined by the appropriate Department Chair on a case-by-case basis, taking into consideration degree requirements, level of the coursework being reviewed and the accreditation status of the credit granting institution.

Prior to granting transfer of credit for any course, Raritan Valley Community College reserves the right to test applicants or request that they successfully complete an interview with the appropriate Department Chair before transfer credit is awarded.

3) RVCC accepts coursework through associations, business, government, military, police academy and industry that have been evaluated for college credit by American Council on Education (ACE) <http://www.aceit.edu>

4) International Institutions:  
Any college credit earned from a non-US institution must be evaluated by an evaluation service that is a member of National Association of Credit Evaluation Services (NACES). A listing of the member evaluation services and additional information can be obtained by visiting [www.naces.org/members.htm](http://www.naces.org/members.htm)

5) Developmental courses designated as zero (0) level (i.e. MATH 013 or ENGL 050) including English as a Second Language (ESL) courses are not transferable.\*

(\* Note: Certificate and Associate of Applied Science (A.A.S.) degree programs may allow developmental Math courses to transfer and fill proficiency requirements.)

6) Transfer credit limitations:  
RVCC will accept up to 45 transfer and/or advanced standing credits toward an associate degree or 75 percent of the required credits for a certificate. The course requirements of some selective programs may limit the applicability of transfer credits to fulfill degree requirements. The minimum grade accepted for transfer is a C.

7) Students matriculating at RVCC that wish to take course(s) at another institution and have those course(s) applied towards their RVCC degree, must complete an Advanced Approval Form at RVCC prior to registering for course(s) at another institution. This form must be signed by an RVCC academic advisor. Upon completion of course(s), it is the responsibility of the student to have an official transcript sent to RVCC for credit transfer.

8) It is the student's responsibility to contact ALL previous institutions and arrange to have final, official transcripts sent to RVCC that reflect all coursework completed. This must be done prior to the second semester of matriculation at RVCC.

RVCC accepts the Advanced Placement (AP) exam in certain subject areas with a score of 3, 4 or 5, College Level Examination Program (CLEP) with passing score of 50 or higher (depending on the subject area), DANTES subject exam with a score of 46 or higher (depending on the subject area), NYU Foreign Language Exam (for languages not offered at RVCC), and RVCC departmental exam (for subject areas not available through CLEP, DANTES) \*

(\* Note: Test results and/or proof of proficiency must be sent directly from the accrediting agency to RVCC.)





[Transfer Toolkit \(/pstudents/Pages/transfer\\_toolkit.aspx\)](#) | [Transfer FAQs \(/pstudents/Pages/transfer\\_faqs.aspx\)](#) | [Transfer Policies \(/pstudents/Pages/transfer\\_policies.aspx\)](#) | [How to Apply \(/pstudents/Pages/applytransfer.aspx\)](#)

## Transfer FAQs

**Information: Transcript** ([/pstudents/Pages/transfer\\_faqs.aspx#transcript](#)) | **Admissions/Registration/Finance** ([/pstudents/Pages/transfer\\_faqs.aspx#admissions](#)) | **Transfer Credit** ([/pstudents/Pages/transfer\\_faqs.aspx#transfercredit](#))

### Transcript Information

- Where and how do I submit my official transcripts?** ([/pstudents/Pages/transfer\\_faqs.aspx#submit](#))
- What is considered an official transcript?** ([/pstudents/Pages/transfer\\_faqs.aspx#official](#))
- Are there deadlines for submitting official transcripts?** ([/pstudents/Pages/transfer\\_faqs.aspx#deadline](#))
- Do I need to submit my High School transcripts?** ([/pstudents/Pages/transfer\\_faqs.aspx#hs](#))

### Where and how do I submit my official transcripts?

Transcripts can be mailed directly to:  
Raritan Valley Community College  
Student Enrollment Center  
P.O. Box 3300  
Somerville, NJ 08876

Transcripts can also be hand delivered in its original sealed envelope to the Student Enrollment Center located in the College Center Building, Level One.

### What is considered an official transcript?

A transcript is only considered official when it is received in its original sealed envelope.

### Are there deadlines for submitting official transcripts?

- 1) 1st notice:** Hard copy letter and an email are sent to your Lion's Den account one (1) month after the semester begins
- 2) 2nd notice:** Hard copy letter and an email to your Lion's Den account two (2) weeks after the initial warning
- 3) Hold:** A hold is placed on your account two (2) weeks after the 2nd Notice.

### Do I need to submit my High School transcripts?

If you have earned at least 12 college-level credits (100-level or higher) from a regionally- accredited postsecondary institution your high school transcript is not required, unless you are enrolled in the Nursing program. As required by NJ State law all Nursing students must submit a High School Transcript or a G.E.D. diploma.

[Top \(/pstudents/Pages/transfer\\_faqs.aspx#top\)](#)

### Admissions/Registration/Finance Information

- How will I know I am exempt from Placement Testing?** ([/pstudents/Pages/transfer\\_faqs.aspx#exempt](#))
- What AP/CLEP/Dantes/NYU Foreign language exam Scores do you accept?** ([/pstudents/Pages/transfer\\_faqs.aspx#scores](#))
- When is tuition due?** ([/pstudents/Pages/transfer\\_faqs.aspx#tuitiondue](#))
- Can I apply for (or transfer) my financial aid to RVCC?** ([/pstudents/Pages/transfer\\_faqs.aspx#financialaid](#))
- How do I register for classes?** ([/pstudents/Pages/transfer\\_faqs.aspx#registerclasses](#))
- Can I select courses (register) online?** ([/pstudents/Pages/transfer\\_faqs.aspx#registeronline](#))
- Why might I have "holds" on my account?** ([/pstudents/Pages/transfer\\_faqs.aspx#holds](#))

### How will I know if am exempt from Placement Testing?

If you have taken a college level Math and/or English course at a previous institution you may be exempt from taking our Placement exam. Some developmental math courses may be accepted in lieu of the math placement test. You should refer to the degree program's curriculum to determine if developmental courses are acceptable and/or if math is a requirement.

### What AP/CLEP/Dantes/NYU Foreign language exam Scores do you accept?

The following are exams accepted at RVCC:

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Exam	Score	RVCC Equivalent
<b>ART</b>		
Art Drawing	3+	ARTS 110- Basic Drawing I
Art 2D Design	3+	Art 2D Design ARTS 105- Two Dimensional Design

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#### **ART HISTORY**

Art History	3+	ARTH 110- Art History I &
	3+	ARTH 111- Art History II

Final award of credit will be determined by an essay (to be taken in the RVCC Testing Center).

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#### **COMPUTER INFORMATION SYSTEMS**

Computer Science A	3+	CISY 105- Foundations of Computer
Computer Science AB	3+	CISY 254- Data Structures

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#### **ECONOMICS**

ECON- MAC	3++	ECON 101- Macroeconomics
ECON-MIC		ECON 102- Microeconomics

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#### **ENGLISH**

English Lit/Comp	3+	ENGL 111- English I & ENGL 112- English II
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#### **FOREIGN LANGUAGE**

3	Conversation and Composition I
4 or 5	Conversation and Composition I & Conversation and Composition II

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**HISTORY**

US History	3	HIST 201-US History: Beginnings to 1877 OR HIST 202: US History: 1877 to Present
US History	4 or 5	HIST 201: US History: Beginnings to 1877 & HIST 202: US History: 1877 to Present
World History	4 or 5	HIST 101: World Civilization I & HIST 102: World Civilization II

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**HUMAN GEOGRAPHY**

Human Geography	4 or 5	GEOG 102: Cultural Geography
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**MATHEMATICS**

Calculus AB	3+	MATH 151- Calculus I
Calculus BC	3+	MATH 151- Calculus I & MATH 152: Calculus II
Statistics	3+	MATH 110: Statistics I

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**MUSIC**

Music Theory	3+	MUSC 101: Fundamentals of Music
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**PSYCHOLOGY**

Psychology	3+	PSYC 103: Introduction to Psychology
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**SCIENCE**

Biology	3+	BIOL 101: General Biology I & BIOL 102: General Biology II
Chemistry	3+	CHEM 103: General Chemistry I & CHEM 104: General Chemistry II
Environmental Science	3+	ENVI 101: Introduction to Environmental Studies
Physics B	3+	PHYS 101: General Physics I & PHYS 102: General Physics II
Physics C (Mechanics)	3+	PHYS 150: Engineering Physics I
Physics C (Elec. and Mag.)	3+	PHYS 151: Engineering Physics II

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**NYU Foreign Language**

Intermediate I &amp; II

**12point exam:**

Official NYU Foreign Language result letters can be obtained by calling the NYU Transcript Office at (212) 998-4280 or visit <http://www.scps.nyu.edu/about-scps/policies-and-procedures/#transcript-of-record> (<http://www.scps.nyu.edu/about-scps/policies-and-procedures/#transcript-of-record>) for more information.

Official score reports for the AP/CLEP/and Dantes exams can be ordered at [www.collegeboard.com](http://www.collegeboard.com) (<http://www.collegeboard.com/>) and sent to the Student Enrollment Center.

**When is tuition due?**

For tuition information, please visit the Finance Office webpage at [www.raritanval.edu/admin/finance/index.html](http://www.raritanval.edu/admin/finance/index.html) ([/admin/finance/Pages/index.aspx](http://www.raritanval.edu/admin/finance/Pages/index.aspx))

**Can I apply for (or transfer) my financial aid to RVCC?**

- Yes, students who are interested in receiving financial aid should complete the Free Application for Federal Student Aid

(FAFSA) which can be found at [www.fafsa.ed.gov](http://www.fafsa.ed.gov) (<http://www.fafsa.ed.gov/>) (or) add RVCC to your existing FAFSA application. RVCC's Federal School Code is #007731.

### **How do I register for classes?**

You can register for classes **in-person, online or by fax.**

**In-person:** Student Enrollment Center, College Center Building, Level One.

**Fax:** Print a Registration Form (</rvcc/Pages/Registration%20Form.aspx>) from our Registration website and fax it to (908) 704-3442. Please be sure to include any supporting documents (i.e. copy of transcripts for proof of prerequisites or permission from professors for overrides).

**Online:** Log into your Lion's Den account. Click on the Register (Add) or Drop Classes link which is located in the Registration and Records Tool box under the "Student Services" tab.

### **Can I select courses (register) online?**

• You may register online if you do not have a hold on your records. If you have hold(s) you will need to register in-person or by fax. Certain holds will prevent you from registering until they are resolved.

### **Why might I have "holds" on my account?**

Holds are placed on your account when issues requiring your attention are necessary. Here are some common holds that transfer students may encounter:

**Admissions Hold:** this hold is placed by the Student Enrollment Center when outstanding admission requirements (i.e. high school/college transcripts, immunization records, etc...) are required.

**Accounts Receivable Hold:** this hold is placed by the Finance Office when you fail to pay your application fee or if a portion of your tuition bill remains unpaid.

**Placement Testing Hold:** this hold is placed when you apply to RVCC and is removed after placement testing occurs; (or) if you show proof (either through SAT scores or prior transcripts) that you are ready for college-level Math and/or English coursework.

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## **Transfer Credit Information**

**Will RVCC accept the credits from my institution?** ([/pstudents/Pages/transfer\\_faqs.aspx#acceptcredits](/pstudents/Pages/transfer_faqs.aspx#acceptcredits))

**What department evaluates my transfer credits?** ([/pstudents/Pages/transfer\\_faqs.aspx#evaluatetransfer](/pstudents/Pages/transfer_faqs.aspx#evaluatetransfer))

**How do I get my credits from the military/police academy evaluated?**

([/pstudents/Pages/transfer\\_faqs.aspx#military](/pstudents/Pages/transfer_faqs.aspx#military))

**I attended college in a foreign country. How do I get my credits evaluated?**

([/pstudents/Pages/transfer\\_faqs.aspx#foreign](/pstudents/Pages/transfer_faqs.aspx#foreign))

**Does RVCC accept graduate coursework?** ([/pstudents/Pages/transfer\\_faqs.aspx#graduate](/pstudents/Pages/transfer_faqs.aspx#graduate))

**When and how will I know what credits have transferred?** ([/pstudents/Pages/transfer\\_faqs.aspx#whenhow](/pstudents/Pages/transfer_faqs.aspx#whenhow))

**What is the lowest grade that can be transferred?** ([/pstudents/Pages/transfer\\_faqs.aspx#lowestgrade](/pstudents/Pages/transfer_faqs.aspx#lowestgrade))

**What is the maximum number of transfer credits RVCC will accept towards my degree?**

([/pstudents/Pages/transfer\\_faqs.aspx#maximum](/pstudents/Pages/transfer_faqs.aspx#maximum))

**What if I want to appeal my transfer evaluation decision?** ([/pstudents/Pages/transfer\\_faqs.aspx#appeal](/pstudents/Pages/transfer_faqs.aspx#appeal))

**What if I pass the second course of a sequence but not the first (i.e. Chemistry I and Chemistry II)?**

([/pstudents/Pages/transfer\\_faqs.aspx#sequence](/pstudents/Pages/transfer_faqs.aspx#sequence))

**Prior to registering for classes, am I able to find out what credits will transfer?**

([/pstudents/Pages/transfer\\_faqs.aspx#findout](/pstudents/Pages/transfer_faqs.aspx#findout))

**Can my prior coursework ever expire?** ([/pstudents/Pages/transfer\\_faqs.aspx#expire](/pstudents/Pages/transfer_faqs.aspx#expire))

**Will English as a Second Language (ESL) courses taken at another institution transfer to RVCC?**

([/pstudents/Pages/transfer\\_faqs.aspx#esl](/pstudents/Pages/transfer_faqs.aspx#esl))

**The following are agencies accepted by RVCC:**



The Middle States Association of Colleges and Schools (<http://www.middlestates.org/>)

Accreditation of colleges in the middle states region (Delaware, District of Columbia, Maryland, New Jersey, New York, Pennsylvania, and Puerto Rico).

The New England Association of Schools & Colleges (<http://www.neasc.org/>)

Accreditation of colleges in the New England region (Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, and Vermont).

The North Central Association of Colleges and Schools (<http://www.ncahigherlearningcommission.org/>)

Accreditation of colleges in the north central region (Arkansas, Arizona, Colorado, Iowa, Illinois, Indiana, Kansas, Michigan, Minnesota, Missouri, North Dakota, Nebraska, Ohio, Oklahoma, New Mexico, South Dakota, Wisconsin, West Virginia, Wyoming).

The Northwest Association Of Schools And Colleges (<http://www.nwccu.org/>)

Accreditation of colleges in the North West region (Alaska, Idaho, Utah, Montana, Nevada, Oregon, and Washington).

The Southern Association of Colleges and Schools (<http://www.sacs.org/>)

Accreditation of colleges in the southern region (Alabama , Florida , Georgia , Kentucky , Louisiana , Mississippi , North Carolina , South Carolina , Tennessee , Texas , Virginia).

The Western Association of Schools and Colleges (<http://www.wascweb.org/>)

Accreditation of colleges in the Western region.

### **What department evaluates my transfer credits?**

The Student Enrollment Center is responsible for the evaluation and posting of transfer credits.

### **How do I get my credits from the military/police academy evaluated?**

An official transcript must be sent to RVCC. Transcript requests can be made on the following websites:

**Navy & Marine:** <http://www.navy.com/navy/joining/education-opportunities/> (<http://www.navy.com/navy/joining/education-opportunities/>)

**Air Force:** <http://www.au.af.mil/au/ccaf/transcripts.asp> (<http://www.au.af.mil/au/ccaf/transcripts.asp>)

**Army:** <http://aarts.army.mil/> (<http://aarts.army.mil/>)

**Note:** For Police Academy/Corrections, Emergency Medical Technicians, and Firefighter, please contact your local training facility.

### **I attended college in a foreign country. How do I get my credits evaluated?**

You must have your transcripts translated and/or evaluated course by course by an agency associated with the National Association of Credential Evaluation Services. For a list of these agencies (members) please visit [www.naces.org](http://www.naces.org) (<http://www.naces.org/>). RVCC will not accept English courses and all other coursework will be considered with the approval of the respective Department Chairperson.

### **Does RVCC accept graduate coursework?**

While RVCC graduate coursework is not typically accepted, an exception may be considered with the approval of the respective Department Chairperson.

### **When and how will I know what credits have transferred?**

• Transfer credits are evaluated during the start of the first semester of attendance at RVCC in the order they are received and will be posted to your record by priority registration for the following semester. Transcripts for entering fall students will be evaluated by the 2nd week in November and by the 1st week in March for spring students.

While we make every effort to process transcripts in a timely manner, during peak times the evaluation process may be delayed. Also, please note that transcripts received 14 days after the start of the semester may not be posted by priority registration (actual priority registration dates will be posted on the RVCC website). Once transfer credits have been posted you will receive a notification via Lion's Den email.

**Note:** Visiting and Non-Degree Seeking students will not receive an official transcript evaluation.

### **What is the lowest grade that can be transferred?**

Approved courses that have received a grade of C- or better are accepted for transfer. Courses taken at another institution are

not included in your RVCC GPA and are recorded as "TR" grades.

### **What is the maximum number of transfer credits RVCC will accept towards my degree?**

RVCC will accept up to 45 credits towards earning an Associates Degree, and no more than 75% of the required credits for a certificate program.

### **What if I want to appeal my transfer evaluation decision?**

It is recommended that an appeal be filed with the Student Enrollment Center within 30 days of receiving the initial evaluation of transfer credits. This appeal should include a reason for the appeal, the desired outcome and all supporting documents (i.e.: course descriptions, syllabus, etc.). A decision will be communicated to the student within 14 business days via Lion's Den email. The Appeal Form should not be used to request a course substitution or a waiver.

### **What if I pass the second course of a sequence but not the first (i.e. Chemistry I and Chemistry II)?**

- The only exception is made for English I and II. If you pass English II with a C or higher, RVCC will also accept English I with at least a grade of a D.

### **Prior to registering for classes, am I able to find out what credits will transfer?**

If you have not yet applied you may contact the Admissions Advisor at [admissions@raritanval.edu](mailto:admissions@raritanval.edu) (<mailto:admissions@raritanval.edu>) for an unofficial transcript evaluation.

If you have already completed an admissions application you may meet with a First-Year or Academic Advisor to get an overview of what credits will transfer.

### **Can my prior coursework ever expire?**

While RVCC will accept most coursework without expiration, Computer Science (CISY) courses must have been completed within seven (7) years to be accepted in transfer.

### **Will English as a Second Language (ESL) courses taken at another institution transfer to RVCC?**

No. ESL courses taken at another institution do not transfer to RVCC. Students currently enrolled in ESL courses at another institution or in need of further ESL coursework prior to beginning college-level English; are required to take the RVCC ESL placement test.

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## **Raritan Valley Community College**

118 Lamington Road  
Branchburg, New Jersey 08876  
908-526-1200



(<https://lionsden.raritanval.edu/task/all/rv-smokefree>)

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[in](https://www.linkedin.com/school/raritan-valley-community-college/) (<https://www.linkedin.com/school/raritan-valley-community-college/>)   [p](https://www.pinterest.com/raritanvalleycc/) (<https://www.pinterest.com/raritanvalleycc/>)   [^](#)



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**2)** Any college credit earned from a non-US institution **must** be evaluated by an evaluation service that is a member of National Association of Credit Evaluation Services (N.A.C.E.S). A listing of the member evaluation services and additional information can be obtained by visiting [www.naces.org/members.htm](http://www.naces.org/members.htm) (<http://www.naces.org/members.htm>).

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(\* **Note:** *Test results and/or proof of proficiency must be sent directly from the accrediting agency to RVCC.*)

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## Admission and Registration

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- [Admission](#)
- [Registration](#)

## Admission

- [Procedures for Admission](#)
  - [Placement Testing and Course Placement](#)
  - [Provisional Admission](#)
  - [Alternative Academic Credit](#)
  - [Immunization Requirements](#)
- 

RVCC is an open-admission institution. The College, however, reserves the right to require appropriate documentation in support of a student's admission application and/or to restrict a student's enrollment to specific courses or to a specific number of credit hours in any enrollment term. Admission to the College does not imply admission to a specific program that has additional admission requirements. (Students should consult the specific programs' descriptions for further information on these additional admission requirements.)

Students are admitted to the College without regard to race, religion, color, national origin, ancestry, age, sex, sexual orientation, gender identity and expression, disability, genetic information, atypical hereditary cellular or blood trait, marital status, civil union status, domestic partnership status, military service, veteran status, or any other category protected by law.

Students enrolling at the College for the first time must complete an Application for Admission. Students who have not enrolled at the College for more than three years must apply for readmission. Graduates of RVCC who want to enroll within less than three years of commencement must complete the information update form in Admissions.



## Procedures for Admission

Applications for admission can be submitted online at [www.raritanval.edu](http://www.raritanval.edu). A non-refundable application fee of \$25 is required (\$225 for International Students with an F-1 or M-1 visa).

Admission to RVCC activates the student's access to the online portal, Lion's Den. The Lion's Den e-mail is the official communication system of the College and is the method by which students receive all important announcements, including bills and grade reports. All students must become familiar with their RVCC Student ID number, initial password and password maintenance, and procedures for accessing Lion's Den and Lion's Den e-mail.

**First-Time College Student** *This category is for students who are attending the College for the first time or have attended another college and have NOT yet earned 12 or more college-level (non-developmental) credits. Students admitted as First-Time College Students must:*

- Submit exemptions and/or complete placement testing, if required (see Placement Testing section).
- Full-time and Part-time Students: Required to complete the [Student registration request form](#) - you will need your Student ID# (G#) and password.
- Submit official final high school transcript or High School Equivalency score report and diploma.
- All full-time and part-time students must submit proof of immunization (See Immunization Requirements section).

**Transfer Student** *This category is for students who have a college degree or have at least 12 college-level (non-developmental) credits earned at another college or university. Students admitted as Transfer Students must:*

- Refer to our website for more information regarding transfer of credits.
- Submit exemptions and/or complete placement testing, if required (see Placement Testing section).
- Contact Advising and Counseling Services for assistance with course selection. Please provide an unofficial copy of your transcript(s). Unofficial transcripts will only be accepted to assist in the process of course selection. Students can also either register for classes online (an official evaluation of transfer credits is usually required before this is an available option) or at the Student Enrollment Center (please bring at least an unofficial copy of your transcript(s) for this process as well).
- Submit official final high school transcript or High School Equivalency score report and diploma.
- Submit official transcript(s) from all previous college(s). Students who attended a foreign institution are required to submit an official evaluation from a service recognized by the National Association of Credential Evaluation Services ([www.naces.org](http://www.naces.org)) if they seek a transfer of credits.
- If students have earned less than 12 college credits, they should consider themselves a First-Time Student.
- All full-time and part-time students must submit proof of immunization (See Immunization Requirements section).

### **Returning Student**

**3+ years** - *This category is for students who have graduated from RVCC (or Somerset County College) or have not attended in more than three years. Students admitted as Returning Students must:*

- Submit exemptions and/or complete placement testing, if required (see Placement Testing section).
- Submit official final high school transcript or High School Equivalency score report, if not previously submitted.
- Submit official transcript(s) from all previous college(s), if applicable. Students who attended a foreign institution are required to submit an official evaluation from an evaluation service recognized by the National Association of Credential Evaluation Services if they seek a transfer of credit.
- Contact Advising and Counseling Services for assistance with course selection, or simply register for classes online or at the Office of Enrollment Services.

*Students will not need to submit new documentation if the above requirements have been met from their previous attendance here or unless otherwise requested.*

**Less than 3 Years** - This category is for students who have graduated from RVCC or have not attended in less than three years. Students must:

- Submit an [Information Update Form- Final](#) or contact [admissions@raritanval.edu](mailto:admissions@raritanval.edu).
- Submit official final high school transcript or High School Equivalency score report, if not previously submitted.
- Submit official transcript(s) from all previous college(s), if applicable. Students who attended a foreign institution are required to submit an official evaluation from an evaluation service recognized by the National Association of Credential Evaluation Services if they seek a transfer of credit.
- Contract Advising and Counseling Services for assistance with course selection, or simply register for classes online or at the Office of Enrollment Services.

*Students will not need to submit new documentation if the above requirements have been met from their previous attendance here or unless otherwise requested.*

**Visiting Student** This category is for students who are attending another college or university and intend to transfer any credits earned at RVCC back to that institution. Students admitted as Visiting Students must:

- Complete an Academic Registration Form and submit it by mail, fax or in person to the Office of Enrollment Services. Students may need to submit proof of prerequisite requirements (copy of college transcripts, grade reports or a visiting student approval form) from their primary college.
- Submit this documentation along with the Registration Form. Online registration is available once you have received your admission email AND if your intended courses do not require prerequisite requirements.
- Students are encouraged to receive prior approval from their primary college before registering for classes to ensure that the credits earned at RVCC will transfer.

**Early-Admission Student** This category is for current high school students intending to register for RVCC courses while in high school. Students can be admitted under one of two Early-Admission categories:

- High School Early Credits Program for high school juniors or seniors who enroll in an RVCC course.
- Concurrent Enrollment Program for students enrolled in RVCC courses taught through a partnership arrangement at the high school.

**International Student** This category of admission is for students who are in the United States on an F-1 visa.

*International Students must:*

- Obtain an I-20 form from the College prior to applying for an F1 student visa.
- Submit a hard copy application for admission along with all supporting documentation. There is a nonrefundable application fee of \$225.



- Be aware that applications for F1 student status have separate deadlines for admission.
- Submit a TOEFL (Test of English as a Foreign Language) or IELTS (International English Language Testing System) score, with a minimum score of: TOEFL Internet - 60; IELTS - 5.0.
- Submit all necessary application documentation prior to international student application deadlines.

*Information on necessary documentation and procedures can be found on the International Students section of the College's website.*

*\*Applicants who are not pursuing a degree or certificate at RVCC are not required to submit proof of immunization, official high school or college transcripts, or complete placement testing, unless required as proof of meeting course prerequisite(s). Non-degree students are limited to nine credits per semester and are not eligible for Financial Aid.*

## Provisional Admission

Students who are unable to provide all required admission documentation at the time of first enrollment may be granted provisional admission. A student may remain in provisional-admission status for only one enrollment term. Students who are provisionally admitted may not be eligible for financial aid.

## Immunization Requirements

All applicants for admission to the College who are seeking a degree or certificate from RVCC and are intending to enroll as full-time (12 credit hours or more per semester) and part-time (11 credits or less) students must provide the following documentation of immunization prior to initial enrollment:

Measles, Mumps, and Rubella (MMR) [This requirement applies only to individuals born on or after January 1, 1957.]

- Documentation of one vaccination dose administered after 1968 on or after the applicant's first birthday, and documentation of a second vaccination dose administered no less than one month after the first dose, or
- Documentation of laboratory blood tests confirming immunity to MMR.

Hepatitis B:

- Documentation of three vaccination doses, or
- Documentation of laboratory blood tests confirming immunity to Hepatitis B.

Meningococcal (for students under the age of 30):

- Documentation of two vaccination doses of MenACWY
- Documentation of one dose of MenB

COVID Vaccination

- RVCC students, faculty & staff must show documentation of being vaccinated against COVID-19 by Nov 1. In order to register for Spring 2022 Semester classes, students must show proof of vaccination. [Click here for more information.](#)

**Exemptions:** An applicant is exempt from these immunization requirements if they provides signed documentation indicating that the administration of immunizing agents conflicts with the student's religious beliefs, or signed documentation from a physician indicating that immunization is contraindicated for a valid medical reason.

If an outbreak of any of these diseases occurs, any student not having provided proof of proper immunization, including students who are exempt, may be barred from class attendance until the outbreak is over.

## Placement Testing and Course Placement

All first-time college students at RVCC must complete a placement test to assess their readiness to succeed in college-level coursework, specifically English and/or mathematics. The placement test measures reading, language, and math literacy. Students may be exempt from the [placement test](#) if their SAT, ACT or PARCC, NJSLA or AP scores are high enough or they have taken college courses that can be used to place them in English and math. Students can also submit an unofficial high school transcript with their 11 or 12th grade math grades for consideration for exemption from placement testing. For the latest information on placement testing requirements, go to [www.raritanval.edu/placement](http://www.raritanval.edu/placement).

## Alternative Academic Credit

In addition to earning credit through the successful completion of RVCC courses, a student may be awarded credit toward an RVCC degree or certificate through any of the following alternative means.

### Credit from Other Colleges and/or Universities

- Students seeking a degree or certificate from RVCC who have earned academic credit from colleges or universities eligible to be accredited by one of the six Regional Accrediting Associations may be awarded transfer credit by the College. Raritan Valley Community College will also evaluate and review official transcripts from non-regionally accredited institutions.
- For the evaluation of transfer credit, students must submit an official transcript from each college and/or university previously attended. A transcript is considered official only when it bears the signature of the registrar and the seal of the issuing institution, and is either sent directly from the registrar's office of the college or university where the credit was earned, or delivered in an envelope officially sealed by the sending institution.
- Only courses in which the student earned a grade of C- or higher will be considered in the evaluation of transfer credit.
- The equivalency of courses taken at other colleges or universities to courses offered by RVCC is determined by the academic department responsible for the particular academic discipline. Official records of course equivalencies are maintained by the Registrar's Office.
- Students who have earned credit from colleges or universities outside of the United States must also submit an official course-by-course evaluation completed by an academic credential evaluation service belonging to the National Association of Credential Evaluation Services.

### **Credit from Non-academic Institutions**

The College may award credit for courses offered through professional associations, businesses and industries, and/or government/military agencies that have been evaluated and certified by the American Council on Education.

### **Credit from Professional Licensure**

The College may award credit for the achievement of certain professional licenses.

### **Credit by Examination**

- The College awards credit on the basis of a student having achieved a specified minimum score on certain nationally recognized standard examinations, or on examinations created by the College.
- Specific examinations, the credit awarded, and the minimum scores required for the awarding of credit are determined by the faculty in the academic department responsible for the academic discipline or special program in which credit is to be awarded.
- A student who has previously earned credit in a course may not receive credit by examination in a lower-level course in the same academic discipline.
- A student may not attempt credit by examination in any course already part of the student's permanent academic record.
- Credit by examination is not awarded until the student has been admitted into a specific degree or certificate program.

### **Other Regulations Regarding Alternative Academic Credit**

- The College does not guarantee that Alternative Academic Credits awarded by RVCC will be honored by another college or university to which an individual student might transfer.
- Alternative Academic Credit is evaluated and awarded for individual students and for individual degree and certificate programs offered by RVCC.
- The College accepts up to 45 semester credit hours in Alternative Academic Credit toward an associate degree, or 75 percent of the semester credit hours required for the completion of a certificate program.
- Alternative Academic Credit does not count as enrollment credit in any academic term.
- Grades are not assigned for Alternative Academic Credit.
- Alternative Academic Credit is not used in computing a student's grade point average.

An official transcript must be sent to the Office of Enrollment Services from each college previously attended. Applicants who attended schools outside the United States are required to submit an official course-by-course evaluation completed by a foreign credential service belonging to the National Association of Credential Evaluation Services. RVCC will accept up to 45 transfer and/or advanced standing credits toward an associate degree or 75 percent of the required credits for a certificate program. The course requirements of some selective programs may limit the applicability of transfer credits to fulfill degree requirements. After all official transcripts have been received and the transcript evaluation has occurred, the Office of Enrollment Services will send a notification to the student's RVCC e-mail account. Students can then access their transcript evaluation by clicking the Unofficial Transcript link located under the Student Services tab of their Lion's Den account. (\*Please note: Transcript evaluations will not be conducted for non-degree seeking students.)

# FINANCIAL AID OPTIONS

Home > Financial Aid > Financial Aid Options

## Assistance in Paying for College

RVCC's campus is open to anyone seeking quality higher education. With a number of state, national, and institutional financial aid options, loans, and scholarships, we can tailor a funding package to meet your needs. To see if you qualify for financial aid at RVCC, you must complete the FAFSA application (school code 007731). You can view your financial aid information through your RVCC account.

To be eligible for financial aid, you must have a high school diploma, participate in a program that leads to a degree or certificate, and meet minimum grade requirements. All U.S. citizens, nationals, or eligible non-citizens that do not owe money to a federal aid program and have not been convicted of selling illegal drugs while under a federal aid program can apply for federal financial aid. Only New Jersey residents enrolled in at least 6 credits per semester are eligible for state financial aid.

## GRANTS

## LOANS

### Federal Pell Grant

Financially eligible students without a bachelor's or professional degree may be eligible for a Pell Grant. Unlike a loan, this grant does not need to be repaid. Its amount may be adjusted based on your number of course credits.

### Federal Supplemental Educational Opportunity Grant (SEOG)

This grant is reserved for students with the highest financial needs, based on the lowest expected family contributions. Like the Pell Grant, it does not need to be repaid.

### Federal Work Study

RVCC can offer you a part-time job on campus to help you pay for your college expenses. We help you choose the right fit, considering both your values and your course of study so you can get the most out of your experience.

### Tuition Aid Grant (TAG)

This grant is awarded based on financial need and does not need to be repaid. Eligible students can receive up to \$2,400 annually.

### Educational Opportunity Fund (EOF)

This grant offers students year-round services, including financial aid, academic counseling and support, enrollment assistance, funding for summer classes, and more.



**CONTACT  
A FINANCIAL AID  
SPECIALIST**

908-526-1200, Select 2

CONTACT



**VISIT RVCC**  
Getting here.

DIRECTIONS & MAP





*State of New Jersey*

NEW JERSEY HIGHER EDUCATION  
OFFICE OF THE SECRETARY OF HIGHER EDUCATION

P.O. Box 542  
TRENTON, NJ 08625-0542  
TELEPHONE: (609) 292-4310  
FAX: (609) 292-7225  
E-mail: [oshe@oshe.nj.gov](mailto:oshe@oshe.nj.gov)

ZAKIYA SMITH ELLIS, ED.D  
*SECRETARY OF HIGHER EDUCATION*

PHILIP D. MURPHY  
*GOVERNOR*

SHEILA Y. OLIVER  
*LT. GOVERNOR*

April 17, 2020

To whom it may concern,

Kindly be advised that, pursuant to the laws and statutes of the State of New Jersey, Raritan Valley Community College is an institution of higher education that is licensed and authorized by the State to offer associate degrees and certificate programs.

The Office of the Secretary of Higher Education (OSHE), an agency of New Jersey state government, is charged with oversight of the licensure of all institutions of higher education that operate within the State, including Raritan Valley Community College, and assures the integrity of both the programs offered and the degrees awarded by those institutions.

This letter stands in place of a formal state certified license because New Jersey does not issue a formal license to authorize the operation of institutions of higher education within the State. Kindly bring any questions, comments, or concerns to my attention via telephone at (609) 984-3738 or email at [eric.taylor@oshe.nj.gov](mailto:eric.taylor@oshe.nj.gov).

Thank you for your attention to this matter.

Sincerely,

A handwritten signature in black ink, appearing to read "Eric Taylor", with a large, sweeping flourish at the end.

Eric Taylor, Esq.  
Director, Office of Licensure  
Office of the Secretary of Higher Education



# UNITED STATES DEPARTMENT OF EDUCATION

## SCHOOL PARTICIPATION MANAGEMENT DIVISION

### ELIGIBILITY AND CERTIFICATION APPROVAL REPORT

DATE PRINTED: 02/17/2020

PAGE A - 1

NAME AND ADDRESS OF INSTITUTION: Raritan Valley Community College  
Route 28 & Lamington Road

North Branch, NJ 08876-1265

TYPE OF INSTITUTION: Public

CONGRESSIONAL DISTRICT: 11

DEPARTMENT REGION: 02

ACTION DATE: 01/28/2020

SCHOOL PARTICIPATION TEAM: 02

ACTION: Reapprove Elig/Full Cert

OPE ID: 00773100

FEDERAL PELL GRANT ID: 007731

TIN: 221815636

FEDERAL FAMILY EDUCATION LOAN ID: 007731

IPEDS ID: 186645

FEDERAL DIRECT STUDENT LOAN ID: G07731

DUNS NBR: 081987927

FEDERAL PERKINS LOAN ID: 002611

FEDERAL SCHOOL CODE: 007731

FEDERAL WORK STUDY ID: 002611

FEDERAL SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANT ID: 002611

ACADEMIC CALENDAR: Clock Hours, Semester Hours

EDUCATIONAL PROGRAM LEVELS OFFERED:

Non-Degree (600-899 hours)

Non-Degree 1 Year (900-1799 hours)

Non-Degree 2 Years (1800-2699 hours)

Associate's Degree

ELIGIBLE: Y

INITIAL APPROVAL DATE: 12/20/1968

CERTIFIED: Certified

LOAN DEFERMENT: Y

PROGRAM PARTICIPATION AGREEMENT

EFFECTIVE DATE: 02/13/2020

EXPIRATION DATE: 06/30/2023

WAIVER(S):

ABILITY TO BENEFIT STUDENT

THE INSTITUTION IS ELIGIBLE TO APPLY FOR PARTICIPATION IN THE FOLLOWING PROGRAMS  
AUTHORIZED UNDER THE HIGHER EDUCATION ACT OF 1965, AS AMENDED:

TITLE I: Y	TITLE IV: Y	TITLE VII: Y	TITLE X: Y	TITLE XIII: Y
TITLE II: Y	TITLE V: Y	TITLE VIII: Y	TITLE XI: Y	TITLE XIV: Y
TITLE III: Y	TITLE VI: Y	TITLE XI: Y	TITLE XII: Y	TITLE XV: Y

Program: TEACH GRANT

Certified: DATE:

---

 TITLE IV STUDENT FINANCIAL ASSISTANCE PROGRAMS

<u>PROGRAM</u>	<u>CERTIFIED</u>	<u>APPROVAL DATE</u>	<u>PROGRAM</u>	<u>CERTIFIED</u>	<u>APPROVAL DATE</u>
FWS Com Serv	Y	12/20/1968	FWS Priv Sec Empl	Y	12/20/1968
FWS Job Loc Dev	Y	12/20/1968	FFEL Staff	N	
FFEL Staff Unsub	N		FFEL PLUS	N	
FPerkins	Y	12/20/1968	FSEOG	Y	12/20/1968
FPell	Y	07/01/1972	FDSL P Staff	Y	07/01/1994
FDSL P Staff Unsub	Y	07/01/1994	FDSL P PLUS	Y	07/01/1994

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\*\*\*\* End of Section A \*\*\*\*





**START HERE**  
**GO FURTHER**  
 FEDERAL STUDENT AID

# UNITED STATES DEPARTMENT OF EDUCATION

SCHOOL PARTICIPATION MANAGEMENT DIVISION

## ELIGIBILITY AND CERTIFICATION APPROVAL REPORT

DATE PRINTED: 02/17/2020

ACCREDITATION SECTION

PAGE B - 1

INSTITUTION NAME : Raritan Valley Community College

OPE ID : 007731 00

INSTITUTION TYPE : Public

### ACCREDITATION

<u>ACCREDITING AGENCY</u>	<u>DESIGNATION</u>	<u>SCOPE</u>	<u>EFFECTIVE YEAR</u>	<u>NUMBER OF YEARS</u>
Middle States Commission on Higher Education	Primary	Institutional	2012	10

\*\*\*\* End of Accreditation Section \*\*\*\*



**UNITED STATES DEPARTMENT OF EDUCATION**  
**SCHOOL PARTICIPATION MANAGEMENT DIVISION**  
***ELIGIBILITY AND CERTIFICATION APPROVAL REPORT***

DATE PRINTED: 02/17/2020

STATE AUTHORIZATION SECTION

PAGE C - 1

---

INSTITUTION NAME : Raritan Valley Community College

OPE ID : 007731 00

INSTITUTION TYPE : Public

STATE AUTHORIZATION

STATE AGENCY

NJ Board Of Cosmetology And Hairstyling

NJ Commission on Higher Education

NJ State Board of Nursing

\*\*\*\* End of State Authorization Section \*\*\*\*



# UNITED STATES DEPARTMENT OF EDUCATION

## SCHOOL PARTICIPATION MANAGEMENT DIVISION

### ELIGIBILITY AND CERTIFICATION APPROVAL REPORT

DATE PRINTED: 02/17/2020

OFFICIALS SECTION

PAGE D - 1

INSTITUTION NAME : Raritan Valley Community College

OPE ID : 007731 00

INSTITUTION TYPE : Public

#### OFFICIALS

<u>NAME AND ADDRESS</u>	<u>TITLE</u>	<u>PHONE FAX</u>	<u>E-MAIL</u>
McDonough, Michael Route 28 and Lamington Road North Branch, NJ 08876	President	(908) 526-1200 8270 (908) 526-0253	michael.mcdonough@ raritanval.edu
Mesonas, Leonard J 118 Lamington Road North Branch, NJ 08876	Director of Financial Aid	(908) 526-1200 8371 (908) 429-8589	lmesonas@ raritanval.edu
Trojan, John 118 Lamington Road North Branch, NJ 08876	Vice President of Finance and Facilities	(908) 526-1200 8203 (908) 526-0253	jtrojan@ raritanval.edu
Bateman, Caren	Member of the Board		
DiFrancesco Zai, Tracy	Member of the Board		
Hirsch, Paul	Member of the Board		
Howes, Timothy	Member of the Board		
Jinks, Roger	Member of the Board		
Locandro, Roger	Member of the Board		
McNally, Andrew	Member of the Board		
Nace, Felecia	Member of the Board		
Rica, Donald	Member of the Board		
Simon, Donna	Member of the Board		
Swanicke, Helena	Member of the Board		
Torres, Juan	Member of the Board		
Windrem, Margaret M	Member of the Board		
Wise, Robert P	Member of the Board		
Pontarello, Sheri Route 28 and Lamington Road	Boards Recording Secretary	(908) 526-1200 8215	sheri.pontarello@ raritanval.edu

\*\*\*\* End of Officials Section \*\*\*\*



# UNITED STATES DEPARTMENT OF EDUCATION

## SCHOOL PARTICIPATION MANAGEMENT DIVISION

### ELIGIBILITY AND CERTIFICATION APPROVAL REPORT

DATE PRINTED: 02/17/2020

ADDITIONAL LOCATIONS SECTION

PAGE E - 1

INSTITUTION NAME : Raritan Valley Community College

OPE ID : 007731 00

INSTITUTION TYPE : Public

#### ADDITIONAL LOCATIONS

<u>OPE ID</u>	<u>NAME AND ADDRESS</u>	<u>APPROVED FOR CERTIFICATION</u>	<u>INITIAL APPROVAL DATE</u>
00773101	Raritan Valley Community College - 14 Vogt Dr Bridgewater, NJ 08807-0000	Y	03/20/2013
00773102	Raritan Valley Community College - Auto Tech Rental Site 382 Route 22 Whitehouse Station, NJ 08889-0000	Y	06/22/2015
00773103	Raritan Valley Community College - Albert C. Wagner Youth Correctional 500 Ward Avenue Bordentown, NJ 08505-0000	Y	09/23/2016
00773104	Raritan Valley Community College - East Jersey State Prison 1100 Woodbridge Road Rahway, NJ 07065-0000	Y	09/23/2016
00773105	Raritan Valley Community College - Garden State Youth Correctional Fac 55 Hogback Road Yardville, NJ 08620-0000	Y	09/23/2016
00773106	Raritan Valley Community College - Northern State Prison 168 Frontage Road Neward, NJ 07114-0000	Y	09/23/2016
00773107	Raritan Valley Community College - South Woods State Prison 215 South Burlington Road Bridgeton, NJ 08302-0000	Y	09/23/2016
00773108	Raritan Valley Community College - Hunterdon Polytech Career Academy 8 Bartles Corner Road Flemington, NJ 08822-0000	Y	09/23/2016

00773109	Raritan Valley Community College - Edna Mahan Correctional Facility 30 Route 513 Clinton, NJ 08809-0000	Y	09/23/2016
00773110	Raritan Valley Community College - Mountainview Youth Correctional Fac 31 Petticoat Lane Annandale, NJ 08801-0000	Y	09/23/2016

\*\*\*\* End of Additional Locations Section \*\*\*\*



**START HERE**  
**GO FURTHER**  
FEDERAL STUDENT AID

# UNITED STATES DEPARTMENT OF EDUCATION

## SCHOOL PARTICIPATION MANAGEMENT DIVISION

### ELIGIBILITY AND CERTIFICATION APPROVAL REPORT

DATE PRINTED: 02/17/2020

EDUCATIONAL PROGRAMS SECTION

PAGE F - 1

INSTITUTION NAME : Raritan Valley Community College

OPE ID : 007731 00

INSTITUTION TYPE : Public

### EDUCATIONAL PROGRAMS

<u>CIP</u>	<u>INSTITUTION'S PROGRAM NAME</u>	<u>APPROVED FOR CERTIFICATION</u>	<u>FULL CREDIT TO DEGREE</u>	<u>INITIAL APPROVAL</u>	<u>CREDIT HOURS</u>	<u>TYPE</u>	<u>CLOCK HOURS</u>	<u>DURATION IN WEEKS</u>
09.0702	Interface Design and Web Development Certificate	Y	Y	04/14/2009	30	Semester	1125	30
11.0801	Web Developer Certificate	Y	Y	09/01/1998	30	Semester	1162	30
11.0901	Computer Networking and Cyber Security Certificate	Y	N	09/01/1997	30	Semester	1162	30
11.0901	Computer Networking and Traditional Security Emphasis	Y	N	04/14/2009	30	Semester	1162	30
11.9999	Computer Support Certificate	Y	N	06/21/1999	30	Semester	1162	30
12.0409	Esthetics	Y	N	09/23/2016		Clock	600	29
12.0413	Cosmetology	Y	N	05/05/2011		Clock	1100	38
12.0504	Food and Beverage Certificate	Y	N	09/23/2016	30	Semester	1125	30
13.1209	Early Childhood Certificate	Y	Y	05/28/2003	36	Semester	1350	30



15.0501	Environmental Control	Y	Y	06/22/2015	31	Semester	1163	30
15.0503	Commercial Energy Management	Y	Y	07/16/2019	31	Semester	1163	30
22.0302	Paralegal Studies Certificate	Y	Y	05/28/2003	24	Semester	900	30
24.0101	Human Services	Y	Y	04/14/2009	33	Semester	1237	30
43.0102	Corrections Certificate	N	Y	05/28/2003	21	Semester	787	30
47.0604	Automotive Technology	Y	Y	04/19/2012	36	Semester	1350	52
47.0615	Engine Lathe Operator	Y	N	01/28/2020		Clock	600	16
48.0501	CNC Production Technician	Y	N	01/28/2020		Clock	1350	36
48.0501	Manual Machinist	Y	N	01/28/2020		Clock	950	22
48.0501	Manual Mill Operator	Y	N	01/28/2020		Clock	600	16
50.0408	Interior Design	Y	Y	04/19/2012	31	Semester	1162	30
50.0602	Digital Video Production	Y	Y	04/14/2009	30	Semester	1125	30
51.0601	Dental Assisting	Y	Y	04/14/2009	33	Semester	1237	30
51.0707	Health Information Technology - Medical Coding Certificate	Y	Y	05/28/2003	34	Semester	1275	30
51.0801	Medical Assistant Certificate	Y	Y	07/28/2010	36	Semester	1350	30
51.1802	Ophthalmic Science Certificate	Y	Y	07/28/2010	37	Semester	705	75
52.0302	BookKeeping	Y	Y	07/16/2019	32	Semester	1200	30
52.0399	CPA Education Requirement Certificate	Y	Y	05/28/2003	55	Semester	2062	60
52.0907	Events Planning/Meeting Management Certificate	Y	Y	05/28/2003	30	Semester	1125	30
52.1101	International Business Certificate	Y	Y	09/01/1997	18	Semester	675	30
52.1201	Computer Programming Certificate	Y	N	07/21/1995	33	Semester	1237	30

\*\*\*\* End of Educational Programs Section \*\*\*\*

Return to the [Application Index](#)



SEP 14 2018

Mr. Michael McDonough,  
President  
Raritan Valley Community College  
Route 28 & Lamington Road  
North Branch, NJ 08876

RE: **Final Program Review Determination Closeout Letter**  
OPE ID: 007731  
PRCN: 201620229281

Dear Mr. McDonough:

This letter is in reference to the documentation received in response to the instructions provided in the Final Program Review Determination. All requirements have been addressed. The institution may now consider the program review closed, with no further action required.

Program records relating to the period covered by this program review are now subject to the record retention requirements in 34 C.F.R. § 668.24(e)(1), (2), which generally require that records be retained until the close of the third award year following the award year in which the student last attended the institution or the aid was awarded.

The courtesy and cooperation extended during the program review process is appreciated. If you have any questions, please do not hesitate to contact Teresa Martinez at 646-428-3748.

Sincerely,

A handwritten signature in cursive script, appearing to read "Betty Coughlin".

Betty Coughlin,  
Division Director


cc: Mr. Leonard Mesonas, Financial Aid Administrator

**Federal Student Aid**

An OFFICE of the U.S. DEPARTMENT of EDUCATION

School Participation Division – NY/Boston  
32 Old Slip, New York, NY  
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## UNITED STATES DEPARTMENT OF EDUCATION

### FEDERAL STUDENT AID SCHOOL ELIGIBILITY SERVICE GROUP

## PROGRAM PARTICIPATION AGREEMENT

Effective Date of Approval: The date on which this Agreement is signed on behalf of the Secretary of Education

Approval Expiration Date: **June 30, 2023**

Reapplication Date: **March 31, 2023**

Name of Institution: **Raritan Valley Community College**

Address of Institution: **Route 28 & Lamington Road  
North Branch, NJ 08876-1265**

OPE ID Number: **00773100**

DUNS Number: **081987927**

Taxpayer Identification Number (TIN): **221815636**

**The execution of this Agreement by the Institution and the Secretary is a prerequisite to the Institution's initial or continued participation in any Title IV, HEA Program.**

The postsecondary educational institution listed above, referred to hereafter as the "Institution," and the United States Secretary of Education, referred to hereafter as the "Secretary," agree that the Institution may participate in those student financial assistance programs authorized by Title IV of the Higher Education Act of 1965, as amended (Title IV, HEA Programs) indicated under this Agreement and further agrees that such participation is subject to the Institution's compliance with the terms and conditions set forth in this Agreement. As used in this Agreement, the term "Department" refers to the U.S. Department of Education.

### SCOPE OF COVERAGE

This Agreement applies to all locations of the Institution as stated on the most current ELIGIBILITY AND CERTIFICATION APPROVAL REPORT issued by the Department. This Agreement covers the Institution's eligibility to participate in each of the following listed Title IV, HEA programs, and incorporates by reference the regulations cited.

- **FEDERAL PELL GRANT PROGRAM**, 20 U.S.C. §§ 1070a *et seq.*; 34 C.F.R. Part 690.
- **FEDERAL DIRECT STUDENT LOAN PROGRAM**, 20 U.S.C. §§ 1087a *et seq.*; 34 C.F.R. Part 685.
- **FEDERAL PERKINS LOAN PROGRAM**, 20 U.S.C. §§ 1087aa *et seq.*; 34 C.F.R. Part 674.
- **FEDERAL SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANT PROGRAM**, 20 U.S.C. §§ 1070b *et seq.*; 34 C.F.R. Part 676.
- **FEDERAL WORK-STUDY PROGRAM**, 20 U.S.C. §§ 1087 *et seq.*; 34 C.F.R. Part 675.
- **IRAQ AND AFGHANISTAN SERVICE GRANT**, 20 U.S.C. §§ 1070h *et seq.*

## GENERAL TERMS AND CONDITIONS

1. The Institution understands and agrees that it is subject to and will comply with, as they become effective, the program statutes and implementing regulations for institutional eligibility as set forth in 34 C.F.R. Part 600 and for each Title IV, HEA program in which it participates, as well as the general provisions set forth in Part F and Part G of Title IV of the HEA, and the Student Assistance General Provisions regulations set forth in 34 C.F.R. Part 668.

*The recitation of any portion of the statute or regulations in this Agreement does not limit the Institution's obligation to comply with other applicable statutes and regulations.*

2. a. The Institution certifies that on the date it signs this Agreement, it has adopted and implemented the drug prevention program described in 34 C.F.R. § 86.100.
- b. The Institution certifies that on the date it signs this Agreement, it is in compliance with the disclosure requirements of Section 485(f) of the HEA (Campus Security Policy and Campus Crime Statistics).

3. The Institution agrees to comply with --

- a. Title VI of the Civil Rights Act of 1964, as amended, and the implementing regulations, 34 C.F.R. Parts 100 and 101 (nondiscrimination on the basis of race, color or national origin);
- b. Title IX of the Education Amendments of 1972 and the implementing regulations, 34 C.F.R. Part 106 (nondiscrimination on the basis of sex);
- c. The Family Educational Rights and Privacy Act of 1974 and the implementing regulations, 34 C.F.R. Part 99;
- d. Section 504 of the Rehabilitation Act of 1973 and the implementing regulations, 34 C.F.R. Part 104 (nondiscrimination on the basis of disability); and
- e. The Age Discrimination Act of 1975 and the implementing regulations, 34 C.F.R. Part 110.
- f. The Standards for Safeguarding Customer Information, 16 C.F.R. Part 314, issued by the Federal Trade Commission (FTC), as required by the Gramm-Leach-Bliley (GLB) Act, P.L. 106-102. These Standards are intended to ensure the security and confidentiality of customer records and information. The Secretary considers any breach to the security of student records and information as a demonstration of a potential lack of administrative capability as stated in 34 C.F.R. § 668.16(c). Institutions are strongly encouraged to inform its students of any such breaches. Institutions are required, pursuant to the Student Aid Internet Gateway (SAIG) Agreement, to notify the Department of any suspected data breaches.

4. The Institution acknowledges that 34 C.F.R. Parts 602 and 668 require accrediting agencies, State regulatory bodies, and the Secretary to share information about institutions. The Institution agrees

that the Secretary, any accrediting agency recognized by the Secretary, and any State regulatory body may share or report information to one another about the Institution without limitation.

5. The Institution acknowledges that the HEA prohibits the Secretary from recognizing the accreditation of any institution of higher education unless that institution agrees to submit any dispute involving the final denial, withdrawal, or termination of accreditation to initial arbitration prior to any other legal action.
6. The Institution acknowledges that the Department is obligated to take appropriate measures in order to safeguard its systems and information as well as borrowers' personally identifiable information (PII) as required under Federal law, including but not limited to the requirements in the Privacy Act (*see* 5 U.S.C. § 552a(e)), E-Government Act of 2002 (*see* 44 U.S.C. § 3544), the Family Educational Rights and Privacy Act of 1974 (FERPA) (20 U.S.C. § 1232g; 34 C.F.R. Part 99), Federal Information Security Modernization Act (FISMA) of 2014 (44 U.S.C. § 3551, *et seq.*), and OMB Circular No. A-130. If the Institution has a cyber security incident that may negatively affect the Department's systems, the Department may terminate the Institution's access to the Department's systems. Access will be reconnected when the Department determines that the Institution has resolved any cyber security concerns and vulnerabilities to the Department's satisfaction.
7. The Institution acknowledges that any person who knowingly and willfully commits, or attempts to commit, any criminal action described in 20 U.S.C. § 1097, shall be subject to the penalties described therein.

### **SELECTED PROVISIONS FROM GENERAL PROVISIONS REGULATIONS, 34 C.F.R. § 668.14**

An institution's program participation agreement applies to each branch campus and other location of the institution that meets the applicable requirements of this part unless otherwise specified by the Secretary.

(b) By entering into a program participation agreement, an institution agrees that--

(1) It will comply with all statutory provisions of or applicable to Title IV of the HEA, all applicable regulatory provisions prescribed under that statutory authority, and all applicable special arrangements, agreements, and limitations entered into under the authority of statutes applicable to Title IV of the HEA, including the requirement that the institution will use funds it receives under any Title IV, HEA program and any interest or other earnings thereon, solely for the purposes specified in and in accordance with that program;

(2) As a fiduciary responsible for administering Federal funds, if the institution is permitted to request funds under a Title IV, HEA program advance payment method, the institution will time its requests for funds under the program to meet the institution's immediate Title IV, HEA program needs;

(3) It will not request from or charge any student a fee for processing or handling any application, form, or data required to determine a student's eligibility for, and amount of, Title IV, HEA program assistance;

(4) It will establish and maintain such administrative and fiscal procedures and records as may be necessary to ensure proper and efficient administration of funds received from the Secretary or from students under the Title IV, HEA programs, together with assurances that the institution will provide, upon request and in a timely manner, information relating to the administrative capability and financial responsibility of the institution to--

(i) The Secretary;

(ii) A guaranty agency, as defined in 34 C.F.R. Part 682, that guarantees loans made under the

Federal Stafford Loan and Federal PLUS programs for attendance at the institution or any of the institution's branch campuses or other locations;

(iii) The nationally recognized accrediting agency that accredits or preaccredits the institution or any of the institution's branch campuses, other locations, or educational programs;

(iv) The State agency that legally authorizes the institution and any branch campus or other location of the institution to provide postsecondary education; and

(v) In the case of a public postsecondary vocational educational institution that is approved by a State agency recognized for the approval of public postsecondary vocational education, that State agency;

(5) It will comply with the provisions of 34 C.F.R. § 668.15 relating to factors of financial responsibility;

(6) It will comply with the provisions of 34 C.F.R. § 668.16 relating to standards of administrative capability;

(7) It will submit reports to the Secretary and, in the case of an institution participating in the Federal Stafford Loan, Federal PLUS, or the Federal Perkins Loan Program, to holders of loans made to the institution's students under that program at such times and containing such information as the Secretary may reasonably require to carry out the purpose of the Title IV, HEA programs;

(8) It will not provide any statement to any student or certification to any lender in the case of an FFEL Program loan, or origination record to the Secretary in the case of a Direct Loan Program loan that qualifies the student or parent for a loan or loans in excess of the amount that the student or parent is eligible to borrow in accordance with sections 425(a), 428(a)(2), 428(b)(1)(A) and (B), 428B, 428H and 455(a) of the HEA;

(9) It will comply with the requirements of Subpart D of this part concerning institutional and financial assistance information for students and prospective students;

(10) In the case of an institution that advertises job placement rates as a means of attracting students to enroll in the institution, it will make available to prospective students, at or before the time that those students apply for enrollment--

(i) The most recent available data concerning employment statistics, graduation statistics, and any other information necessary to substantiate the truthfulness of the advertisements; and

(ii) Relevant State licensing requirements of the State in which the institution is located for any job for which an educational program offered by the institution is designed to prepare those prospective students;

(11) In the case of an institution participating in the FFEL Program, the institution will inform all eligible borrowers, as defined in 34 C.F.R. Part 682, enrolled in the institution about the availability and eligibility of those borrowers for State grant assistance from the State in which the institution is located, and will inform borrowers from another State of the source of further information concerning State grant assistance from that State;

(12) It will provide the certifications described in paragraph (c) of this section;

(13) In the case of an institution whose students receive financial assistance pursuant to section 484(d) of the HEA, the institution will make available to those students a program proven successful in assisting students in obtaining the recognized equivalent of a high school diploma;

(14) It will not deny any form of Federal financial aid to any eligible student solely on the grounds that the student is participating in a program of study abroad approved for credit by the institution;

(15) (i) Except as provided under paragraph (b)(15)(ii) of this section, the institution will use a default management plan approved by the Secretary with regard to its administration of the FFEL or Direct Loan programs, or both for at least the first two years of its participation in those programs, if the institution --

(A) Is participating in the FFEL or Direct Loan programs for the first time; or

(B) Is an institution that has undergone a change of ownership that results in a change in control and is participating in the FFEL or Direct Loan programs.



(ii) The institution does not have to use an approved default management plan if --

(A) The institution, including its main campus and any branch campus, does not have a cohort default rate in excess of 10 percent; and

(B) The owner of the institution does not own and has not owned any other institution that had a cohort default rate in excess of 10 percent while that owner owned the institution.

(16) For a proprietary institution, the institution will derive at least 10 percent of its revenues for each fiscal year from sources other than Title IV, HEA program funds, as provided in 34 C.F.R. § 668.28(a) and (b), or be subject to sanctions described in 34 C.F.R. § 668.28(c);

(17) The Secretary, guaranty agencies and lenders as defined in 34 C.F.R. Part 682, nationally recognized accrediting agencies, the Secretary of Veterans Affairs, State agencies recognized under 34 C.F.R. Part 603 for the approval of public postsecondary vocational education, and State agencies that legally authorize institutions and branch campuses or other locations of institutions to provide postsecondary education, have the authority to share with each other any information pertaining to the institution's eligibility for or participation in the Title IV, HEA programs or any information on fraud and abuse;

(18) It will not knowingly --

(i) Employ in a capacity that involves the administration of the Title IV, HEA programs or the receipt of funds under those programs, an individual who has been convicted of, or has pled *nolo contendere* or guilty to, a crime involving the acquisition, use, or expenditure of Federal, State, or local government funds, or has been administratively or judicially determined to have committed fraud or any other material violation of law involving Federal, State, or local government funds;

(ii) Contract with an institution or third-party servicer that has been terminated under section 432 of the HEA for a reason involving the acquisition, use, or expenditure of Federal, State, or local government funds, or that has been administratively or judicially determined to have committed fraud or any other material violation of law involving Federal, State, or local government funds; or

(iii) Contract with or employ any individual, agency, or organization that has been, or whose officers or employees have been--

(A) Convicted of, or pled *nolo contendere* or guilty to, a crime involving the acquisition, use, or expenditure of Federal, State, or local government funds; or

(B) Administratively or judicially determined to have committed fraud or any other material violation of law involving Federal, State, or local government funds;

(19) It will complete, in a timely manner and to the satisfaction of the Secretary, surveys conducted as a part of the Integrated Postsecondary Education Data System (IPEDS) or any other Federal collection effort, as designated by the Secretary, regarding data on postsecondary institutions;

(20) In the case of an institution that is co-educational and has an intercollegiate athletic program, it will comply with the provisions of 34 C.F.R. § 668.48;

(21) It will not impose any penalty, including, but not limited to, the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or the requirement that the student borrow additional funds for which interest or other charges are assessed, on any student because of the student's inability to meet his or her financial obligations to the institution as a result of the delayed disbursement of the proceeds of a Title IV, HEA program loan due to compliance with statutory and regulatory requirements of or applicable to the Title IV, HEA programs, or delays attributable to the institution;

(22) (i) It will not provide any commission, bonus, or other incentive payment based in any part, directly or indirectly, upon success in securing enrollments or the award of financial aid, to any person or entity who is engaged in any student recruitment or admission activity, or in making decisions regarding the award of Title IV, HEA program funds.

(A) The restrictions in paragraph (b)(22) of this section do not apply to the recruitment of foreign students residing in foreign countries who are not eligible to receive Federal student assistance.

(B) For the purpose of paragraph (b)(22) of this section, an employee who receives multiple

adjustments to compensation in a calendar year and is engaged in any student enrollment or admission activity or in making decisions regarding the award of Title IV, HEA program funds is considered to have received such adjustments based upon success in securing enrollments or the award of financial aid if those adjustments create compensation that is based in any part, directly or indirectly, upon success in securing enrollments or the award of financial aid.

(ii) Notwithstanding paragraph (b)(22)(i) of this section, eligible institutions, organizations that are contractors to eligible institutions, and other entities may make--

(A) Merit-based adjustments to employee compensation provided that such adjustments are not based in any part, directly or indirectly, upon success in securing enrollments or the award of financial aid; and

(B) Profit-sharing payments so long as such payments are not provided to any person or entity engaged in student recruitment or admission activity or in making decisions regarding the award of Title IV, HEA program funds.

(iii) As used in paragraph (b)(22) of this section,

(A) *Commission, bonus, or other incentive payment* means a sum of money or something of value, other than a fixed salary or wages, paid to or given to a person or an entity for services rendered.

(B) *Securing enrollments or the award of financial aid* means activities that a person or entity engages in at any point in time through completion of an educational program for the purpose of the admission or matriculation of students for any period of time or the award of financial aid to students.

(1) These activities include contact in any form with a prospective student, such as, but not limited to--contact through preadmission or advising activities, scheduling an appointment to visit the enrollment office or any other office of the institution, attendance at such an appointment, or involvement in a prospective student's signing of an enrollment agreement or financial aid application.

(2) These activities do not include making a payment to a third party for the provision of student contact information for prospective students provided that such payment is not based on--

(i) Any additional conduct or action by the third party or the prospective students, such as participation in preadmission or advising activities, scheduling an appointment to visit the enrollment office or any other office of the institution or attendance at such an appointment, or the signing, or being involved in the signing, of a prospective student's enrollment agreement or financial aid application; or

(ii) The number of students (calculated at any point in time of an educational program) who apply for enrollment, are awarded financial aid, or are enrolled for any period of time, including through completion of an educational program.

(C) *Entity or person engaged in any student recruitment or admission activity or in making decisions about the award of financial aid* means--

(1) With respect to an entity engaged in any student recruitment or admission activity or in making decisions about the award of financial aid, any institution or organization that undertakes the recruiting or the admitting of students or that makes decisions about and awards Title IV, HEA program funds; and

(2) With respect to a person engaged in any student recruitment or admission activity or in making decisions about the award of financial aid, any employee who undertakes recruiting or admitting of students or who makes decisions about and awards Title IV, HEA program funds, and any higher level employee with responsibility for recruitment or admission of students, or making decisions about awarding Title IV, HEA program funds.

(D) *Enrollment* means the admission or matriculation of a student into an eligible institution.

(23) It will meet the requirements established pursuant to Part H of Title IV of the HEA by the Secretary and nationally recognized accrediting agencies;

(24) It will comply with the requirements of 34 C.F.R. § 668.22;

(25) It is liable for all--

(i) Improperly spent or unspent funds received under the Title IV, HEA programs, including any funds administered by a third-party servicer; and

(ii) Returns of Title IV, HEA program funds that the institution or its servicer may be required to make;

(26) If an educational program offered by the institution is required to prepare a student for gainful employment in a recognized occupation, the institution must--

(i) Demonstrate a reasonable relationship between the length of the program and entry level requirements for the recognized occupation for which the program prepares the student. The Secretary considers the relationship to be reasonable if the number of clock hours provided in the program does not exceed by more than 50 percent the minimum number of clock hours required for training in the recognized occupation for which the program prepares the student, as established by the State in which the institution is located, if the State has established such a requirement, or as established by any Federal agency;

(ii) Establish the need for the training for the student to obtain employment in the recognized occupation for which the program prepares the student; and

(iii) Provide for that program the certification required in 34 C.F.R. § 668.414.

(27) In the case of an institution participating in a Title IV, HEA loan program, the institution --

(i) Will develop, publish, administer, and enforce a code of conduct with respect to loans made, insured or guaranteed under the Title IV, HEA loan programs in accordance with 34 C.F.R. § 601.21; and

(ii) Must inform its officers, employees, and agents with responsibilities with respect to loans made, insured or guaranteed under the Title IV, HEA loan programs annually of the provisions of the code required under paragraph (b)(27) of this section;

(28) For any year in which the institution has a preferred lender arrangement (as defined in 34 C.F.R. § 601.2(b)), it will at least annually compile, maintain, and make available for students attending the institution, and the families of such students, a list in print or other medium, of the specific lenders for loans made, insured, or guaranteed under Title IV, of the HEA or private education loans that the institution recommends, promotes, or endorses in accordance with such preferred lender arrangement. In making such a list, the institution must comply with the requirements in 34 C.F.R. § 682.212(h) and 34 C.F.R. § 601.10;

(29) (i) It will, upon the request of an enrolled or admitted student who is an applicant for a private education loan (as defined in 34 C.F.R. § 601.2(b)), provide to the applicant the self-certification form required under 34 C.F.R. § 601.11(d) and the information required to complete the form, to the extent the institution possesses such information, including --

(A) The applicant's cost of attendance at the institution, as determined by the institution under Part F of Title IV, of the HEA;

(B) The applicant's estimated financial assistance, including amounts of financial assistance used to replace the expected family contribution as determined by the institution in accordance with Title IV, for students who have completed the Free Application for Federal Student Aid; and

(C) The difference between the amounts under paragraphs (b)(29)(i)(A) and (29)(i)(B) of this section, as applicable.

(ii) It will, upon the request of the applicant, discuss with the applicant the availability of Federal, State, and institutional student financial aid;

(30) The institution --

(i) Has developed and implemented written plans to effectively combat the unauthorized distribution of copyrighted material by users of the institution's network, without unduly interfering with educational and research use of the network, that include --

(A) The use of one or more technology-based deterrents;

(B) Mechanisms for educating and informing its community about appropriate versus inappropriate

use of copyrighted material, including that described in 34 C.F.R. § 668.43(a)(10);

(C) Procedures for handling unauthorized distribution of copyrighted material, including disciplinary procedures; and

(D) Procedures for periodically reviewing the effectiveness of the plans to combat the unauthorized distribution of copyrighted materials by users of the institution's network using relevant assessment criteria. No particular technology measures are favored or required for inclusion in an institution's plans, and each institution retains the authority to determine what its particular plans for compliance with paragraph (b)(30) of this section will be, including those that prohibit content monitoring; and

(ii) Will, in consultation with the chief technology officer or other designated officer of the institution--

(A) Periodically review the legal alternatives for downloading or otherwise acquiring copyrighted material;

(B) Make available the results of the review in paragraph (b)(30)(ii)(A) of this section to its students through a Web site or other means; and

(C) To the extent practicable, offer legal alternatives for downloading or otherwise acquiring copyrighted material, as determined by the institution; and

(31) The institution will submit a teach-out plan to its accrediting agency in compliance with 34 C.F.R. § 602.24(c), and the standards of the institution's accrediting agency upon the occurrence of any of the following events:

(i) The Secretary initiates the limitation, suspension, or termination of the participation of an institution in any Title IV, HEA program under 34 C.F.R. § 600.41 or Subpart G of this part or initiates an emergency action under 34 C.F.R. § 668.83.

(ii) The institution's accrediting agency acts to withdraw, terminate, or suspend the accreditation or preaccreditation of the institution.

(iii) The institution's State licensing or authorizing agency revokes the institution's license or legal authorization to provide an educational program.

(iv) The institution intends to close a location that provides 100 percent of at least one program.

(v) The institution otherwise intends to cease operations; and

(32) The institution will provide all enrolled students with a closed school discharge application and a written disclosure, describing the benefits and consequences of a closed school discharge as an alternative to completing their educational program through a teach-out agreement, as defined in 34 C.F.R. § 602.3, immediately upon submitting a teach-out plan after the occurrence of any of the following events:

(i) The initiation by the Secretary of an action under 34 C.F.R. § 600.41 or Subpart G of this part or the initiation of an emergency action under 34 C.F.R. § 668.83, to terminate the participation of an institution in any Title IV, HEA program.

(ii) The occurrence of any of the events in paragraph (b)(31)(ii) through (v) of this section.

(c) In order to participate in any Title IV, HEA program (other than the LEAP and NEISP programs), the institution must certify that it--

(1) Has in operation a drug abuse prevention program that the institution has determined to be accessible to any officer, employee, or student at the institution; and

(2) (i) Has established a campus security policy in accordance with section 485(f) of the HEA; and

(ii) Has complied with the disclosure requirements of 34 C.F.R. § 668.47 as required by section 485(f) of the HEA.

(d) (1) The institution, if located in a State to which section 4(b) of the National Voter Registration Act (42 U.S.C. 1973gg-2(b)) does not apply, will make a good faith effort to distribute a mail voter registration form, requested and received from the State, to each student enrolled in a degree or certificate program and physically in attendance at the institution, and to make those forms widely available to students at the institution.

(2) The institution must request the forms from the State 120 days prior to the deadline for registering to vote within the State. If an institution has not received a sufficient quantity of forms to fulfill this section from the State within 60 days prior to the deadline for registering to vote in the State, the institution is not liable for not meeting the requirements of this section during that election year.

(3) This paragraph applies to elections as defined in Section 301(1) of the Federal Election Campaign Act of 1971 (2 U.S.C. 431(1)), and includes the election for Governor or other chief executive within such State.

(e) (1) A program participation agreement becomes effective on the date that the Secretary signs the agreement.

(2) A new program participation agreement supersedes any prior program participation agreement between the Secretary and the institution.

(f) (1) Except as provided in paragraphs (g) and (h) of this section, the Secretary terminates a program participation agreement through the proceedings in Subpart G of this part.

(2) An institution may terminate a program participation agreement.

(3) If the Secretary or the institution terminates a program participation agreement under paragraph (f) of this section, the Secretary establishes the termination date.

(g) An institution's program participation agreement automatically expires on the date that--

(1) The institution changes ownership that results in a change in control as determined by the Secretary under 34 C.F.R. Part 600; or

(2) The institution's participation ends under the provisions of 34 C.F.R. § 668.26(a)(1), (2), (4), or (7).

(h) An institution's program participation agreement no longer applies to or covers a location of the institution as of the date on which that location ceases to be a part of the participating institution.

## **WILLIAM D. FORD FEDERAL DIRECT LOAN PROGRAM**

If an institution participates in the William D. Ford Federal Direct Loan (Direct Loan) Program, the institution and its representatives shall comply with, as they become effective, the statute, guidelines, and regulations governing the Title IV, Part D, William D. Ford Federal Direct Loan Program as required by 20 U.S.C. §§ 1087a *et seq.* (Part C) and 34 C.F.R. Part 685.

The institution will:

1. Provide for the establishment and maintenance of a Direct Loan Program at the institution under which the institution will:

Identify eligible students who seek student financial assistance in accordance with Section 484 of the HEA.

Estimate the need of students as required under Title IV, Part F of the HEA.

Provide a certification statement of eligibility for students to receive loans that will not exceed the annual or aggregate limits, except the institution may exercise its authority, under exceptional circumstances identified by the Secretary, to refuse to certify a statement that permits a student to receive a loan, or certify a loan amount that is less than the student's determination of need, if the reason for such action is documented and provided in written form to a student.

Establish a schedule for disbursement of loan proceeds to meet the requirements of Section

## 428G of the HEA.

Provide timely and accurate information to the Secretary concerning 1) the status of borrowers while students are in attendance, 2) any new information pertaining to the status of student borrowers of which the institution becomes aware after the student leaves the institution, and 3) the utilization of Federal funds under Title IV, Part D of the HEA at such times and in such manner as prescribed by the Secretary.

2. Comply with requirements established by the Secretary relating to student loan information with respect to the Direct Loan Program.
3. Provide that students at the institution and their parents (with respect to such students) will be eligible to participate in the programs under Title IV, Part B of the HEA, Federal Family Education Loan programs, at the discretion of the Secretary for the period during which such institution participates in the Direct Loan Program, except that a student or parent may not receive loans under both Title IV, Part B and Part D of the HEA for the same period of enrollment.
4. Implement a quality assurance system, as established by the Secretary and developed in consultation with institutions of higher education, to ensure that the institution is complying with program requirements and meeting program objectives.
5. Not charge any fees of any kind, regardless of how they are described, to student or parent borrowers for loan application, or origination activities (if applicable), or the provision and processing of any information necessary for a student or parent to receive a loan under Title IV, Part D of the HEA.
6. Originate loans to eligible students and parents in accordance with the requirements of Title IV, Part D of the HEA and use funds advanced to it solely for that purpose.
7. Provide that the note or evidence of obligation of the loan shall be the property of the Secretary.
8. Comply with the provisions regarding student claims and disputes of 34 C.F.R. § 685.300(d) (borrower defense claims in an internal dispute process), (e) (class action bans), (f) (predispute arbitration agreements), (g) (submission of arbitral records), (h) (submission of judicial records), and (i) (definitions).
9. Comply with other provisions as the Secretary determines are necessary to protect the interest of the United States and to promote the purposes of Title IV, Part D of the HEA.
10. Accept responsibility and financial liability stemming from its failure to perform its functions under this Program Participation Agreement.

## **CERTIFICATIONS REQUIRED FROM INSTITUTIONS**

The Institution should refer to the regulations cited below. Signature on this Agreement provides for compliance with, as they become effective, the certification requirements under 34 C.F.R. Part 82, "New Restrictions on Lobbying," 34 C.F.R. Part 84, "Governmentwide Requirements for Drug-Free Workplace (Financial Assistance)," 2 C.F.R. Part 180, Subpart C, "OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement)," 2 C.F.R. Part 3485, "Nonprocurement Debarment and Suspension," and 34 C.F.R. Part 86, "Drug and Alcohol Abuse

Prevention." Breach of any of these certifications constitutes a breach of this Agreement.

## **PART 1 CERTIFICATION REGARDING LOBBYING; DRUG-FREE WORKPLACE; DEBARMENT, SUSPENSION AND OTHER RESPONSIBILITY MATTERS; AND DRUG AND ALCOHOL ABUSE PREVENTION**

### *1. Lobbying*

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 C.F.R. Part 82, for persons entering into a Federal contract, grant or cooperative agreement over \$100,000, as defined at 34 C.F.R. Part 82, §§ 82.105 and 82.110, the undersigned certifies, to the best of his or her knowledge and belief, that:

- (1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan or cooperative agreement.
- (2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions.
- (3) The Institution shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants and contracts under grants, loans and cooperative agreements) and that all subrecipients shall certify and disclose accordingly.

### *2a. Drug-Free Workplace (Grantees Other Than Individuals)*

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 C.F.R. Part 84, Subpart B, for grantees, as defined at 34 C.F.R. Part 84, §§ 84.200 through 84.230 -

The Institution certifies that it will or will continue to provide a drug-free workplace by:

- (a) Publishing a drug-free workplace statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;
- (b) Establishing an on-going drug-free awareness program to inform employees about-
  - (1) The dangers of drug abuse in the workplace;
  - (2) The Institution's policy of maintaining a drug-free workplace;
  - (3) Any available drug counseling, rehabilitation, and employee assistance programs; and
  - (4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;
- (c) Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);
- (d) Notifying the employee in the statement required by paragraph (a) that, as a condition of



employment under the grant, the employee will -

- (1) Abide by the terms of the statement, and
  - (2) Notify the employer in writing if he or she is convicted for a violation of a criminal drug statute occurring in the workplace no more than five calendar days after such conviction;
- (e) Notifying the agency, in writing, within 10 calendar days after receiving notice under this subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director, Grants and Contracts Service, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, DC 20202. Notice shall include the identification number(s) of each affected grant;
- (f) Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted -
- (1) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1972, as amended; or
  - (2) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;
- (g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

### ***2b. Drug-Free Workplace (Grantees Who Are Individuals)***

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 C.F.R. Part 84, Subpart C, for recipients who are individuals, as defined at 34 C.F.R. Part 84, § 84.300 -

1. As a condition of the grant, the Institution certifies that it will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity related to the award; and
2. If any officer or owner of the Institution is convicted of a criminal drug offense resulting from a violation occurring during the conduct of any award activity, the Institution will report the conviction, in writing, within 10 calendar days of the conviction, to: Director, Grants and Contracts Service, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, DC 20202. Notice shall include the identification number(s) of each affected grant.

### ***3. Debarment, Suspension, and Other Responsibility Matters***

As required by Executive Order 12549, Debarment and Suspension, and implemented at 2 C.F.R. Part 180, for prospective participants in primary covered transactions as defined at 2 C.F.R. Part 180, §§ 180.200 and 180.210, the Institution certifies that it and its principals (per 2 C.F.R. § 180.335):

- (a) Are not presently debarred, suspended, proposed for debarment, voluntarily excluded, or disqualified;
- (b) Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public or private agreement or transaction; violation of Federal or State antitrust statutes, including those proscribing price fixing between competitors, allocation of customers between competitors, and bid rigging; commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, tax evasion, receiving stolen property, making false claims, or obstruction of justice; or commission of any other offense indicating a lack of business integrity or business honesty that seriously and directly affects their present responsibility.

- (c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (b) of this certification; and
- (d) Have not within a three-year period preceding this application had one or more public transactions (Federal, State, or local) terminated for cause or default.

#### ***4. Drug and Alcohol Abuse Prevention***

As required by the Drug-Free Schools and Communities Act Amendments of 1989, which added section 1213 to the Higher Education Act, and implemented at 34 C.F.R. Part 86, the undersigned Institution certifies that it has adopted and implemented a drug prevention program for its students and employees that, at a minimum, includes--

1. The annual distribution in writing to each employee, and to each student who is taking one or more classes for any kind of academic credit except for continuing education units, regardless of the length of the student's program of study, of:
  - Standards of conduct that clearly prohibit, at a minimum, the unlawful possession, use, or distribution of illicit drugs and alcohol by students and employees on its property or as part of any of its activities.
  - A description of the applicable legal sanctions under local, State or Federal law for the unlawful possession or distribution of illicit drugs and alcohol.
  - A description of the health risks associated with the use of illicit drugs and the abuse of alcohol.
  - A description of any drug or alcohol counseling, treatment, or rehabilitation or re-entry programs that are available to employees or students.
  - A clear statement that the Institution will impose disciplinary sanctions on students and employees (consistent with local, State and Federal law), and a description of those sanctions, up to and including expulsion or termination of employment and referral for prosecution, for violation of the standards of conduct. A disciplinary sanction may include the completion of an appropriate rehabilitation program.
2. A biennial review by the Institution of its program to:
  - Determine its effectiveness and implement changes to the program if they are needed.
  - Ensure that its disciplinary sanctions are consistently enforced.

## PART 2 CERTIFICATION REGARDING DEBARMENT, SUSPENSION, DISQUALIFICATION, AND VOLUNTARY EXCLUSION -- LOWER TIER COVERED TRANSACTIONS

The Institution is to obtain the signatures of Lower Tier Contractors on reproduced copies of the certification below, and retain the signed certification(s) in the Institution's files.

<b>CERTIFICATION BY LOWER TIER CONTRACTOR</b> <b>(Before Completing Certification, Read Instructions for This Part, below)</b>	
<p>(1) The prospective lower tier participant certifies by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, voluntarily excluded, or disqualified from participation in this transaction by any Federal Department or Agency.</p> <p>(2) Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.</p>	
<hr/> Name of Lower Tier Organization	<hr/> PR/Award Number or Project Name
<hr/> Name of Authorized Representative	<hr/> Title of Authorized Representative
<hr/> Signature of Authorized Representative	<hr/> Date

1. By signing and submitting this proposal, the prospective lower tier participant is providing the certification set out below.
2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.
3. The prospective lower tier participant shall provide immediate written notice to the person to which this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
4. The terms "covered transaction," "debarred," "suspended," "disqualified," "lower tier covered transaction," "participant," "person," "primary covered transaction," "principal," "proposal," "voluntarily excluded," as used in this clause, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to whom this proposal is submitted for assistance in obtaining a copy of those regulations.
5. The prospective lower tier participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.
6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled "Certification Regarding Debarment, Suspension, Disqualification, and

Voluntary Exclusion--Lower Tier Covered Transactions," without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.

7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that is not debarred, suspended, disqualified, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may, but is not required to, check the Nonprocurement List.
8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, disqualified, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

**NOTE:** A completed copy of the "Certification Regarding Debarment, Suspension, Disqualification and Voluntary Exclusion--Lower Tier Covered Transactions" form must be retained by the Institution. The original blank certification must be returned with the PPA.

**IN WITNESS WHEREOF**

the parties hereto have caused this Agreement to be executed by their duly authorized representatives:

Signature of Institution's Chief Executive Officer: M. McDonough Date: 2-4-20

Print Name and Title: MICHAEL McDONOUGH, PRESIDENT

For the Secretary: \_\_\_\_\_ Date: \_\_\_\_\_  
U.S. Department of Education



Report List | Web Report List

FSA ID: LENNY.MESONAS.FSA logged on as: LENNY MESONAS from [RARITAN VALLEY COMMUNITY COLLEGE](#) / TG53687 / SC441SL

ID: **DRC035** Type: --Select--

Name: SCHOOL COHORT DEFAULT RATE HIST RPT

[Return to Report List](#)

[Go to Report Log](#)

### Report Parameters

School: 007731  
 EXTRACT TYPE: STANDARD  
 Sort By: --Select--  
 Output Medium: SAIG

### Cohort Default Rate History List

Select	Fiscal Year	Rate Type	Numerator	Denominator	Rate	Process Date
<input type="checkbox"/>	2018	3YR DRAFT	40	492	8.1	01/30/2021
<input type="checkbox"/>	2017	3YR OFFICIAL	59	511	11.5	08/08/2020
<input type="checkbox"/>	2017	3YR DRAFT	59	511	11.5	01/25/2020
<input type="checkbox"/>	2016	3YR OFFICIAL	62	531	11.6	08/03/2019
<input type="checkbox"/>	2016	3YR DRAFT	62	531	11.6	01/26/2019
<input type="checkbox"/>	2015	3YR OFFICIAL	58	563	10.3	08/18/2018
<input type="checkbox"/>	2015	3YR DRAFT	58	563	10.3	01/27/2018
<input type="checkbox"/>	2014	3YR OFFICIAL	76	596	12.7	08/05/2017
<input type="checkbox"/>	2014	3YR DRAFT	76	596	12.7	01/28/2017
<input type="checkbox"/>	2013	3YR OFFICIAL	50	538	9.2	08/06/2016
<input type="checkbox"/>	2013	3YR DRAFT	50	538	9.2	01/23/2016
<input type="checkbox"/>	2012	3YR OFFICIAL	51	513	9.9	08/08/2015
<input type="checkbox"/>	2012	3YR DRAFT	51	513	9.9	01/24/2015
<input type="checkbox"/>	2011	2YR OFFICIAL	34	443	7.6	07/27/2013
<input type="checkbox"/>	2011	2YR DRAFT	34	443	7.6	02/23/2013
<input type="checkbox"/>	2011	3YR OFFICIAL	38	443	8.5	07/26/2014
<input type="checkbox"/>	2011	3YR DRAFT	37	442	8.3	01/11/2014
<input type="checkbox"/>	2010	2YR OFFICIAL	35	333	10.5	08/04/2012
<input type="checkbox"/>	2010	2YR DRAFT	35	333	10.5	02/11/2012
<input type="checkbox"/>	2010	3YR OFFICIAL	54	328	16.4	07/28/2013
<input type="checkbox"/>	2010	3YR DRAFT	54	329	16.4	02/24/2013
<input type="checkbox"/>	2009	2YR OFFICIAL	28	303	9.2	07/30/2011
<input type="checkbox"/>	2009	2YR DRAFT	28	303	9.2	01/16/2011
<input type="checkbox"/>	2009	3YR OFFICIAL	41	303	13.5	08/05/2012
<input type="checkbox"/>	2009	3YR DRAFT	41	303	13.5	02/12/2012
<input type="checkbox"/>	2008	2YR OFFICIAL	34	297	11.4	07/31/2010
<input type="checkbox"/>	2008	2YR DRAFT	34	296	11.4	01/02/2010
<input type="checkbox"/>	2008	3YR TRIAL	N/A	N/A	N/A	04/14/2011
<input type="checkbox"/>	2007	2YR OFFICIAL	29	281	10.3	08/01/2009
<input type="checkbox"/>	2007	2YR DRAFT	29	288	10	01/03/2009
<input type="checkbox"/>	2007	3YR TRIAL	N/A	N/A	N/A	10/30/2009
<input type="checkbox"/>	2006	2YR OFFICIAL	21	285	7.3	08/02/2008
<input type="checkbox"/>	2006	2YR DRAFT	21	287	7.3	01/05/2008
<input type="checkbox"/>	2006	3YR TRIAL	N/A	N/A	N/A	10/29/2009
<input type="checkbox"/>	2005	2YR OFFICIAL	32	280	11.4	07/28/2007
<input type="checkbox"/>	2005	2YR DRAFT	32	285	11.2	01/06/2007
<input type="checkbox"/>	2005	3YR TRIAL	N/A	N/A	N/A	10/29/2009
<input type="checkbox"/>	2004	2YR OFFICIAL	21	261	8	07/29/2006
<input type="checkbox"/>	2004	2YR DRAFT	18	175	10.2	01/07/2006
<input type="checkbox"/>	2003	2YR OFFICIAL	13	223	5.8	07/30/2005
<input type="checkbox"/>	2003	2YR DRAFT	13	224	5.8	01/08/2005
<input type="checkbox"/>	2002	2YR OFFICIAL	16	175	9.1	07/31/2004
<input type="checkbox"/>	2002	2YR DRAFT	16	175	9.1	01/10/2004

<input type="checkbox"/>	2001	2YR OFFICIAL	24	203	11.8	08/02/2003
<input type="checkbox"/>	2001	2YR DRAFT	24	203	11.8	01/12/2003
<input type="checkbox"/>	2000	2YR OFFICIAL	9	148	6	08/03/2002
<input type="checkbox"/>	2000	2YR DRAFT	10	149	6.7	01/13/2002
<input type="checkbox"/>	1999	2YR OFFICIAL	7	190	3.6	08/04/2001
<input type="checkbox"/>	1999	2YR DRAFT	7	190	3.6	01/13/2001
<input type="checkbox"/>	1998	2YR OFFICIAL	14	162	8.6	09/27/2000
<input type="checkbox"/>	1998	2YR DRAFT	14	163	8.5	12/18/1999
<input type="checkbox"/>	1997	2YR OFFICIAL	18	194	9.2	08/28/1999
<input type="checkbox"/>	1997	2YR DRAFT	18	194	9.2	02/27/1999
<input type="checkbox"/>	1996	2YR OFFICIAL	24	185	12.9	09/26/1998
<input type="checkbox"/>	1996	2YR DRAFT	24	186	12.9	03/28/1998
<input type="checkbox"/>	1995	2YR OFFICIAL	21	139	15.1	09/27/1997
<input type="checkbox"/>	1995	2YR DRAFT	20	144	13.8	03/29/1997
<input type="checkbox"/>	1994	2YR OFFICIAL	15	86	17.4	11/02/1996
<input type="checkbox"/>	1994	2YR DRAFT	14	90	15.5	06/06/1996
<input type="checkbox"/>	1993	2YR OFFICIAL	18	92	19.5	01/14/1996
<input type="checkbox"/>	1993	2YR DRAFT	19	94	20.2	06/18/1995

Submit

The Cohort Default Rates listed above may not reflect changes that have resulted from the Cohort Default rate challenge/adjustment/appeal processes.

PRIVACY ACT OF 1974 (AS AMENDED)





([https://cm.maxient.com/reportingform.php?RaritanValleyCC&layout\\_id=3](https://cm.maxient.com/reportingform.php?RaritanValleyCC&layout_id=3))

## Student Feedback & Concern Form (Click here)

([https://cm.maxient.com/reportingform.php?RaritanValleyCC&layout\\_id=3](https://cm.maxient.com/reportingform.php?RaritanValleyCC&layout_id=3))

([https://cm.maxient.com/reportingform.php?RaritanValleyCC&layout\\_id=3](https://cm.maxient.com/reportingform.php?RaritanValleyCC&layout_id=3))

*(This form will open in a new tab or window.)*

At Raritan Valley Community College we want to provide you with the highest levels of customer service to ensure you have a great experience with us. We want to resolve all concerns and complaints to your satisfaction quickly and effectively. If our service has not met your expectations or you have a concern with any aspect of your experience with the college, we would like you to tell us. You can also use this form to submit the positive interactions you have had as well as aspects of the college that you feel deserve recognition.

Thank you in advance for taking the time to help improve the Raritan Valley Community College experience. If you would like specific information about reporting complaints and concerns, please review the information below. This form, however, will provide you with a quick and easy way to have your information routed.

### **STUDENT COMPLAINT REPORTING POLICIES AND PROCEDURES**

Raritan Valley Community College (RVCC) is committed to providing clear, accessible avenues for students to submit complaints when they encounter a problem that they cannot resolve.

#### **ACADEMIC COMPLAINTS**

Student complaints of an academic nature should initially be discussed between the student and the student's instructor. Failing a satisfactory resolution of the problem at this level, the student should consult with the appropriate department chairperson. Should the student still feel that a satisfactory resolution has not been achieved, the student may request that the appropriate Division Dean review the matter.

#### **DISABILITY ACCOMMODATIONS**

Students with a complaint/ grievance concerning accommodations should submit a Level I grievance, using this electronic form ([https://cm.maxient.com/reportingform.php?RaritanValleyCC&layout\\_id=3](https://cm.maxient.com/reportingform.php?RaritanValleyCC&layout_id=3)), to the Director of Disability Services to resolve the complaint:

Rikita Singh

College Center C-124

908-526-1200 x 8921

[rikita.singh@raritanval.edu](mailto:rikita.singh@raritanval.edu) (<mailto:rikita.singh@raritanval.edu>)

The grievance should be filed within 45 days of the alleged violation. If the student does not think that the matter has been resolved at this level, he/she may submit the complaint to the Dean of Student Affairs within 10 days of the level I appeal:

Jason Fredericks

College Center Suite C-143

908-526-1200 x 8311

[jason.fredericks@raritanval.edu](mailto:jason.fredericks@raritanval.edu)

If there is a need for a final appeal, it should be sent to:

Cheryl Wallace, Executive Director of Human Resources and Labor Relations

Human Resources, Somerset Hall, S220

908-526-1200 x8260

[cheryl.wallace@raritanval.edu](mailto:cheryl.wallace@raritanval.edu) (mailto:cheryl.wallace@raritanval.edu)

## **SEXUAL MISCONDUCT AND VIOLENCE**

Raritan Valley Community College affirms the rights of its students to thrive in an environment free from violence and sexual misconduct (sexual assault, dating/domestic violence, and sexual exploitation). Sexual offenses violate college regulations and criminal law. Any reported violation will be treated swiftly through established college disciplinary procedures and/or legal avenues. Reports of sexual misconduct and violence can be reported to Campus Safety (College Center Basement, S010, 908-526-1200 x8370) and/or the Dean of Student Affairs:

Jason Fredericks

College Center Suite C-143

908-526-1200 x 8311

[jason.fredericks@raritanval.edu](mailto:jason.fredericks@raritanval.edu) (mailto:jason.fredericks@raritanval.edu)

## **STUDENT HARASSMENT, INTIMIDATION, AND BULLYING**

It is the intention of RVCC to create, promote, and maintain a safe educational environment in which all students are treated with dignity and respect. Accordingly, student harassment, intimidation, and bullying are strictly prohibited on the College campus; at any other location where the College offers courses or sponsors events; and/or at or in connection with any College-sponsored function or event. This prohibition applies to all students and to all employees of the College, including student workers, and to all consultants, contractors, and other individuals performing work for the College. Potential violations of this policy should be reported electronically via <https://cm.maxient.com/reportingform.php?RaritanValleyCC> (<https://cm.maxient.com/reportingform.php?RaritanValleyCC>) or in person to the Dean of Student Affairs:

Jason Fredericks

College Center Suite C-143

908-526-1200 x 8311

[jason.fredericks@raritanval.edu](mailto:jason.fredericks@raritanval.edu) (mailto:jason.fredericks@raritanval.edu)

## **TECHNOLOGY SERVICES AND GENERAL COMPLAINTS**

At Raritan Valley Community College, students are provided the highest levels of service to ensure that their experience at the College is a positive one. RVCC attempts to quickly and effectively resolve all concerns and complaints to students' satisfaction. Students can report concerns or complaints about any aspect of their experience with the college by submitting this form online:

The form must be accessed via RVCC Commons: [https://cm.maxient.com/reportingform.php?RaritanValleyCC&layout\\_id=3](https://cm.maxient.com/reportingform.php?RaritanValleyCC&layout_id=3)  
([https://cm.maxient.com/reportingform.php?RaritanValleyCC&layout\\_id=3](https://cm.maxient.com/reportingform.php?RaritanValleyCC&layout_id=3))

## **TITLE IX: SEXUAL HARASSMENT AND UNLAWFUL DISCRIMINATION**

Raritan Valley Community College does not discriminate on the basis of age, color, creed, religion, disability, marital status, veteran status, national origin, race, sex, sexual orientation, gender identity or gender expression. This nondiscrimination policy covers all aspects of student life including admission, instruction, financial aid, educational services, and athletics. To file a Title IX complaint, please contact the Title IX Administrator:

Cheryl Wallace, Executive Director of Human Resources and Labor Relations

Human Resources, Somerset Hall, S220

908-526-1200 x8260

[cheryl.wallace@raritanval.edu](mailto:cheryl.wallace@raritanval.edu) (mailto:cheryl.wallace@raritanval.edu)

## **STATE OF NEW JERSEY - OFFICE OF THE SECRETARY OF HIGHER EDUCATION (NJ-OSHE)**

1 John Fitch Way 10th floor, Trenton, NJ 08625; 609- 292-4310

Students have the right to file a complaint with the NJ OSHE. However, students must first attempt to resolve the complaint directly with RVCC's administration. NJ-OSHE will not review a complaint until all grievance procedures at RVCC have been followed, all avenues of appeal exhausted, and documentation provided that such procedures have been exhausted.

<https://www.state.nj.us/highereducation/OSHEComplaintInstructions.shtml>  
(<https://www.state.nj.us/highereducation/OSHEComplaintInstructions.shtml>)

### **MIDDLE STATES COMMISSION ON HIGHER EDUCATION (MSCHE)**

3624 Market Street, 2nd Floor West, Philadelphia, PA 19104; 267-284-5000

Students have the right to file a complaint with MSCHE at any time regarding RVCC's compliance with the Commission's Requirements of Affiliation, standards, or policies or regarding RVCC's compliance with its own policies or procedures. Individuals interested in submitting information regarding an institution's status to be considered during an upcoming accreditation review should follow the Commission's policy on Third-Party Comment. The Commission reserves the right to review incoming complaints under either policy as appropriate to the circumstances. All complaints must be submitted online using the Commission's official **Complaints and Third Party Comment Form** (insert hyperlink). Complaints submitted without this form completed in its entirety will not be reviewed by the Commission.

Matters outside of the Commission's purview include disputes between individuals and affiliated institutions about admission, grades, granting or transferability of credits, application of academic policies, fees or other financial matters, disciplinary matters, contractual rights and obligations, personnel decisions, or similar matters.



## QUESTIONS, COMMENTS, & CONCERNS

Do you have a question or concern that you would like communicated to the college? Are you not sure where to go for help? Do you have an issue or complaint that you are not able to resolve? We believe providing a mechanism for comments to be heard, gives us the opportunity to improve our services. Please use this form to communicate your question or concern to the college and it will be answered by the appropriate administrator.

### Background Information

Your full name:

Your phone number:

Your email address:

Nature of this report (Required):

Please Choose...

Date (Required):

mm/dd/yyyy

Location (Required):

Please select a location ...

Specific location:

## Person / (s) Involved

Name

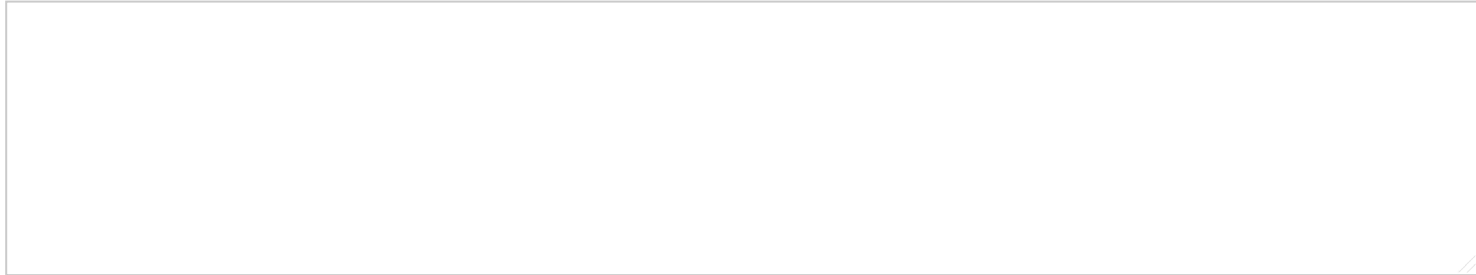
Phone number

Email address

[Add another party](#)

## Please describe the situation.

Write your comments below. (Required)



## Supporting Documentation

Photos, video, email, and other supporting documents may be attached below. 5GB maximum total size.

**Attachments require time to upload, so please be patient after submitting this form.**

Choose files to upload	<b>Choose Files</b>
------------------------	---------------------

Email me a copy of this report

**Submit report**



# Academic Concerns Reporting Form

## Procedure for Addressing Academic Concerns

1. Discuss your concerns with the instructor. Most often an issue can be resolved with a conversation. Visit the instructor during office hours or ask before or after class when would be a good time to meet. If you are nervous about doing this alone, ask a classmate or friend to join you.
2. If your issue is not addressed by a discussion with the instructor, the next step is to talk with the department chair. The list below includes subject areas under each department.
3. If you do not feel the issue is resolved with the department chair, the next step is to discuss the matter with the appropriate divisional dean.

### The exceptions to this process are:

- Safety concerns should always be addressed to Campus Security in the lower level of Somerset Hall or by calling 908-213-8800. Red phones are located in hallways and will connect immediately to Campus Security.
- Charges of harassment by an employee must be addressed to the Executive Director of Human Resources (Cheryl Wallace), in Somerset 220.
- Charges of harassment by another student should be addressed to the Office Dean of Student Affairs, College Center C-143.
- If you are unsure how to proceed you can always meet with an advisor or personal counselor in the office of Advising and Counseling Services located in the College Center Suite 165.

## Background Information



Your full name:

Your phone number:

Your email address:

Your physical address:

Nature of this report (Required):

**i** [Learn more](#)

Academic Department (Required):

**i** [Learn more](#)

Date of incident (Required):

**i** [Learn more](#)

Time of incident:

**i** Learn more

Location (Required):

Please select a location ...

**i** Learn more

## Name of People Involved

Name or Organization

Select Role

**Add another party**

## Description / Narrative

Please provide a detailed description of the incident/concern.

Who have you spoken to about this issue so far? (Required)

## Supporting Documentation

Photos, video, email, and other supporting documents may be attached below. 5GB maximum total size.

**Attachments require time to upload, so please be patient after submitting this form.**

Choose files to upload

Choose Files

Email me a copy of this report

**Submit report**



# POLICIES & CONSUMER INFORMATION

[Home](#) > [Policies & Consumer Information](#)

## MAKING AN INFORMED DECISION

As a public institution, Raritan Valley Community College is committed to providing you with all the information you need to make an informed decision about selecting a college. We comply with all federal and state laws and regulations.

## CONSUMER INFORMATION FROM A-Z

Gain a greater understanding of Raritan Valley Community College by reviewing a wide range of consumer information. Find information on everything from academic programs to financial aid procedures to student outcomes.

- [General Policies](#)

## COMPLIANCE INFORMATION YOU NEED TO KNOW

The federal and state governments have enacted a number of laws and rules that are designed to protect the health, safety and welfare of our students. Find out who you need to contact to learn more about a specific law and its enforcement.

- [Compliance Information](#)

## HANDY INFORMATION ON POLICES AND REGULATIONS FOR STUDENTS

The Student Handbook, which is available free at the start of each semester, provides comprehensive information about all rules and regulations governing students. It also provides a planner and guide to the offices and services on campus.

- [Student Handbook](#)

## PROTECTION OF STUDENT RECORDS FERPA

The Family Educational Rights and Privacy Act of 1974 protects the privacy of education records, establishes the right of students to inspect and review their education records, and provides guidelines for contesting information in these records. It also restricts parental access to information because under the law college students are considered responsible adults who may determine who will receive information about them.

- [FERPA](#)

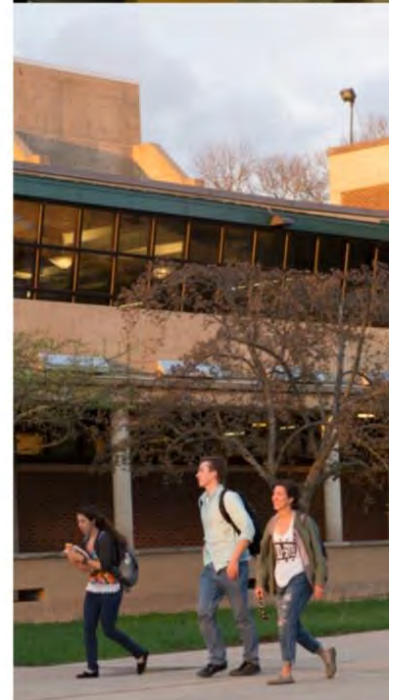
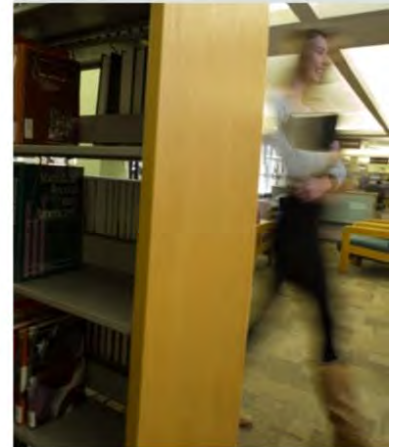
## ANTI-DISCRIMINATION AND SEXUAL HARASSMENT

- [Policy](#)



**CONTACT RVCC**

NEED INFO




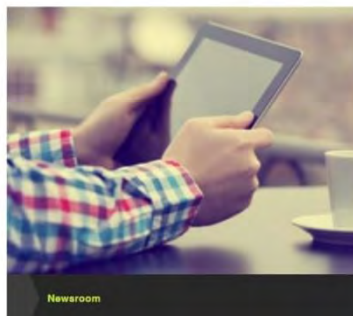
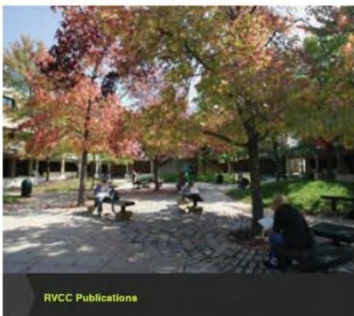
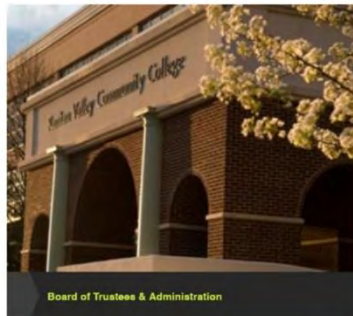
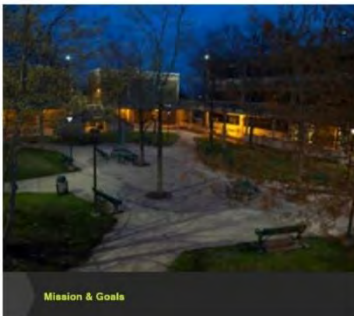


# GENERAL INFORMATION


Home > General Information

## RECOGNIZED NATIONALLY, DEDICATED TO THE COMMUNITY

RVCC is nationally recognized for its educational excellence, innovative programming, dedicated service to the community, and environmental leadership. The diversity found on our campus enriches us all, and the educational opportunities we offer extend far beyond the classroom.



**CONTACT RVCC**  
NEED INFO



**VISIT RVCC**  
Getting here  
DIRECTIONS & MAP



## COVID UPDATE

### COVID VACCINATIONS REQUIRED, [CLICK HERE](#)

Face masks required in campus buildings.

Last updated: Jan 18, 2022 12:15pm



## ACCREDITATION

Raritan Valley Community College is accredited by the Middle States Commission on Higher Education, 3624 Market Street, Philadelphia, PA 19104, (267) 284-5000. The Middle States Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation.



All accreditation documents are available for review during regular business hours.

## Statement of Accreditation Status

The Statement of Accreditation Status (SAS) is the official statement of the Middle States Commission on Higher Education (MSCHE) about each institution's current accreditation status and scope of accreditation. The SAS also provides a brief history of the actions taken by the Commission.

**Institution:** Raritan Valley Community College, Branchburg, NJ

**Chief Executive Officer:** Dr. Michael McDonough, President

**Carnegie Classification:** Associate's Colleges: High Transfer-Mixed Traditional/Nontraditional » Two-year, large

**Control:** Public

**Former Name(s):** Somerset County College (7/24/1987)

**Address:** 118 Lamington Road, Branchburg, NJ 08876

**Phone:** 608-523-1200

**URL:** [www.raritanvcc.edu](http://www.raritanvcc.edu)

**Accreditation Liaison Officer (ALO):** Dr. Patrice Gouveia Marks

**Commission Staff Liaison:** Dr. Robert Bonfiglio, Vice President

## Accreditation Summary

For more information, see the [Commission's Accreditation Actions Policy and Procedures](#).

**Phase:** Accredited

**Status:** Accreditation Reaffirmed

**Accreditation Granted:** 1972

**Last Reaffirmation:** 2017

**Next Self-Study Evaluation:** 2021-2022

**Next Mid-Point Peer Review:** 2026

## RVCC Self Study 2021-2022

- [Self-Study Design](#)

## Program Accreditations

### Credit Programs

Program	Accrediting Body	Reaffirmed
Nursing	The most recent accreditation decision made by the ACEN Board of Commissioners for the associate degree nursing program is Continuing Accreditation. — View the public information disclosed by the ACEN regarding this program at <a href="http://www.acenursing.us/accreditedprograms/programSearch.htm">http://www.acenursing.us/accreditedprograms/programSearch.htm</a>	1969-2028
Automotive Technology-Master Automobile Service Technology	Automotive Service Excellence (ASE) Education Foundation	(Initial Accreditation) Aug 2021 - Sept 2026
Health Information Technology	Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM)	Inactive. Teach Out 8/2021 - 8/2023
Medical Assistant Certificate program	Commission on Accreditation of Allied Health Education Programs (CAAHEP) upon the recommendation of the Medical Assisting Education Review Board (MAERB)	2011 - Oct. 2029
Occupational Therapy/Occupational Therapy Assistant Program	Accreditation Council for Occupational Therapy Education (ACOTE) <a href="https://acoteonline.org/schools/ota-associate/?cn-cat-in%5B%5D=6&amp;cn-cat-in%5B%5D=15&amp;cn-region=NJ">https://acoteonline.org/schools/ota-associate/?cn-cat-in%5B%5D=6&amp;cn-cat-in%5B%5D=15&amp;cn-region=NJ</a>	Academic years 2019/2020 - 2026/2027
Ophthalmic Science	Commission on Opticianry Accreditation	2020-2022
Paralegal Studies Program	approved by American Bar Association <a href="#">click here</a>	Feb. 2016 -



## Non-Credit Programs

Program	Accrediting Body	Reaffirmed
Certified Nurse Assistant	NJ Department of Health and Senior Services	
Dental Radiology License EKG Technician certification	State of NJ Dental Radiologic Technology Board of Examiners American Society of Phlebotomy Technicians (ASPT)	Dec. 2019-present Dec. 2019-Dec. 2020
Pharmacy Technician Certification	National Pharmacy Technician Certification Board	
Phlebotomy lab assistant certification	American Society of Phlebotomy Technicians (ASPT)	Dec. 2019-Dec. 2020



## Locations

The following represents branch campuses, additional locations, and other instructional sites that are included within the scope of the institution's accreditation:

LOCATION	TYPE	Program Offered
Bayside State Prison Department of Corrections, Bayside State Prison, 4293 Rt. 47 Leesburg, NJ 08327	Additional Location	Associate of Arts in Liberal Arts
East Jersey State Prison 1100 Woodbridge Road Rahway, NJ 07065	Additional Location	Associate of Arts in Liberal Arts
Edna Mahan Correctional Facility for Women 30 Route 513 Clinton, NJ 08809	Additional Location	Associate of Arts in Liberal Arts
Garden State Youth Correctional Facility 55 Hogback Rd Crosswicks, NJ 08515	Additional Location	Associate of Arts in Liberal Arts
Hunterdon Polytech Career Academy 8 Bartles Corner Road Flemington, NJ 08822	Additional Location	Associate of Arts in Liberal Arts
William H. Fauver Youth Correctional Facility 31 Petticoat Lane Annandale, NJ 08801	Additional Location	Associate of Arts in Liberal Arts
New Jersey State Prison Department of Corrections, New Jersey State Prison, 600 Cass Street Trenton, NJ 08608	Additional Location	Associate of Arts in Liberal Arts
Northern State Prison 168 Frontage Rd Newark, NJ 07114	Additional Location	Associate of Arts in Liberal Arts
South Woods State Prison 215 S Burlington Rd Bridgeton, NJ 08302	Additional Location	Associate of Arts in Liberal Arts



Southern State Correctional Facility 4295 N Delsea Drive Delmont, NJ 08314	Additional Location	Associate of Arts in Liberal Arts
Bound Brook High School 111 W Union Ave Bound Brook, NJ 08805	Other Instructional Site	English Comp I & II Precalc I & II Quantitative Reasoning Calculus I Pathways to College Success Computer Concepts & Programs Intro to Python Programming
Bridgewater- Raritan High School 600 Garretson Rd Bridgewater, NJ 08807	Other Instructional Site	English Comp I
Central Jersey Prep Charter School 17 Schoolhouse Road Somerset, NJ 08873	Other Instructional Site	Precalc I & II Statistics I & II English Comp I English Comp II Personal Finance Intro to Business 2D Design
Clinton First Aid and Rescue Squad, Clinton EMS Training Room 48 Old Highway 22, P.O. Box 5265 Clinton, NJ 08809	Other Instructional Site	
Delaware Valley High School 19 Senator Stout Road Frenchtown, NJ 08825	Other Instructional Site	English Comp I Precalc I&II Env Sci & Sustainability Intro to Theatre (Fa 2019)
First Energy Corporation Power Systems Institute 400 Lincoln Street Phillipsburg, NJ 08865	Other Instructional Site	
Franklin High School 500 Elizabeth Ave Somerset, NJ 08873	Other Instructional Site	English Comp I & II Intermediate Spanish I Conversational Spanish Principles of Bio Precalc I & II Modern Dance I
Hillsborough High School 466 Raider Boulevard Hillsborough, NJ 08844	Other Instructional Site	Statistics I English Comp I & II Calculus I Foundations Of Education Personal Finance Intro to Video Production Intro to Weight Training US History 202 Intermediate Italian II Intro to Psych
Hunterdon Central High School 84 New Jersey 31 Flemington, NJ 08822	Other Instructional Site	English Comp I & II Human Bio (full year) Number Systems (full year) Financial Accounting Computer Concepts & Program



Hunterdon Polytech Career Academy 8 Bartles Corner Road Flemington, NJ 08822	Other Instructional Site	Anatomy & Physiology I & II (one sec pre-nursing/one section exercise science) Elements of Physical Fitness (Fa) Prevention & Care of Athletic Injuries (Fa) Intro to Criminal Justice (Fa) Police and Community (Sp) Medical Terminology (Fa) Foundations of Education (Fa) Cardiovascular Conditioning (Sp) Intro to Weight Training (Sp) First Aid/CPR (Sp) Current Health Issues (Sp 21) Intro to Public Health (Sp 21) Pathophysiology (Sp 21)
Manville High School 1100 Brooks Blvd Manville, NJ 08835	Other Instructional Site	Precalc I & II Calculus I & II
North Hunterdon High School 1445 New Jersey 31 Annandale, NJ 08801	Other Instructional Site	English Comp I Intro to Psych
North Plainfield High School 34 Wilson Avenue North Plainfield, NJ 07060	Other Instructional Site	English Comp I & II French Conversation & Comp I & II Precalc I & II Quantitative Reasoning Infants and Toddlers Modern Dance I (Sp 2021)
Ridge High School 268 South Finley Aveue Basking Ridge, NJ 07920	Other Instructional Site	Financial Accounting Personal Finance
Robert Wood Johnson University Hospital 110 Rehill Avenue Somerville, NJ 08876	Other Instructional Site	
RVCC at Bridgewater 14 Vogt Drive Bridgewater, NJ 08807	Other Instructional Site	
Somerset County Emergency Services Training Academy 402 Roycefield Road Hillsborough, NJ 08844	Other Instructional Site	
Somerset County Vocational and Technical High School 14 Vogt Drive Bridgewater, NJ 08807	Other Instructional Site	Academy for Health & Medical Sciences (AHMS) English Comp I Human Bio Electrical Environmental Control (Fa 19)
Somerville High School 222 Davenport St Somerville, NJ 08876	Other Instructional Site	Liberal Arts Academy (SALA) English Comp I
Thomas Edison Energysmart Charter School 150 Pierce Street Somerset, NJ 08873	Other Instructional Site	General Science Academy (Class of 2021) Environmental Science Academy (ESA) (9th, 10th, 11th grades)
Voorhees High School 256 County Road 513 Glen Gardner, NJ 08826	Other Instructional Site	English Comp I (changed to full yr in 2018) Intro to Psych Human Bio

## Transfer (Articulation) Agreements

RVCC has Transfer (Articulation) Agreements with the following colleges and universities. This listing of Colleges and Universities does not represent articulation for all degree programs. For detailed information on specific programs for a particular school, make an appointment with a Transfer Counselor in the Advising and Counseling Services Department (908) 526-1200, ext. 8336.



[Albright College](#), PA

Accounting, Business Administration, Information Systems, Organizational Behavior/Applied Psychology, Crime & Justice. To view the transfer agreement click [here](#)

[American University](#), DC

Honors Program transfer agreement. To view the agreement click [here](#)

[The American University of Paris](#)

A transfer agreement was ratified in September 2013 covering 14 degree programs at AUP. The agreement provides for guaranteed admission for RVCC AA & AS graduates with the requisite GPA and standing. Details on the agreement can be viewed by clicking <http://www.aup.edu/admissions/undergraduate/transfer-students/partner-universities#rartan> Students are advised to seek appropriate documentation needed such as a passport and visa. AUP courses are taught in English and the University is accredited in the United States through the Middle States Association. In addition to the website link on the left, here is a brief video [https://www.youtube.com/watch?feature=player\\_embedded&v=jBFilmihcc](https://www.youtube.com/watch?feature=player_embedded&v=jBFilmihcc)

[American Public University](#)

Block transfer agreement for all RVCC AA and AS degree programs. For a copy of this transfer agreement click [here](#)

[Argosy University](#), CA

A transfer agreement with Argosy was ratified in 2014. To view the agreement click [here](#) To view the transfer guides click [here](#)  
[This college closed in March 2019; the agreement is still posted here for the benefit of previous students and referral information.](#)

[The Art Institute of Philadelphia](#)

A transfer agreement for RVCC students interested in bachelor degree programs in Graphic Design, Digital Filmmaking, Interior Design, and Culinary Management was updated in 2014. Details on the agreement can be found [here](#). This college closed in 2019 and the agreement still appears here for the benefit of previous students and referral information on their website.

[Benedict College](#), SC

To view the transfer articulation agreement for all bachelor degree programs click [here](#)

[Berkeley College](#), NJ

A new transfer agreement was ratified in June 2015 covering majors including Accounting, Management, Fashion Merchandising, Financial Services, General Business, Graphic Design, Health Services Management, Interior Design, International Business, Criminal Justice, Legal Studies, and Marketing Communication. To view the agreement click [here](#) (note scroll down to appendix to see course transfer information).

For information about Berkeley College scholarships click [here](#)

[Bloomfield College](#), NJ

Covers 43 majors offered

[Dual Admissions & Transfer Articulation Agreements](#)

In 2017 a new transfer agreement was ratified for students interested in the B.S. degree program in Game Programming. To view the agreement click [BloomfieldGameSigned.pdf](#)

[Burlington College](#), VT

A transfer agreement assuring guaranteed acceptance of RVCC Associate degree graduates with a minimum cumulative grade point average of 3.0 or better. To view the entire transfer agreement click [here](#). Note Burlington College ceased operations and the agreement is still posted here for the benefit of previously enrolled students.

[Capella University](#), MN

(Distance Learning College)

To view the transfer agreement between Capella and RVCC click [here](#). To view the landing pages for the agreement click [here](#)

[Caldwell University](#), NJ

Transfer of up to 75 credits for AA/AS RVCC graduates; to view the Dual Admission and Transfer Articulation agreement click [here](#)

[Cedar Crest College](#), PA

To view a transfer course equivalency table click [here](#). To view the latest information on transfer scholarships go to the Cedar Crest home page.



[Centenary University, NJ](#)

A Guaranteed Admissions Agreement between Centenary and RVCC was ratified in September 2011. This agreement covers 22 degree programs. To view the agreement and see the alignment of courses for each major click [here](#). The Guaranteed Admissions Agreement requires the student to submit an Intent to Transfer form. The access this form click [here](#). *Social Work transfer agreement signed 12/07/08*. To view the Social Work agreement click [here](#).  
To view scholarship information click [here](#)

In 2018 RVCC and Centenary signed a joint admissions agreement for students earning the RVCC Associate Arts degree in Education into Centenary University's Bachelor of Arts in Elementary Education Liberal Arts. agreement requires students to submit a "letter of intent" prior to completion of 30 credits at RVCC. To access intent to transfer form click here [CentenaryIntentToTransfer.pdf](#)  
To view the entire agreement click here [CentenaryEducationAgreement.pdf](#)

[The City University of New York](#)

A transfer agreement for RVCC graduates of the Health Information Technology program to enter the CUNY B.S. degree program in Health Information Management. To view the agreement click [here](#).

[The College of New Jersey, NJ](#)

Engineering Science, and Exercise Science

For information about the Technological Studies program click [here](#).

An Exercise Science transfer agreement was ratified in 2018. To view this agreement click [here](#). [TCNJExerciseSci.pdf](#)

[The College of New Rochelle \(NY\)](#)

A transfer agreement was ratified in August 2012 covering RVCC A.A., A.S., and A.A.S. degree programs. The agreement provides for full junior status upon acceptance for RVCC graduates with the requisite GPA. To view the agreement click [here](#)

[College of Saint Elizabeth, NJ](#)

A Dual Admission transfer agreement was ratified in Sept. 2013 covering Biology and Chemistry majors. Details will be posted here soon.

Special agreement for Paralegal Studies A.A.S. To view the agreement click [here](#) A joint admission agreement was signed in March 2011 that allows RVCC graduates of the Women and Gender Studies program to enter the Bachelor's degree in Women's Studies at the College of Saint Elizabeth. The agreement allows RVCC graduates to transfer up to 96 credits toward fulfillment of the B.A. in Women's Studies. To view the agreement click [here](#) To view transfer agreements for majors in Mathematics and Computer Science click [here](#)

[Colorado State University- Global Campus](#)

A transfer agreement was ratified in August 2013. To view the agreement, click [here](#)

[Cornell University \(NY\)](#)

Transfer agreement with College of Human Ecology covering these majors: Nutritional Sciences, Human Biology/Health & Society, Human Development, Policy Analysis & Management, Design & Environmental Analysis/Interior Design, Design & Environmental Analysis/Facility Planning & Management, Design & Environmental Analysis/Human Factors/Ergonomics, Fiber Science/Apparel Design option, Fiber Science/Apparel Design/Textile Management option, Fiber Science/Apparel Design/ Fiber Science option.

For further information contact the Transfer Services department (908)526-1200 ext. 8333

To view a copy of the agreement click [here](#).

[Davenport University \(MI\)](#)

Transfer articulation agreement for RVCC's Health Information Technology graduates to transfer into Davenport's Health Information Management bachelors degree program. Davenport's upper division courses can be completed via online courses. To view the agreement, click [here](#)

[Delaware Valley University, PA](#)

Updated 10/2017. Guaranteed Admission for RVCC graduates with an Associate in Science (A.S.) or Associate in Arts (A.A.) in one of the following programs: Biology, Business Administration, Chemistry, Criminal Justice, General Business, Environmental Science, Pre-Medicine, Pre-Veterinary. Students must achieve a minimum GPA of 2.0 and satisfy all of DVU's transfer requirements. Transfer Merit Scholarships range from \$12,000-\$21,000 per year in addition to \$1,000 for PTK members. To view the agreement click [here](#)

[DeSales University, PA](#)

Course by course transfer agreement, updated Jan. 2010. To view course equivalencies click [here](#). For information on online programs click [here](#)

To view the transfer agreement approved in 2012 click [here](#)



<a href="#">DeVry University</a> , NJ	Computer Information Systems and Business Administration
<a href="#">Drew University</a> , NJ	A Dual Admissions Agreement was ratified Sept. 2013 offering RVCC AA, AS and AFA grads with the requisite GPA a guaranteed admission to the University. The agreement also allows RVCC students the chance to try out a Drew course prior to transfer at the RVCC tuition rate. See an RVCC transfer advisor for details and the sign up letter of intent. To view the agreement click <a href="#">here</a> . To obtain the "intent to transfer form" click <a href="#">DrewIntent.pdf</a> A transfer agreement between the Drew University College of Liberal Arts and various Honors programs at RVCC was ratified in July 2017. To view this agreement click <a href="#">here</a> . In 2018 a transfer agreement was ratified for students interested in enter the BA/MAT program in Elementary or Secondary Teacher Education. To view this agreement click <a href="#">DrewEducation.pdf</a>
<a href="#">Drexel University</a> , PA	Nursing (RN to BSN online)
<a href="#">East Stroudsburg University</a> , PA	Transfer agreements for Exercise Science and the Sport Management majors were ratified in September 2014. To view Exercise Science, revised in November 2019 click <a href="#">ESUexercise science.pdf</a> . To view Sport Management click <a href="#">here</a> . A reverse transfer agreement was also ratified; to view click <a href="#">here</a>
<a href="#">Emerson College</a> , MA	A transfer agreement with Emerson College was ratified in January 2019. The agreement provides guaranteed admission to RVCC students who have earned a minimum GPA of 3.0 with at least 32 credits completed at RVCC. Note certain majors require an artistic review for admission. To view this agreement click <a href="#">Emerson.pdf</a> . In February 2020 Emerson announced that RVCC was selected as one of the colleges that qualified graduates could be offered the Next Step Emerson scholarship, a \$26,000 award. PTK scholarships were also increased to \$8,000. For details go to <a href="#">Emerson Scholarships</a>
<a href="#">Excelsior College</a> , NY	A transfer agreement with Excelsior was ratified 7/31/13. A "landing page" with additional information for students can be viewed by clicking <a href="#">here</a>
<a href="#">Fairleigh Dickinson University</a> , NJ	The RVCC-FDU SCHOLARS PROGRAM agreement was ratified in August 2015 and updated in 2017. This agreement provides 40% reduction in tuition for eligible students. For information about this agreement click <a href="#">FDUScholar2.pdf</a> . The "intent to enroll" form that is needed for participation in the Scholars Program can be assessed by clicking <a href="#">here</a> . To view the full Scholars Program agreement click <a href="#">here</a> .
<a href="#">Felician University</a> , NJ	Business Management, Elementary Education, Early Childhood Education; to view the transfer agreement covering Business and Healthcare Administration majors click <a href="#">here</a>
Fashion Institute of Technology	A transfer agreement between RVCC's AFA degree in Visual Communication and the BFA degree in Toy Design was ratified in 2019. To view the agreement click here <a href="#">Articulation FIT Raritan Toy-Design SIGNED 030519.pdf</a> For more information on the Toy Design program go to <a href="#">FIT Toy Design</a>
<a href="#">Georgian Court University</a> , NJ	Business, Accounting programs
<a href="#">Grand Canyon University</a> , AZ	An Education Alliance agreement was ratified 6/25/14 that provides RVCC graduates with a 10% tuition reduction. To view the Alliance details click <a href="#">here</a> .
<a href="#">Howard University</a>	A transfer agreement was ratified on 12/3/15 that provides for guaranteed admission for eligible RVCC graduates. To view the agreement click <a href="#">here</a>
<a href="#">John Jay College of Criminal Justice</a> , CUNY, NY	To view the agreement for Police Studies click <a href="#">here</a>  To view the agreement for the Sociology major click <a href="#">here</a>  To view the agreement for the Anthropology major click <a href="#">here</a>
<a href="#">Johnson and Wales University</a> , RI	A transfer agreement between the AAS in Food & Beverage Management at RVCC with the B.S. program in Restaurant, Food & Beverage Management at JWU in effect until August 2016. To view the agreement click <a href="#">here</a>
<a href="#">Jones International University</a>	(Distance Learning College)



[Kean University](#), NJ

Joint Admission Program Agreements: Biotechnology, Accounting, Chemistry: Expanded ACS, Criminal Justice, International Business, Management Information Systems, Marketing, Studio Arts, Sociology, Theatre, Early Childhood Education, Management Science, English, Communications, Fine Arts, Biology, Math, Math with Teacher Certification, Computer Science, Nursing, Chemistry

For information about the Kean University Nursing programs offered on the RVCC campus go to this website link <https://sites.google.com/a/kean.edu/kean-university-school-of-nursing-offsite-program-at-rvcc/>

Course by course

[Kutztown University](#), PA

Kutztown University and RVCC developed a transfer agreement in 2019. The agreement provides that qualified students can have a guaranteed acceptance into Kutztown with junior standing and a waiver of the application fee. Participation requires that students submit a "letter of intent" prior to completion of 30 credits at RVCC. To view the essentials of the agreement in brief, click on the fact sheet here [KutztownFactSheet.pdf](#)

To access the letter of intent click here [KutztownLetterOfIntent.pdf](#)

To access the full agreement click here [KutztownAgreement.pdf](#)

[Laboratory Institute of Merchandising](#), NY

Program to program

[La Salle University](#), PA

A Core-to-Core, Program-to-Program Dual Admissions agreement was ratified in May 2018. To view the agreement click [La Sallefinal.pdf](#)

[Lincoln University](#), PA

Guaranteed Admissions Transfer Agreement ratified in June 2012. To view the Agreement click [here](#)

[Long Island University](#), Brooklyn Campus

A transfer agreement providing for transfer with junior standing into bachelor degree programs in Visual Arts, Applied Music, Media Arts, Speech, Journalism, Music Performance or Theory, Studio Art, Computer Art, and Jazz Studies ratified in August 2014. To view the agreement click [here](#).

[Lynn University](#), FL

Program to program, AA &AS Degrees

[Moore College of Art & Design](#) (PA)

Ratified in 2017 a transfer agreement was approved for Interior Design. RVCC graduates with the AS degree in Interior Architecture and Design can transfer 63 credits into Moore's BFA program in Interior Design. To view the agreement click [MooreInterior\\_Design.pdf](#)

[Millersville University](#), PA

Transfer agreements were ratified in 2016 to include programs in Business and Communications. To view the agreements click [Millersville.pdf](#)

[Monmouth University](#) (NJ)

A transfer agreement that provides a pathway for RVCC graduates to enter Monmouth University bachelor degree programs in Computer Science and Software Engineering with junior standing. The agreement includes transfer scholarship money for RVCC graduates in Computer Science, Computer Programming, and Computer Networking who have a cumulative grade point average of 3.25 or greater.

To view the 2012 Summer Science Research program click [here](#)

[Montclair State University](#), NJ

Dual Admission, Course by course for 12 Liberal Arts majors, Business Administration, Legal Studies program, Teacher Education

[Moravian College](#)

A comprehensive transfer agreement with Moravian was ratified in December 2013. To view the agreement including course equivalencies see the landing page by clicking [Moravian transfer agreement](#)

[Muhlenberg College](#), PA

Wescoe School, majors in Business Administration, Information Systems, Resource Management



[New Jersey Institute of Technology](#), NJ

Program by program Joint Admission: Business Administration, Computer Science, Mathematics, Electronics Technology, Engineering Science, Management, Science Technology & Society, Biology, Information Technology, Environmental Science, Engineering Technology, Electrical & Computer Technology, Statistics & Actuarial Science.

To view the Engineering 2 + 2 Connect Agreement click [here](#).

 [New York Institute of Technology: Ellis College](#), NY

All Bachelor degree programs

[Northwood University](#), FL

Direct transfer agreement: Accounting, Automotive Marketing/Management\*, Automotive Aftermarket Management, Banking & Finance/Management\*, Computer Information Management, Fashion Marketing/Management\*(MI & TX only), Entertainment, Sports & Promotion Management, Hotel, Restaurant & Resort/Management\*, International Business/Management\*, Management, Management/Economics\* (MI only), Management Information Systems/Management\*, Marketing/Management\*, Verbatim, Systems/Management\* (TX only). \* Dual Majors

[Norwich University](#), VT

A transfer agreement for RVCC Criminal Justice graduates to complete the Bachelor of Science degree in Criminal Justice via online courses. To view the agreement click [here](#)

[Palmer College of Chiropractic](#), IA

Pre Chiropractic

[Penn College of Technology](#), PA

Transfer agreements in HVAC Technology Design *and Building Automation Technology* ratified in October 2012

To read the transfer agreement click [here](#) and [here](#).

[Penn State University/Harrisburg](#)

A transfer articulation agreement was developed in January 2013. To view the program guides to see how RVCC courses will transfer click on this link:

<http://harrisburg.psu.edu/organization/raritan-valley-community-college>

To learn about all baccalaureate programs at the University, click on this link

<http://hbg.psu.edu/Programs/Undergraduate/BaccalaureateDegrees.php>

To view a flier describing a new transfer scholarship called the "Discover Award" click [Penn State Discover Awards.pdf](#)

[Pennsylvania Academy of the Fine Arts](#)

A transfer agreement with PAFA was ratified in 2019. To view the agreement along with course equivalency information click here [Fully executed agreement.RVCC.pdf](#)

[Peirce College](#), PA

Paralegal Studies Bachelor's Degree Completion Plan

[Pillar College \(NJ\)](#)

Guaranteed admission transfer agreement for three majors: Business Administration & Management, Psychology & Counseling, Biblical Studies. To view the agreement click [here](#)

[Rennes School of Business](#) (France)

Ratified in 2018 this transfer agreement allows RVCC Business graduates the opportunity to transfer to an AACSB-accredited school located in Rennes France. Qualified RVCC graduates can complete their bachelors degree in one year of full-time study plus a required internship (minimum of 8 weeks and can be done in any country). The coursework for the program in International Bachelor Program in Management is taught in English. To view the agreement click [RennesSigned.pdf](#)

[Rider University](#), NJ

Guaranteed transfer agreement providing full junior status to AA and AS degree graduates of RVCC. Students must declare their participation with a letter of intent and follow a prescribed program with a minimum grade point average which varies by major. The agreement also provides students with an opportunity to take a Rider course free of tuition. The agreement, ratified in 2016, provides transfer articulation for 18 Rider majors: Biology, Chemistry, Environmental Sciences, Nursing (online), Elementary Education, Criminal Justice, Sport Management, Business Administration, Global Supply Chain Management, Finance, Health Care Management, English, Communications, Mathematics, Political Science, Sociology, Psychology, and History. To view the agreements click [RiderAgreements](#). To access the Intent to Enroll to sign up for guaranteed transfer admission click [Rider Intent to Enroll Form](#)

[Rochester Institute of Technology](#), NY

Human Resource Management, Marketing, Management, Finance, Manufacturing & Materials Management, Retail Management, Environmental Management





[Rutgers University](#), School of Management & Labor Relations

A transfer agreement for the B.S. program in Labor and Employment Relations was ratified in 2017. To view the agreement click [RutgersLabor.pdf](#)

[Rutgers Business School, New Brunswick, NJ](#)

The Rutgers Business School and RVCC ratified a transfer agreement that facilitates direct enrollment by RVCC Honors College graduates into the Rutgers Business School. Details and requirements of the agreement are posted [here](#)

Rutgers University Camden

Rutgers University Camden and RVCC have articulation agreements for the Bachelor degree programs in Crim. Justice and in Liberal Studies. The agreements allow RVCC graduates to complete their BA degree by taking the Rutgers coursework on the RVCC campus via the RVCC University Center. For more information go to [www.rutgersatrvcc.org](http://www.rutgersatrvcc.org)

[Rutgers: Edward J. Bloustein School of Planning and Public Policy](#)

A transfer agreement was ratified and effective beginning November 1, 2015. This agreement provides for direct admission and transfer of 60 credits for qualified RVCC graduates into the following majors: Health Administration, Public Policy, Public Health, and Urban Planning & Design. To read the transfer agreement click [here](#)

Rutgers University/Newark

Rutgers University Newark and RVCC have an articulation agreement for the Bachelor degree program in Psychology. The agreement allows RVCC graduates to complete their BA degree by taking the Rutgers coursework on the RVCC campus via the RVCC University Center. For more information go to [www.rutgersatrvcc.org](http://www.rutgersatrvcc.org)

[St. Joseph's University, PA](#)

Collegiate Partnership providing transfer scholarships for online education.

[Saint Peters University, NJ](#)

Course by course transfer equivalency information available and guaranteed admission for RVCC grads with associate degree

[School of the Art Institute of Chicago](#)

A transfer agreement ratified in October 2013 provides for the transfer of up to 66 RVCC credits. Students must meet all SAIC admissions requirements including the SAIC studio review via portfolio. To view the articulation matrix between the colleges go to [www.saic.edu/admissions/ug/transferandprior-degreestudents/](http://www.saic.edu/admissions/ug/transferandprior-degreestudents/)

To view the transfer agreement click [SAICdoc.pdf](#)

[School of Visual Arts, NY](#)

Transfer agreement for the RVCC AFA in Visual Arts to the BFA in Fine Arts at SVA. To read the transfer agreement click [here](#)

[St. Petersburg College, FL](#)

Veterinary Technology (online program)

[Schiller International University, FL](#)

Program Agreements: International Business

[Seton Hall University, NJ](#)

Seton Hall University and RVCC ratified a transfer agreement effective beginning July 1, 2011. The agreement covers academic majors throughout the University. Specified in the agreement are minimum grade point averages defined by major, Core waiver information and transfer scholarship information. The agreement also provides "dual admissions" opportunities for qualified students. For more information and a copy of the agreement contact the Transfer Services office.

For a copy of the Transfer Agreement, click [here](#).

[Shippensburg University of Pennsylvania, PA](#)

Course by course. For course equivalency table, please click [here](#).

[Southern New Hampshire University](#)

A transfer agreement was ratified in February 2014 and an amendment in 2015 with the SNHU College of Online and Continuing Education. The agreement guarantees the transfer of a minimum of 60 credits for RVCC graduates with an AA or AS degree. The agreement also provides for a 10% tuition reduction and application fee waiver. Ten academic majors are covered under the agreements: Communications, Public Relations, Professional Writing, Sociology, Psychology, Marketing, Management, Technical Management, Graphic Design, and Nursing. The full agreement and an amendment can be viewed [here](#) and [here](#). A landing page with more complete information was developed in July 2019 and can be accessed here: [Southern New Hampshire University landing page](#)

[Strayer University, PA](#) (multiple campuses & online)

Strayer has campuses in many states including the Piscataway NJ campus as well as online degree programs. RVCC and Strayer ratified a transfer articulation agreement in 2005 that is still in effect. To view Strayer's Experienced Student Scholarship click [here](#)



[Thomas A. Edison State University](#), NJ

In 2020 TESU introduced the 3 + 1 Pathways Program for NJ community college students. This program allows students to transfer up to 90 credits from the community college. The program is open to students who complete the AA, AS, and AAS degrees for details click on [3 + 1 Pathways Program](#)  
To view a video about the 3 + 1 Pathways program click on [3 + 1 Pathways video](#)  
Bachelor of Arts: Liberal Arts (all options), Bachelor of Science in Business Administration: Business Programs (All A.S. and A.A.S. Programs), Bachelor of Science in Human Services: Criminal Justice, Early Childhood Education, Human Services, Paralegal Studies Bachelor of Science in Applied Science & Technology: Aviation Flight Technology, Engineering Science, Computer Science, Construction Technology, Electronics Technology, Mechanical Design Technology, Manufacturing Engineering Technology, Engineering Science, Respiratory C Construction, Fiber Optics. \*If Registered Respiratory Therapist  
In May of 2018 RVCC signed a new partnership agreement with the W. Cary Edwards School of Nursing at Thomas Edison State University. For full details about the agreement click [W. Cary Edwards School of Nursing](#)

[Touro University International](#), CA

Online degree completion programs in Business, Computer Science, Information Technology Management

[Trident University International](#)

A transfer agreement was approved in 2015 providing course equivalencies as well as tuition discounts. To view the agreement click [here](#)

[Unity College](#), ME

A transfer agreement was ratified in July 2014 that provides a pathway for RVCC graduates with the AS degree in Biology to transfer to Unity College with full junior standing for BS degree programs in Biology, Sustainable Energy Management, Marine Biology, and Earth and Environmental Science. To view the agreement click [here](#).

[University of Greenwich, London, UK](#)

A transfer progression agreement was ratified in July 2013. To view a copy of the agreement, click [here University of Greenwich](#). To transfer to the University students will need to obtain a valid passport and visa. To view an information DVD about the University click [here](#). To view the landing page for the agreement click [here](#). The agreement covers over 50 academic majors ranging from business, liberal arts, computing, film and media, creative writing, and many more. To view the program alignments between RVCC and Greenwich, including required prerequisite courses and minimum gpa click on these links: [here](#), [here](#) and [here](#)

[University of Lincoln](#) (UK)

Coming in mid-May 2016, a transfer agreement with this University located in Lincolnshire England. Students accepted under this agreement will receive a 20% tuition discount.

[The University of the West of England](#)

A transfer agreement with this University located in Bristol England was ratified in 2016. To view the agreement click [UWEMOU.pdf](#)

[University of Phoenix](#), AZ

(Distance Learning College)  
A transfer agreement was updated in 2018. To view the agreement click here [Phoenix2018.pdf](#)

[Upper Iowa University](#), IA

Accounting, Management, Technology Information Management, Criminal Justice, Marketing

For additional transfer information click on this link:

<http://www.uiu.edu/admissions/transfer/articulation/articulationagreements/raritan.html>

[Wesley College](#), DE

Program by program: Accounting, Biology, Business Administration, Business Management, Chemistry, Communications, Computer Information Systems-except Computer Operation Option, General Science, Humanities, Liberal Arts, Marketing, Mathematics, Nursing, Retail Merchandising, Social & Behavioral Sciences.

[Widener University](#), PA

Course by course  
For information about online opportunities click [here](#)

[Wilkes University](#) (PA)

A Nursing transfer agreement was ratified in August 2015 providing substantial tuition discounts for students pursuing an online BSN degree. For details click on the landing page [here](#)

[William Paterson University](#) (NJ)

A transfer articulation agreement was ratified in 2015 for the College of Education. To view the agreement click [here](#). Transfer agreements for Sports Management and Exercise Science were approved in 2016; to view click [here](#) and [here](#) To view the agreement for the Cotsakos College of Business click [here](#)

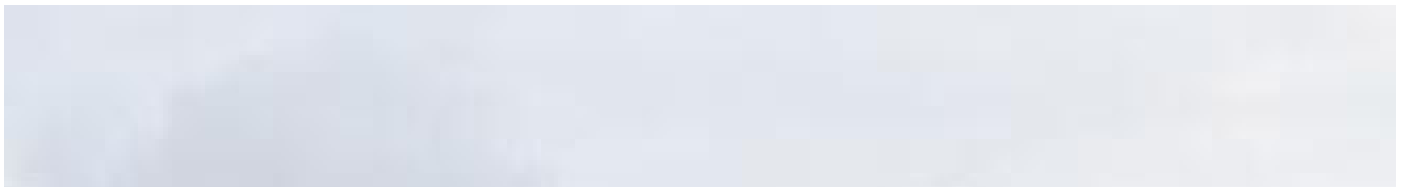
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[Wilmington University](#) (DE)

A Direct Transfer Agreement was ratified with the University in Spring 2012. RVCC graduates can transfer up to 75 credits and complete the remaining courses for the bachelor's degree via either online courses or campus-based courses. For more information click

[Wilmington Direct Transfer](#)

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### RVCC's Nursing Program Receives Continuing Accreditation Through 2028

Tuesday, October 20, 2020



Raritan Valley Community College's Nursing program has received continuing accreditation through 2028 from the Accreditation Commission for Education in Nursing (ACEN).

"The continuing accreditation of RVCC's Nursing program is a testament to our dedicated, knowledgeable and resourceful Nursing faculty members, who have advanced training in the field and years of valuable experience working in hospitals and other medical facilities," said Dr. Deborah E. Preston, RVCC Vice President of Academic Affairs and Provost. "Because of the quality of the program, medical centers and healthcare facilities in the region are eager to hire RVCC Nursing graduates," Dr. Preston continued.

The College offers both an Associate of Applied Science Degree in Nursing (RN) and an Associate of Applied Science Degree in Nursing (PN/AD Option).

The Nursing program prepares students to take the National Council Licensure Examination for Registered Nurses (NCLEX-RN). The course of study is designed as a career program, and graduates may continue their studies for a Baccalaureate Degree in Nursing at a four-year institution. The program includes nursing courses, general education courses and clinical experiences. These experiences are based in a variety of healthcare settings in acute, sub-acute, and long-term care with community-based experiences under the supervision of nursing faculty. In addition, students master nursing intervention skills and experience simulation scenarios in the fully equipped Nursing Simulation Lab.

For additional information, contact Nadine Larson, Coordinator of Health Science Education and the College's Nursing Program, at [nadine.larson@raritanval.edu](mailto:nadine.larson@raritanval.edu) or 908-526-1200, ext. 8610.

Ranked by WalletHub.com and Niche.com as the #1 community college in New Jersey, Raritan Valley Community College has been serving as an academic and cultural center for Somerset and Hunterdon County residents for over 50 years. The College has been nationally recognized for its service to the community, environmental stewardship, and commitment to diversity. It is home to a Planetarium, Science Education Institute and 3M Observatory, a 1,000-seat Theatre offering professional performances for all ages, and an Honors College for high achieving students.

The College offers more than 90 associate degrees and certificates, as well as career training, small business assistance through the Small Business Development Center, and professional development courses. RVCC is located at 118 Lamington Road in Branchburg, NJ. For further information, visit [www.raritanval.edu](http://www.raritanval.edu).

###


FOR IMMEDIATE RELEASE

October 20, 2020

Media contact: Donna Stoizer, 908-526-1200, ext. 8383

PR #32

  
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 [admissions@raritanval.edu](mailto:admissions@raritanval.edu)

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- Paying for College
- Placement Testing
- Course Schedule
- Orientation

**ONLINE TOOLS:**

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- Lion's Den
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- Canvas
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### OTA Program Receives Accreditation Through 2027

Thursday, June 25, 2020



Raritan Valley Community College's Occupational Therapy Assistant program has received accreditation through 2027 from the Accreditation Council for Occupational Therapy Education (ACOTE).

Registration begins July 9 for the next cohort of students in the Occupational Therapy Assistant (OTA) program. The deadline for admissions to the program is November 1 and the next OTA cohort begins in January 2021. For additional information, visit [www.raritanval.edu/admissions](http://www.raritanval.edu/admissions).

In 2018, RVCC became the only community college in New Jersey to offer an Associate of Applied Science (AAS) degree for an in-demand career as an Occupational Therapy Assistant. Occupational Therapy Assistants collaborate with Occupational Therapists to help people improve their functions so they can carry on daily life activities. They provide rehabilitative services to individuals with physical, emotional, mental or developmental impairments. From teaching a stroke victim to brush his teeth, to helping a child in a wheelchair navigate a school hallway, Occupational Therapy Assistants help people of all ages handle daily tasks and regain their independence.

The Occupational Therapy Assistant AAS program is designed for students interested in entering the workforce immediately after graduation. It combines classroom instruction with clinical training in a community setting. The 67-credit program is designed to be completed in two years, with three semesters of full-time coursework and one semester of full-time, 40-hours-per-week fieldwork. Federal and state financial aid options are available for students enrolled in the program.

The program includes courses focusing on such topics as human anatomy and physiology, pediatric/adolescent occupational therapy, kinesiology, interpersonal communications, sociology, psychosocial occupational therapy, adult/geriatric physical rehabilitation, and OTA management and ethics.

In order to practice as an Occupational Therapy Assistant, students must graduate from a program accredited by ACOTE and successfully pass an exam administered by the National Board for Certification in Occupational Therapy (NBCOT).

For information about RVCC's OTA program, visit <http://www.raritanval.edu/occupational-therapy-assistant> or contact Program Director Beau Yiurkic, 908-526-1200, ext. 8416 or [beau.yiurkic@raritanval.edu](mailto:beau.yiurkic@raritanval.edu). For additional information, contact the College's Admissions office, 908-526-1200 ext. 7009 or [admissions@raritanval.edu](mailto:admissions@raritanval.edu).

RVCC is located at 118 Lamington Road in Branchburg, NJ. For further information, visit [www.raritanval.edu](http://www.raritanval.edu).

###

FOR IMMEDIATE RELEASE

June 25, 2020

PR #127

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[ONLINE](#)



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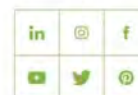
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Debra White, Director of Accreditation  
[director@coaccreditation.com](mailto:director@coaccreditation.com)

PO Box 592, Canton, NY 13617  
703/468 0566

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June 4, 2020

Brian Thomas, Program Coordinator  
Ophthalmic Science  
Raritan Valley Community College  
P.O. Box 3300  
Somerville, NJ 08876

Brian:

The Commission on Opticianry Accreditation (COA) met on May 26, 2020.  
At that meeting your Annual Report was reviewed by the Commissioners.

The Commissioners voted to accept your report. Keep up your remarkable  
work!

Please accept our best wishes for the continued success of your program.

Sincerely,

A handwritten signature in black ink that reads "Debra R. White". The signature is written in a cursive style with a distinct dot over the letter 'i' in "White".

Debra White  
Director of Accreditation

C: Beryl Stetson, Department Chair



# Education Foundation

August 17, 2021

**Program ID: 100445**

Sarah Imbriglio  
Dean of STEM, Health Science Education and Library  
Raritan Valley Community College  
118 Lamington Rd.  
Branchburg, NJ 08876

Dear Dean Imbriglio:

Complete evaluation results of the automobile technician-training program at Raritan Valley Community College have been received and reviewed.

Congratulations! I am pleased to inform you that your program meets the strict industry standards required for accreditation in *Master Automobile Service Technology*.

We compliment you for attaining the level of excellence recognized by the ASE Education Foundation. Both the educational and automotive communities should be proud of your commitment to quality automotive training program

To acknowledge your accomplishment, we are creating a plaque for you that will recognize your school and the level of accreditation your program has obtained.

Again, congratulations on your achievement.

Sincerely,

Michael Coley  
President

cc: Sara Heller, Coordinator  
Brian Ward, ETL

**Accreditation Expiration Date: 9/1/2026**



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QuantAid, LLC  
Bluffton, South Carolina

## DELIVERED VIA EMAIL ONLY

October 9, 2020

Alison Campoli, MSN, RNC, CNE, IBCLC  
Nursing Program Coordinator  
Raritan Valley Community College  
118 Lamington Road  
Branchburg, NJ 08876

Dear Ms. Campoli:

This letter is formal notification of the action taken by the Accreditation Commission for Education in Nursing (ACEN) at its meeting in September 2020. The Board of Commissioners granted continuing accreditation to the associate nursing program and scheduled the next evaluation visit for Spring 2028. Please see ACEN Policy #9 Disclosure of Information About an Accredited Program for the required disclosure statement regarding this decision that must be made to all current and prospective students within seven business days of this letter.

Deliberations centered on the materials available to the Board from this accreditation review process and the recommendation for accreditation proposed by the peer evaluators on the site visit team and the Evaluation Review Panel.

The Board of Commissioners identified the following:

### Areas of Strength

#### **Standard 3 Students, Criterion 3.4**

- Student projects, including a food pantry and uniform recycling, as well as RVCC's services, such as providing gift cards and/or monetary checks to assist students with urgent financial needs are available and aid students both within the nursing program and college wide.

### Areas Needing Development

#### **Standard 1 Mission and Administrative Capacity, Criterion 1.3**

- Ensure that the assessment of end-of-program student learning outcomes is shared with communities of interest.

#### **Standard 4 Curriculum, Criterion 4.8**

- Ensure the total number of credit hours required to complete the defined nursing program of study is consistent with the policies of the state.

#### **Standard 6 Outcomes, Criteria 6.1, 6.2, 6.3, and 6.4**

- Ensure the program demonstrates that there are appropriate assessment methods that results in meaningful data for each end-of-program student learning outcome.



**Areas Needing Development (continued)****Standard 6 Outcomes, Criteria 6.1, 6.2, 6.3, and 6.4**

- Ensure the program demonstrates evidence of a minimum of the three most recent years of available licensure examination pass rate data disaggregated by program option.
- Review and revise the expected level of achievement for program completion to be congruent with the ACEN definition of program completion.
- Ensure there are appropriate assessment methods for program completion that result in meaningful data.
- Ensure the program demonstrates evidence of a minimum of the three most recent years of available program completion data disaggregated by program option.
- Review and revise the expected level of achievement for job placement to be congruent with the ACEN definition of job placement.

Congratulations on this outstanding achievement! We look forward to continued successes for your nursing program. On behalf of the Board of Commissioners, we thank you and your colleagues for your commitment to quality nursing education. In addition to this official letter, your nursing program will receive an ACEN certificate authenticating the Board of Commissioners' decision. The processing of these certificates has been delayed due to the COVID-19 outbreak and will resume when ACEN staff members are able to return to the office. If you have questions about this action or about ACEN policies and procedures, please contact me.

Sincerely,



Marsal P. Stoll, EdD, MSN  
Chief Executive Officer

## **COURSE CREDITS**

### **Authority**

This College policy draws its authority from the following source.

- Middle States Commission on Higher Education

### **Policy**

Course credits at RVCC are measured in Semester Credit Hours. Semester Credit Hours are awarded, in a standard 15-week semester (14 weeks of instruction plus a final examination), as follows:

- Lecture, seminar, or discussion format -- One credit hour represents one hour per week of scheduled lecture/seminar/discussion plus two additional hours of work by students outside of class.
- Laboratory format – One credit hour represents one hour per week of scheduled lecture/discussion, plus 1-2 hours per week of either scheduled and supervised laboratory instruction or independent laboratory work, plus two additional hours of work by students outside of class.
- Supervised or independent practice format (clinical rounds, visual or performing art studio, student teaching, field work, etc.) – One credit hour represents 3-4 hours per week of supervised or independent practice.

For courses offered in a longer or shorter academic term, the times indicated for a standard 15-week semester are appropriately prorated.

For courses taught in non-traditional formats, the academic department offering the course is responsible for ensuring that the levels of faculty and student activity are appropriately comparable to those for the same course taught in a traditional format.

**Responsible Administrator** – Senior Vice President for Academic Affairs

### **Revised and reaffirmed**

- September 2011

**Communication** – This policy is communicated to the College community in the following documents:

- College Catalog
- Faculty Handbook
- College Website

## Outline for Course Proposals (2021-2022)

[The purpose of this format for course proposals is to assist faculty in the preparation of course outlines that are consistent across the college and to facilitate articulation of Raritan Valley Community College's academic courses with those of four-year institutions.]

### RARITAN VALLEY COMMUNITY COLLEGE ACADEMIC COURSE OUTLINE

#### COURSE NUMBER AND TITLE

#### I. Basic Course Information

A. Course Number and Title:

B. New or Modified Course:

C. Date of Proposal: Semester:            Year:

**D. Effective Term: Fall 2022**

E. Sponsoring Department:

F. Semester Credit Hours:

G. Weekly Contact Hours:                      Lecture:  
   Laboratory:  
   Out of class student work per week:

H. Prerequisites/Corequisites:

I. Laboratory Fees: None

J. Name and Telephone Number or E-Mail Address of Department Chair and Divisional Dean at time of approval:

#### II. Catalog Description

**The description should begin with prerequisites and co-requisites (consistent with Section I.H. above).** The course description should be a clear statement that describes the course content and specifies what a successful learner will be able to do upon completion of the course. This course description will appear in College publications including the Catalog.

### III. Statement of Course Need

- A. Briefly provide a rationale for this course. The rationale should describe why the course is needed to supplement or support existing courses and/or programs; and/or how this course meets the needs of a special group of students or segment of the population within the community; and/or why the course was requested by an employer, state agency, trade union, etc.

The rationale should also consider the enrollment history for similar courses within the discipline or program. The course-need statement must provide a sound rationale for the development of the course in terms of its additional value for students.

- B. If course has a lab component, justify the need for the lab.

- C. Please describe the transferability of this course. For example:

1. This course generally transfers as a (identify the specific subject area) general education course.
2. This course generally transfers as a (identify the specific subject area) program requirement.
3. This course generally transfers as a (identify the specific subject area) program elective.
4. If the course is not designed for transfer then that should also be stated.

### IV. Place of Course in College Curriculum

- A. Free Elective (This applies automatically to all college level credit courses in the College.)
- B. This course serves as a General Education course in what categories... (Humanities/History, Communication, Mathematics, Science, etc.)
- C. This course meets a program requirement for.....(list the degree program/s)
- D. To see course transferability: a) for New Jersey schools, go to the NJ Transfer website, [www.njtransfer.org](http://www.njtransfer.org); b) for all other colleges and universities, go to the individual websites.

### V. Outline of Course Content

The course outline provides an overview of the subject content to be covered in the course. It contains sufficient detail so that the scope and depth of the course may be easily inferred and that someone unfamiliar with the subject area will be able to understand what the course entails. The outline order may be either hierarchical or chronological and include activities as well as topical areas. For example:

- A.
1.
    - a.

## VI. General Education and Course Learning Outcomes

**Outcomes** (the term here is synonymous with *instructional objectives* and learning *objectives*) are specific statements about knowledge, competencies, attitudes and/or skills to be acquired by the student upon the completion of the course. The student learning outcomes (SLOs) should be measurable and include an appropriate range of levels from the appropriate domains (cognitive, affective, and psychomotor) described in Benjamin Bloom's *Taxonomy of Educational Objectives*.

### A. General Education Learning Outcomes:

State the **General Education Learning Outcomes** for the academic course.

For example:

**At the completion of the course, students will be able to:**

1. determine the nature and extent of the information needed. (GE- IL)
2. identify and critically evaluate information. (GE- IL)
3. produce accurate lab reports. (GE-1)

### B. Course Learning Outcomes:

State the **learning outcomes** for the academic course.

For example:

**At the completion of the course, students will be able to:**

1. explain major perspectives of psychology.
2. compare and contrast major perspectives.
3. describe advantages and limitations of major theoretical perspectives.

### C. Assessment Instruments

Given the outcomes described above, LIST which of the following assessment methods may be used; please note any instruments that will be **required** to assess outcomes as listed above (e.g., research papers for information literacy):

1. laboratory products
2. art work
3. research papers
4. demonstrations
5. essays
6. journals
7. portfolios
8. computer programs
9. other (please describe)

## VII. Grade Determinants

What factors may enter into the determination of the final? LIST the grade determinants. Please note any grade determinants that will be *required* for the course. For example:

- A. essays
- B. projects
- C. tests
- D. presentations

Given the goals and outcomes described above, LIST the primary formats, modes, and methods for teaching and learning that may be used in the course:

- A. lecture/discussion
- B. small-group work
- C. computer-assisted instruction
- D. guest speakers
- E. laboratory
- F. student oral presentations
- G. simulation/role playing
- H. student collaboration
- I. independent study
- J. other (please describe)

## VIII. Texts and Materials

LIST which of the following types of course materials will be used. Specify title and publication information about textbooks and any other major text sources or other materials.

- A. suggested textbook
- B. primary sources
- C. interviews
- D. journals
- E. reviews
- F. student writing
- G. film and video
- H. audio sources
- I. web sources
- J. other computer-based sources
- K. other

### **The following statement should be included in the outline:**

(Please Note: The course outline is intended only as a guide to course content and resources. Do not purchase textbooks based on this outline. The RVCC Bookstore is the sole resource for the most up-to-date information about textbooks.)

## IX. Resources

What specific or unusual resources (such as library, computer, or laboratory resources) does the College presently have that will be necessary for the course? What additional resources will be needed? List the resources.

Example for *Intro to Contemporary Printmaking*

- A. Printmaking studio with lithography and etching press
- B. Photocopy machine
- C. Exposure table with ultraviolet light source
- D. Computer lab with Photoshop software

## X. Honors Options [if relevant]

Definition: According to the Honors Council, an Honors course is one that enriches and challenges students beyond a course's regular scope and curriculum. An Honors course will offer a sophisticated use of research, introduce intellectually stimulating readings and critical perspectives, promote a higher level of critical discussion and written work, and encourage independent study projects, at the option of the instructor.

State how the Honors Option of this course conforms to this definition.

- A. General Education and Course Learning Outcomes: Specify the additional General Education and Course Learning outcomes for the Honors Option component of this course.
- B. Honors Option Content: Describe the Honors Option activity for the student. Include text and other materials that will be used.
- C. Assessment Instruments for Honors Option Work
- D. Grade Determinants for Honors Option Work



## **English A.A. Program Review**

**March 2021**



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## Program Review Executive Summary

The English A.A. program is a vital contributor to the college's mission as well as to the academic and career success of its graduates. Given that the vast majority of students at RVCC take our composition courses, the English department also contributes to the academic and career success of nearly every student at the college by teaching them the critical reading and writing skills that will serve them well no matter where their futures lead them. Those who major in English benefit from a curriculum that teaches them about literature in both broad survey courses and in courses that focus closely on specific genres. We offer a variety of courses that cultivate a deeper understanding of literature through the lens of gender, race, and ethnic diversity, which is all the more urgent in our global yet divided world. We provide students an opportunity to not only hone their academic writing skills but also to develop their voices as creative writers. In short, our program is comprehensive, prepares students well for transfer to four-year institutions, and cultivates the literacy skills and intellectual curiosity that serve students well in a wide variety of career paths.

In the view of the External Consultant our curriculum is sound and our assessment of that curriculum is effective. One indicator of the overall strength of the program is the fact that an increasing percentage of our majors successfully transfer to four-year schools. The Consultant also commends the variety of expertise that the faculty brings to the department. But what the Consultant foregrounds at the very beginning of his report is the dedication that our faculty have to serving the best interests of our students: "During my May 21, 2021 virtual meeting with the English faculty, a faculty member remarked, 'we need to take care of our students.' Our conversation that day made it clear that indeed, this faculty cares about student learning, but more to the point: they care about the students themselves. If the administration of Raritan Valley Community College takes nothing else from this report, I hope they listen to the English faculty—in their remarks that day, and in the work and self-critique poured into the self-study, they demonstrated that they do, indeed, want to take care of their students."

The Consultant's report notes several opportunities for the program to build on its strengths. These include incorporating digital humanities and STE(A)M in our curriculum, revisiting what we mean by the "writing intensive" designation for our courses, foregrounding the career skills that our courses impart, and improving communication with our alumni and with potential students. Several recommendations lie outside the immediate control of the English department, such as the recommendation to upgrade the computers in our classrooms, reduce our course caps (which are written into the faculty contract), and hire additional full-time faculty members.

The English A.A. plays an important part in the college's efforts to provide students with a well-rounded education. In the words of the Consultant, "Reading and writing skills cut through virtually every career path. Those most skilled at *expression* and *interpretation* are most likely to succeed. Most college programs need more, not less, writing instruction.

Therefore, the need for a dedicated English department at institutions of higher learning has been and remains clear and compelling. The study of writing and literature is more, not less, necessary to navigate the shifting economic and social changes of the 21<sup>st</sup> century."

# **PROGRAM REVIEW SELF-STUDY REPORT**

English A.A.

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Name of Program

April 3, 2021

---

Date of Report

Susan Arvay, Izabela Zieba

---

Name of Faculty member

# 1. Introduction

## A. Program Mission Statement

The English degree program is designed for students interested in exploring how literatures from various places, times, and cultures speak to both their own social and historical contexts as well as to the present day. The program features a broad range of courses in English language, literature, and composition, including introduction to literature, survey courses, genre courses, diversity-based and interdisciplinary courses, and writing-intensive courses. The program will enable interested students to begin their major in English at RVCC and to transfer to a four-year institution to continue their academic advancement on the baccalaureate level.

1. Does this mission statement include the following information?

a. The name of the program.                      Yes   X                        No       

b. The purpose of the program.                      Yes   X                        No       

c. The program's target audience.                      Yes   X                        No       

## B. How does the program's mission advance the mission or goals of the college? (Check all that apply.)

       **Access**—providing universal access to higher education by removing economic, social, geographic, and temporal barriers.

  X   **Transfer**—preparing students for transfer to four-year institutions.

  X   **Career Preparation**—preparing students for a first career, a career change, or career advancement and instilling into them a commitment to the lifelong-learning process required for career progression.

  X   **Basic Skills and Developmental Education**—assisting underprepared students in acquiring the basic skills and knowledge that will allow them to advance to college-level work.

       **Workforce/Economic Development and Community Service**—meeting the educational aspirations of educated adults, employees of local business and industry, and professionals seeking continuing certification, as well as local workforce development needs, including the provision of programs, events, and services for community organizations and the general public.

X   **Other** (specify: e.g., strategic goals or institutional goals)

The mission statement advances the wider institutional mission of RVCC: “Raritan Valley Community College is an educational community that works to develop critical thinking, foster intellectual curiosity, promote leadership, encourage social responsibility, support personal growth, and sustain engaged citizenship within a diverse population of students and community members.” The mission statement of the department also fosters the new strategic goals of the College:

- To offer relevant, innovative, and inclusive programs that foster success for all students and serve the needs of the greater community.
- To improve outcomes and cultivate a lasting sense of community by creating a culture of belonging, equity, and engagement for our students and employees.

### C. Program effectiveness

Program effectiveness is defined as the extent to which a program is achieving its mission. Briefly summarize the extent to which the program is achieving its mission.

The most important goal of the program is to prepare our students for transfer to four-year institutions to continue their literary studies. According to the data, this goal is met more consistently in recent years: while we have fewer students in the program, more of them are successfully transferring. In 2016, only 42.9% did, whereas in 2020, it was 83.3%.

### D. Catalog Description

#### 1. Catalog description.

The English degree program is designed for students interested in exploring how literatures from various places, times, and cultures speak to both their own social and historical contexts as well as to the present day. The program features a broad range of courses in English language, literature, and composition, including introduction to literature, survey courses, genre courses, diversity-based and interdisciplinary courses, and writing-intensive courses. The program will enable interested students to begin their major in English at RVCC and to transfer to a four-year institution to continue their academic advancement on the baccalaureate level.

2. Does this description accurately portray the program?                      Yes   X                        No           

3. Should the current description be modified?                                      Yes   X                                        No

4. If so, what changes are recommended? Explain reasons for any recommended changes.

The department might consider adding information about career opportunities for holders of an English degree; such information is included in the program descriptions at some of our peer institutions.

5. Is information appearing on the RVCC Web pages consistent with the catalog? Yes  X  No \_\_\_\_\_

6. If not, what changes are recommended?

No changes recommended.

**E. Previous Program Review**

1. Date of the last program review.

This is the first program review for the English A.A.

2. Summary of recommendations from prior review.

	<b>Recommendations from previous Program Review</b>	<b>Extent to which recommendations have been implemented or reasons why they haven't been implemented.</b>
1.	N/A	
2.	N/A	
3.	N/A	

## 2. Program Goals/Outcomes

State all of the program goals in terms of intended programmatic outcomes, and for each goal, identify up to three outcomes that can be used to measure the achievement of that goal.

Program Goal	Outcomes
<p>Demonstrate critical thinking by interpreting a variety of texts.</p>	<p>Analyze literary texts within their historical and social contexts, both orally and in writing</p>
	<p>Employ active reading strategies to interpret and evaluate complicated texts</p>
<p>Analyze the influence of various historical and social factors on authors and texts.</p>	<p>Demonstrate how responses of writers to historical events and social structures are influenced by their time, culture, and perspective</p>
<p>Identify and describe key characteristics of various literary genres, periods, and theories.</p>	<p>Explain key characteristics of different periods, traditions, and authors in literature</p>

Program Goal	Outcomes
<p>Compose logical, well-developed essays grounded in careful textual analysis and exhibit clarity and fluency in standard American English.</p>	<p>Use textual evidence to support logical and persuasive claims in writing</p>
	<p>Compose essays that assert and develop a debatable thesis statement by using relevant evidence in academic discourse</p>
<p>Locate, evaluate, and ethically use information to develop arguments in writing.</p>	<p>Assess and utilize scholarly secondary materials to analyze primary texts</p>
	<p>Analyze and synthesize textual evidence to produce academic writing with attribution</p>
	<p>Locate, evaluate, appropriately integrate, and document source material into their writing using a recognized citation style</p>



### 3. Environmental Scan

#### A. Identify current trends in the field or discipline.

Here are the trends that the curricula of our peer institutions demonstrate:

- Many of our peer institutions offer some version of Technical Writing (like writing manuals, for example).
- Some of the peer institutions offer basic courses in Linguistics.
- The trend seems to be to offer options for students who are less interested in literature and thinking about a career in publishing or linguistics.

Here is a list of trends in the discipline, especially in four-year institutions, created in accordance with *Inside Higher Ed* articles listed below:

- Schools that want to increase the number of majors offer fun, effective courses for non-majors in hopes of attracting them to the program.
- A majority of departments offer different tracks or concentrations through the undergraduate major. The most common are literature, creative writing, English education, rhetoric and composition, technical writing, and professional writing or writing studies. Writing is much more popular than literature as a track within the English major.
- The rise of the study of Anglophone literature.
- The introduction of career-preparation modules.
- The “increasing importance of writing in the English major,” meaning composition, rhetoric, professional writing and creative writing.
- Various lines of organization in the major, sometimes by articulating major curricular groupings: for example, forms and genres, regional and historical contexts, and theories of cultural and literary analysis.
- A trend toward one or two required introductory courses to the major, given the historical shift away from common syllabus survey courses.
- Another trend among departments is to frame the English program not just as a program in literature but “more expansively as one in English studies, a term intended to show self-aware hospitality to media, composition, rhetoric, film, cultural studies and other interests that reside in English departments at all types of institutions.”
- The treatment of “media studies” in English departments and the trend toward digital components to the curriculum. Electronic and other new media are increasingly present in the study of reading, writing, editing, design, and literature since “training in digital and related studies can only enhance students’ employment prospects.” To that point, the committee wrote that one of the most interesting developments in various programs is the emergence of career-oriented courses, modules, internships and even concentrations, including professional writing.

- Many departments make use of their websites, blogs, along with social media, internships, and individualized contacts with prospective students to reverse its loss of majors.
- Technical writing (for example, writing manuals) is an increasingly popular and often taught class.
- 100-level literature courses are popular (in form of Introduction to Literature, Introduction to Poetry, Introduction to Drama, etc.)

Flaherty, Coleen. "The Evolving English Major." *Inside Higher Ed*, 18 July 2018.

Jaschik, Scott. "Getting Students to Study Literature." *Inside Higher Ed*, 4 January 2019.

### **B. What has the program done to accommodate these trends?**

The department created a broad and diverse range of elective courses, especially considering the size of the program. Nine of our 22 elective courses (41%) have the GCA (Global and Cultural Awareness) designation.

In AY 2018-2019 the department revised the assignment sequence across our two college-level composition courses, ENGL 111 English Composition I and ENGL 112 English Composition II. The goal was to clarify how ENGL 112 built on the skills developed in ENGL 111 and also to introduce a wider range of types of texts to be assigned in ENGL 112. For many years ENGL 112 has focused on teaching composition using literary texts (short stories, poems, and plays), but now instructors may include texts produced in various media and not focus so strictly on literary works. This makes the course more relevant to the kinds of reading and writing that students do in a highly digital world.

The department is in the process of rethinking the ways in which we attract potential majors to our program and is considering how we can collaborate with RVCC's Marketing team to create digital flyers advertising our electives that could be posted in social media.

**C. What else should the program consider doing to accommodate these trends?**

We should consider more individualized contact with prospective and current majors:

- identify prospective majors at Open House events, encourage to email for more information, and stay in touch during and after the admissions process
- stay in touch with current majors, offer programing and advising for current majors

The department might also consider how to incorporate “electronic and other new media” into its courses.

**D. For A.A. and A.S. programs: Does the program have any articulation or joint admission agreements with other institutions?**

Yes \_\_\_\_\_ No X

Name of Institution	Type of Agreement	Average Number of Students who Transfer Here Each Year.	When were Agreements Last Reviewed or Updated?
n/a			

Have any problems been encountered concerning the transferability of courses? Yes \_\_\_\_\_ No X

If yes, specify the nature of these problems.

**A. For A.A.S. and certificate programs: provide regional workforce data with respect to (1) the numbers of people currently employed in the field; (2) the number of positions currently unfilled; (3) projections for employment growth or decline; and (4) current salary range, median salary, and benefits offered.**

N/A

Summarize and discuss the results of any recent graduate and employer surveys with respect to the success of program graduates in the workplace and the expectations of employers for entry-level positions. **Append details of survey analyses in Appendix A.**

The department has not administered any recent graduate or employer surveys.

**F. Program Advisory Committee**

1. Does the program have an advisory committee? Yes \_\_\_\_\_ No X \_\_\_\_\_

2. If yes, list the names and credentials of the Advisory Committee members.

Committee Members	Credentials
n/a	

3. How often does the Advisory Committee meet? N/A \_\_\_\_\_

4. Specify Advisory Committee contributions to the program’s growth and development.

5. Append minutes of the Advisory Committee's last two meetings.

**Appendix B**

## 4. Curriculum

### A. Identify actions regularly taken by program faculty to ensure that the curriculum remains current.

All course outlines are revised by the English faculty every five years.

### B. Curricular Revisions

1. Discuss (a) new courses, (b) revisions to existing courses, (c) changes in course sequencing, or (d) elimination of courses that have occurred since the last program review.

- a) No new courses have been added within the last five years.
- b) All course outlines have been revised within the last five years.

A team of faculty worked on the new ENGL111-112 sequence in the fall of 2018 and spring of 2019. One of the main goals of this process was to identify the differences between the two courses. Up to that point, we had thought about ENGL111 as focused on non-fiction and ENGL112 as focused on fiction/poetry. Additionally, the team discussed the need for timed essays in both classes and the format of the final exam in 112, as well as the final assignment in 111 (the research paper).

In the new sequence, there are fewer required timed essays in 111, and the final assignment is an annotated bibliography with a reflection rather than a research paper. ENGL112 uses texts with a higher level of complexity, and the assignments ask students to connect texts from different genres. The format of the final exam depends on the professor: it is no longer required that the final exam be a timed essay.

- c) No changes in course sequencing have been implemented in the last five years.
- d) The following courses were removed from the catalog since AY 2015-2016:

ENGL 202 Intro to Literary Theory and Criticism. Lack of Gen Ed status led to declining enrollments, making the course unsustainable.

ENGL 212H World Literature Since the Renaissance Honors. There aren't enough students to sustain an independent honors section unless the course is required by the Honors College.

ENGL 222H American Literature: Post-Civil War to the Present Honors. There aren't enough students to sustain an independent honors section unless the course is required by the Honors College.

ENGL 228 Psychology and Literature. Lack of Gen Ed status led to declining enrollments, making the course unsustainable. In addition, changes to the compensation for teaching a team-taught course made such courses impossible for English faculty to teach without taking an overload.

ENGL 247 Rhetoric and Writing Studies. Lack of Gen Ed status led to declining enrollments, making the course unsustainable.

ENGL 249 Creative Writing II. Lack of Gen Ed status led to declining enrollments, making the course unsustainable. The fact that this was our only elective with two pre-requisites (both ENGL 111 English Composition I and ENGL 248 Creative Writing I) also kept enrollments below those in ENGL 248.

ENGL 259 History and Literature of the Vietnam War. Lack of Gen Ed status led to declining enrollments, making the course unsustainable. In addition, changes to the compensation for teaching a team-taught course made such courses impossible for English faculty to teach without taking an overload.

ENGL 281 The Modern Novel. Lack of Gen Ed status led to declining enrollments, making the course unsustainable.

ENGL 282 The Victorian Novel. Lack of Gen Ed status led to declining enrollments, making the course unsustainable.

ENGL 299 Special Topics in Literature. Lack of Gen Ed status led to declining enrollments, making the course unsustainable.

It should be noted that prior to changes in Gen Ed distribution requirements made at the state level, the department was able to offer a robust variety of literature electives on a regular basis. However, the revised Gen Ed requirements incentivized students to take only courses with Gen Ed status. Several of our courses were ineligible for Gen Ed status according to the standards established by the New Jersey Council of County Colleges (the focus of the courses was too narrow), so their enrollments suffered to the point that they could not reliably run and, therefore, were removed from the catalog.

2. List any changes in course prerequisites or co-requisites that have occurred since the last program review. When were these requirements last examined? Is there a reason to change any of them at this time?

No course prerequisites or co-requisites have changed in the past five years. The only pre-requisite for all 200-level literature electives is ENGL 111 English Composition I. The pre-requisite for ENGL 112 English Composition II is ENGL 111 English Composition I. The ENGL 111 -ENGL 112 sequence was examined in AY 2018-2019 as part of the department's thinking of how ENGL 112 builds on ENGL 111.

3. Course Syllabi

- a. How often are course syllabi reviewed?

Departmental syllabus templates for all composition courses are updated every fall and spring semester.

- b. Is the program's advisory committee consulted during these reviews?

Yes  No  N/A

- c. Are the outcomes for all courses in the major expressed in terms that can be measured?

Yes  No

- d. Are there common learning outcomes for all sections of all courses in the major?

Yes  No

- e. Describe the procedure used to ensure that there are common learning outcomes for all sections of all courses in the major.

All sections of our multi-section courses like ENGL 111 and ENGL 112 have common learning outcomes. The outcomes are listed in the course outlines, available through RVCC website. They are also included in the department's syllabus templates shared with all English faculty. The faculty are required to use those templates when creating their customized syllabi.



f. Comment on the extent to which course outlines reflect programmatic outcomes.

The course outlines have learning outcomes which map to program outcomes.

g. Append current syllabi (course outlines) for all courses in the major.

Appendix C

4. Are any changes to the curriculum being contemplated?

Yes \_\_\_\_\_ No X

If yes, describe these changes.

5. Complete a Curriculum map for each of the program's learning outcomes. **Appendix D**

6. Based on the Curriculum Maps, discuss the adequacy of organized, sequential learning experiences.

The English A.A. does not require students to follow a very rigid sequence of courses. All English majors must take ENGL 111 English Composition I, ENGL 112 English Composition II, ENGL 201 Introduction to Literature, and one course each from three of our four distribution categories: survey, genre, diversity/interdisciplinary, and writing intensive. ENGL 111 is a pre-requisite for ENGL 112 and for all of our 200-level literature electives. Other than this, students may take any literature courses in any order. This system is adequate for exposing our majors to a range of courses that suit their interests.

7. Indicate how the program satisfies the general education course requirements.

Nearly every course required of English majors is a general education course, so it's impossible for a student to complete this program without meeting the GE requirements set by the New Jersey Council of County Colleges.

8. Explain how learning outcomes in general education courses align with or support program learning outcomes.

See the Program Learning Outcome (PLO) to Gen Ed map on the next page.

**PLO to GE map for English A.A. (catalog year 2018-2019)**

	Program Learning Outcomes (PLO)					Core Courses						Other Gen Ed Courses
	Demonstrate critical thinking in interpretation of a variety of literary and cultural texts.	Analyze the influence of various historical and social factors on authors and texts.	Identify and describe key characteristics of various literary genres, periods, and theories.	Compose logical, well-developed essays grounded in careful textual analysis and exhibit clarity and fluency in standard American English.	Locate, evaluate, and ethically use information to develop arguments in writing.	ENGL 111 English Composition I	ENGL 112 English Composition II	ENGL 201 Intro to Literature	Required literature elective #1	Required literature elective #2	Required literature elective #3	
<b>1. Written and Oral Communication</b>				<b>X</b>		<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	Required course from Communication GE category
<b>2. Quantitative Knowledge and Skills</b>												Required course from Mathematics GE category
<b>3. Scientific Knowledge and Reasoning</b>												Required lab science course from Science GE category
<b>4. Technological Competency</b>												Required course from Tech Competency GE category
<b>5. Society and Human Behavior</b>												Required course from Social Science GE category

6. Humanistic Perspective	X	X	X					X	X	X	X	Required courses from Appreciation of the Arts and Foreign Language GE categories
---------------------------	---	---	---	--	--	--	--	---	---	---	---	---

9. Does the program sponsor a student club or organization? Yes  X  No \_\_\_\_\_

If yes, what are the intended outcomes of student participation in this organization, and to what extent are these outcomes being achieved?

The Literary Club “promotes an interest in literature and writing by participating in various campus activities and sharing written work with other members.” However, due to the lack of a faculty adviser at this time, the club is currently dormant.

10. Peer Institutions

a. Identify four peer institutions from the IPEDS list in this packet that offer a similar program.

- Arapahoe Community College offers English Transfer Major, AA
- Columbia State Community College offers English, A.A.
- Anne Arundel Community College offers English – Arts and Sciences Transfer, A.A.
- College of Southern Maryland offers English, A.A.

b. How does the RVCC curriculum compare to the curricula of these programs at the peer institutions?

College/ class	Comp 111	Comp 112	Intro to Lit	EE	EE	EE	EE	Foreign language sequence	Debate/ comm
<b>RVCC</b>	x	x	x	x	x	x		x (one year)	
<b>Arapahoe</b>	x	x or 200-level comp	x	x	x	x	x		
<b>CSCC</b>	x			x	x	x	x	x (two years)	x
<b>AACC</b>	x	x		x	x	x	x		x
<b>CSM</b>	x	x	x (4 choices)	x	x	x			

All five colleges require at least four English literature classes. Some, including RVCC, require one of them to be Introduction to Literature. Only one of the colleges requires its

students to take five Literature classes (Arapahoe). Two colleges require their English majors to take a Communications course (for example, Argumentation and Debate).

RVCC stands out in its requirement that students take foreign language sequence. Only one other college among our peer institutions requires that (CSCC).

Arapahoe Community College offers a 200-level composition course that can be taken instead of 100-level composition 2. As shown above, it also requires its students in the English, A.A. program to take five literature classes, four of which have to be 200-level (their Introduction to Literature is a 100-level class). The department offers Technical Writing, and their choice of electives is similar to ours. Creative Writing is a recommended free elective.

Columbia State Community College offers only five literature electives, and four of them are required.

College of South Maryland stands out from the rest in that it offers a choice of four introductory courses: Introduction to the Short Story and Novel, Introduction to Drama, Introduction to Poetry, and The Film as an Art Form.

Anne Arundel Community College requires four English electives, and they offer a surprisingly wide variety of those. For any one English elective from the list, students may substitute one course from the following: The Art and Science of Grammar, Introduction to Linguistics, Writing for Professionals, and Fundamentals of Editing. All of these are great choices for students less interested in literature and thinking about a career in publishing or linguistics.

## 11. Instructional Methods and Modalities

- a. List new instructional methods that have been implemented since the last review.

Since spring 2020 English faculty have adopted either Zoom or MS Teams for their remote synchronous classes. Faculty teaching in-person classes are also expected to be ready to convert their courses to a remote synchronous modality at a moment's notice.

A number of our literature courses had to be developed as online courses for summer and fall 2020 due to the pandemic.

- b. Provide examples of how program faculty integrate electronic or digital products and systems into the curriculum.

All faculty in our department use the same Learning Management System: Canvas.

Many of our faculty members also consistently use applications that work with Canvas and allow them to record videos, record voiceover for PowerPoints, or records screencasts (such as Panopto or Screencast-o-matic).

In an effort to reduce costs for students taking our courses, multiple faculty members started using Open Educational Resources (OER). Here is the list of courses whose sections are offered with zero textbook cost:

- ENGL 111 English Composition I
- ENGL 111H English Composition I Honors
- ENGL 112 English Composition II
- ENGL 201 Introduction to Literature
- ENGL 211 Masterpieces of Early World Literature
- ENGL 221 American Literature: Colonial Period to the Civil War
- ENGL 222 American Literature: Post Civil War to the Present
- ENGL 233 Shakespeare
- ENGL 235 English Literature: Middle Ages through the Eighteenth Century
- ENGL 248 Creative Writing

c. Identify any courses in the major that are being offered in a distance-education format, and specify what formats are being used. If faculty do not believe that these formats are applicable to this program, explain why.

Before the pandemic, we offered our college-level composition courses (ENGL111 and ENGL112) in an online format. We offered developmental courses (050, 060, 070) only in person.

We also regularly offered ENGL222 American Literature II and ENGL226 Introduction to Poetry as online courses.

Due to the pandemic, all of the courses we teach have been transformed into either or both of these two formats:

- Remote synchronous (meetings in Zoom or Microsoft Teams)
- Online asynchronous (all work done through the LMS with no scheduled meetings)

d. If courses are being offered in distance-education formats, discuss assessments of these formats with respect to how they compare with traditional formats.

All courses, both in-person and distance education, are assessed by the same metrics and by the same faculty.

## **5. Assessments**

### **A. Append the Program's Assessment Plan**

### **Appendix E**

---

### **B. Program Assessments**

1. What changes have been implemented as a result of program assessment?

Since our program assessment is a relatively new initiative, we have not implemented any changes inspired directly by it.

2. Identify desired changes as a result of program assessment that have yet to take place.

The program assessment done to date does not indicate that any changes need to be made.

### **C. Student-Learning Outcomes**

1. Discuss the process that guided the development of the program's student-learning outcomes.

The student learning outcomes were drafted by a faculty member in the English department with experience in designing and teaching both composition (developmental and college-level) and literature courses. The proposed outcomes were reviewed by the full-time members of the department for their input and approval.

2. What changes to the program have been implemented as a result of student-learning assessment?

We have not yet implemented any changes that were a direct result of student-learning assessment. Our assessment results have indicated that students are meeting the goals of our courses and program.

3. Identify desired changes as a result of student-learning assessment that have yet to take place.

n/a

**D. Assessment Summary**      **Attach a copy of the Program Assessment plan and the course assessments.**  
**Appendix F**

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## 6. Students

- A. Is this a new program or a program that has undergone a major revision since the last program review?      Yes \_\_\_\_\_      No   X

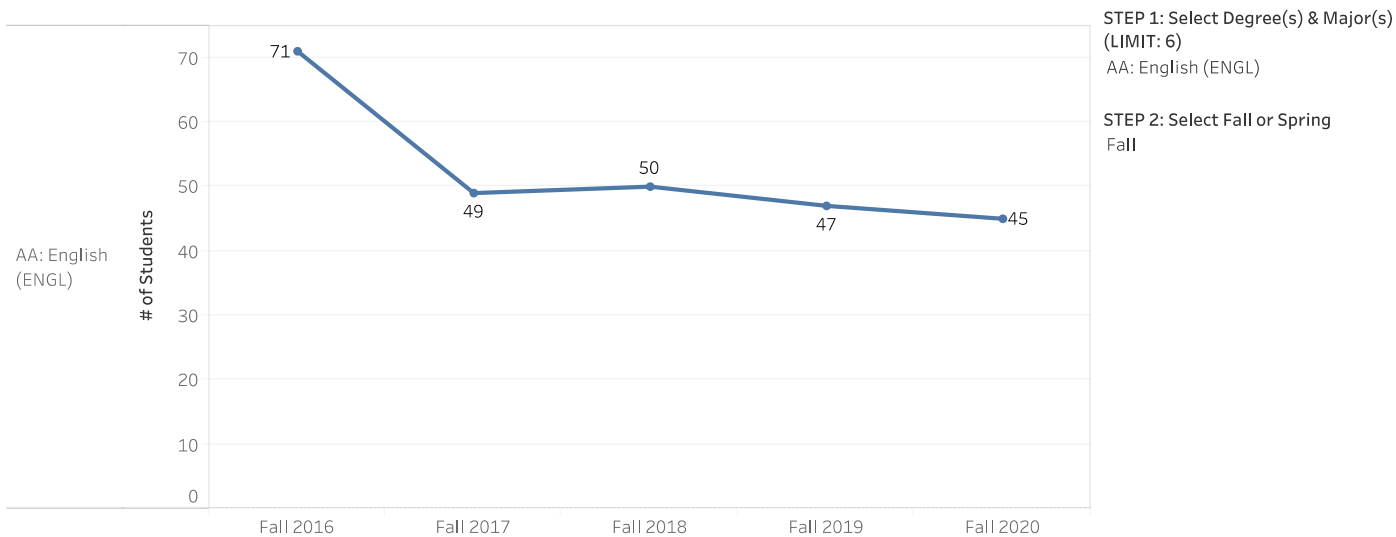
If yes, discuss how actual enrollments compare with those that were projected in the New Program Proposal or Feasibility Study. Explain any discrepancies.

- B. Describe enrollment trends since the last program review (for example, trends in gender, ethnicity, age, full-time/part-time students).



The overall numbers of our majors are pretty stable except for the drop in the fall of 2017. There was a decrease in collegewide enrollment between Fall 2016 and Fall 2017 from 8,226 to 8,079 (147 students), so that is likely related to the drop in majors.

**Term Enrollment by Major**  
 Official Major (State/Federal Reporting)  
 AA: English (ENGL)



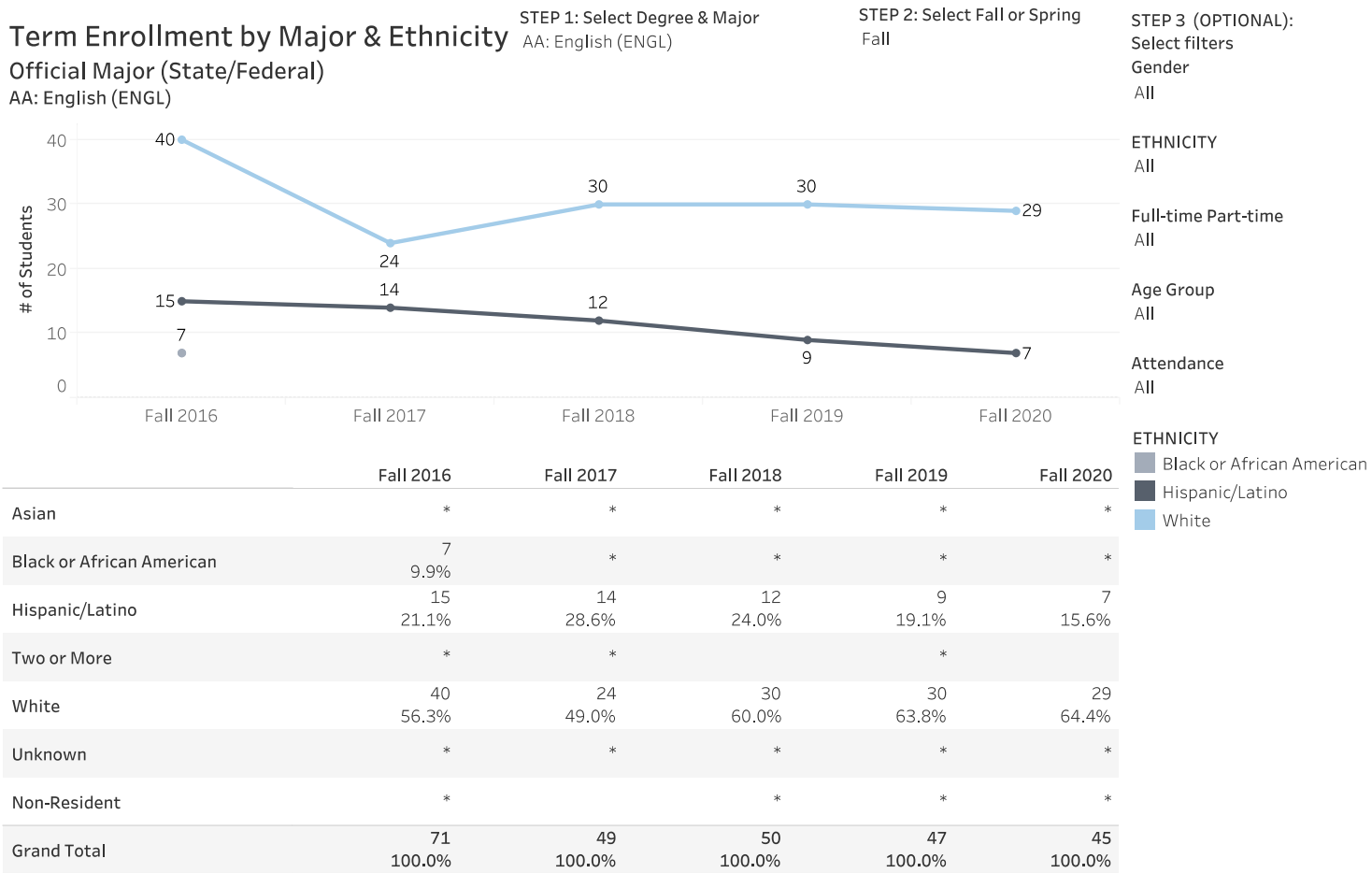
	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
AA: English (ENGL)	71	49	50	47	45
<b>Grand Total</b>	<b>71</b>	<b>49</b>	<b>50</b>	<b>47</b>	<b>45</b>

NOTE: Data includes students with selected major as their first major in Banner as of the college's official state/Federal reporting date.

Institutional Research & Assessment  
 Last updated Fall 2020

However, the data over the same time period for all programs show that some decreased while others increased. Overall, the decrease from Fall 2016 to Fall 2017 was mostly among the AA programs.

Ethnicity: While the numbers of white students in the program reflect the overall trend (a drop after 2017 and then relatively stable), the numbers for Hispanic/Latino and Black students are not reflective of the greater trend. The last time we had Black students in our program was in 2016. We have also been admitting fewer Latino students each year.



\* If there are fewer than 5 students in a group, that group is not shown.

NOTE: Data includes students with selected major as their first major in Banner as of the college's official state/Federal reporting date.

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Gender: trends have been stable in the last five years with approximately 60% of female and 40% of male students in the program.

**Term Enrollment by Major & Gender**  
**Official Major (State/Federal)**  
 AA: English (ENGL)

STEP 1: Select Degree & Major  
 AA: English (ENGL)

STEP 2: Select Fall or Spring  
 Fall

STEP 3 (OP)  
 Select filter:  
 Gender  
 All

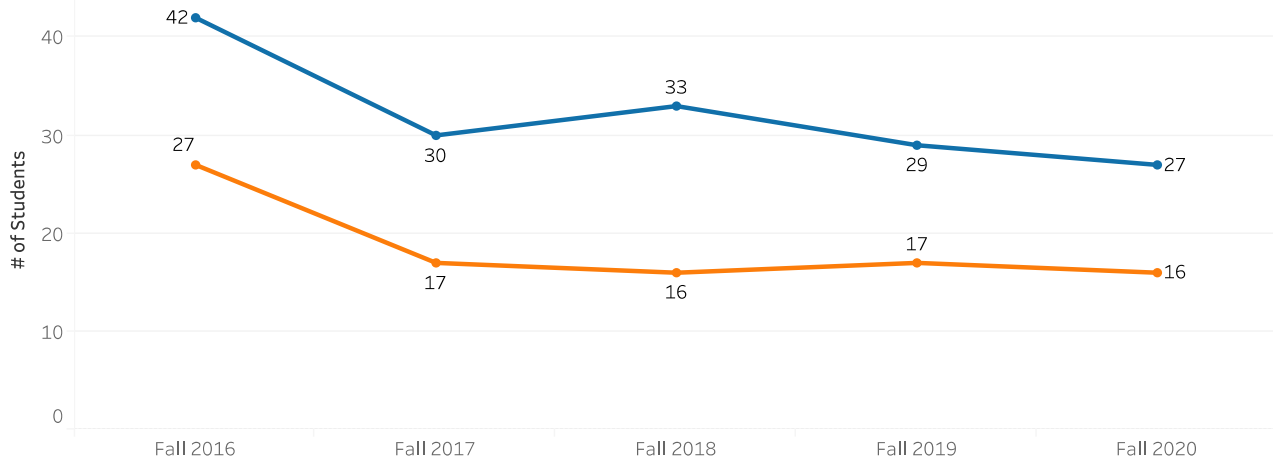
ETHNICITY  
 All

Full-time Pa  
 All

Age Group  
 All

Attendance  
 All

Gender  
 Female  
 Male



	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Female	42 59.2%	30 61.2%	33 66.0%	29 61.7%	27 60.0%
Male	27 38.0%	17 34.7%	16 32.0%	17 36.2%	16 35.6%
Not Reported	*	*	*	*	*
Grand Total	71 100.0%	49 100.0%	50 100.0%	47 100.0%	45 100.0%

\* If there are fewer than 5 students in a group, that group is not shown.

NOTE: Data includes students with selected major as their first major in Banner as of the college's official state/Federal reporting date.

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Age: In the last three years, we admitted no students aged 35+ to our program, with the numbers of those under 21 and between 21-24 stable. We had no students in the 25-34 category in the last five years.

**Term Enrollment by Major & Age**  
**Official Major (State/Federal)**  
 AA: English (ENGL)

STEP 1: Select Degree & Major  
 AA: English (ENGL)

STEP 2: Select Fall or Spring  
 Fall

STEP 3 (OPTIONAL):  
 Select filters  
 Gender  
 All

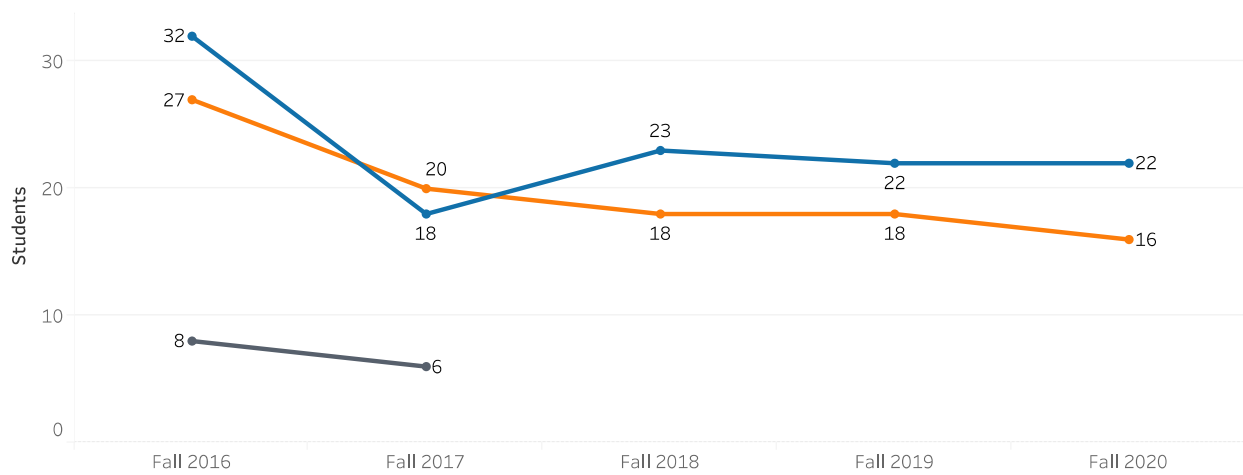
ETHNICITY  
 All

Full-time Part-time  
 All

Age Group  
 All

Attendance  
 All

Age Group  
 Under 21  
 21-24  
 35+



Age Group	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Under 21	32 45.1%	18 36.7%	23 46.0%	22 46.8%	22 48.9%
21-24	27 38.0%	20 40.8%	18 36.0%	18 38.3%	16 35.6%
25-34	*	*	*	*	*
35+	8 11.3%	6 12.2%	*	*	*
Unknown		*			
<b>Grand Total</b>	<b>71</b> 100.0%	<b>49</b> 100.0%	<b>50</b> 100.0%	<b>47</b> 100.0%	<b>45</b> 100.0%

\* If there are fewer than 5 students in a group, that group is not shown.

NOTE: Data includes students with selected major as their first major in Banner as of the college's official state/Federal reporting date.

Institutional Research & Assessment  
 Last updated Fall 2020

Full-time /Part-time: The numbers of full-time students have been decreasing in the last three years, whereas the number of part-time students just increased for the first time in five years.

**Term Enrollment by Major & FT/PT Status**  
 Official Major (State/Federal)  
 AA: English (ENGL)

STEP 1: Select Degree & Major  
 AA: English (ENGL)

STEP 2: Select Fall or Spring  
 Fall

STEP 3 (OPTIONAL):  
 Select filters  
 Gender  
 All

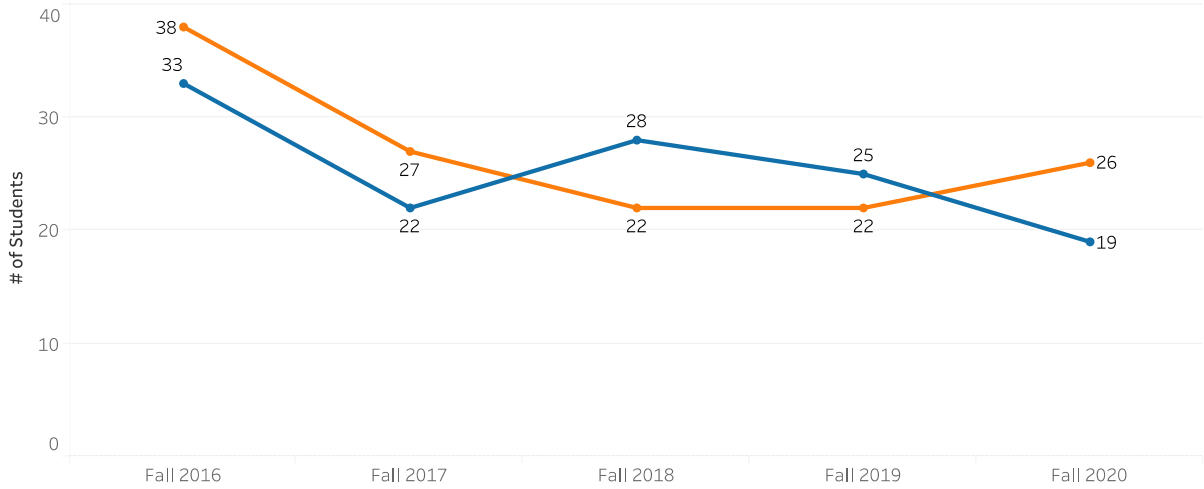
ETHNICITY  
 All

Full-time Part-time  
 All

Age Group  
 All

Attendance  
 All

Full-time Part-time  
 Full-time  
 Part-time



	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
<b>Part-time</b>	38 53.5%	27 55.1%	22 44.0%	22 46.8%	26 57.8%
<b>Full-time</b>	33 46.5%	22 44.9%	28 56.0%	25 53.2%	19 42.2%
<b>Grand Total</b>	<b>71</b> <b>100.0%</b>	<b>49</b> <b>100.0%</b>	<b>50</b> <b>100.0%</b>	<b>47</b> <b>100.0%</b>	<b>45</b> <b>100.0%</b>

\* If there are fewer than 5 students in a group, that group is not shown.

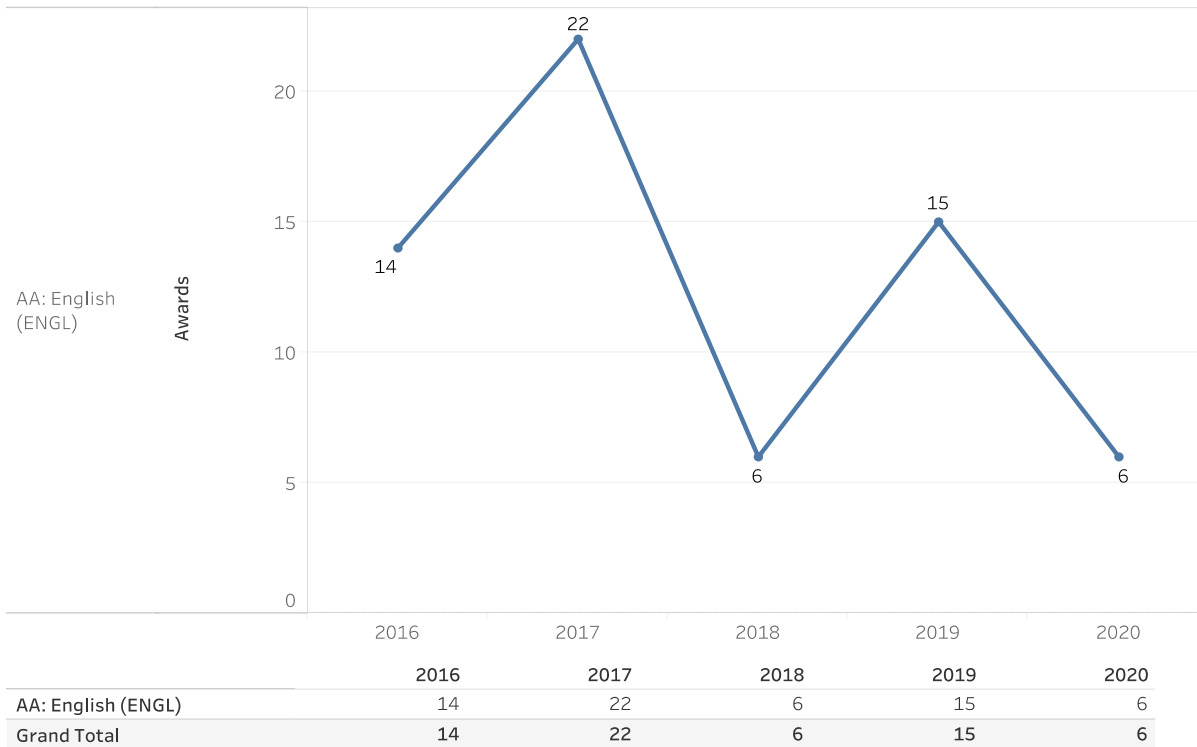
NOTE: Data includes students with selected major as their first major in Banner as of the college's official state/Federal reporting date.

Institutional Research & Assessment  
 Last updated Fall 2020

C. Report annual graduation rates and/or annual numbers of degrees/certificates awarded since the last program review. How do these relate to student profiles, admissions criteria, or other relevant factors? Compare annual numbers of degrees/certificates awarded to those of similar programs at the college and to those of peer institutions. Identify factors that contribute to or impede successful completion of the program.

Annual Graduates by Major  
AA: English (ENGL)

STEP 1:  
Select Degree & Major  
(LIMIT 6)  
AA: English (ENGL)



Data for each academic year includes Fall, Spring, and Summer graduates. For example, 2018 data includes Fall 2017, Spring 2018, and Summer 2018. Graduates are counted for each award. Data are updated annually.

For the years 2013 - 2017 (in accordance with available data), our graduation rates were 22.2%, 22.2%, 0, 25%, 50%. It is worth noting that in the year when we had no graduates, the number of students who transferred without getting a degree was higher by 5%. Since relatively few students are awarded degrees each year in our program (in comparison, for example, with Liberal Arts – Social Science program discussed below), even small changes in the number of students results in significant changes in percentages.

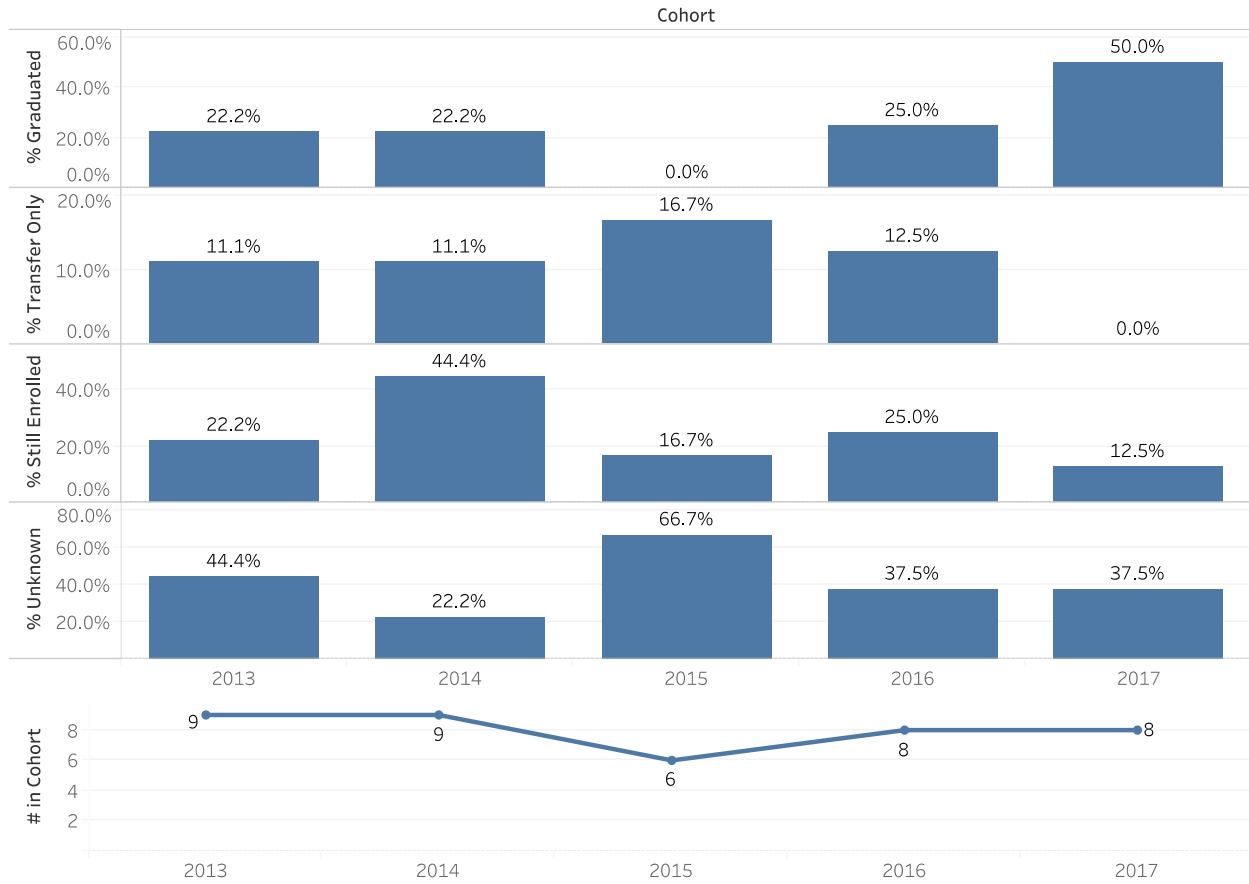
# 150% of Normal Time Outcomes for First-time, Full-time Degree-seeking Students

Major:All

Initial Major  
AA: English (ENGL)

Ethnicity  
All

Gender  
All



Data include first-time full-time degree-seeking students with the selected major as their first major in Banner as of the college's official state/Federal reporting date. The four outcome categories shown (graduated, transfer only, still enrolled, and unknown) are mutually exclusive. If a subgroup has 5 or fewer students, data will not be displayed. For comparison, institutional graduation rates are available in Factbook.

\*\* Data for the 2017 cohort are preliminary. Complete outcomes for the 2017 cohort will be available in early 2021. \*\*

For the comparison of graduation rates and annual numbers of degrees awarded, we chose Liberal Arts – Social Science program. While the program awards more degrees in total, the annual numbers reflect the same downward trend: 42, 45, 30, 25, 25. SOCS graduation rates for years 2013 – 2017 are higher than those in the English, A.A. program, but not by much: 26.8%, 28.9%, 38.5% (the greatest difference), 37.5%, 23.1%.

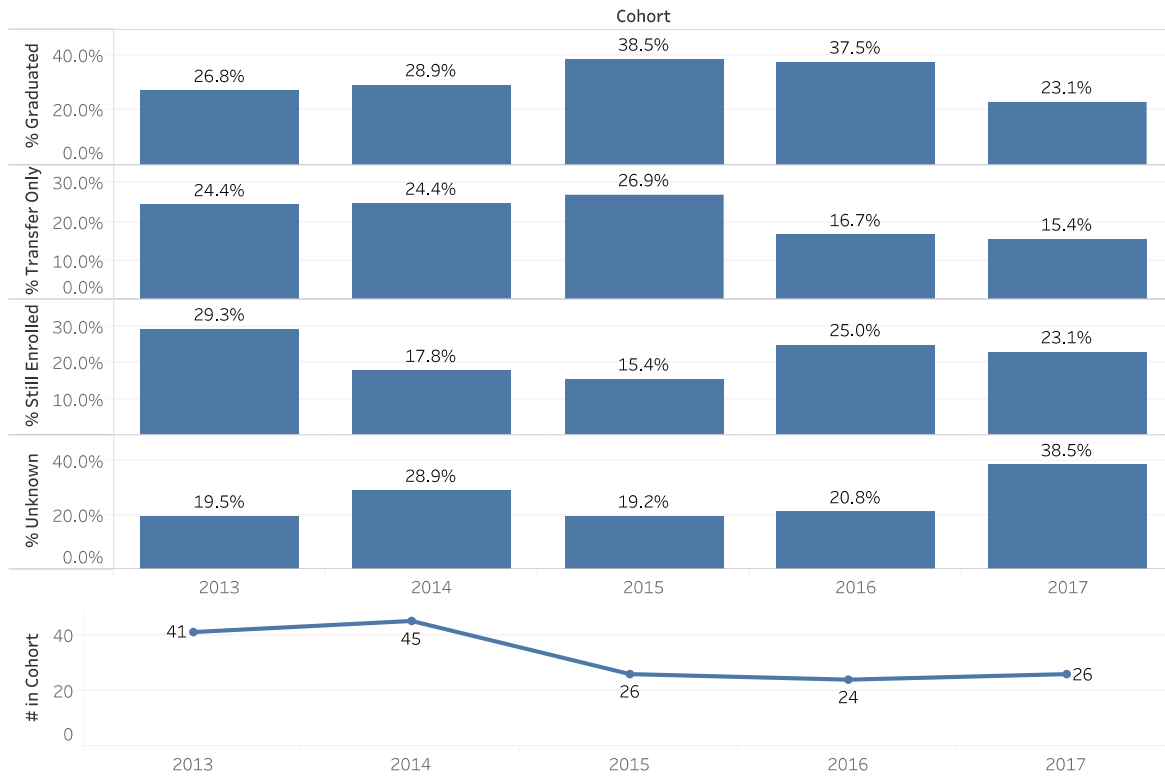
# 150% of Normal Time Outcomes for First-time Degree-seeking Students Full-time Students Only

Major: AA: Liberal Arts - Social Science (SOCS)

Initial Major  
AA: Liberal Arts - Social S..

Ethnicity  
All

Gender  
All



Data include first-time full-time degree-seeking students with the selected major as their first major in Banner as of the college's official state/Federal reporting date. The four outcome categories shown (graduated, transfer only, still enrolled, and unknown) are mutually exclusive. If a subgroup has 5 or fewer students, data will not be displayed. For comparison, institutional graduation rates are available in Factbook.



Here are the numbers for College of South Maryland:

**Student Success and Achievement**

	<u>2014</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>	<u>2018</u>
<b>Number of Students Enrolled in General Studies: English</b>	<b>63</b>	<b>84</b>	<b>73</b>	<b>98</b>	<b>103</b>
<b>Number of annual graduates</b>	<b>16</b>	<b>13</b>	<b>14</b>	<b>14</b>	<b>11</b>

While the numbers of students enrolled in the English program are increasing overall, the numbers of graduates have decreased since 2014.

Arapahoe Community College's overall graduation rate is 23.5%.

Columbia State Community College – 26.7%

College of South Maryland – 25.5%

Anne Arundel Community College – 30.6%

RVCC's overall graduation rate is 32.8%.

One factor that contributes to student success in the English A.A. program is the fact that students have great flexibility in which courses they can take to fulfill the program's requirements. Students can choose from among several courses in four broad distribution categories: survey, genre, diversity/interdisciplinary, and writing-intensive.

One factor that may impede student progress is the fact that until the pandemic led to the conversion of many courses to an online format, few of our electives were regularly taught in an online modality. This could impede students who need to take most or all of their courses online.

- D. Provide annual transfer rates for those students who have and who have not graduated from the program.

The trend in graduates transferring to four-year schools has been increasing over the past five years.

Year	2016	2017	2018	2019	2020
Graduates transferring to a 4-year institution	6	12	3	10	5
	42.9%	54.4%	50.0%	66.7%	83.3%

Year	2013	2014	2015	2016	2017
Non-grads transferring to a 4-year institution	11.1%	11.1%	16.7%	12.5%	0%

The source of the above numbers is the English Program Review Data Packet provided by Institutional Research (Table: 150% of Normal Time Outcomes for First-time, Full-time Degree-seeking Students, page 20).

- E. Describe the procedures by which students in this program receive advisement. How are students informed about career or transfer opportunities? Discuss any recommended changes in student advisement.

At this point, the students use the help of RVCC's Advising and Counseling Services. The college needs more advisers to meet the growing needs of our students.

RVCC Provost's vision for the future is to create five or six cohorts (houses) that will have dedicated advisors, student mentors, and faculty liaisons (starting in fall 2021). The cohorts will be interdisciplinary and based on skillsets or themes, help with building a sense of community, and help undecided students pick their major. The goal is to eventually create dedicated student success courses and perhaps eventually restructure academic departments. This development might help create more structured guided pathways for the students.

The students learn about career and transfer opportunities through Transfer Days, during which four-year institutions meet with prospective students on campus. During Instant Decision Days, our students can find out if they've been accepted on the same day.

- F. Identify the means by which the program is being marketed to prospective students.

Career pathways on the RVCC website help students to choose a program of study that fits their interests: <https://www.raritanval.edu/careers>. The English A.A. is included in the Humanities and Social Sciences pathway.

In addition, the department participates in college open houses where prospective students can learn about the program from a department faculty member.

- G. Have surveys been administered to current students, graduates, or employers? Yes \_\_\_\_\_ No X \_\_\_\_\_

If yes, identify the surveys used, and discuss the results of these surveys with respect to future plans for the program.

- H. Append statistics concerning students. Appendix G

## 7. Library Resources

### A. Review and analyze data provided by the library and discuss (1) the availability, (2) the relevance, and (3) the quality of collections and online databases.

1. The Evelyn S. Field Library at Raritan Valley Community College provides access to thousands of resources, both print and online for the student community. Access to electronic content (ebooks, articles, databases, streaming videos, etc.) is available 24 hours a day, 7 days a week via the library's extensive web portal. Registered students are able to access these materials using their student ID number and password. The physical library is open 61 hours per week and a reference librarian with an ALA accredited master's degree in library and information science is available during all operating hours for reference help and research assistance.

**Note:** The opening hours of the physical library changed during the pandemic, but physical library collections are available for contactless pickup by placing holds through the online library catalog.

2. The library offers ten subject-specific databases to support the English program. These include, among others, Literary Reference Center, Bloom's Literature, and Contemporary Authors. JSTOR is another widely used multi-disciplinary database that is frequently recommended by English department faculty; there were 12,447 searches performed in JSTOR. The library also provides access to the most common newspapers, trade publications and journals required by students in the English program, and it offers students access to NYTimes.com and The New Yorker Complete archive. The library's print book collection includes 14,412 titles in the category Language, Linguistics and Literature, and the library provides access to 6,129 ebooks in these disciplines.
3. The library's databases and ebook collections offer access to high-quality and most recent scholarly work that can help students in the program find reliable information related to their topics of study.

**B. Comment on the extent of student and faculty use of the library collections and databases. Do program courses require library research? If so, provide examples. Comment on the accessibility of the library to students and faculty. To what extent do faculty refer students to the library?**

One class session of information literacy instruction (ILI) is required in both ENGL 111 and ENGL 112. This requirement is filled by a librarian-led ILI session for face-to-face sections and by either an embedded librarian or the use of an online course guide for online sections. On average, about 98% of the total number of ENGL 111 and 112 sections offered each semester receive librarian-led ILI. Generally, between 1-5 English elective courses request ILI in a semester.

**C. Comment on the availability, adequacy, and use of learning tools such as computer software, instructional media, and laboratories, studios, etc.**

The Evelyn S. Field Library offers the greatest number of publicly available computers of any space on campus. Technology offered for student use includes a library classroom, the Robeson room, and seven laptops for individual use in the Library. The library also provides a photocopy machine and book scanner. Adaptive technology is available for students with visual or motor impairments.

Students can also use a number of computer labs on campus for their coursework. This has been valuable to students who need to take courses online or remotely and need access to the campus computers and Wi-Fi in order to take their classes.

**D. Evaluate the integration of the academic computing labs and academic skills centers into program coursework.**

All sections of developmental composition and several sections of ENGL 111 and ENGL 112 are taught partly in computer classrooms to facilitate in-class writing.

Many of our professors encourage their students to visit RVCC's Tutoring Center, offering extra credit opportunities for participating in tutoring sessions. Tutoring Center representatives visit our classrooms, discussing the mission of the Center and the ways in which students can seek help.

**E. Discuss the adequacy of (1) instructional space, (2) office space, (3) supplies, and (4) equipment for the program. Prioritize the program's needs in these areas.**

We teach our classes in one of the oldest buildings on campus, and while there are state-of-the-art classrooms at RVCC, we only just recently received access to two of them. Our computer labs, which are necessary components of composition instruction in the 21<sup>st</sup> century, are outdated. There is important research conducted by our colleagues from the Arts and Design department suggesting that many of our old classrooms are ill-designed, acoustically ineffective, often inaccessible, and often unsafe (bare wiring, mold).

The main complaint the department members voice is the lack of meeting space that we had been promised a while ago. We hold department meetings in a classroom in a different building than where our offices are located, which makes holding more impromptu meetings challenging. Adjuncts are also spatially separated from full-time faculty, making it difficult to collaborate and create the sense of a unified department.

The supplies are adequate for our needs.

The computers in our computer labs are slow, making our students frustrated and often preventing them from completing work in a timely fashion, which is especially important during in-class exams. If we are to teach composition effectively, we need faster computers that work reliably.

**F. Append Library Data  
Package**

## 8. Personnel

A. Report the number of full-time and part-time faculty, professional staff, and clerical staff in the program. Note any changes that have occurred in these numbers since the last program review, and state how these changes have affected the program.

### # of Dept. Faculty Members

	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
full-time	16	16	14	14	13
adjunct and other	54	56	57	54	56
Total	70	72	71	68	69

The above numbers are from the Faculty Teaching Responsibility reports generated by the Institutional Research office. “Other” includes Administrators, Counselors, and Professor Emeritus. Instructors for the RISE program (offering RVCC courses in various prisons in NJ) and in the Concurrent Education Program (i.e. dual enrollment at the high schools) may fall under either the “Adjunct” or the “Other” category depending on how they’re coded in Banner.

Although the overall number of faculty in the department has remained pretty stable (approximately 70 full-time and adjunct/other), the number of full-time faculty is gradually declining while the number of adjunct/other is gradually increasing.

This change in the full-time/part-time faculty ratio is stretching the full-time faculty thin. The full-time faculty in the department are very active in a wide variety of campus leadership roles, initiatives, and service on major college-wide committees, many of which require departmental representation. Having so many competing demands on everyone’s time makes it difficult to make time to administer the program as intentionally as we ought to.

The English department shares a full-time Departmental Assistant with the Humanities, Social Science, Social Service, and Education department. We are two of the largest departments at RVCC.

B. What is the ratio of full-time to part-time faculty? What percentage of (1) day sections, (2) evening/weekend sections, and (3) total sections is taught by full-time faculty? Does the program require additional full-time faculty? If so, explain why. Comment on the need, if any, for additional professional or clerical staff.

**% of Dept. Faculty Members**

	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
full-time	23%	22%	20%	21%	19%
adjunct and other	77%	78%	80%	79%	81%

**% of Sections Taught**

	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
full-time	38%	34%	31%	34%	35%
adjunct and other	62%	66%	69%	66%	65%

The above numbers are from the Faculty Teaching Responsibility reports generated by the Institutional Research office. Those reports do not break down courses taught by time of day. Data from the fall 2020 and spring 2021 English course schedules give us the following numbers regarding day/evening classes. (Note: The department doesn't offer Saturday classes because when we did, they kept getting cancelled for low enrollment.)

	Fall 2020		Spring 2021	
Daytime sections (full-time)	32	33%	39	48%
Daytime sections (adjunct/other)	65	67%	43	52%
Total daytime sections	97		82	
Evening sections (full-time)	3	23%	1	14%
Evening sections (adjunct/other)	10	77%	6	86%
Total evening sections	13		7	
Online sections (full-time)	16	44%	13	50%
Online sections (adjunct/other)	20	56%	13	50%
Total online sections	36		26	
Total sections (full-time)	51	35%	53	46%
Total sections (adjunct/other)	95	65%	62	54%

The total number of online sections above is higher than usual because so many sections had to be converted to an online modality starting in spring 2020.

The department has been given approval to run a search for a full-time tenure-track faculty member in spring 2021.



C. How do program faculty improve their teaching skills and stay current in their discipline? Provide examples of professional development activities by program faculty and professional staff over the past five years.

RVCC is home to the CTLS: Center for Teaching, Learning, and Scholarship. Since the Center started in 2017, two of our faculty members – Michelle Brazier and Andrew Manno – served as the Directors of the Center. The CTLS offers workshops, panels, training sessions, and lectures every month. Our faculty also participate in FIGs (Faculty Interest Groups) sponsored by the CTLS, among others: Reflective Practices FIG, Reading Across the Curriculum, OER FIG, and Critical Theory.

All members participate in professional events such as conferences and seminars, many of them presenting original papers. A number of faculty publish articles in professional journals.

Three members of our faculty published books in the last five years, and two others are working on one:

- Prof. Andrew Manno just published his new book *Toxic Masculinity, Casino Capitalism, and America's Favorite Card Game: The Poker Mindset*.
- Prof. Michael Bondhus published his collection of poetry titled *Divining Bones* in 2018.
- Prof. Karen Gaffney published her book *Dismantling the Racism Machine: A Manual and Toolbox* (Routledge) in 2017.
- Prof. Michelle Brazier and Prof. Alexa Offenhauer are currently working on their book *Writing from the Inside Out*.
- Prof. Jessica Darkenwald-DeCola recently defended her doctoral dissertation “‘In College, I’m the One People Go To’: Lessons from Successful Developmental Literacy Students About the Transition to College-Level Courses Across Disciplines.”

## 9. Program Vision

Present a recommended vision of where the department would like to see the program be ten years from now. Indicate what might be required to realize this vision.

It is exceedingly hard to imagine our department ten weeks from now when the events across the globe make it very difficult to imagine even the next semester in any definite form. However, here are some elements of our vision that we would like to realize in our department in the future:

- Help students (both majors and non-major) understand why English is important
- Build community with our current English majors and learn what motivated them to choose this field
- Boost enrollment in our electives
- Continue and increase our efforts to diversify our curriculum, including global literatures
- Increase outreach to our immediate community including non-matriculating and non-traditional students.

## 10. Major Findings and Recommendations

A. State the major findings of this program review.

The English A.A. curriculum is sound and advances the mission of the college in several ways, supporting both transfer to four-year colleges as well as career preparation. Nearly all of our offerings are General Education courses; our department therefore provides all students at RVCC with many options for fulfilling statewide GE requirements. The External Consultant noted that the “variety of expertise [among our faculty] is admirable” (Consultant’s report page 18) and that our assessment practices seem “effective and appropriate” (20). One marker of our students’ success is the increasing percentage of English majors who transfer to four-year institutions to continue their education. However, as the Consultant notes, our program is also capable of launching students into a variety of careers, and we should do more to make that fact clear to current and prospective students. The Consultant noted several opportunities to build on our strengths as noted in the list of recommendations below.

B. Based on these findings, list specific recommendations.

The following recommendations come from the external consultant’s report.

	<b>Recommendations</b>	<b>Assessment Findings Supporting Each Recommendation</b>
1.	To enhance professional development and team building, a reliable, designated meeting space should be allocated.	Observed problems: 1. Official department meeting space 2. Impromptu meeting space Distance from contingent faculty
2.	Computer resources must be secured, kept up to date and available for English classes as much as for computer science or accounting students.	If students cannot count on computer labs where they can write, edit and save their work, they cannot succeed.
3.	English faculty need to be empowered to control their web presence.	RVCC needs to secure adequate resources necessary for student success in the 21 <sup>st</sup> century. RVCC’s English department wants to guide its students to become engaged citizens of an online

		world. The college needs to support them in this mission.
4.	Composition courses should be capped well below 21. The English Department should consider developing a departmental policy informing the administration that it will not exceed these limits.	The National Council of Teachers of English ( <a href="http://www.ncte.org/">http://www.ncte.org/</a> ) agrees: “The teaching of writing . . . requires special attention to <i>class size</i> , teaching loads, the availability of teaching materials, and the development of additional resources that enhance classroom instruction. NCTE concludes, “No more than 20 students should be permitted in any writing class. Ideally, classes should be limited to 15.”
5.	Creative Writing courses should be capped below 21. The ideal size would be approximately 17 students.	Introductory creative writing courses [should] have class size restrictions of no greater than 20 students. Intermediate courses [should] have class size restrictions of 12 – 15 students. (Optimum workshop class size: 12 students.) (“AWP Hallmarks”)
6.	Revise the Mission Statement and Department Overview to communicate a fuller, more dynamic sense of what studying English and literature is about.	The current Mission and Overview do not attend enough to prevailing concerns that a college education is more about jobs than about a traditional liberal education.
7.	Connect with local partners	English is a <i>careers</i> -focused discipline: the great majority of students who earn an English degree work in business, government, or other fields. Remind prospective students and their families of these facts. English is a career track discipline.
8.	Embed a student magazine in the curriculum	This course would offer <i>real world skills</i> in editing, software use, writing, and marketing. The course can introduce students to the basics of editing and publishing their own magazine. These hardware and software skills can be directly applied by career-minded students.
9.	Devote professional development resources to training faculty in Digital Humanities and STEAM.	STEAM programs allow students to focus on STEM fields while exploring English. Some English Courses might be ideal launching points for such initiatives.
10.	More options for Writing-Intensive (WI) courses	Under the above scheme, students are able to avoid one of the categories, which means potentially missing essential aspects of an English major. Reimagining the Writing-Intensive (WI) course category could have a transformative effect on the major and beyond.
11.	Develop a WAC/ WI across the college	The college does not have a broader Writing Intensive program. Formalizing a Writing Intensive/Writing Across the curriculum requirement would allow the college to: *lower the course cap to recognize the labor-intensive nature of writing <b>instruction</b> . *signal the need for a WAC program to other majors on campus. *Signal to students the added seriousness of the writing being done in these courses.
12.	Develop General Education curriculum	The courses suggested by the consultant (e.g. mythology, sports in literature) would attract majors and non-majors alike to English.
13.	Track alumni	Potential students need a better idea of where English graduates end up after graduation and what career skills English courses deliver.
14.	Use the PLO’s to highlight and communicate <b>skills</b> English offers, even in descriptions of traditional literature courses.	English is a discipline where utterly practical and transferable skills are housed. Communicate in Mission Statements, enrollment brochures, course

		descriptions and elsewhere that such skills are as important in the boardroom, marketing department, or internet resource development as they are in <u>graduate school</u> .
15.	More full-time faculty should be brought on to alleviate the reliance on contingent faculty	The department features a large number of adjuncts. Unsurprisingly, the number of contingent faculty far exceeds the number of full-time faculty: the number of full-time faculty is currently 14: a 12 percent drop from the high of 16 in 2016. Many adjuncts are burdened by the conditions that contingent faculty work under: lack of security, an uncertain identity, a staggering work load. Full-time faculty are more invested in the institution and better able to advise and direct students.

C. Provide a tentative plan for acting on these recommendations.

Appendix I

D. Discuss elements that were identified as program best practices.

- The department offers a wide variety of 200-level literature electives, including several courses that meet GCA requirements, which the External Consultant acknowledged for “demonstrating an inclusive spirit” (Consultant’s report page 16) and which are “increasingly important today” (13).
- The department uses technology to support student learning for our most at-risk students by requiring that all of our developmental composition courses meet 50% of the time in a computer lab.
- Recent revisions to the assignment sequence across ENGL 111 and ENGL 112 have improved the teaching of research and information literacy skills.

E. Who will have responsibility for preparing and submitting annual status reports concerning the implementation of these recommendations? *One annual status update should be submitted to the Program Council and the Assessment Committee beginning with the year following the submission of the self-study.*

Susan Arvay

F. Comment on the program review process. What worked well? What could have been done to improve the process?

It was difficult to find an outside reviewer. A list of potential reviewers or contacts would be of great help.

The Word template provided for this report is very oddly formatted (why so many invisible embedded tables??) and does not allow for easy editing at all. It needs to be redone using standard Word outlining and headings.

Peer institutions do not always reply to requests for data needed for the program review despite repeated attempts to get a response.

## IPEDS 2018 Peer Group List

This list is a group of peer institutions selected from the IPEDS web site that share a number of institutional characteristics and measures of student outcomes with RVCC. Using the institutional web sites noted here, research the institution that houses the program most similar to yours, note and discuss curriculum similarities and differences, and any other pertinent information about that program that will assist in program assessment. If possible, contact the faculty program coordinator at that institution to discuss enrollment and curriculum trends in the discipline. Choose at least 4 IPEDS peer group institutions for comparison purposes.

<p><b><i>Anne Arundel Community College</i></b>            101 College Parkway            Arnold, MD 21012            (410) 777-2222  <b>www.aacc.edu</b></p>	<p><b><i>Lord Fairfax Community College</i></b>            173 Skirmisher Lane            Middletown, VA 22645            (800) 906-5322  <b>www.lfcc.edu</b></p>
<p><b><i>Arapahoe Community College</i></b>            5900 S. Santa Fe Drive            Littleton, CO 80120            (303) 797-4222  <b>www.arapahoe.edu</b></p>	<p><b><i>Montgomery College</i></b>            51 Mannakee Street            Rockville, MD 20850            (240) 567-5000  <b>www.montgomerycollege.edu</b></p>
<p><b><i>College of Southern Maryland</i></b>            PO Box 910            La Plata, MD 20646-0910            (301) 934-7765  <b>http://www.csmd.edu/</b></p>	<p><b><i>Nassau Community College</i></b>            1 Education Drive            Garden City, NY 11530            (516) 572-7501  <b>www.ncc.edu</b></p>
<p><b><i>Columbia State Community College</i></b>            795 Main Street            Clifton, TN 38425            (931) 676-6966  <b>www.columbiastate.edu</b></p>	<p><b><i>Northern Virginia Community College</i></b>            8333 Little River Turnpike            Annandale, VA 22003            (703) 323-3000  <b>https://admissions.nvcc.edu/</b></p>
<p><b><i>County College of Morris</i></b>            214 Center Grove Road            Randolph, NJ 07869            (973) 328-5000  <b>www.ccm.edu</b></p>	<p><b><i>North Shore Community College</i></b>            1 Ferncroft Road            Danvers, MA 01923            (978) 762-4000  <b>http://www.northshore.edu/</b></p>
<p><b><i>Germanna Community College</i></b>            2130 Germanna Highway            Locust Grove, VA 22508-2102            (540) 891-3000  <b>www.germanna.edu</b></p>	<p><b><i>Thomas Nelson Community College</i></b>            99 Thomas Nelson Drive            Hampton, VA 23666            (757) 825-2800  <b>https://tncc.edu</b></p>

# APPENDICIES

## **Appendix A - Student, Graduate, and Employer Surveys**

**n/a**



## **Appendix B - Advisory Committee Minutes**

**n/a**

## **Appendix C - Course Outlines**

See the separate accompanying collection of outlines for all ENGL courses in the major. (Inserting them into this template caused no end of problems with the page numbering in the rest of the document.)

Note: All current course outlines are available on the RVCC website at [https://commons.raritanval.edu/academics/course\\_outlines/Pages/index.aspx](https://commons.raritanval.edu/academics/course_outlines/Pages/index.aspx)

## Appendix D - Curriculum Map

### Curriculum Map:

	Program Learning Outcomes (PLO)					Core Courses						Other Gen Ed Courses
	Demonstrate critical thinking in interpretation of a variety of literary and cultural texts.	Analyze the influence of various historical and social factors on authors and texts.	Identify and describe key characteristics of various literary genres, periods, and theories.	Compose logical, well-developed essays grounded in careful textual analysis and exhibit clarity and fluency in standard American English.	Locate, evaluate, and ethically use information to develop arguments in writing.	ENGL 111 English Composition I	ENGL 112 English Composition II	ENGL 201 Intro to Literature	Required literature elective #1	Required literature elective #2	Required literature elective #3	
<b>1. Written and Oral Communication</b>				<b>X</b>		<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	Required course from Communication GE category
<b>2. Quantitative Knowledge and Skills</b>												Required course from Mathematics GE category
<b>3. Scientific Knowledge and Reasoning</b>												Required lab science course from Science GE category
<b>4. Technological Competency</b>												Required course from Tech Competency GE category

<b>5. Society and Human Behavior</b>													Required course from Social Science GE category
<b>6. Humanistic Perspective</b>	X	X	X					X	X	X	X		Required courses from Appreciation of the Arts and Foreign Language GE categories
<b>7. Historical Perspective</b>		X											Required course from History GE category
<b>8. Global and Cultural Awareness</b>													Required course from Global and Cultural Awareness GE category
<b>Ethical Reasoning and Action</b>					X								
<b>Information Literacy</b>					X	X	X						
<b>Critical Thinking</b>	X				X	X	X	X	X	X	X		

Gen Ed Goals	Program Learning Outcomes (PLO)					Core Courses									
	1	2	3	4	5	ENGL 111	ENGL 112	ENGL 201	ENGL 207	ENGL 211	ENGL 212	ENGL 214	ENGL 215	ENGL 221	ENGL 222
1. Written and Oral Communication	X		X	X		X	X	X	X	X	X	X	X	X	X
2. Quantitative Knowledge and Skills															
3. Scientific Knowledge and Reasoning									X						
4. Technological Competency															
5. Society and Human Behavior									X						
6. Humanistic Perspective		X	X					X	X	X	X	X	X	X	X
7. Historical Perspective		X	X					X	X	X	X	X	X	X	X
8. Global and Cultural Awareness		X	X						X	X	X	X	X		
Ethical Reasoning and Action					X		X								
Information Literacy					X	X	X								
Critical Thinking	X					X	X	X	X	X	X	X	X	X	X

Gen Ed Goals	Program Learning Outcomes (PLO)					Core Courses									
	1	2	3	4	5	ENGL 223	ENGL 224	ENGL 226	ENGL 231	ENGL 235	ENGL 236	ENGL 248	ENGL 262	ENGL 290	ENGL 291
1. Written and Oral Communication	X		X	X		X	X	X	X	X	X	X	X	X	X
2. Quantitative Knowledge and Skills															
3. Scientific Knowledge and Reasoning															
4. Technological Competency					X										
5. Society and Human Behavior		X	X												
6. Humanistic Perspective		X	X			X	X	X	X	X	X	X	X	X	X
7. Historical Perspective		X	X			X	X		X	X	X		X	X	X
8. Global and Cultural Awareness		X	X			X		X	X					X	X
Ethical Reasoning and Action					X										
Information Literacy					X										
Critical Thinking	X					X	X	X	X	X	X	X	X	X	X

	ENG 111	ENG 112	ENG 201	ENG 207	ENG 211	ENG 212	ENG 214	ENG 215	ENG 221	ENG 222	ENG 223	ENG 224	ENG 226	ENG 231	ENG 235	ENG 236	ENG 248	ENG 262	ENG 290	ENG 291
<b>PLO1</b>	CT	CT	CT	CT	CT	CT	CT	CT	CT	CT	CT	CT	CT	CT	CT	CT	CT	CT	CT	CT
<b>PLO2</b>			GE6, LO1, LO3	GE8, GE6	GE8, GE6, LO1	GE8, GE6, LO1	GE8, GE6, LO1	GE8, GE6, LO1, LO3	GE6, LO1	GE6, LO1	GE8, GE6, LO1, LO3	GE6, LO1	GE8, GE6	GE8, GE6, LO1, LO3	GE6, LO1, LO3	GE6, LO1, LO3	GE6	GE6, LO1	GE8, LO1, LO3	GE8, LO1, LO3
<b>PLO3</b>			GE7, LO1	GE7	GE7, LO1	GE7, LO1	GE7, LO1	GE7, LO1	GE7, LO1	GE7, LO1	GE7, LO1	GE7, LO1	GE7, LO1		GE7, LO1	GE7, LO1		GE7, LO1	GE7, LO1	GE7, LO1
<b>PLO4</b>	GE1, LO4, LO7, LO8	GE1, LO4, LO7, LO8	GE1, LO2	GE1	GE1, LO4	GE1, LO4	GE1, LO4	GE1, LO4	GE1, LO4	GE1, LO4	GE1, LO4	GE1, LO4	GE1, LO4	GE1	GE1, LO4	GE1, LO4	GE1, LO4	GE1, LO4	GE1, LO4	GE1, LO4
<b>PLO5</b>	IL, LO8	IL, LO8									LO6									

### General Education Goals

GE1 – Written and Oral Communication

GE6 – Humanistic Perspective

GE7 – Historical Perspective

GE8 – Global and Cultural Awareness

IL – Information Literacy

CT – Critical Thinking

### Learning Outcomes

LO1 - Analyze literary texts within their historical and social contexts, both orally and in writing

LO2 - Employ active reading strategies to interpret and evaluate complicated texts

LO3 - Demonstrate how responses of writers to historical events and social structures are influenced by their time, culture, and perspective

LO4 - Use textual evidence to support logical and persuasive claims in writing

LO5 - Compose essays that assert and develop a debatable thesis statement by using relevant evidence in academic discourse

LO6 – Assess and utilize scholarly secondary materials to analyze primary texts

LO7 - Analyze and synthesize textual evidence to produce academic writing with attribution

LO8 - Locate, evaluate, appropriately integrate, and document source material into their writing using a recognized citation style

**Program Outcomes:**

PLO1. Demonstrate critical thinking by interpreting a variety of texts.

PLO2. Analyze the influence of various historical and social factors on authors and texts.

PLO3. Identify and describe key characteristics of various literary genres, periods, and theories.

PLO4. Compose logical, well-developed essays grounded in careful textual analysis and exhibit clarity and fluency in standard American English

PLO5. Locate, evaluate, and ethically use information to develop arguments in writing.



## Appendix E - Assessment Plan

	AY 2020/2021	AY 2020/2021	AY 2021/2022	AY 2022/2023	Spring 2019
	Writing product: Mechanics  [This would have been AY 19/20, but was not completed due to the pandemic.]	Reading: Using and analyzing quotes	Reading: Comprehension and Information literacy	Writing product: org/thesis (Last assessed Fall 2018)	Writing process
050/060 (6 total SLOs)	4. demonstrate better control of the grammatical and mechanical structures used in academic writing (NJ GE 1)  (FALL).	2. use evidence to support claims (NJ GE 1). <b>And</b> 6. analyze texts for discussion and writing (NJ GE 1). (FALL)	5. demonstrate reading comprehension (NJ GE 1).  (FALL)	1. demonstrate the requirements for good essay organization (NJ GE 1).  (FALL)	3. use the writing process for essay development (NJ GE 1).  (Pilot/small sample SPRING 2019)
070/111 (4 total SLOs)	4. Evaluate and integrate sources using <b>proper documentation</b> .  (FALL)	2. Analyze and synthesize textual evidence to produce academic writing with attribution. (NJCCC Core SLO)  (FALL)	<b>4. Evaluate and integrate sources</b> using proper documentation. (NJCCC Core SLO)  (FALL)	3. Compose essays that assert and develop a debatable thesis statement by using relevant evidence in academic discourse. (NJCCC Core SLO) (FALL)	1. Apply the writing process: invent, draft, revise and edit using the conventions of academic writing. (NJCCC Core SLO)
112 (4 total SLOs)	3. Locate, evaluate, appropriately integrate, and document source material into their writing using a recognized citation style. (NJCCC Core SLO) (SPRING)	4. Employ active reading strategies to interpret and evaluate complicated texts. (NJCCC Core SLO)  (SPRING)  (Use critical thinking rubric?)	2. Employ the writing process in the completion of an individual research project. (NJCCC Core SLO) (SPRING)  (Use IL rubric. Add ethical reasoning?)	1. Use the writing process and <b>conventions of academic writing</b> to compose <b>analytical and argumentative</b> essays. (NJCCC Core SLO)  (SPRING)	<b>1. Use the writing process</b> and conventions of academic writing to compose analytical and argumentative essays. (NJCCC Core SLO)  (SPRING 2019)
Electives	Assess first SLO listed in course outline  (spring?)	Assess second SLO listed in course outline	Assess third SLO listed in course outline	Assess fourth SLO listed in course outline	

# Program Assessment Plan

**English A.A.**

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Name of Program

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Date

**Outcome 1:**

<b>Objectives</b>	<b>Supporting Activities</b>	<b>Target</b>	<b>Assessment Method</b>	<b>Timeline</b>	<b>Analysis &amp; Recommendations</b>	<b>Action Plans</b>	<b>Support</b>	<b>Lead Responsibility</b>
Identify the major objectives for this outcome.	Identify activities designed to promote the achievement of each objective.	Specify the results that would indicate achievement of each objective.	Indicate the method or methods that will be used for assessing each objective.	Specify when assessments will occur and when results will be reported.	Comment on assessing the assessment and list recommendations that emerged from the assessment findings.	Specify action plans for accomplishing each recommendation.	Identify resources and support (including financial) needed to execute each action plan.	Who will oversee the implementation of each action plan?

**Outcome 2:**

<b>Objectives</b>	<b>Supporting Activities</b>	<b>Target</b>	<b>Assessment Method</b>	<b>Timeline</b>	<b>Analysis &amp; Recommendations</b>	<b>Action Plans</b>	<b>Support</b>	<b>Lead Responsibility</b>
Identify the major objectives for this outcome.	Identify activities designed to promote the achievement of each objective.	Specify the results that would indicate achievement of each objective.	Indicate the method or methods that will be used for assessing each objective.	Specify when assessments will occur and when results will be reported.	Comment on assessing the assessment and list recommendations that emerged from the assessment findings.	Specify action plans for accomplishing each recommendation.	Identify resources and support (including financial) needed to execute each action plan.	Who will oversee the implementation of each action plan?

**Outcome 3:**

<b>Objectives</b>	<b>Supporting Activities</b>	<b>Target</b>	<b>Assessment Method</b>	<b>Timeline</b>	<b>Analysis &amp; Recommendations</b>	<b>Action Plans</b>	<b>Support</b>	<b>Lead Responsibility</b>
Identify the major objectives for this outcome.	Identify activities designed to promote the achievement of each objective.	Specify the results that would indicate achievement of each objective.	Indicate the method or methods that will be used for assessing each objective.	Specify when assessments will occur and when results will be reported.	Comment on assessing the assessment and list recommendations that emerged from the assessment findings.	Specify action plans for accomplishing each recommendation.	Identify resources and support (including financial) needed to execute each action plan.	Who will oversee the implementation of each action plan?

## Appendix F - Assessment Summary

### RARITAN VALLEY COMMUNITY COLLEGE Program Assessment Report Form

Department: English  
Program: English AA  
Courses used to complete report: Introduction to Literature, ENGL 201  
Date report completed: May 2018  
Report completed by: Alexa Offenhauer

#### **Program Goals Assessed** (From the RVCC online catalog)

Compose logical, well-developed essays grounded in careful textual analysis and exhibit clarity and fluency in standard American English.

#### **Means of Assessment**

The English department assessed final take-home essay for Introduction to Literature (ENGL 201). Essays were read in their entirety and assessed by members of the English department using the “English Program Assessment Fall 2017 Rubric (see below)

**Assessment Tool** Single take-home final essay for Introduction to Literature (ENGL 201)

**Sampling Process:** Assessed all students in a single section of Introduction to Literature (ENGL 201).

**Expected Results of Student Achievement** 85% of students will score 3 or higher in “logical essay development,” “support and textual analysis,” and “clarity and fluency in standard American English.”

**Actual Results of Student Achievement:** Students scored 85% or higher on all three metrics. The mean of the combined metrics is 90%.

**Rubric: (page 2)**

	A	B	C	D	F
Logical essay development	<ul style="list-style-type: none"> <li>-very clearly stated</li> <li>-consistent throughout essay</li> <li>-responds to the assignment in a sophisticated and insightful way</li> <li>-very clear, logical structure</li> <li>-well-developed paragraphs with clear topic sentences and transitions</li> </ul>	<ul style="list-style-type: none"> <li>-clearly stated</li> <li>-consistent throughout essay</li> <li>-responds to the assignment with insight</li> <li>-clear, logical structure</li> <li>-well-developed paragraphs with topic sentences and transitions</li> </ul>	<ul style="list-style-type: none"> <li>-somewhat clearly stated</li> <li>-fairly consistent throughout essay</li> <li>-responds to the assignment</li> <li>-relatively clear structure</li> <li>-relatively well-developed paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>-unclearly stated</li> <li>-little consistency throughout essay</li> <li>-does not clearly respond to the assignment</li> <li>-not clearly organized</li> <li>-paragraphs lack clear structure and clear transitions</li> </ul>	<ul style="list-style-type: none"> <li>-unclear or lacking</li> <li>-no consistency throughout essay</li> <li>-does not clearly respond to the assignment</li> <li>-disorganized</li> <li>-illogical development</li> <li>-paragraphs lack transitions</li> </ul>
Support and textual analysis	<ul style="list-style-type: none"> <li>-very clear, detailed examples</li> <li>-very insightful and persuasive analysis of those examples</li> <li>-clear understanding of the reading</li> <li>-meets or exceeds minimum length</li> </ul>	<ul style="list-style-type: none"> <li>-clear, detailed examples</li> <li>-insightful and persuasive analysis</li> <li>-mostly clear understanding of the reading</li> <li>-meets or exceeds minimum length</li> </ul>	<ul style="list-style-type: none"> <li>-adequate examples</li> <li>-relatively persuasive analysis</li> <li>-relatively clear understanding of the reading</li> <li>-meets minimum length</li> </ul>	<ul style="list-style-type: none"> <li>-insufficient examples</li> <li>-unconvincing analysis</li> <li>-inadequate understanding of the reading</li> <li>-fails to meet minimum length</li> </ul>	<ul style="list-style-type: none"> <li>-lack of examples</li> <li>-lack of analysis</li> <li>-inadequate understanding of the reading</li> <li>-fails to meet minimum length</li> </ul>
Clarity and fluency in standard American English	<ul style="list-style-type: none"> <li>-free of grammar errors and typos</li> <li>-varied, sophisticated, clear word choice and sentence structure</li> </ul>	<ul style="list-style-type: none"> <li>-relatively free of grammar errors and typos</li> <li>-varied and clear word choice and sentence structure</li> </ul>	<ul style="list-style-type: none"> <li>-some grammar errors and typos</li> <li>-some lack of clarity in word choice or sentence structure</li> </ul>	<ul style="list-style-type: none"> <li>-numerous grammar errors and typos</li> <li>-inconsistent clarity in word choice or sentence structure</li> </ul>	<ul style="list-style-type: none"> <li>-numerous errors</li> <li>-lack of clarity</li> </ul>

### Curriculum Map:

	ENGL 111	ENGL 112	ENGL 201
Demonstrate critical thinking in interpretation of a variety of texts.	GE 2 I	GE 4 I, R	GE 1 R
Analyze the influence of various historical and social factors on authors and texts.			GE 1 I
Identify and describe key characteristics of various literary genres, periods, and theories.			Course SLO 1 I
Compose logical, well-developed essays grounded in careful textual analysis and exhibit clarity and fluency in standard American English.	GE 1, GE 2, GE 3 I	GE 1, GE 2 R	GE 1, GE 2 R
Locate, evaluate, and ethically use information to develop arguments in writing.	GE 4 I	GE 3 R	



## Data Analysis and Use of Results

Please show the number of student scores for each outcome in the table below.

Program Goal 1	% scored 5 (Excellent)	% scored 4 (Above average)	% scored 3 (Average)	% scored 2 (Below average)	% scored 1 (Poor)	Overall Performance (Average or Above)	
						Expected Result	Actual Result
Logical Essay Development	5	2	5	1		11/13 at 3 or above (85%)	12/13 at 3 or above (92%)
Support and textual analysis	5	2	4	2		11/13 at 3 or above (85%)	11/13 at 3 or above (85%)
Clarity and fluency in standard American English	4	6	2	1		11/13 at 3 or above (85%)	12/13 at 3 or above (92%)

5 Excellent 4 Above average 3 Average 2 Below average 1 Poor

## Findings and Use of Results

- What do you conclude from your assessment activities?* Our findings indicate that Introduction to Literature (ENGL 201) is largely successful at our program goal “Graduates will be able to: Compose logical, well-developed essays grounded in careful textual analysis and exhibit clarity and fluency in standard American English” However, due to the flexible nature of the English AA degree, which does not require ENGL 201, but which students may take at any point during their time in the major, and the fact that it is an option for Liberal Arts and many Humanities majors, it is unclear how many of these students are English majors, where these students are in their course sequence at RVCC, and whether there is (or should be) a difference in outcomes for English majors and non-majors. An additional issue is the small sample size of the course. One recommendation for future actions, therefore, is that we conduct an assessment of the same program goal in multiple other courses in our program to provide data from a greater variety of courses and a larger sample size overall. The assessment also raises questions about the implication of program assessment that is focused on English majors specifically, vs. program assessment that is applied more broadly to our program, which largely serves non-majors, particularly in our composition courses.
- Reflect on the evidence you have collected. What does it mean for teaching and learning in the program?* The high percentage of student success with these outcomes may indicate that this program goal is a high priority for the department. An important follow-up question is whether this is true in multiple courses at a variety of points in the semester. Another follow-up question is whether other program goals are as successful as this one.
- Are curriculum changes needed?* Based on this assessment, there is no indication that curriculum changes are needed.

## Actions and Implementation

*Please address how each recommendation will be implemented and indicate the anticipated results.*

<b>ACTION PLAN</b>			
<b>Recommendations for Improvement Follow-Up Assessment</b>	<b>Plans for Achieving Anticipated Results</b>	<b>Timelines for Completion</b>	<b>Completed (when)</b>
#1: Assess this program goal in other courses and/or with a larger sample size	Conduct assessment of this program goal with English Composition 2 (ENGL 112).	Fall 2018 semester	
#2: Do program assessment of another program goal	Conduct assessment of another program goal in one or more sections of Introduction to Literature (ENGL 201) and/or another elective.	Spring 2019 semester	

*November, 2015*

**RARITAN VALLEY COMMUNITY COLLEGE**  
**Program Assessment Report Form**

**Department:** English

**Program:** English AA

**Courses used to complete report:** ENGL 111 (w and w/o 070) and ENGL 112

**Date report completed:** April 2019

**Report completed by:** Alexa Offenhauer

**Program Goal Assessed** (From the RVCC online catalog)

Compose logical, well-developed essays grounded in careful textual analysis and exhibit clarity and fluency in standard American English.

**Means of Assessment**

The English department decided to use the Gen Ed rubric for Oral and Written Communication to assess students' abilities to "Logically and persuasively state and support their points of view or findings." To do this effectively with such a large number of sections (95 total sections), we randomly selected three numbers and asked all instructors to match those numbers to students on their roster (i.e. the first student listed would be "1"). Each instructor was asked to assess these three students' Final In-Class Essays. Every instructor was asked to assess three students for each section of the course they were teaching that semester.

**Assessment Tool:** Final In-Class Essays

**Sampling Process:** Random selection of three essays from every participating section

**Expected Results of Student Achievement:** 80% of students will score 3 or higher on the learning outcome.

**Actual Results of Student Achievement:** 84% of students scored a 3 or higher on the learning outcome.

## Rubric:

Trait*	5: Exemplary Behavior	4: Accomplished Behavior	3: Developing Behavior	2: Beginning Behavior	1: Absence of Behavior /NA
<b>3. Logically and/or persuasively states and supports their points of view or findings.</b>	Thesis is explicitly and clearly stated and developed through relevant evidence. Connections are clear and logical throughout.	Thesis is clear or mostly clear and developed through some relevant evidence. Some connections or areas of support may be stronger than others.	Thesis is present but may not be immediately clear, some evidence is provided to develop the argument.	Thesis is implicit and somewhat supported. Some evidence is provided but argument is not fully developed.	Thesis is unstated/absent.

## Curriculum Map:

	ENGL 111	ENGL 112	ENGL 201
Demonstrate critical thinking in interpretation of a variety of texts.	GE 2 I	GE 4 I, R	GE 1 R
Analyze the influence of various historical and social factors on authors and texts.			GE 1 I
Identify and describe key characteristics of various literary genres, periods, and theories.			Course SLO 1 I
Compose logical, well-developed essays grounded in careful textual analysis and exhibit clarity and fluency in standard American English.	GE 1, GE 2, GE 3 I	GE 1, GE 2 R	GE 1, GE 2 R
Locate, evaluate, and ethically use information to develop arguments in writing.	GE 4 I	GE 3 R	

## Data Analysis and Use of Results

Program Goal	% scored 5 (Excellent)	% scored 4 (Above average)	% scored 3 (Average)	% scored 2 (Below average)	% scored 1 (Poor)	Overall Performance (Average or Above)	
						Expected Result	Actual Result
Compose logical, well-developed essays grounded in careful textual analysis and exhibit clarity and fluency in standard American English.	24%	37%	23%	10%	4%	80%	84%

## Findings and Use of Results

- What do you conclude from your assessment activities?* Our findings from this semester’s assessment of this Program Goal, particularly when combined with our findings from Fall 2017 in which we assessed the same Program Goal in one of our electives, indicate that our program is largely successful in teaching students how to “compose logical, well-developed essays grounded in careful textual analysis.” Not only did all of our assessed courses exceed the expected 80% of students with a 3 or higher on the rubric, but each successive course in our sequence (ENGL 111 → ENGL 112 → ENGL 201) showed higher rates than the previous, suggesting that students continue to improve in this outcome as they proceed through our course sequences.

That said, it is also worth noting that our rubric for this assessment only addressed part of the larger Program Goal: We did not assess whether students “exhibit clarity and fluency in standard American English.” So an important follow-up to this assessment would be to assess that part of the Program Goal as well.

We also found that the Fall semester is not the best time to conduct assessment of ENGL 112. In addition to offering fewer sections in the Fall than we do in the Spring, we also had a lower response rate. In the future, we will attempt to increase the response rate by assessing ENGL 111 in the Fall and ENGL 112 in the Spring.

- Reflect on the evidence you have collected. What does it mean for teaching and learning in the program?* The evidence we have collected suggests that we are successfully teaching this Program Goal in our composition courses, which are a mini-sequence within our larger program. Given that all students, not only students in the English Program, are required to take Composition, this suggests that we should continue to focus on this Program Goal as a priority.

- *Are curriculum changes needed?* Based on this assessment, there is no indication that curriculum changes are needed.

### **Actions and Implementation**

<b>PREVIOUS ACTION PLAN (From Fall 2017 Program Assessment)</b>			
<b>Recommendations for Follow-Up Assessment</b>	<b>Plans for Achieving Anticipated Results</b>	<b>Timelines for Completion</b>	<b>Completed (when)</b>
#1: Assess this program goal in other courses and/or with a larger sample size	Conduct assessment of this program goal with English Composition 2 (ENGL 112).	Fall 2018 semester	Fall 2018
#2: Do program assessment of another program goal	Conduct assessment of another program goal in one or more sections of Introduction to Literature (ENGL 201) and/or another elective.	Spring 2019 semester	Planned for AY 2019/2020

<b>NEW ACTION PLAN</b>			
<b>Recommendations for Follow-Up</b>	<b>Plans for Achieving Anticipated Results</b>	<b>Timelines for Completion</b>	<b>Completed (when)</b>
#1: Re-assess this program goal, this time with a focus on whether students “exhibit clarity and fluency in standard American English”	Conduct assessment of course SLOs that align with this focus. Assess ENGL 111 in the Fall semester and ENGL 112 in the Spring semester for larger sample size/higher response rate (We do not need to assess a section of ENGL 201 because our Fall 2017 assessment included this element).	Fall 2019 (for ENGL 111) and Fall 2020 (for ENGL 112)	
#2: Do program assessment of another program goal	Conduct assessment of another program goal in one or more sections of Introduction to Literature (ENGL 201) and/or another elective.	AY 2019/2020	

The following are three sample course assessments conducted within the last five years. All course assessments completed by the department are available in [the college's Assessment Library](#).

**RARITAN VALLEY COMMUNITY COLLEGE**  
**Course Assessment Report Form**

Department: English

Course name and number: English Composition 1; ENGL 111 (incl. sections with ENGL 070)

Number of sections assessed: 53

Offered in semester/year: Fall 2018

Date report completed: April 2019

Report completed by: Alexa Offenbauer

**Program Goals Assessed** (From the RVCC online catalog)

Compose logical, well-developed essays grounded in careful textual analysis and exhibit clarity and fluency in standard American English.

**General Education Student Learning Outcomes Assessed** (From the official course outline)

3. Compose essays that assert and develop a debatable thesis statement by using relevant evidence in academic discourse.

**Course Level Student Learning Outcomes Assessed** (From the official course outline.)

Same as above

**Means of Assessment**

The English department decided to use the Gen Ed rubric for Oral and Written Communication to assess students' abilities to "Logically and persuasively state and support their points of view or findings." To do this effectively with such a large number of sections (67 sections), we randomly selected three numbers and asked all instructors to match the numbers to students on their roster (i.e. the first student listed would be "1"). Each instructor was asked to assess these three students' Final In-Class Essays. Every instructor was asked to assess three students for each section of the course they were teaching that semester.

**Assessment Tool:** Final In-Class Essays

**Sampling Process:** Random selection of three essays from every participating section

**Expected Results of Student Achievement:** 80% of students will score 3 or higher on the learning outcome.

**Actual Results of Student Achievement:** 83% of students scored a 3 or higher on the learning outcome.



**Rubric:**

Trait*	5 Exemplary Behavior	4 Accomplished Behavior	3 Developing Behavior	2 Beginning Behavior	1 Absence of Behavior or NA.
<b>3. Logically and/or persuasively states and supports their points of view or findings.</b>  (This is from a Gen Ed rubric— Oral and Written Comm.)	Thesis is explicitly and clearly stated and developed through relevant evidence. Connections are clear and logical throughout.	Thesis is clear or mostly clear and developed through some relevant evidence. Some connections or areas of support may be stronger than others.	Thesis is present but may not be immediately clear, some evidence is provided to develop the argument.	Thesis is implicit and somewhat supported. Some evidence is provided but argument is not fully developed.	Thesis is unstated/absent.

**Data Analysis and Use of Results**

Please show the number of student scores for each outcome in the table below.

Course Goals/ Gen ED Goals	% scored 5 (Excellent)	% scored 4 (Above average)	% scored 3 (Average)	% scored 2 (Below average)	% scored 1 (Poor)	Overall Performance (Average or Above)	
						Expected Result	Actual Result
Gen/Ed Course SLO	23%	38%	23%	11%	4%	80%	83%

5 Excellent 4 Above average 3 Average 2 Below average 1 Poor

**Findings and Use of Results**

- *What do you conclude from your outcomes assessment activities?* We conclude that our courses are effectively teaching students to “Logically and persuasively state and support their points of view or findings” in their papers.
- *Are curriculum changes needed?* No, not for this particular Gen Ed outcome.

- *Reflect on the evidence you have collected. What does it mean for teaching and learning in your course? In your program?* The evidence we have collected suggests a number of things. One, that we are effectively teaching this Gen Ed outcome. This suggests that, as we make changes in our curriculum and teaching to increase student success in other SLOs, we want to be sure to keep a focus on what we are doing well with this SLO.

**Actions and Implementation**

*Please address how each recommendation will be implemented and indicate the anticipated results.*

<b>ACTION PLAN</b>			
<b>Recommendations for Future Goals</b>	<b>Plans for Achieving Anticipated Results</b>	<b>Timelines for Completion</b>	<b>Completed (when)</b>
#1: Maintain or increase student success with this SLO	Re-assess this SLO to ensure continued success, especially as we make changes to our course to better support student success with the other SLOs.	Fall 2022	

*November, 2015*

**RARITAN VALLEY COMMUNITY COLLEGE**  
**Course Assessment Report Form**

Department: English

Course name and number: ENGL 222 (American Literature: Post Civil War to the Present)

Number of sections assessed: 1

Offered in semester/year: Fall 2017

Date report completed: 12/19/2017

Report completed by: David Chase

**Program Goals Assessed** (From the RVCC online catalog)

Demonstrate critical thinking in interpretation of a variety of literary and cultural texts.

**General Education Student Learning Outcomes Assessed** (From the official course outline) N/A

**Course Level Student Learning Outcomes Assessed** (From the official course outline.)

Identify recurrent themes, concerns, and tensions in American literature and culture.

**Means of Assessment**

*Briefly describe the assessment tool and process used to generate the evidence for each of the SLOs:*

**Assessment Tool** Essay Question from Final Exam that requires students to connect 3 literary texts along recurrent themes, concerns, and tensions in American literature and culture.

**Sampling Process** Assessed all 10 active students in the single section of the course.

**Expected Results of Student Achievement** 75% of students will score 3 or higher on the course learning outcome.

**Actual Results of Student Achievement:** 80% of students scored 3 or higher.

### Rubric

Student Learning Outcome	Exemplary Behavior	Accomplished Behavior	Developing Behavior	Beginning Behavior	Absence of Behavior or NA.
<b>Identify recurrent themes, concerns, and tensions in American literature and culture.</b>	Makes insightful and surprising connections between texts along recurrent themes, concerns, and tensions in American literature and culture	Makes solid and specific connections between texts along recurrent themes, concerns, and tensions in American literature and culture	Makes broad but identifiable connections between texts along recurrent themes, concerns, and tensions in American literature and culture	Gestures toward broad connections between texts along recurrent themes, concerns, and tensions in American literature and culture	Does not make connections between texts along recurrent themes, concerns, and tensions in American literature and culture

## Data Analysis and Use of Results

Please show the number of student scores for each outcome in the table below.

Course Goals/ Gen ED Goals	% scored 5 (Excellent)	% scored 4 (Above average)	% scored 3 (Average)	% scored 2 (Below average)	% scored 1 (Poor)	Overall Performance (Average or Above)	
						Expected Result	Actual Result
Course SLO	20% (2)	30% (3)	30%(3)	10%(1)	10%(1)	(75%)	80% (12)
Gen Ed SLO							

5 Excellent 4 Above average 3 Average 2 Below average 1 Poor

## Findings and Use of Results

- What do you conclude from your outcomes assessment activities?*  
For this relatively small sample at least, students are performing above department expectations for the course learning outcome.
- Are curriculum changes needed?*  
No.
- Reflect on the evidence you have collected. What does it mean for teaching and learning in your course? In your program?*  
The final exam essay prompt asked a specific question about connecting three literary texts along recurrent themes, concerns, and tensions in American literature and culture.

The majority of students were able to make meaningful connections between the literary texts and to trace their use and development of themes across historical periods in American history. Only two students failed to meet standards for performance on the assignment, one of whom did not do so because the work she submitted was incomplete.

The assessment reveals that present strategies are working effectively to meet this course learning outcome. As such, no changes or recommendations for improvement are being proposed at this point.

**Actions and Implementation**

*Please address how each recommendation will be implemented and indicate the anticipated results.*

<b>ACTION PLAN</b>			
<b>Recommendations for Improvement</b>	<b>Plans for Achieving Anticipated Results</b>	<b>Timelines for Completion</b>	<b>Completed (when)</b>
#1:None	Continue present efforts	N/A	
#2:			
#3:			
#4:			

*November, 2015*

**RARITAN VALLEY COMMUNITY COLLEGE**  
**Course Assessment Report Form**

Department: English

Course name and number: ENGL 235 English Literature: Middle Ages through the Eighteenth Century

Number of sections assessed: 1

Offered in semester/year: Spring 2019

Date report completed: June 1, 2019

Report completed by: Susan Arvay

**Program Goals Assessed** (From the RVCC online catalog)

1. Demonstrate critical thinking by interpreting a variety of texts.
2. Analyze the influence of various historical and social factors on authors and texts.
3. Identify and describe key characteristics of various literary genres, periods, and theories.
4. Compose logical, well-developed essays grounded in careful textual analysis and exhibit clarity and fluency in standard American English.

**General Education Student Learning Outcomes Assessed** (From the official course outline)

1. Analyze English literary texts within their historical and social contexts, both orally and in writing (GE-NJ 1,6,7, \*)
2. Use textual evidence to support logical and persuasive claims in writing (GE-NJ1,6,\*)

**Course Level Student Learning Outcomes Assessed** (From the official course outline.)

1. Describe key characteristics of the literature of early English historical periods.

**Means of Assessment**

*Briefly describe the assessment tool and process used to generate the evidence for each of the SLOs:*

**Assessment Tool** (For example: Single in-class writing prompt, end-of-term research essay, three multiple choice questions, student performance etc.)

For GE SLO #1 and #2, an essay assignment asking students to analyze a text in its historical context was used.

For Course SLO #1, the final exam was used. Part 1 asked students 10 brief questions about various characteristics and types of literature from the period.

**Sampling Process** (For example: “Randomly selected five essays from each of the 52 sections of the course” or “Assessed all 38 students in the single section of the course” etc.)

All 13 historical context essays and all 13 final exams in the single section of the course were assessed.

**Expected Results of Student Achievement** (For example: “75% of students will score 3 or higher in each learning outcome”)

At least 85% of the students will receive a score of 3 or higher for the outcome.

**Actual Results of Student Achievement:**

For GE SLO #1, 85% of students received a score of 3 or higher.

For GE SLO #2, 85% of students received a score of 3 or higher.

For Course SLO #1, 92% of students received a score of 3 or higher.

**Rubric for GE SLO #1:**

Trait*	Exemplary Behavior	Accomplished Behavior	Developing Behavior	Beginning Behavior	Absence of Behavior or NA.
<b>1. Analyze English literary texts within their historical and social contexts, both orally and in writing.</b>	The entire essay effectively analyzes how the historical context informs the reading of the text.	Most of the essay effectively analyzes how the historical context informs the reading of the text.	Beginnings of effective analysis of how the historical context informs the reading of the text.	Ineffective analysis of how the historical context informs the reading of the text. May rely more on summary than analysis.	Does not make connections between the historical context and the text. Summary consistently replaces any analysis of the text.

**Rubric for GE SLO #2:**

Trait*	Exemplary Behavior	Accomplished Behavior	Developing Behavior	Beginning Behavior	Absence of Behavior or NA.
<b>2. Use textual evidence to support logical and persuasive claims in writing</b>	Effective analysis of relevant quotes throughout the essay	Effective analysis of relevant quotes in most of the essay.	Beginnings of effective analysis of relevant quotes in significant places in the essay. May rely on some unnecessary summary.	Ineffective selection and use of quotes. May rely more on summary than on analysis.	Does not work with quotes from the readings. Summary consistently replaces any analysis of the text.

**Rubric for Course SLO #1:**

Trait*	Exemplary Behavior	Accomplished Behavior	Developing Behavior	Beginning Behavior	Absence of Behavior or NA.
<b>1. Describe key characteristics of the literature of early English historical periods.</b>	All 10 questions answered correctly and fully.	8-9 out of 10 questions answered correctly and fully.	6-7 out of 10 questions answered correctly and fully.	4-5 out of 10 questions answered correctly and fully.	3 or fewer out of 10 questions answered correctly and fully.



## Data Analysis and Use of Results

Please show the number of student scores for each outcome in the table below.

Course Goals/ Gen ED Goals	% scored 5 (Excellent)	% scored 4 (Above average)	% scored 3 (Average)	% scored 2 (Below average)	% scored 1 (Poor)	Overall Performance (Average or Above)	
						Expected Result	Actual Result
GE 1: Analyze English literary texts within their historical and social contexts, both orally and in writing.	46% (6)	15% (2)	23% (3)	15% (2)	0%	85%	85%
GE 2: Use textual evidence to support logical and persuasive claims in writing	31% (4)	23% (3)	31% (4)	15% (2)	0%	85%	85%
Course SLO 1: Describe key characteristics of the literature of early English historical periods.	54% (7)	15% (2)	23% (3)	0%	8% (1)	85%	92%

5 Excellent 4 Above average 3 Average 2 Below average 1 Poor

### Findings and Use of Results

- *What do you conclude from your outcomes assessment activities?*
- *Are curriculum changes needed?*
- *Reflect on the evidence you have collected. What does it mean for teaching and learning in your course? In your program?*

The results above indicate that by and large students in the course are achieving the student learning outcomes assessed. The assessment of GE SLO #2 is a follow-up to the course assessment done in fall 2017 which showed that students needed more explicit instruction in doing literary analysis in order to deepen their readings of the texts in their essays. This kind of instruction was incorporated into the course in spring 2019 by examining examples of effective, basic literary analysis as a class and using these examples as models for students' own writing. The results improved in that no students scored a "1" on this criterion; everyone did at least minimal analysis that worked with the

assigned texts. Nearly a third of the submissions scored only a “3”; continued work in this area should improve the number of students scoring a “4” or a “5.”

This is the first time that GE SLO #1 and Course SLO #1 have been assessed. Results show that students are learning how to analyze a text within its historical context and are learning the basic characteristics of early English literature.

**Actions and Implementation**

*Please address how each recommendation will be implemented and indicate the anticipated results.*

The above results do not suggest that any major changes need to be made. Instruction in how to do literary analysis should continue to be enhanced to further improve the results for GE SLO #2.

<b>ACTION PLAN</b>			
<b>Recommendations for Improvement</b>	<b>Plans for Achieving Anticipated Results</b>	<b>Timelines for Completion</b>	<b>Completed (when)</b>
Continue to include explicit lessons in how to do literary analysis; include more models for students to follow.	Changes will be incorporated the next time the course is taught. The course is not currently in the schedule for either fall 2019 or spring 2020.	TBA	

*November, 2015*

## **Appendix G - Student Data Packages**

See the separate accompanying Program Review Data Packet 2020-2021 prepared by Institutional Research. Converting the data packet from PDF to Word in order to insert it into this template caused serious issues with the charts and graphs.

## Appendix H - Library Data Package

### Evelyn S. Field Library Data for English Program Review

The Evelyn S. Field Library at Raritan Valley Community College provides access to thousands of resources, both print and online for the student community. Access to electronic content (ebooks, articles, databases, streaming videos, etc.) is available 24 hours a day, 7 days a week via the library's extensive web portal. Registered students are able to access these materials using their student ID number and password. The physical library is open 61 hours per week and a reference librarian with an ALA accredited master's degree in library and information science is available during all operating hours for reference help and research assistance.

The Evelyn S. Field library employs three full-time, tenure-track faculty librarians. These librarians are responsible for liaising with individual academic departments based on experience and expertise. The English Department Liaison Librarian is available for specialized information literacy instruction as needed, for individual research appointments with students, and for collection development needs for the department. Funding for library materials for the English program comes from the dedicated budget line for English library materials.

The library's website (<https://library.raritanval.edu>) offers tutorials and information on how to use resources provided by the library. If requested by faculty, a librarian can provide an orientation or overview of the resources available to students for elective courses. In-person Information Literacy Instruction is provided for all face-to-face sections of ENGL 111 and ENGL 112. Online course guides and an embedded librarian are available to all online sections of ENGL 111 and ENGL 112.

#### Technology

The Evelyn S. Field Library offers the greatest number of publicly available computers of any space on campus. Technology offered for student use is as follows:

Library	Computers Available	Student Availability
Library 1 <sup>st</sup> Floor	28	8:00am - 9:00pm Monday through Thursday 8:00am – 5:00pm Friday
Library 2 <sup>nd</sup> Floor	20	8:00am - 9:00pm Monday through Thursday 8:00am – 5:00pm Friday

Library Classroom	27	Any time class is not in session. Hours of instruction are posted.
Robeson	2	Any time no events are scheduled. Events are posted.
Laptops for individual use in the Library	7	8:00am - 9:00pm Monday through Thursday 8:00am – 5:00pm Friday

The library also provides a photocopier machine and book scanner. Photocopies cost 7 cents per page. Scanning is free and scanned pages can be emailed, saved to a cloud drive, or saved on a flashdrive. Adaptive technology is available for students with visual or motor impairments.

## Support Personnel

The Evelyn S. Field Library staff are cross-trained in providing general technical support to library patrons. The Public Services Associate and the Electronic Resources Librarian are particularly adept at troubleshooting technical needs, but all staff are able to provide support.

Number of personnel	Hours of Availability	Responsibilities
Public Services – Circulation, ILL, Reserves  2 Full-time	8:00am - 9:00pm Monday through Thursday  8:00am – 5:00pm Friday	Check in and out books and reserves  Manage patron accounts  Answer basic questions about the library and college  Assist with public computers & printers
Librarians (7)  3 full-time, 4 part-time	8:00am - 9:00pm Monday through Thursday  8:00am – 5:00pm Friday	Reference  Information literacy instruction  Collection development  Generally assisting patrons
Technical Services Associate (1)	7:30am – 4:00pm Monday through Friday	Cataloging
Technical Services Assistant (1)	8:00am – 12:00pm Monday through Friday	Ordering books, supplies, other materials  Processing invoices

## Information Literacy Instruction

One class session of information literacy instruction (ILI) is included in the course outline for ENGL 111 and ENGL 112. This requirement is filled by a librarian-led ILI session for face-to-face sections and by either an embedded librarian or the use of an online course guide for online sections.

Below are the total number of ILI taught for the English department by a librarian (face-to-face or embedded) for the past 5 academic years.

	2019-2020	2018-2019	2017-2018	2016-2017	2015-2016
<i>English</i>	167	156	174	169	165

Nearly all of the courses taught for the English department are ENGL 111 and ENGL 112. Generally, between 1-5 English elective courses request ILI in a semester.

On average, about 98% of the total number of ENGL 111 and 112 sections offered each semester receive librarian-led ILI.

## Course & Assignment Guides

Course & Assignment Guides can be created by a librarian to support students' research needs for a general education or Business Core course and for specific research assignments. Current course & assignment guides used by program courses are:

- English Composition I
- English Composition II

## Media / Film

The library's subscriptions to Academic Video Online (AVON) from Alexander Street Press, Kanopy, and Docuseek, as well as individual title offerings from Swank Digital Campus, provide English program faculty with hundreds of educational streaming videos, documentaries, and motion pictures to support the English Program. Streaming videos can be embedded in Canvas for seamless access for students.

The library also houses physical DVDs of requested documentaries or educational programs for check out or to be placed on reserve for in-library viewing.

## Databases and Periodicals

### Electronic

Periodicals are primarily provided through the library's electronic databases. Subject-specific databases offered by the library to support the English Program are:

- Bloom's Literature

- Contemporary Authors
- Critical Insights (Salem Press eBooks)
- LitFinder
- Literary Reference Center
- Literature Criticism Online
- Literature Resource Center
- Opposing Viewpoints in Context (for Composition classes)
- JSTOR
- Short Story Criticism

Although any of the above databases, and others, may be used by students in the English program, usage statistics for some of the most common or recommended ones may be helpful. Librarians consistently recommend students in English Composition I and II use the database Opposing Viewpoints in Context, which provides a wide variety of source types on the topics that are typically the subject of research assignments in those courses. During the 19-20 academic year, 8,858 searches were performed in Opposing Viewpoints in Context. JSTOR is another widely used multi-disciplinary database that is frequently recommended by English department faculty; there were 12,447 searches performed in JSTOR. Finally, our most popular literary criticism database, Literature Resource Center, had 1,193 searches. This database appeals to a smaller population but its low statistics suggest that there is little database research occurring in the area of literary criticism outside of JSTOR and RVOneSearch.

It should be noted that the majority of students use our discovery layer, RVOneSearch, rather than going directly to specialized databases. RVOneSearch, by comparison, had a total of 88,855 searches performed across all disciplines.

Multidisciplinary databases also include relevant periodicals:

- Academic Search Premier (Ebsco)
- General OneFile
- Proquest Central

One or more of these databases, including RVOneSearch, will provide access to the most common newspapers, trade publications and journals required by students in the English Program. The library also offers students access to NYTimes.com and New Yorker Complete archive.

### [Print](#)

The library maintains a small collection of current print newspaper and periodical subscriptions in our Reading Lounge for patron use. While none of the titles are specific to composition or literature, a number of popular magazines may be of general interest to students in English Composition courses to supplement current events and social issues discussions, such as:

- Atlantic Monthly
- Courier News
- Harper's Magazine

- Time
- National Review
- New York Times
- New Yorker
- USA Today

## Books

### Print collection

The library's print book collection includes 14,412 titles in the category Language, Linguistics and Literature. Relevant subcategories include:

- American Literature – 5,085
- English Literature – 3,269
- Literature – Authorship & Criticism – 569
- Poetry, General – 88
- Prose Technique – 171
- English Language – Modern – 536 (includes works related to composition and writing)

Of the 13,452 of those titles that are in our circulating collection and available for check out, 2,339 of them have circulating in the past five years (1.7%). 1,087 of the circulating titles were in the American Literature category.

### EBook collection

The library provides access to 6,129 ebooks in Language, Linguistics and Literature. Ebooks are primarily offered through the following ebook collections:

- Ebsco Ebooks
- Ebook Central (Proquest)
- Salem Press eBooks (Critical Insights series)

### Textbooks

The library offers a reserve textbook collection for students to use within the library. Textbooks for the following ENGL classes are in our textbook collection:

- Introduction to College Reading and Composition I & II
- English Composition I & II
- The Short Story
- Introduction to Poetry

The library automatically puts on reserve any textbook that costs more than \$35 for courses in which there are at least 25 students enrolled. Faculty can also provide us with a copy of a textbook that does not meet these requirements and we will add them to the collection.



## COVID-19 Temporary Adjustments to Operations

The Library has had to make the following temporary adjustments to our operations due to COVID-19 concerns in Fall 2020:

- The physical library is not open for studying, computer use, or in-person instruction during. (Two other student computer labs are open for use in Somerset Hall and the West Building)
- Librarians are providing in-person reference services on a limited basis during the daytime, Mon-Fri. Virtual reference services via chat, email, and zoom are available 9AM – 9PM Mon – Thurs and 9AM – 4PM on Friday, which closely replicates our operating hours during a normal semester
- Librarians are providing remote synchronous information literacy instruction when requested. Information Literacy Instruction is also provided asynchronously by an embedded librarian or through a self-paced online course guide and assessment that the students complete.
- Physical library collections are available for contactless pickup by placing holds through the online library catalog.
- Textbook reserves are being made available through requests for scans of chapters. Students can request up to four chapters per textbook, which we then scan and email to the student.

## Appendix I - Program Plan

### Program-Review Recommendations

	<b>Recommendations</b>	<b>Assessment Findings Supporting Each Recommendation</b>	<b>Action Plan(s)</b>	<b>Lead Responsibility for Action Plans</b>	<b>Budgetary Implications</b>	<b>Timeframe for Completion</b>	<b>Status</b>
1.	To enhance professional development and team building, a reliable, designated meeting space should be allocated.	Observed problems: <ul style="list-style-type: none"> <li>• Official department meeting space</li> <li>• Impromptu meeting space</li> <li>• Distance from contingent faculty</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss department meeting preferences</li> <li>• Negotiate breakroom space with HSSE</li> </ul>	Ronald Tyson	No	Spring 2022	Not begun
2.	Computer resources must be secured, kept up to date and available for English classes as much as for computer science or accounting students.	If students cannot count on computer labs where they can write, edit and save their work, they cannot succeed.	Communicate our technological needs to the appropriate department within RVCC	Technology Services	Yes	Spring 2022	Not begun
3.	English faculty need to be empowered to control their web presence.	RVCC needs to secure adequate resources necessary for student success in the 21 <sup>st</sup> century. RVCC's English department wants to guide its	Negotiate the control over our web presence with the Marketing department.	Marketing	No	Spring 2022	Not begun

		students to become engaged citizens of an online world. The college needs to support them in this mission.					
4.	Composition courses should be capped well below 21. The English Department should consider developing a departmental policy informing the administration that it will not exceed these limits.	The National Council of Teachers of English ( <a href="http://www.ncte.org/">http://www.ncte.org/</a> ) agrees: “The teaching of writing . . . requires special attention to <i>class size</i> , teaching loads, the availability of teaching materials, and the development of additional resources that enhance classroom instruction. NCTE concludes, “No more than 20 students should be permitted in any writing class. Ideally, classes should be limited to 15.”	Propose lowering the caps in the next round of contract negotiations.	Federation and administration	Yes	Next round of negotiations (?)	Not begun
5.	Creative Writing courses should be capped below 21. The ideal size would be approximately 17 students.	Introductory creative writing courses [should] have class size restrictions of no greater than 20 students. Intermediate courses [should] have class size restrictions of 12 – 15 students. (Optimum	Communicate the need to lower the cap in Creative Writing to the administration.	Ronald Tyson and administration	Yes	TBD	Not begun

		workshop class size: 12 students.) (“AWP Hallmarks”)					
6.	Revise the Mission Statement and Department Overview to communicate a fuller, more dynamic sense of what studying English and literature is about.	The current Mission and Overview do not attend enough to prevailing concerns that a college education is more about jobs than about a traditional liberal education.	Revise the Mission Statement and discuss it at the next department meeting.	Susan Arvay and the English department	No	Spring 2022	To begin in August 2021
7	Connect with local partners	English is a <i>careers-</i> focused discipline: the great majority of students who earn an English degree work in business, government, or other fields. Remind prospective students and their families of these facts. English is a career track discipline.	Explore opportunities to incorporate more service learning into our courses.	Ronald Tyson and the English department, Service Learning	No	Fall 2022	Not begun
8	Embed a student magazine in the curriculum	This course would offer <i>real world skills</i> in editing, software use, writing, and marketing. The course can introduce students to the basics of editing and publishing their own magazine. These hardware and software skills can be directly	Restart the Literary Club under the mentorship of a full-time or part-time faculty member	The English department	No	Spring 2023	Not begun

		applied by career-minded students.					
9	Devote professional development resources to training faculty in Digital Humanities and STEAM.	STEAM programs allow students to focus on STEM fields while exploring English. Some English Courses might be ideal launching points for such initiatives.	Liaise with the library and/or CTLS in search of opportunities for faculty training.	Izabela Zieba and the English department	Unknown	Spring 2022	Not begun
10	More options for Writing-Intensive (WI) courses	Under the above scheme, students are able to avoid one of the categories, which means potentially missing essential aspects of an English major. Reimagining the Writing-Intensive (WI) course category could have a transformative effect on the major and beyond.	Examine as a department what we mean by writing intensive courses and decide which courses would have that designation. Rethink the categories of our electives.	The English department	No	Fall 2023	Not begun
11	Develop a WAC/ WI across the college	The college does not have a broader Writing Intensive program. Formalizing a Writing Intensive/Writing Across the curriculum requirement would allow the college to: *lower the course cap to recognize the labor-intensive nature of	Reach out to the CTLS requesting a college-wide WAC training for faculty.	CTLS, the English department	Unknown	Spring 2022	Not begun

		writing <b>instruction</b> . *signal the need for a WAC program to other majors on campus. *Signal to students the added seriousness of the writing being done in these courses.					
12	Develop General Education curriculum	The courses suggested by the consultant (e.g. mythology, sports in literature) would attract majors and non-majors alike to English.	Discuss how the implications of adding new electives to the catalog would impact enrollment.	English department	Unknown	Spring 2023	Not begun
13	Track alumni	Potential students need a better idea of where English graduates end up after graduation and what career skills English courses deliver.	Collect or access more data on program graduates.	Institutional Research	No	Fall 2022	Not begun
14	Use the PLO's to highlight and communicate <b>skills</b> English offers, even in descriptions of traditional literature courses.	English is a discipline where utterly practical and transferable skills are housed. Communicate in Mission Statements, enrollment brochures, course descriptions and elsewhere that such skills are as important in the boardroom,	Keep adding new descriptions as we revise course outlines.	English department	No	Ongoing	Not begun

		marketing department, or internet resource development as they are in graduate school.					
15	More full-time faculty should be brought on to alleviate the reliance on contingent faculty	The department features a large number of adjuncts. Unsurprisingly, the number of contingent faculty far exceeds the number of full-time faculty: the number of full-time faculty is currently 14: a 12 percent drop from the high of 16 in 2016. Many adjuncts are burdened by the conditions that contingent faculty work under: lack of security, an uncertain identity, a staggering work load. Full-time faculty are more invested in the institution and better able to advise and direct students.	Communicate our needs to the administration.	Administration	Yes		Not begun

## **External Consultant's Report**

See below.





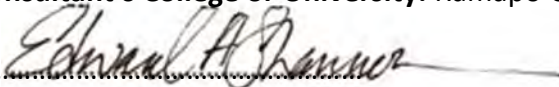
**External Consultant's Report**

**Program:** English

**Department:** English Department

**Consultant Name:** Edward A. Shannon

**External Consultant's College or University:** Ramapo College of NJ.

**Signature** ..... 

**Date of completion** June 28, 2021

## Section 1- Executive Summary

During my May 21, 2021 virtual meeting with the English faculty, a faculty member remarked, “we need to take care of our students.” Our conversation that day made it clear that indeed, this faculty cares about student learning, but more to the point: they care about the students themselves. If the administration of Raritan Valley Community College takes nothing else from this report, I hope they listen to the English faculty—in their remarks that day, and in the work and self-critique poured into the self-study, they demonstrated that they do, indeed, want to take care of their students.

The potential outcomes for English majors are widely misunderstood, but English is a career-focused major that can and does lead students to successful lives and careers. As a thought experiment, ask virtually any student in any general education course or any major to imagine what they will be doing at their jobs five years in the future, say on a Tuesday morning at 10. The reality is that many working people (especially those with AA or BA degrees), are likely to be **reading or writing** a text: a report (like this one), emails, recommendation letters, job applications, mission statements, web pages, and on and on. Reading and writing skills cut through virtually every career path. Those most skilled at *expression* and *interpretation* are most likely to succeed. Most college programs need more, not less, writing instruction.

Therefore, the need for a dedicated English department at institutions of higher learning has been and remains clear and compelling. The study of writing and literature is more, not less, necessary to navigate the shifting economic and social changes of the 21<sup>st</sup> century.

This report will make specific recommendations for English and Writing instruction at RVCC. Key points include:

1. Optimum class size for Composition, Literature, and Creative Writing courses.
2. Technology needs for English and Literature courses. These include:
  - a. Appropriate computing technology with sufficient, up to date hardware and software.
  - b. Social media/webpage access and control for the Department.
3. Expanding what “English” means or can mean to incoming students and (more importantly) their families. Re-present English as a career track discipline.
4. Possible revisions to the major, including:
  - a. Variations on online options for team teaching and other purposes.
  - b. Expansion of Digital Humanities (DH) and STEAM (STEM + “A” for arts) elements: courses about or incorporating audio/ video “papers,” video games as texts. Course products beyond the traditional essay.
  - c. Inclusion of student publications in the curriculum.
  - d. Inclusion of Internships/ Co-ops or similar initiatives in the curriculum.

5. Writing Intensive (WI)/ Writing Across the Curriculum: Revise WI in English and pilot WAC at RVCC.

**Note:** Recommendations appear throughout the document. For ease of reference, they are also listed in the appendix on page 20, with abbreviated rationale.

## **Section 2- Introduction, Mission, and Goals**

Before addressing the specific categories requested in the *External Consultant's Report Template* this report needs to address "meta" issues that pervade all of the significant concerns stipulated in the *Template*: **Technology** and **Class size**.

- **Technology Needs of the English Department.**
  - **Technology I: classroom needs**

The self-study states: "Our computer labs, which are necessary components of composition instruction in the 21st century, are outdated." Beyond the computers, the self-study expresses concern for the safety of their students:

There is important research conducted by our colleagues from the Arts and Design department suggesting that many of our old classrooms are ill-designed, acoustically ineffective, often inaccessible, and often unsafe (bare wiring, mold).

Students know when they are valued and when they are not. They will not feel valued when they see "bare wiring [and] mold" in their learning spaces. These conditions impact student learning in ways that the most caring teaching faculty cannot overcome.

Somewhat uniquely, the English Department (through ENGL 111), engages with virtually every RVCC student. Therefore, poor support of English is poor support of the entire student body.

Faculty report that ENGL writing courses which depend computer technology, internet access, and adequately resourced writing labs are woefully under-resourced. The antiquated sense of English as a field concerned with nothing but aesthetics and "poetry appreciation" continues to disadvantage many English departments.

English students do their writing on computers and complete much of their research through the internet, just as science and other students do. English majors do not sit beneath oak trees writing in moleskin notebooks with fountain pens. They need desktops, laptops, tablets, and reliable wi-fi.

Anyone who has had their internet connection drop or their computer powerdown before saving a document knows how frustrating this can be. Imagine an English class—worse yet—a developmental composition course where 17 students all lose their work at the same time. The college cannot expect students to succeed or faculty to thrive under such circumstances.

The professional organizations Association of Departments of English (ADE) and National Council of Teachers of English (NCTE) both stress the importance of technology in English

instruction. NCTE's "Beliefs for Integrating Technology into the English Language Arts Classroom" states: "**Literacy means literacies.** Literacy is more than reading, writing, speaking, listening, and viewing as traditionally defined." Regarding the place of adequate resources, the statement is clear:

**Technologies provide new ways to consume and produce texts.** What it means to consume and produce texts is changing as digital technologies offer new opportunities to read, write, listen, view, record, compose, and interact with both the texts themselves and with other people. (NCTE.org)

**Recommendation:**

If students cannot count on computer labs where they can write, edit and save their work, they cannot succeed. Computer resources must be secured, kept up to date and available for English classes as much as for computer science or accounting students. RVCC should seek and act on specific needs requests from the English faculty.

- **Technology II: Web presence.**

The English department needs autonomy over their web presence. While the English department demonstrates a good deal of student focused innovation in the form of themed ENGL 111 & 112 and literature sections, they do not have the ability to *communicate* these sections to prospective students.

For instance, the department has offered "themed" literature sections. In our discussion, we imagined a *Survey of American Literature* section focused on business and the marketplace as an ideal offering for the business major with an interest in English. Readings like "Bartleby," and John Smith's *Description of New England* allow students to see the intersection of commerce in the nation's founding and development. American slave narratives and support texts explore the abuses of that founding and development.

The faculty can offer such courses, but do not have the option of renaming the course or changing the description, so **they cannot communicate their curricular innovations** to students. Such a course could easily engage students interested in contemporary news stories from Wall Street to Juneteenth, but if students do not know about the course, they cannot take it.

Between COVID and the internet, faculty cannot rely on posters in hallways to advertise a class section. Students find out about their world the same way non-students do: through the internet. We need to communicate to students via webpages, Twitter, Tik Tok, Twitch, YouTube, Instagram, and whatever appears next. The faculty report they can control a Facebook page, but students dismiss Facebook as a medium for an older generation.

Again, quoting NCTE: these "digital technologies offer new opportunities to read, write, listen, view, record, compose, and interact with both the texts themselves and with other people"

(NCTE.org). Faculty need to control their web presence to communicate with students. Students need to learn to read and write in these spaces.

For the faculty to continue to innovate and instruct students in the kind of writing they are likely to do in their lives, they must teach not just “the college essay,” but the Tweet, the Instagram story, and the podcast. Composition courses can include a unit on writing a clear one-sentence tweet. Or a course can ask for a critical response to a podcast. Or apply critical reading strategies to posts by on online bot.

Such courses cannot be **developed** or **advertised** to students without access to individual or course based social media accounts.

**Recommendation:**

Secure adequate resources necessary for English faculty to control their web presence. The 21<sup>st</sup> century is a world in which ideas—true, false, fictional, and otherwise—emerge and vanish in the time it takes to tap a screen. RVCC’s English department wants to guide its students to become engaged citizens of an online world. The college needs to support them in this mission.

➤ **English, Composition & Literature class size**

**RVCC** caps most composition courses at 21, with developmental composition capped at 17. Literature electives are capped at 34, with the exception of Creative Writing, which is capped at 21. Faculty are sometimes asked to approve increasing composition classes to 23.

While the college should be commended for not exceeding 21 in most composition courses, **this cap is too high**. The English department would be well served to adopt a policy agreeing not to accept *any* requests to increase enrollment to 23. Often these concessions are made with the best intentions and an effort to help the students. But the help the students need most is *smaller classes with more individualized attention*.

**No serious debate exists on the question of class size.**

The Association of Departments of English (ADE) writes, “all writing courses, both face-to-face and online, should be limited to fifteen students. *No more than twenty* students should be permitted in any writing course.” Furthermore, “developmental writing courses should always be limited to *fifteen students*” (“ADE Guidelines”).

The National Council of Teachers of English (<http://www.ncte.org/>) agrees:

The teaching of writing [ . . . ] requires special attention to *class size*, teaching loads, the availability of teaching materials, and the development of additional resources that enhance classroom instruction.

NCTE concludes, “No more than 20 students should be permitted in any writing class. Ideally, classes should be limited to 15.”

- **“No English faculty member should teach more than sixty writing students a term; if students are developmental, the maximum should be forty-five**  
--(“Association of Departments of English Guidelines”).

The above ADE statement reflects concern for both the working lives of instructors and the learning lives of students. Given the course cap of 21 on composition courses, RVCC English faculty’s workload must *far exceed* that maximum. A faculty member teaching three composition courses and two literature electives (which also require substantial writing) can expect to teach 66 writing students and 70 literature students: *over 130 students*. That workload does not serve student need.

In “Class Size in College Writing Courses,” composition scholar Prof. Patricia Roberts-Miller argues: “good practice in the teaching of college writing [includes] considerable writing on the part of students [and] thoughtful feedback from teachers [ . . . ]. *This gets harder with the addition of each student [ . . . ]*” (“Class Size”).

Writing is a practice, not a body of knowledge. Those outside English need to understand that “teaching writing [is not] getting students to memorize and understand” facts and figures. Rather, it means “setting students *tasks* during which they will learn and giving them appropriate feedback along the way. The more [ . . . ] one engages in constructivist teaching, the more important is class size” (Roberts-Miller, “Class Size”). As with any practice, writing needs to be engaged in, responded to, and repeated. Teaching writing is labor intensive.

Roberts-Miller quantifies the problem, breaking down the “150 hours of an instructor’s time over [ . . . ] a semester” with the following *minimal* figures:

- “45 hours [ . . . ] is spent in class”
- “45 [ . . . ] in office hours [ . . . ].”
- “60 hours [ . . . ] for individual conferences, grading, and course preparation [ . . . ].”
- With “twenty students per class [ . . . ] meeting twice with each student for a half hour conference uses up b hours.”
- “expect [at least] an hour per week of course preparation (15)”
- “leaving 25 hours for grading”

Tabulating the above, Roberts-Miller concludes:

**[A] course with only three papers would use up almost all of the time left.** Since most programs require **more than three papers** (and most instructors spend more than twenty minutes per paper), more than twenty students per course puts instructors into *unethical working conditions*. (Roberts-Miller, “Another Version”)

Her numbers are—if anything—an understatement.

**Recommendation:**

In summation:

- ENGL 111 and ENGL 112 should be capped no higher than 18.
- Developmental composition and creative courses should be capped at 15.
- No English faculty member should teach more than sixty **writing** students per term.
- The English department should agree not to accept *any* requests to increase 111 and ENGL 112 enrollments to 23.

In reality, composition courses should be capped well below 21. ENGL 111, ENGL 112 should be capped at most at 18. Certainly, the current 21 cap should be rolled back and never be exceeded. Should the 21 cap remain, the English Department should adopt a departmental that it will not exceed these limits.

A commitment to lower enrollment caps undeniably impacts resources. The self-study points out that “the number of full-time faculty is gradually declining while the number of adjunct/other is gradually increasing” and that the “change in the full-time/part-time faculty ratio is stretching the full-time faculty thin.” I understand a new faculty member is being hired. And of course, any suggestion that course enrollment caps be rolled back means increasing staffing or offering fewer sections of labor-intensive courses.

However, facts are facts. A larger class that teaches *more* students to write *less* effectively is *not* more “efficient” than a smaller class that teaches those students to write *more* effectively.

**Creative Writing course caps:**

RVCC caps its creative writing course at 21 to match the cap for composition courses as opposed to the current cap of 34 for other 200-level electives. Again, the college should again be commended for lowering creative writing 21, but this cap is also too high.

Creative writing is not “composition”: it demands more attention to detail, more revision, and demands students master more (and more complex) forms than the college essay. The Association of Writers & Writing Programs, the professional organization of creative writing instructors, states:

Introductory creative writing courses [should] have class size restrictions of no greater than 20 students. Intermediate courses [should] have class size restrictions of 12 – 15 students. (Optimum workshop class size: 12 students.) (“AWP Hallmarks”)

**Recommendation:**

Creative Writing courses should be capped below 21. The idea size would be 17 students or lower.

➤ **Mission statement and Department Overview:**

**Expand what “English” means or can mean to incoming students and their families.**

Given the extent to which today’s workplace demands sophisticated reading and writing skills, Rebecca de Wind Mattingly and Patricia Harkin’s suggestion that English is “**A Major in Flexibility**” (13) is more pertinent than ever.

This report does not recommend abandoning the liberal arts tradition, but rather refashioning the Mission statement and Department Overview to calm the fears of those who see little future in an English degree. The current Mission and Overview do not attend enough to prevailing concerns that a college education is more about jobs than about a traditional liberal education.

The first line of the mission refers to the “interest[s]” of prospective students rather than the **skills and outcomes** they can expect to achieve. Opening with a focus on “student interest” may reinforce the impression that the study of literature is more about appreciation than about readying students for rewarding careers and lives as informed, productive citizens.

In “Selling the English BA Program,” Stephen A. Raynie reports that “42% [of English graduates] work in private, for-profit enterprises” (78). Another “10% work in government or military service and only 27% [ . . . ] work in education” (Raynie 78). These numbers belie the received wisdom that English majors all become English teachers. The great majority of students who earn an English degree work in business, government, or other fields. Remind prospective students and their families of these facts. English is a career track discipline.

The Mission statement notes that English “enable[s] interested students to begin their major in English at RVCC and to transfer to a four-year institution to continue their academic advancement on the baccalaureate level.”

Given Raynie’s numbers, consider getting more data. Can you find data on how easily English degrees transfer into programs other than English? Such information would be helpful. A student going into medicine or law (for example) might benefit from an English A. A. degree as much as from a science or paralegal program. English and other humanities majors are excellent places for undecided students.

*Business Insider* reports that “English is the seventh-most popular undergraduate major for **doctors**, and *the most popular major that isn’t a hard science or medical field*”:

English and other [ . . . ] humanities [majors] [ . . . ] enroll in medical schools at greater rates than other majors. According to [ . . . ] the Association of American Medical Colleges, 46% of humanities majors who applied to US med schools ended up enrolling, compared to just 38% of biological science majors and 44% of physical science majors. (Abadi np)

This what de Wind Mattingly and Harkin mean by calling English “A Major in Flexibility” (13).



The “Department Overview” is more promising than the Mission Statement: “liberal arts education cultivates skills in critical reading, effective writing, careful research, and information literacy that prepare you to be both a successful student and an engaged citizen of your community and the world.” More language emphasizing the transferability of English skills would make for a more dynamic statement.

The current generation of students can anticipate changing not just jobs but careers three or more times in their working lives. An English degree is therefore, far more “fungible” than many degrees perceived as practical simply because they “sound like jobs.”

The Mission Statement and Department Overview should challenge limited perceptions of prospective students (and their families) who doubt the “return on investment” (ROI) on an English degree. Remind the RVCC community: English is a *careers*-focused discipline.

**Recommendation:**

Revise the Mission Statement and Department Overview to communicate a fuller, more dynamic sense of what studying English and literature is about. Look for language the communicates the flexibility of the English curriculum and the *reality* that the English degree prepares students to enter the workforce through multiple points, including interdisciplinary partnerships.

Students fear majoring in English because “English” does not “sound like a job.” Perhaps English does not *sound* like a job, but it *looks* like a career.

➤ **Appropriateness of admissions and graduation requirements.**

Since all community colleges are open admissions for students with high school diploma or equivalent, this question seems to answer itself. I am not aware of any additional requirements for admission to the English department. My inclination would be to consider any additional requirements ill advised.

➤ **Appropriate number of credit hours for the degrees**

The major requires 60 credits for a degree. I count 21 credits in English. The number of credit hours seems appropriate. Of course, those 21 credits include ENGL 111 & 112, courses required for most or all students, regardless of major. Assuming other majors at the college require 21 credits beyond those spent on ENGL 111 & 112, then that makes sense. If not, let’s keep in mind that the “English” instruction in ENGL 111 (and 112) is specifically intended to transfer to other majors. For ENGL 111, in fact, “English” means “writing” more or less exclusively.

➤ **Involvement of business and industry and other local employers in establishing goals, objectives, learning outcomes and curriculum (AAS and career programs)**

- Whether the program provides the students with appropriate opportunity to apply their knowledge and skills (internships, fieldwork, laboratories, assistantships, research, and papers)

English has not connected with the business community, as the English A. A. is designed for transfer, not for going directly into a job. Considering Raynie's "Selling the English BA Program" and the model of English as a major in flexibility, it would be wise to look for internships, co-ops, or other career-focused student opportunities. This can happen within the college, nearby, or virtually. Internal projects might ask students to work as editors on RVCC web-based texts (like a literary or other "magazine" site featuring student writing). Such projects could be integrated into existing classes either for credit or for personal achievement. Students who develop or edit student publications will graduate with not just a degree, but work experience on their resumé.

The goal of such engagement need not be to find jobs for students upon graduation from RVCC. Students benefit by seeing before they transfer that reading and writing skills have applications in the "real world" of commerce. While most students may well continue toward transfer, the establishment of links to the community cannot be a negative. Among the benefits of such outreach is increased understanding from students, administration and community that English skills represent a viable career path.

**Recommendation:**

**Establish connections with local partners.** Perhaps begin with a course reimagined along the lines of the *Survey of American Literature* / business section. Could a course like that be used as a springboard to link students to the local community?

In conjunction with existing or newer courses, internships, fieldwork, laboratories, assistantships, research, and papers can include outreach to community organizations. This can mean businesses or foundations, non-profits, or museums. With access to online platforms (see "**Technology II: Web presence**" above), course exercises can include students interviewing community members, perhaps to create oral history projects that can be built on by future generations of students. Digital Humanities elements like a permanent website controlled by the faculty would allow for long-term planning.

### **Section 3- Curriculum**

Above, under the heading "**Involvement of business and industry**," are several general suggestions for the curriculum. Here I will offer more specific suggestions. Not all of these will be possible in the short term, but choosing one or two options might be a good idea for a year-long pilot project.

- **Expand interdisciplinary partnerships.**

"Literature is the most astonishing technological means that humans have created, and now practiced for thousands of years, to capture experience" writes scholar Stephen Greenblatt.

Beyond developing the critical skills to read and interpret narrative and other forms, “literature involves entering into the life worlds of others” (Greenblatt and Abrams np). English majors operationalize their learning in ways well beyond literary appreciation.

Greenblatt’s observation is borne out in recent research on literature’s ability to communicate and develop empathy. Such insights (see work by Keen, Lindhé, Mar & Oatley, among others) expand the possibility of interdisciplinary partnerships between English and Psychology, Business & Marketing, and other fields. (The *Survey of American Literature* example only scratches the surface.)

- Any other ways to ensure consistency in student learning and achievement for various modes of learning (face to face, hybrid and online)
- On-going professional development
- Any other ways to ensure consistency in student learning and achievement for various modes of learning (face to face, hybrid and online)

#### **Recommendation:**

##### **Create a student magazine.**

Offer *professional development* funding for faculty to develop the skills to oversee an online student magazine.

Again referencing Greenblatt, “Literature is the most astonishing technological means that humans have created, and now practiced for thousands of years, to capture experience.” English is both about **studying** and **producing** literary texts. A Creative Writing course is one way to operationalize that aspect of English. Editing and publishing literary texts is another. Along with **exploring connections with local partners**, create partnerships and opportunities on campus.

The self-study notes, the “Literary Club [. . .] is currently dormant [. . .] due to the lack of a faculty adviser at this time” (21). Such labor-intensive extracurricular projects often suffer due to overburdened faculty. One way to circumvent that problem is to create a student publication that is *curricular*. Often, the school newspaper is the product of a journalism class while students not in the class still submit writing to the paper. Replicate this model.

A “publishing” course could produce an annual or bi-annual literary/ arts magazine (online or other), something clearly in the purview of the English department. This course would offer *real world skills* in editing, software use, writing, and marketing. The course can introduce students to the basics of editing and publishing their own magazine. These hardware and software skills can be directly applied by career-minded students.

Could such a course be submitted for General Education under “WRITTEN and ORAL COMMUNICATION IN ENGLISH” category? I see “Media Literacy and New Technology” listed there. Assuming the magazine is online, this would make sense.

**Recommendation:****Reimagine team-teaching and course delivery.**

Offer *professional development* funding for faculty to develop the relationships and if necessary the technical skills to collaborate with colleagues across campus. Perhaps a retreat can be dedicated to this project. Training should be funded and ideally compensated with course release and/or stipends.

The Consultant’s Report Template asks about “**ensur[ing] consistency in student learning and achievement for various modes of learning.**” Consider *cooperative*—if not “team”—teaching. COVID taught us that our courses are more flexible than we thought: face to face courses can become online courses; synchronous courses can become asynchronous and vice versa. The self-study notes, English “faculty [ . . . ] consistently use applications that work with Canvas and allow them to record videos, record voiceover for PowerPoints, or screencasts (such as Panopto or Screencast-o-matic).”

The administration of the college should work with the English faculty to explore team teaching options using online platforms that allow two or more sections to share online resources without the expense of a traditional team-teaching model.

At the risk of exhausting an example, consider again *Survey of American Literature / business*. Could that course be linked to a Business or Business Ethics course via a shared assignment (like producing a podcast or a Twitter feed)? Such partnerships could introduce Business students to literature in a new way (and vice versa).

Innovative and novel *Digital Humanities* assignments like producing a podcast can both relieve the pressures of grading writing in literature courses and allow students to reimagine the work that literature does: allow students to “[enter] the life worlds of Others [into] other times, other places, other inner lives” (Greenblatt and Abrams np). Any student in Psychology or Marketing would want to “[enter] the life worlds of Others.”

Such innovations depend on **resource allocation** by the college and allowing English faculty to control the departmental web presence.

- **Investigate Digital Humanities, STEAM (STEM + Arts) programs.**
- **STEAM (STEM + “A” for “arts”)**

STEAM programs allow students to focus on STEM fields while exploring English. Some English Courses might be ideal launching points for such initiatives. Obviously, *Science Fiction* makes sense. But other courses might include discussion of video games and /or use online platforms to challenge students.

RVCC offers a summer workshop in STEAM to younger students. Can that be adapted and expanded upon for the college curriculum? Or can partnerships with the *Early Childhood STEM, Certificate Of Completion* program at RVCC lead to a parallel *Early Childhood STEAM, Certificate Of Completion*? Explore NJ projects RVCC can connect with, like Sustainable Jersey (see “Getting College Students Involved” np).

- **Digital Humanities (DH)**

Matthew Kirschenbaum’s “What Is Digital Humanities and What’s It Doing in English Departments?” challenges propriety by citing Wikipedia to define DH:

a field of study, research, teaching, and invention concerned with the intersection of computing and the disciplines of the humanities. It is methodological by nature and interdisciplinary in scope [ . . . ]. It studies how these media affect the disciplines in which they are used, and what these disciplines have to contribute to our knowledge of computing.” (2)

Defending using the usually taboo Wikipedia, Kirschenbaum writes, “a glance at the page’s View history tab reveals individuals closely associated with the digital humanities as contributors” (2). Focusing on the *collective nature* of the creation of the definition via the “View history tab,” he demonstrates Digital Humanities in action as a “common methodological outlook” (2).

**Recommendation:**

Many faculty members are already doing some work that we could call Digital Humanities, as noted above. Using the Canvas learning systems, partnerships between faculty and departments should already be possible.

RVCC should build on this foundation and devote professional development resources to training faculty in Digital Humanities and STEAM. Perhaps the college can seek a grant for such training. Ramapo College recently engaged on this project to great effect. That grant has led to interdisciplinary / intercollegiate collaboration, curricular innovation, and new opportunities for students.

The self-study indicates that English faculty members Profs. Brazier and Manno have served as Center for Teaching, Learning, and Scholarship directors. Engage CTLS in this effort through funding and workshops.

- **Writing Intensive (WI).**

The English major requires that 9 credits must include three credits each from the following categories: A) Survey Courses, B) Genre-based Courses, C) Diversity-based or Interdisciplinary Courses, and D) Writing-Intensive Course (ENGL 248 Creative Writing).

Under the above scheme, students are able to avoid one of the categories, which means potentially missing essential aspects of an English major. Reimagining the Writing-Intensive (WI) course category could have a transformative effect on the major and beyond.

**Recommendation:**

**Revise WI within the Major**

More options for Writing-Intensive (WI) courses would require the support of the administration. For example, designate one or more course in A) **Surveys**, B) **Genre-based**, and C) **Diversity/ Interdisciplinary** as Writing-Intensive (with appropriate course cap at 21 or lower). Place ENGL 248 Creative Writing in one of these categories (perhaps “Interdisciplinary”). Then, ask students to complete the following:

Take 9 credits from the following, **including** one WI section from A, B, or C:

- A) one Survey Course,
- B) one Genre-based Course,
- C) one Diversity-based or Interdisciplinary Course.

This is just a suggestion. But students’ path through the major would be largely unchanged while this revision would increase opportunities for students to take Survey or Diversity-based courses, the latter of which seem increasingly important today.

The benefit of a reduced “WI” enrollment cap should then be shared across the English curriculum, with fairly minimal impact on budget. And English could “pilot” a WI requirement for the college, paving the way for a WAC program (see below under “**strategies that can be implemented [ . . . ] to support student success**”).

- Adequateness of the General Education courses in the program. Please comment on inclusion of the diversity, ethical reasoning, critical thinking and information literacy in the program
- Any suggestions for improvement of curriculum.

Above there are suggestions about revision of major requirements. But, as a colleague of mine recently observed, “It’s not just what we ‘require,’ but what we ‘offer.’” A diversity of course offerings can communicate the variety of an English Degree.

**Recommendation.**

The following suggestions are based on an admittedly limited experience and understanding of the complexities of the General Education system in New Jersey Community Colleges.

However, looking at “General Education Courses: Unified Course List NJ Community Colleges January 2021,” I may have spotted some opportunities.

- ENGL 227 Science Fiction is included in the GE. Consider expanding ENGL 227 for STEAM/DH purposes: add materials related to the scientific method, current events

(COVID, privacy issues, etc.) to make the course more of an “applied humanities” section.

- Potentially make this course WI.
- The state GE list includes “*Sports, Communication, Culture, and Identity*” as a category in multiple disciplines. Consider the popularity of majors in various sports related fields (sports medicine, sports management, exercise science, etc.).
  - Create a course like *Sports and Literature* to attract student attention.
  - Submit the course to GE.
- The state GE list includes “World Myths (English).” RVCC does not seem to have a Mythology course; mythology courses are perennial favorites among students.
  - Create a course like *World Myths* to attract student attention.
  - Submit the course to GE.
- The state GE list includes *Contemporary Literature*.
  - The English Department should mount a Contemporary Literature course.
  - “contemporary literature” attracts students.
    - A section that includes popular series for YA readers (*Harry Potter* and the like) can serve as an attractive entry point for students interested in English.
    - *Contemporary Literature* would also make a somewhat logical home for a student publication, as indeed, students would be creating *contemporary literature*.
- Less specifically, the “General Education Courses: Unified Course List” includes various categories that can be applied to English. These include “Discussion and Debate,” “Human Communication,” “Public Speaking,” “Media Literacy and New Technology.”
  - These cross over into other disciplines. However, a new course might include these ideas or even offer team teaching opportunities for including literary texts in unexpected ways.
  - A literature course in “Media Literacy and New Technology” could include local partnerships and allow students to pioneer DH/STEAM projects.

#### **Further Comments On The Curriculum:**

- Whether program goals have been addressed appropriately at the course level
  - A review of the curriculum indicates that the course levels are appropriate, with introductory material on the 100 level and more focused courses at the 200.
- Appropriateness of prerequisites
  - The current prerequisites (requiring ENGL 111 as prerequisite to 200 level Literature and Creative Writing courses) seems appropriate.
- The flow and relationship of courses to one another
  - The current flow and relationship of courses seems appropriate. Elsewhere, I recommend an expansion of the Writing Intensive aspect of the major.
- Whether the course content and the program of study are of sufficient intellectual rigor.

- Course content and the program of study seems appropriate. One caveat to this observation is that the program would greatly benefit from smaller class size.
- Any strategies that can be implemented in the program to support student success.

**Recommendation:**

**Empower the English Department to develop a WAC/ WI program across the college.**

The college does not seem to have a broader Writing Intensive program. Consider the advantages of a wider Writing Intensive/ Writing Across the Curriculum curricular requirement. If the college is not free to adopt such a program, efforts to encourage state-wide adoption of such a program would wise.

Offering more choices for a writing intensive experience within the major and across the college makes sense for English. Of course, all English classes are Writing Intensive in that they tend to demand more writing than most disciplines.

Formalizing a Writing Intensive/Writing Across the curriculum requirement would allow the college to:

- lower the course cap to recognize the labor-intensive nature of writing **instruction**.
- signal the need for a WAC program to other majors on campus.
- Signal to students the added seriousness of the writing being done in these courses.

A Writing Across the Curriculum (or “writing in the disciplines”) program would benefit the English Department and the college. WAC can help non-English faculty conceptualize the difference between writing instruction in traditional composition courses and the lower-impact, less labor-intensive work done in WAC courses. Ideally, distinguish ENGL 111 & 112 Writing INSTRUCTION from Writing INTENSIVE courses.

Writing INSTRUCTION courses are focused exclusively on writing skills with instructional time devoted to the writing process, from idea development (brainstorming, concept mapping, clustering, etc.). Also, such courses include research, drafting, seeking feedback, revising, and editing.

Less labor-intensive Writing INTENSIVE courses would feature learning goals focused on subject area content. Writing is incorporated into the course in order to facilitate student learning of course discipline area.

A WAC program could reinforce the value of RVCC’s Tutoring Center, which could again be a site of professional development and interdisciplinary cooperation and innovation.

Development of such programs would demand funding, stipends, reassign time, and cross campus discussion.



#### Section 4 - Statistical Data /Students

- Improve the curriculum so that it leads to student success
- How to improve enrollment, retention, graduation
- Career options, placement, and satisfaction of graduates
- Diversity of student population

The self-study demonstrates successes and challenges regarding diversity, enrollment, retention, and graduation. The goal of students to successfully transfer to four-year institutions to continue their literary studies has been reached, and that is a good thing.

In 2016, only 42.9% succeeded at transfer, whereas in 2020, it was 83.3%.

However, the data also indicates a decrease in enrollment of English majors. While this is shift consistent with national trends, there is no reason not to seek to increase local enrollment. Majors are down from 71 in 2016 to 45 in 2020—was 2016 an exceptionally high enrollment year? Or is this 36% drop a large departure? And while the drop from year to year is not as extreme, it is headed down.

Other notable enrollment data includes low numbers for ethnic diversity: the self-study indicates “The last time we had Black students in our program was in 2016. We have also been admitting fewer Latino students each year.” The English Department seems to be working to recruit diverse students with courses demonstrating an inclusive spirit:

- ENGL 290 - Women in Literature (GCA)
- ENGL 291 - Masculinity in Literature (GCA)
- ENGL 231 - African American Literature (GCA)
- ENGL 223 - Ethnic Writers in America (GCA)
- ENGL 214 - Race in American Literature and Popular Culture (GCA)

These are excellent course topics and they should remain in place.

But the lack of enrollment may not be in the variety of subject matter as much as in the expectations of potential students about the return on investment of an English degree. The report notes:

For the comparison of graduation rates and annual numbers of degrees awarded, we chose Liberal Arts – Social Science program. While the program awards more degrees in total, the annual numbers reflect the same downward trend: 42, 45, 30, 25, 25. SOCS graduation rates for years 2013 – 2017 are higher than those in the English, A.A. program, but not by much: 26.8%, 28.9%, 38.5% (the greatest difference), 37.5%, 23.1%.

Potential students need a better idea of where English graduates end up after graduation and what career skills English courses deliver. The Liberal Arts–Social Science program is an apt comparison. Such fields benefit from “sounding more like a job” than English.

**Recommendation:****Track alumni to offer models and paths of success.**

Over 70% of English graduates end up in business, government or other non-teaching fields (Raynie 78). The perception that English cannot offer return on investment clearly does not reflect the reality. English majors get jobs. Better: they get careers. Can you find data on how English degrees transfer into programs other than English? Such information—shared with prospective students and their families would be helpful.

If the institution can track alumni, it would be possible to better understand where English majors go: to complete English degrees? On to other degrees? Directly into the workplace? The more data you have, the more you can present English as a major in flexibility.

➤ **Program Learning Goals (PLO's)**

English PLO's are not only appropriate, but again demonstrate that an English AA from RVCC is practical and transferable.

**Recommendation:**

Use the PLO's to highlight and communicate **skills** English offers, even in descriptions of traditional literature courses. An excellent English PLO like "Identify and describe key characteristics of various literary genres, periods, and theories" may seem more or less **all** an English degree can do. In reality, English is a discipline where utterly practical and transferable skills are housed; for instance these PLO's state students English:

- Locate, evaluate, and ethically use information to develop arguments [ . . . ].
- Demonstrate critical thinking [ . . . ].
- Analyze the influence of various historical and social factors [ . . . ].
- Compose logical, well-developed essays grounded in careful textual analysis and exhibit **clarity and fluency in standard American English**

Consider again the thought experiment that opens this report. Ask any student what **exactly** they will be doing at their jobs five years in the future. They will likely to be using these reading or writing skills; they will likely depend on their "**clarity and fluency in standard American English.**"

Communicate in Mission Statements, enrollment brochures, course descriptions and elsewhere that such skills are as important in the boardroom, marketing department, or internet resource development as they are in graduate school.

**Faculty: Full time and Adjunct:**

- Adequacy of faculty to deliver the program (number and qualification of faculty)

All members of the full-time faculty have achieved their MA or higher, with the majority holding terminal degrees. The variety of expertise is admirable, as is the concentration of experience and background in rhetoric and composition, so central to the mission of RVCC.

The department also features a large number of adjuncts. Unsurprisingly, the number of contingent faculty far exceeds the number of full-time faculty. The faculty shared the welcome news that a new full-time colleague will soon be hired. However, that will bring the number of full-time faculty up to 14: a 12 percent drop from the high of 16 in 2016.

**Recommendation:**

More full-time faculty should be brought on to alleviate the reliance on contingent faculty. Anyone working in an English department knows that there is no shortage of committed, gifted instructors who are anxious to (or by necessity must) work on a part time basis.

Just as clearly, we know that many are burdened by the conditions contingent faculty work under: lack of security, an uncertain identity, a staggering work load. We also know that full-time faculty are more invested in the institution and better able to advise and direct students. Whenever possible, efforts should be made to bring on more full-time faculty to teach the composition courses.

**Facilities and Resources**

- On-going professional development
- Availability and adequacy of the services and institutional support for the learning environment (i.e., tutoring, media, library collection, disabled student support, equipment, computer labs, and service learning) for existing and proposed programs. Please be specific about any current deficiencies or projected needs.
- Appropriateness of space for existing program
- Adequacy of the services for students

**Recommendation:**

**Allocate Meeting Space to the English Department.**

Address the necessity of adequate meeting space and rooms for faculty to plan the future of their department. The self-study notes :

The main complaint the department members voice is the lack of meeting space that we had been promised a while ago. We hold department meetings in a classroom in a different building than where our offices are located, which makes holding more impromptu meetings challenging.

Furthermore, the self-study identifies a related serious issue that often goes unnoticed: “Adjuncts are also spatially separated from full-time faculty, making it difficult to collaborate and create the sense of a unified department.” A room to work in—a room of one’s own—is hardly too much for an employee to ask for.

We all understand the financial pressures that lead to such overreliance on contingent faculty. However, the more contingent faculty feel like they are valued, the more their students will feel valued. Making it difficult for full-time and contingent faculty to communicate has a deleterious effect on student learning. To enhance professional development and team building, a reliable, designated meeting space should be allocated. **Also, see** “Technology Needs of the English Department” at the opening of this document.

### **External Environment & Demand for the Program**

- Current need and demand for this program
- Outlook for the next five years

English is a career-focused major that can and does lead students to successful lives and careers. Educators know there are few disciplines or professions where clear, cogent writing is not only valued but essential. Most students will not be able to secure employment or continue advanced study upon graduation without vigorous, sustained, writing instruction.

English remains foundational to the college experience and a major with a future. The study of writing and of literary expression still matters. In point of fact, the comprehension and demystification of figurative language is a survival skill in a world where citizens are tied day in and day out to media.

The critical thinking literature teaches offers citizens the skills to resist misinformation. Even more—literature’s pathways “into the life worlds of others” (Greenblatt and Abrams np) becomes more and more necessary to decode the 21<sup>st</sup> century. Communicating these outcomes to potential students, however, remains elusive. English is an essential discipline with poor public relations.

The outlook for the next five years is probably going to be challenging for the humanities, and English is no exception. While students do not aspire to become “English Professionals” the way they aspire to become “nurses” or “business people,” English remains a flexible starting point that can launch a student into many careers.

A student with an accounting degree is ready to become an accountant. A student with an English degree is ready to become just about anything. The flexibility of the degree is a feature, not a bug. The statistics on medical school and other career paths makes that clear.

English will suffer while those outside higher education fail to recognize just how career-focused the major is. As this report opens stating: English students use their degrees to launch successful lives and careers. To the extent that programs highlight the field’s flexibility and practical aspects, programs have the capacity to grow.

## Section 5-Program Evaluation and Assessment of Student Learning

- Feedback / suggestions on any student learning outcome
- Adequacy of student learning assessment
- Appropriateness of changes that have been made in the program as a result of assessment to reflect continuous improvement
- Any suggestions to improve the assessment process
- Value of assessment plan and the impact of assessment on the program

As the self-study notes, it is difficult to do assessment on small samples. Many humanities programs face similar challenges. That said, the assessment report here seems effective and appropriate.

### Conclusion

Many of the recommendations made here require funding. Lowering course caps in composition courses will cost money. It will also vastly improve the experience and learning outcomes of the students.

Many, other recommendations however, can be explored a little bit at a time with minimal funding: slowly expanding WI in the major means offering a few courses with lower enrollment. A meeting room can surely be found on campus.

Other issues are less a matter of expense than of rethinking course delivery: cooperative teaching, DH, and STEAM are all projects that can start small and develop over time. This report ends reminding readers of its introduction: The English faculty cares about their students. Undoubtedly, the administration of RVCC cares just as much. No doubt, the community at RVCC will work together in the interests of the students. I hope some of the ideas and data in this report can help spark conversations.

## APPENDIX I: RECOMMENDATIONS

Below are the recommendations made throughout the document. For ease of reference, I list them again here along with abbreviated rationale. Note page numbers below for fuller discussion.

### **1. Recommendation: Meeting Space for the English Department (see pg. 18)**

We all understand the financial pressures that lead to such overreliance. However, the more contingent faculty feel like they are valued, the more their students will feel valued. Making it difficult for full-time and contingent faculty to communicate has a deleterious effect on student learning. To enhance professional development and team building, a reliable, designated meeting space should be allocated.

### **2. Recommendation Technology I: classroom needs. (see pg. 3)**

If students cannot count on computer labs where they can write, edit and save their work, they cannot succeed. Computer resources must be secured, kept up to date and available for English classes as much as for computer science or accounting students.

### **3. Recommendation: Technology II: Web presence. (see pg. 4)**

English faculty need to be empowered to control their web presence. RVCC needs to secure adequate resources necessary for student success in the 21<sup>st</sup> century, a world in which ideas—true, false, fictional, and otherwise—emerge and vanish in the time it takes to tap a screen. RVCC’s English department wants to guide its students to become engaged citizens of an online world. The college needs to support them in this mission.

### **4. Recommendation: Course caps for Composition and Creative Writing. (see pg. 6)**

- ENGL 111 and ENGL 112 should be capped no higher than 18.
- Developmental composition and creative courses should be capped at 15.
- No English faculty member should teach more than sixty writing students a term.
- Creative Writing courses should be capped below 21

Composition courses should be capped well below 21. ENGL 111, ENGL 112 should be capped at 15 or (at most) 18. Certainly, the current 21 cap should be rolled back and never be exceeded. The English Department should consider developing a departmental policy informing the administration that it will not exceed these limits.

A commitment to lower enrollment caps undeniably has an impact on resources. The self-study points out that “the number of full-time faculty is gradually declining while the number of adjunct/other is gradually increasing” and that the “change in the full-time/part-time faculty ratio is stretching the full-time faculty thin.” I understand that a new faculty member is being hired. And of course, any suggestion that course enrollment caps be rolled back means increasing staffing or offering fewer sections of labor-intensive courses. A larger class that teaches *more* students to write *less* effectively is not more “efficient” than a smaller class that teaches those students to write *more* effectively.

**5. Recommendation: Creative writing course caps. (see pg. 7)**

Creative Writing courses should be capped below 21. The idea size would be approximately 17 students.

**6. Recommendation: Mission Statement/Dept. overview (see pg. 8)**

Consider revising the Mission Statement and Department Overview to communicate a fuller, more dynamic sense of what studying English and literature is about. Look for language the communicates the flexibility of the English curriculum and the reality that the English degree prepares students to enter the workforce through multiple points including interdisciplinary partnerships.

**7. Recommendation: connections with local partners. (see pg. 10)**

Perhaps begin with a course reimagined along the lines of the Survey of American Literature / business section. Could a course like that be used as a springboard to link students to the local community?

**8. Recommendation: embed a student magazine in the curriculum. (see pg. 10)**

A “publishing” course could produce an annual or bi-annual literary/ arts magazine, something clearly in the purview of the English department. This course would clearly offer “real world skills” in editing, software, writing, and marketing. The course can introduce students to the basics of editing and publishing their own magazine. These hardware and software skills can be directly applied by career minded students.

**9. Recommendation: DH/ STEAM. (see pg. 12)**

RVCC should devote *professional development* resources to training faculty in Digital Humanities and STEAM. Perhaps the college can seek a grant for such training. Ramapo College recently engaged on this project. That grant has led to interdisciplinary / intercollegiate collaboration, curricular innovation, and new opportunities for students.

**10. Recommendation: WI within the Major. (see pg. 22)**

More options for Writing-Intensive (WI) courses offers some improvement, but would require the support of the administration. For example, designate one or more course in A) **Surveys**, B) **Genre-based**, and C) **Diversity/ Interdisciplinary** as Writing-Intensive (with appropriate course cap at 21). Place ENGL 248 Creative Writing in one of these categories (perhaps “Genre”). Then, ask students to complete the following:

Take 9 credits from the following, **including** one WI section from A, B, or C:

- A) one Survey Course,
- B) one Genre-based Course,
- C) one Diversity-based or Interdisciplinary Course.

**11. Recommendation: develop a WAC/ WI across the college (see pg. 15)**

Formalizing a Writing Intensive/Writing Across the curriculum requirement would allow the college to:

- lower the course cap to recognize the labor-intensive nature of writing instruction.
- signal the need for a WAC program to other majors on campus.
- Signal to students the added seriousness of the writing being done in these courses.

**12. Recommendation: Develop General Education curriculum (see pg. 14)**

- ENGL 227 Science Fiction is included in the GE. Consider expanding ENGL 227 for STEAM/DH purposes, adding digital elements and consideration of questions of hard science. Potentially make this course WI.
- Science Fiction: ENGL 227 at RVCC does not seem to be offered as GE, but the state offers *Science Fiction* as a GE option. Can ENGL 227 be added to GE and expanded for STEAM/DH purposes?
- The state GE list includes “*Sports, Communication, Culture, and Identity*” as a category in multiple disciplines. With the popularity of majors in various sports related fields (sports medicine, sports management, exercise science, etc.) perhaps a course addressing Sports and Literature would attract student attention.
- The state GE list includes “World Myths (English).” RVCC does not seem to have a Mythology course; mythology courses are perennial favorites among students.
- The state GE list includes *Contemporary Literature*. Could the English Department mount a Contemporary Literature course? That title (or a variation) may attract student attention. Like Mythology, “contemporary literature” attracts students. A section that includes popular series for YA readers (*Harry Potter* and the like) can serve as an attractive entry point for students interested in English.
- Less specifically, the “General Education Courses: Unified Course List” includes various categories that can be applied to English. These include “Discussion and Debate,” “Human Communication,” “Public Speaking,” “Media Literacy and New Technology.” I understand these cross over into other disciplines. However, if possible a new course might include these ideas or even offer team teaching opportunities for including literary texts in unexpected ways.

**13. Recommendation: Track alumni. (see pg. 16)**

Over 70% of English graduates end up in business, government or other non-teaching fields (Raynie 78). If the institution can track alumni, it would be possible not only to understand where English majors go: to complete English degrees? Other degrees? Into the workplace. The more data you have, the more you can present English as a major in flexibility.

**14. Recommendation: Highlight English skills (see pg. 17)**

Highlight **skills** English offers, even in descriptions of traditional literature courses. English highlight excellent PLO’s like “Identify and describe key characteristics of various literary genres, periods, and theories.” For many outside the field, this may seem more or less **all** an English degree can do. And many would find this worthy goal esoteric and impractical. In reality, English is a discipline where utterly practical and transferable skills are housed.



**15. Recommendation: contingent faculty. (see pgs. 17-18)**

The faculty shared the welcome news that a new colleague will soon be joining the full-time staff. However, that will bring the number of full-time faculty up to 14: a 12 percent drop from the high of 16 in 2016. There is no question that more full-time faculty should be brought on to alleviate the reliance on contingent faculty. Anyone working in an English department knows that there is no shortage of committed, gifted instructors who are happy to work on a part time basis.

Just as clearly, we know that many are burdened by the conditions faced by contingent faculty. We also know that full-time faculty are more invested in the institution and better able to advise and direct students. Whenever possible, efforts should be made to bring on more full-time faculty to teach the composition courses.

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OPPORTUNITY IN EVERY MOMENT



# 2021-2022 STUDENT HANDBOOK

[www.RaritanVal.edu](http://www.RaritanVal.edu)

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**Dear Students:**

Welcome to Raritan Valley Community College. I hope you continue to remain safe and well during these unprecedented times. Whether you have chosen to start your academic year in online learning, virtual classes, or in-person instruction, I'm delighted that you've made the decision to attend our College and I'm honored to welcome you to our exciting and dynamic community.

As you'll soon discover, you're joining a campus community that is dedicated to your success. We want you to realize your goals and your dreams, and we are all committed to helping you in any way we can. We believe that Raritan Valley Community College transforms lives—we know that it will transform yours.

At RVCC, learning takes place both within and outside the classroom. In class, you'll quickly discover an innovative and passionate faculty, a faculty that will ask you to engage in active, collaborative learning. You'll have many opportunities to engage in small group work and to develop your critical thinking skills. We'll help you to solve problems, to write with clarity and purpose, to practice ethical reasoning, and to recognize the importance of civic engagement.

Whether you plan to transfer to a four-year institution or whether you plan to begin your career, the RVCC faculty will prepare you for that future.

You'll soon discover that RVCC offers you just as many exciting and rewarding opportunities outside the classroom as well. The College is home to endless student clubs and organizations, and there will be many opportunities to participate in special events, speaker series, timely roundtables, and numerous cultural activities.

We're also a national leader in service-learning. Here, you can make a real difference in the life of your community.

RVCC is a special place. Everything is here for you to "seize the day." Jump right in. Take advantage of these rich opportunities; test yourself; try something new; say "yes" to that new invitation. Discover who you are—discover your potential, your passion—there's no telling where your journey ends.

You've already taken that first step, and we're ready to join you as you move forward.

I wish you every success and I wish you a wonderful year.

**Best wishes,**

A handwritten signature in black ink that reads "Michael J. McDonough". The signature is written in a cursive, flowing style.

**Michael J. McDonough, President**

## **Raritan Valley Community College Mission Statement**

An inclusive college community inspiring excellence in education, creating opportunity, and transforming student lives.

## **College Diversity Statement**

Raritan Valley Community College values all aspects of diversity including but not limited to race, sexual orientation, religion, age, sex, national origin, disability, socioeconomic status, and political and philosophical perspectives. We rely on diversity to enrich the intellectual environment for students and employees. We support educational access and opportunity by recruiting and retaining a diverse college community. We foster diversity by developing and maintaining curricular and social programs that infuse the contributions of all people, and by preparing students to excel in a global society. Our commitment to diversity is reflected in the College's Mission Statement and Strategic Goals, all of which support excellence in teaching, learning and professional development in a welcoming and respectful climate.

## **College Affirmative Action/EEO Statement**

Raritan Valley Community College is firmly committed to a policy of Equal Opportunity and Affirmative Action, and will implement the policy to assure that the benefits, services, activities, programs and employment opportunities offered at the institution are available to all persons regardless of race, creed, color, national origin, ancestry, age, sex, pregnancy, marital status, religion, affectional or sexual orientation, gender identification and expression, atypical hereditary cellular or blood trait, genetic information, liability for service in the Armed Forces of the United States, disability, or political affiliation and in accordance with the state and Federal Laws: Title IX, Title VII, Civil Rights Act of 1964; Executive Order 11246, as amended; Title IX, Educational Amendments of 1972; section 503 and 504, Rehabilitation Act of 1973, as amended; Veteran's Assistance Act of 1972; as amended.

## **Are you on a path to reach your goals?**

All students need a semester-by-semester academic plan. Raritan Valley students will be able to use a new degree audit tool called EduNav to register for classes and view your academic progress. Be sure to ask your academic advisor to review your academic plan. Careful planning will save you time and money. Make an appointment with the Advising and Counseling Office (C163), so you are sure you on the right track.

All students need a semester-by-semester academic plan. Raritan Valley students are able to use the degree audit tool called DegreeWorks to create a report called an Academic Plan. Be sure to ask your academic advisor to review your Academic Plan. Careful planning will save you time and money. Students can reach an Academic Advisor at [ACS@raritanval.edu](mailto:ACS@raritanval.edu).



# Academic Calendar 2020-2021

## Fall Semester 2020

September 1 .....	First Day of Semester Classes Full-term & First 7-Week Session (Wednesday)
September 6 .....	Labor Day – College Closed (Monday)
September 15 .....	First Day of 12-Week Session (Wednesday)
September 29 .....	First Day of 10-Week Session (Wednesday)
October 19 .....	Last Day of First 7-Week Session (Tuesday)
October 20 .....	First Day of Second 7-Week Session (Wednesday)
November 24 .....	College Open – No Academic Classes (Wednesday)
November 25-27 .....	Thanksgiving Recess – College Closed (Thursday-Sunday)
December 11 .....	Last day of Second 7-Week, 10-Week & 12-Week Sessions (Saturday)
December 13 .....	Last Day of Full-term Semester Classes (Monday)
December 14 .....	Reading Day (Tuesday)
December 15-21 .....	Final Exams (Wednesday-Tuesday)
December 24-January 3 .....	Winter Recess – College Closed

## Winter Session 2020-2021

December 22 .....	First Day of Classes (Wednesday)
January 14, 2021 .....	Last Day of Classes (Friday)

## Spring Semester 2021

January 19 .....	First Day of Spring Semester Classes Full-term & First 7-week Session (Wednesday)
February 2 .....	First Day of 12-Week Session (Wednesday)
February 16 .....	First Day of 10-Week Session (Wednesday)
March 11 .....	Spring Recess – College Closed (Friday)
March 7-13 .....	Spring Recess – No Academic Classes (Monday-Sunday)
March 15 .....	Last Day of First 7-Week Session (Tuesday)
March 16 .....	First Day of Second 7-Week Session (Wednesday)
May 3 .....	Last day of Second 7-Week, 10-Week & 12-Week Sessions (Tuesday)
May 3 .....	Last Day of Classes Full-term Semester (Tuesday)
May 4 .....	Reading Day (Wednesday)
May 5-11 .....	Final Exams (Thursday-Wednesday)
May 14 .....	Commencement (Saturday)

## Summer Sessions 2021

Session I (6 weeks) .....	May 23 (Monday)-July 1 (Friday) (College closed May 27-30 for Memorial Day Holiday)
Session II (6 weeks) .....	July 11 (Monday)-August 19 (Monday)
Session III (9 weeks) .....	June 13 (Monday)-August 19 (Monday)
Summer Break .....	July 4 (Monday)-July 9 (Sunday) – No Academic Classes. College closed July 4-5 (Monday-Tuesday)



# The ABC's of Raritan Valley Community College

## Academic Departments

### **Arts and Design**

Vandana Nadkarni, Co-Chair, ext. 8937

John Sichel, Co-Chair, ext. 8813

(908) 526-1200

### **Business & Public Service**

T. Tracy Rimple, Chair

(908) 526-1200, ext. 8321

### **Communication & Languages**

Richard Treut, Chair

(908) 526-1200, ext. 8429

### **English**

Ronald Tyson, Chair

(908) 526-1200, ext. 8309

### **Health Science Education**

Linda Romaine, Chair

(908) 526-1200, ext. 8290

### **Humanities, Social Science, Social Work & Education**

Isabel Gutierrez-Bergman, Chair

(908) 526-1200, ext. 8331

### **Mathematics & Computer Science**

Lori Austin, Chair

(908) 526-1200, ext. 8576

### **Science & Engineering**

Marianne Baricevic, Chair

(908) 526-1200, ext. 8535

## Academic Advising

**Location:** College Center, First Floor C-165

**Phone:** 908-526-1200 ext. 8336

Students are encouraged to see an academic advisor for assistance with academic planning, advice on course selection, program choice, and change of program, transfer planning, and consultation regarding academic difficulties. Students can meet with an academic advisor during Drop-In hours; schedule an appointment by calling, or email us at [acs@raritanval.edu](mailto:acs@raritanval.edu).

## Art Gallery

**Location:** Lower Level, College Center

**Phone:** 908-218-8876 (Arts & Design, A&D)

The gallery offers a variety of art exhibitions throughout the year.

## Athletics & Recreation

**Location:** Second Floor, Physical Education Building

**Email:** [rvccathletics@raritanval.edu](mailto:rvccathletics@raritanval.edu)

**Website:** [RVCCAthletics.com](http://RVCCAthletics.com)

Both competitive intercollegiate athletic programs and non-competitive recreational opportunities offered. Intercollegiate teams compete as a member of the Garden State Athletic Conference and NJCAA Region XIX. Scholarship sports include Baseball, Men's Basketball, Softball, Women's Basketball. Non-scholarship sports include Men's and Women's Soccer, Women's Volleyball, Golf. Various recreational intramurals can be offered throughout the Fall and Spring Semesters for all students based on interest. Indoor athletic facilities include a fitness room, six-lane heated pool, and gymnasium. Outdoor athletic facilities include three basketball courts, baseball and softball fields, a soccer field and a six-lane asphalt track.

## Bookstore

**Location:** Lower Level, College Center

**Website:** [bkstr.com/raritanvalleyccstore/home](http://bkstr.com/raritanvalleyccstore/home)

**Phone:** 908-231-8808

The Golden Lion Bookstore provides a wide array of choices for students' academic and everyday needs. Students can purchase or rent most books in either digital or hard copy format. There is a great selection of Golden Lion gear, including t-shirts, hats, and sweatshirts. Gift items, art supplies, school supplies, snacks, and beverages are also available instore or online. Check the website for updates on textbook buy back days and store hours.

## Career Services

**Location:** First Floor, College Center Suite C-116

**Career Counseling Appointments:** 908-526-1200, ext. 8334, [carrie.rafanello-bazar@raritanval.edu](mailto:carrie.rafanello-bazar@raritanval.edu)

**Internship and Cooperative Education Learning information:** 908-526-1200 ext. 8213, [alicia.hermo-weaver@raritanval.edu](mailto:alicia.hermo-weaver@raritanval.edu)

**Job Search Assistance:** Visit our website to learn more! Visit the Commons, click on the student's tab then on Career Services.



Career planning and support, internship, cooperative education learning opportunities, and job preparation and search assistance are available for current students and alumni. Students are encouraged to begin their career planning early by completing the FOCUS online career planning program located in the Lion's Den-Student Services tab and meeting with a Career Counselor to discuss individual interests, skills, goals, and career options. Career planning programs are offered throughout the school year and include; career planning & exploration; professional readiness, resume writing, interviewing, networking for the job search, preparing for internships, building your personal brand, and more.

Check Transfer & Career Services in Lion's Den and RV Connect, YouTube and on our social media channels (RVCC Career Services) for announcements and online events.

In person and Virtual appointments are also available and strongly encouraged for career counseling, job and internships search assistance, resume writing, and mock interviewing. Information on majors, careers, internships, and employment opportunities (including virtual/remote positions) can be found in the Lion's Den on the career services webpage.

### **Career Planning Tips**

- Planning early for the future helps students stay motivated!
- Take advantage of career support services to discover academic and career options that fit best.
- Learn more about careers through visiting the Career Services office, campus career presentations, and the Career Services web site.
- Get real-world experience and explore career paths by participating in a paid or unpaid internship/co-op or a service learning opportunity.
- Register and learn how to use the College Central Network jobs and internships database to locate a job or internship and/or a cooperative education experience.
- Learn how to create an internship or job search strategy. Design a resume, LinkedIn page and Portfolium Folio that gets noticed.

### **Children's Campus (Child Care Center)**

**Location:** Adjacent to Parking Lot 4

**Contact:** Director Cathy Griffin, [childcare@raritanval.edu](mailto:childcare@raritanval.edu) or call 908-231-8807

The Children's Campus, a child, and professional development center is open twelve months a year for children from 3 months to five years old. The Children's Campus uses Creative Curriculum to promote cognitive, language, social-emotional, and physical growth of young children through developmentally appropriate activities. Head Teachers are certified in early childhood education and are assisted by experienced assistants and RVCC student assistants. Priority registration is given to RVCC students, employees, and faculty. Children from the surrounding communities are accepted on a space-available basis once the priority registration period for each semester has been concluded. Tuition is charged based on the number of half or full days the children attend. Appointments to see the center are recommended.

## Counseling Services

**Location:** First Floor, College Center C-165

**Phone:** 908-526-1200 ext. 8336

**Email:** [personalcounseling@raritanval.edu](mailto:personalcounseling@raritanval.edu)

Counselors are available to provide short-term counseling for personal problems. If you are feeling depressed or anxious or just need additional support, we encourage you to talk with a counselor. When appropriate, referrals will be arranged with mental health centers and other community resources. Do not hesitate to ask for help when you need it, schedule an appointment, or if it's an emergency, walk-in and one of our counselors will assist you. If there is an emergency outside of college hours, please contact security or 911.

## Credit Union

**Location:** Second Floor, College Center C-208, across from the cafeteria

Affinity Federal Credit Union is a member-owned, not-for-profit, full-service financial institution and the largest credit union headquartered in NJ. We are a community providing financial education and financial solutions to our members. At Affinity, we do not pay shareholders, and our profits go back to members in the form of better rates, fewer fees, and friendly service. As a student of RVCC, you are already eligible to join Affinity and begin taking advantage of all the benefits membership has to offer. Once you are an Affinity member, your immediate family and household members are also eligible. Join today and learn more about our full range of products and services, including checking and savings accounts, loans, online and mobile banking, and much more.

## Center for Accessibility and Inclusive Education (Disability Services)

**Location:** First Floor, College Center C-124

**Phone:** 908-526-1200 ext. 8534

The College provides services and accommodations in accordance with federal and state legislative guidelines and RV Policies and Procedures. If you are a student with a disability and/or have questions or want to request accommodations, please contact the Office of Disability Services. Instructions regarding the registration process and documentation requirements are available online at [raritanval.edu/student-life/student-services/disability-services](http://raritanval.edu/student-life/student-services/disability-services).

## Eating Places on Campus

**Dining Hall:** Second Floor, College Center

The dining hall is located on the upper level of the College Center. Selections include a variety of hot entrees, a grill menu, soup and salad bar, deli counter and hand-tossed pizza. We offer something for everyone—whether you are looking for a quick, grab it-and-go salad or wrap or have the time to wait for a fresh veggie burger. RVCC and Gourmet Dining encourage you to maintain a healthy lifestyle, one that incorporates wholesome, balanced food choices, regular exercise, and an overall attention to living well.

**The Brew Ha Ha Café:** Lower Level, Somerset Hall

The Brew Ha Ha Café, a snack bar featuring nationally branded Starbucks coffee and limited food choices, is available on the ground floor of Somerset Hall by the Mannheimer Welcome Center.

## Educational Opportunity Fund (EOF)

**Location:** First Floor, College Center C-124

**Phone:** 908-526-1200 ext. 8950

The Educational Opportunity Fund (EOF ) is a state funded grant program that provides additional economic support along with student support services to students who qualify.

## Emergency Alert System

The College employs a voice, email & text messaging emergency alert system called Rave. It is used as one means of providing information to the College community in the event of a campus shut-down for weather or other reasons. Please make sure your personal information is updated to ensure you are notified. Sign up at the *Campus Closings* tab in the Lion's Den.

## Employment On-Campus

There are a limited number of federally funded work-study (FWS) positions on campus for students during the Fall and Spring semesters. Please apply online at [raritanval.edu/general-information/employment-at-rvcc](http://raritanval.edu/general-information/employment-at-rvcc). Students can confirm Federal Work Study eligibility with the Financial Aid Office C-143.

## Enrollment Services Office

**Location:** First Floor, College Center C-160

**Phone:** 908-218-8864 or 908-526-1200 ext. 8861

**Fax:** 908-704-3442

**Email:** [registrar@raritanval.edu](mailto:registrar@raritanval.edu)

Here you can:

- Register for classes
- Add, drop and withdraw from classes
- Request enrollment verification (see on-line instructions)
- Apply for graduation (Check for deadlines)
- Submit official college transcripts

## Finance Office (Location for paying tuition)

**Location:** First Floor, College Center Service Counter

**Email:** [bursar@raritanval.edu](mailto:bursar@raritanval.edu)

**Phone:** 908-526-1200 ext. 7006

Provides student assistance with the following services:

- Account balance and billing inquiries
- Credit card payments
- Employer affidavits that support out-of-county tuition waivers
- Financial holds on student accounts
- Process approved out-of-county chargeback forms for students that do not reside in Somerset or Hunterdon County

- Refund checks
- Student schedules and bills
- Tuition and fee payment options and processing

## Financial Aid

**Location:** First Floor, College Center C-143

**Phone:** 908-526-1200 ext. 8273

Financial aid is available to full-time and part-time students. The office assists students in securing financial aid from the federal government, the State of New Jersey and scholarships.

- The Free Application for Federal Student Aid (FAFSA) is the first step in applying and can be completed online at [fafsa.gov](https://fafsa.gov). Staff is available to assist you in completing the FAFSA if you have questions.
- The state of NJ required returning students who have previously received a TAG grant to complete the 2021-22 FAFSA by April 15, 2021. FAFSA Applications are accepted year round but the earlier you submit the FAFSA the wider range of aid is available to you. Students must reapply each academic year by submitting a new FAFSA form.
- Changes during the semester in the number of credit hours of enrollment must be reported to the Financial Aid Office for any student receiving financial aid. Students should check with the Financial Aid Office before dropping classes or totally withdrawing. Doing this after the semester begins could result in the loss of some or all financial aid.

The Financial Aid Office is mindful of the effect the struggling economy has had on students. If your family's financial situation has changed in the past year please come visit or contact the office to learn about your options, which could include an Income Appeal.

Satisfactory Academic Progress for Financial Aid Recipients (SAP)

It is important to understand that eligibility for Financial Aid requires that you make progress towards your degree each semester. Satisfactory Academic Progress (SAP) qualifications for Financial Aid Recipients standards are detailed on the Financial Aid website. Appeal forms for exception to SAP must be discussed with and signed by an Academic Advisor and submitted to the Financial Aid Office. More information about this College Policy is in the College Catalog.

## Fitness Center

**Location:** Second Floor, Physical Education Building:

Open to all enrolled students. Complete the Athletic Facilities Waiver form on the Lion's Den to get started. You must have your RVCC ID with you to enter.

## Honors Programs

**Phone:** 908-526-1200 ext. 8966

**Contact:** Greg DeSanctis, First Floor, College Center C-166

The Honors Program consists of both the Honors College and Honors courses. Both are intended for motivated students who wish to have an exceptional academic experience.



## **The Honors College**

Open to primarily students enrolling from high school to RVCC. Select transfer applicants will also be considered. Admission is competitive and involves a separate application process that consists of an interview, recommendations, and the submission of a high school transcript and SAT scores. Students should have at least a 3.5 GPA and be in the top 20% of their high school class. Students who don't meet either the GPA or class rank criteria may be considered if they have a SAT score of 1100 (or higher) or an aggregate ACT score of 26 (or higher) or are highly recommended by their high school counselor. Those selected for admission will become part of a community of highly motivated students who collectively pursue a 2-year curriculum of honors courses. Honors College students will also be invited to partake in co-curricular, leadership, and cultural enrichment activities. Being a member of the Honors College can enhance a student's chances of transferring to a selective four-year college or university.

## **Honors Courses**

The College offers many honors courses each semester for students who want to take academically rigorous classes. Entrance to these classes requires a 3.5 GPA from either RVCC, the most recent college previously attended, or high school. Students can also gain entry to an honors class by getting the instructor's approval. Honors classes are noted on student transcripts and may enhance the chances of being accepted to a competitive four-year college. Students who complete 15 or more credits of honors courses are eligible to receive the Honors Achievement Award.

## **The Morris and Dorothy Hirsch Research Library of The Holocaust, Genocide, and Racism**

**Location:** Second Floor, Library

**Phone:** 908.526-1200 ext. 8735

**Website:** [raritanval.edu/community-resources/holocaust-institute](http://raritanval.edu/community-resources/holocaust-institute)

The Morris and Dorothy Hirsch Research Library of The Holocaust, Genocide, and Racism is located on the second floor of the Evelyn S. Field Library at Raritan Valley Community College. Established in 1999, the library offers a place for quiet study and reflection. Teaching materials, reference materials, a multi-media collection, and wifi are available. This Resource Room serves as an instructional center for classes, workshops, lectures, traveling exhibits, and presentations.

## **Internships & Cooperative Education (Also see Service Learning)**

**Location:** College Center C-116

**Phone:** 908-526-1200 ext. 8213

An internship is considered a highly important criterion when employers seek to hire a new employee. Internships provide an opportunity for you to explore career choices, gain work experience in your current field of interest and apply your classroom learning to real work situations. In addition, an internship makes you a more marketable candidate when you enter the world of work on a full-time permanent basis.

Similar to an internship, a cooperative education experience, commonly known as a "co-op", provides academic credit for a structured job experience which is supervised by a Faculty Co-op Coordinator. The Co-op is a course where one must be approved to register. Students cannot

register on-line. Locating an internship is the student's responsibility, the Coordinator of Internship & Cooperative Education will provide you with assistance to prepare for your internship search process.

Participating in either an internship or "co-op" will help students gain a greater degree of confidence about their choice of academic major and when entering professional employment. Please contact the Coordinator of Internship & Cooperative Education for assistance when seeking either an internship or Co-op. Students are encouraged to start the preparation process early.

## **Kids & Teens Programs & Community Education**

**Location:** First Floor, Somerset Hall S-147

**Phone:** 908-526-1200 ext. 8454

Offers personal enrichment courses for youth throughout the year. Special summer youth programs available.

## **Evelyn S. Field Library**

**Location:** Library Building

**Phone:** 908-218-8865

**Website:** [library.raritanval.edu](http://library.raritanval.edu)

Your Student ID card serves as your library card. The library offers a collection of books, leisure reading, journals, newspapers, magazines, DVDs, videos, audio books and electronic materials. Over 50 computers are available for use and include printing capabilities. Other services include: laptops for loan; email and chat reference service during business hours; group study rooms (reservations recommended); new and popular book displays; photocopiers/ scanner; and off-campus access to databases.

## **Lion's Den - the website for all your academic information and notifications**

**Website:** [raritanval.edu](http://raritanval.edu) (Select RVCC Login)

The Lion's Den is the place to find College announcements and all your personal student information. The RVCC email (Lion Mail/**Office 365**) is the official communication method with the College. Most important College communications, including bills and grade reports, are directed to students through the Lion Mail. It is important to become familiar with your Student ID number (G number), initial password, password maintenance and self-service password reset.

## **Lion Mail/Office 365**

The College's email system is your official communication channel with the college. **Your email can be accessed in Lion's Den through the upper menu bar under Mail, and the Office 365 - College Email box under College Central.** You are expected to check your email account on a frequent and consistent basis in order to stay current with all college-related communications.

## Optical Clinic

**Location:** Lower Level, College Center C-009

**Phone:** 908-231-8817; ext. 8261

High-quality prescription eyeglasses and contact lenses are offered to students at a very substantial discount from the retail price. In addition, eyewear repairs and adjustments are available along with non-prescription sunglasses.

## RV Commons

**Website:** [commons.raritanval.edu/](https://commons.raritanval.edu/)

The internal website for the RVCC community where you can find out about activities on campus, student support services, registering for classes and so much more. Your RV Commons user name is academic/your-G-number and your password is your network password.

## RV Connect Mobile App

RV Connect, RVCC's newest Mobile App, is your tool to help you get connected with the College. This mobile app is free, intuitive, user friendly, and customizable so that you can select which services, clubs, or departments to "follow." You can see current events and even post questions to the campus wall to get responses from other students.

When you are on your mobile device (android or iOS) click below to download and get "RVConnect"ed.

- Apple: [Link](#)
- Google Play: [Link](#)

## Planetarium & Observatory

**Location:** East Building

**Astronomy Shows and Laser Concerts:** As posted on website: [raritanval.edu/planetarium](https://raritanval.edu/planetarium)

**Phone:** 908-231-8805

The RVCC Planetarium is an interactive experience in which the audience learns about astronomy, constellations, and the Universe around us. In addition to astronomy shows for visitors as young as 3 years old and as old as the Universe, there are musical laser concerts for adults and children, as well as professional development for teachers. Features include 100-seat planetarium, gift shop, exhibition space, and the 3M Observatory with multiple telescopes.

## Safety and Security

**Location:** Ground Level, Somerset Hall S-010

**Hours: 24 hours per day, seven days per week**

**Phone:** 908-231-8800

**Confidential TIPS hotline: 908-231-8806** (Call to report suspicious people, behavior or packages, someone in distress or threats of violence. All calls are confidential. You do not need to give your name.)

The Department of Campus Safety seeks to ensure a safe and secure environment for everyone. Campus Safety provides a variety of services regarding medical and fire emergencies, pedestrian

and vehicular safety, property protection, parking enforcement, vehicle jump starts, lost and found property and informational assistance. Campus Safety conducts walking and mobile patrols throughout the campus. Security cameras are strategically located inside all campus buildings and exterior parking areas.

Red Emergency Phones located within campus building hallways, and Emergency Call Boxes located in parking lots 1, 2, 3, 4, 5, 6, 8 the walkway behind the West building and the outside basketball courts, all connect directly to the Campus Safety Office.

Crime, medical and fire emergencies, motor vehicle accidents, threatening behavior, suspicious activity and safety hazards should be reported to Campus Safety immediately. Contact Campus Safety by responding to the Campus Safety Office, calling the direct telephone line, 908-231-8800, or by use of Red Emergency Phones and Emergency Call Boxes.

In case of emergency for Fire or Smoke in a building, a Threatening Person on Campus, Environmental Emergencies or a Power Outage, follow direction provided by Campus Safety staff and College staff members. Students should familiarize themselves with Emergency Procedures listed in this handbook.

## Service Learning

**Location:** Somerset Hall Room S-147

**Phone:** 908-526-1200 ext. 8284

Enables you to use community service as part of your academic studies and to receive credit for the experience. You will serve at various non-profit organizations, government agencies and public schools doing an activity that relates to the course content. Upon successful completion of the service learning activity, you can receive a Student Engagement Transcript documenting your participation in the program, which is used to enhance your resume and transfer applications. Service Learning offers many advantages to students. Among the top reasons why you should participate are the opportunities to: explore a career or academic major, develop job contacts and occupational skills for future employment, apply academic knowledge in a practical way, form realistic ideas about the world of work, improve communication skills, time management and self-motivation, gain satisfaction from helping others, build good leadership skills and meet people of different ages and diverse backgrounds

## Student Engagement Transcript (SET)

Student Life will assist you in creating a Student Engagement Transcript (SET) to track your co-curricular learning experiences. An official SET, printed by Student Life, may be requested by involved students to accompany their resume and academic transcript for transfer applications, scholarships, and job applications. Begin your SET as soon as you start at RV! Contact Student Life for additional information.

## Small Business Development Center

**Location:** Workforce Training Center

**Phone:** 908-526-1200 ext. 8516

Offers no-cost small business counseling services and a variety of no-cost and low-cost training workshops to residents or small business owners in Somerset and Hunterdon counties.

## Student Life (See listings in Clubs & Activities section)

**Location:** First Floor, Bateman Student Center BC 100

**Email:** [studentlife@raritanval.edu](mailto:studentlife@raritanval.edu)

**Phone:** 908-526-1200 ext. 8873

The classroom experience is only one segment of your experience at RVCC. The cultural, recreational and governmental activities and functions at the College are equally important. By sharing in these activities, you have the opportunity to develop many personal and career skills.

## Technology Services

**Location:** Somerset Hall S-118 and West Building W-206

Provides comprehensive, quick, courteous computing support to academic departments, faculty, staff and students. Technology Services self-service support is available online 24 hours a day and walk-in and live phone support is available during posted hours.

## Testing Center

**Location:** Lower Level, Somerset Building

**Phone:** 908-526-1200 ext. 8401

**Email:** [tcenter@raritanval.edu](mailto:tcenter@raritanval.edu)

Student services include approved accommodated testing; course placement for math, English, ESL, and foreign language; College Level Examination Program (CLEP); DANTES Subject Standardized Tests (DSST); departmental exams for students interested in credit by examination (must consult with the appropriate academic department first); technological competency; and makeup exams with faculty permission.

## Theatre

**Location:** Box Office, Outer Theatre Lobby

**Website:** [RVCCArts.org](http://RVCCArts.org)

**Phone:** 908-725-3420

Offers the best in professional performances, from around the world, for all ages. Students may purchase up to four tickets for each show at half price. Bring your student ID to the box office or purchase by phone or online and present your ID at will call.

## Transfer Planning and Services

**Location:** First Floor, College Center C-116

**Phone:** 908-526-1200 ext. 8333

Transfer information and counseling are available for students who are planning to continue their education at another college after RV. Information about transfer workshops, college transfer fairs, transfer articulation agreements, dual admission programs, transfer scholarships, international transfer, and other transfer-related events are posted on the Transfer Services website and on Lion's Den.

This office arranges visits from other colleges who are looking to admit RV students. Check the Lion's Den and the Transfer website for Transfer Information Sessions, Instant Decision Days, and

Visiting Colleges Information Sessions. Make an appointment with a transfer counselor to discuss your individual transfer concerns.

### Transfer Tips:

- Start your transfer planning early. The choice of a college is an important decision. Become aware of transfer application deadlines, admission requirements, prerequisites and other information critical for a successful transfer. Learn about transfer scholarship opportunities.
- Attend a How to Transfer Information Session, offered several times each semester.
- Use [njtransfer.org](http://njtransfer.org), the statewide transfer database system, each semester before registering for classes. See the courses recommended for particular colleges and academic majors and note the transfer event calendar for open house and other transfer events. Read details about the transfer law in NJ that governs transfer to public colleges, also available on the NJ Transfer website.
- If you wish to remain on the RVCC campus for a bachelors degree program, consider the University Center offerings where participating four-year colleges offer the upper level courses on our campus. Details can be found on the RVCC website at [www.raritanval.edu/academic-programs/university-center](http://www.raritanval.edu/academic-programs/university-center)

## Transportation

**Phone:** 908-526-1200 ext. 8612

**More info:** [raritanval.edu/general-information/getting-to-rvcc](http://raritanval.edu/general-information/getting-to-rvcc)

Due to the coronavirus, transportation schedules may be modified. Visit the link above for the latest information. Note that buses may not run on Veteran's Day (11/11), President's Day (2/21), and Good Friday (4/15), though RVCC has classes those days.

Hunterdon County's LINK 23 bus stops on campus. Cost is \$2 for a day pass on this route and the Flemington Shuffle routes. \$2 rides to LINK stops are available. See [ridethelink.com/](http://ridethelink.com/) or call 1-800-842-0531 for more information. In addition to travel to Flemington, students can also use the Hunterdon County LINK bus for travel to to Bridgewater Commons Mall and the Somerville Train Station.

Somerset County runs three bus routes to campus: CAT-1R, CAT-2R, and CAT-3R. Exact fare on these buses is \$2 per trip. Additional connections and transfers to other points of travel can be made in Somerville via NJ TRANSIT bus and rail. Schedules are available at the Welcome desk and [RideWise.org](http://RideWise.org). For additional trip planning assistance, send an email to [staff@ridewise.org](mailto:staff@ridewise.org). Full-time students taking NJ Transit are eligible for a 25% discount through the Student Pass program. RVCC is working with NJ Transit to implement purchasing through the NJ Transit Mobile app. See the Getting to RVCC page (linked above) for the latest information or consult a NJ Transit ticket agent.

Find out about a new RVCC student-only rideshare app and website, CarpoolWorld, by emailing [rideshare@raritanval.edu](mailto:rideshare@raritanval.edu). The College also promotes a ride-matching service through [NJ.Rideshare](http://NJ.Rideshare). Fill out the online form at and be matched with other carpool-seekers. People who [register their carpool](http://register their carpool), take public transit, or bike two or more times a week can register with RideWise's [Ticket Home](http://Ticket Home) program and are eligible to be reimbursed for their ride home in case of emergency. Visit <http://www.ridewise.org/ridesharing/carpooling> for more information.



Carpoolers and ride-sharers are eligible receive a placard to park in the carpool-only parking spaces in front of the West Building. Contact Sue Dorward at [susan.dorward@raritanval.edu](mailto:susan.dorward@raritanval.edu) for parking placard information.

The College has four electric vehicle charging stations in front of the West building. The cost is 60¢ per hour.

## Tutoring Center

**Location:** Bateman Student Center, 3rd Floor

**Email:** [asctutor@raritanval.edu](mailto:asctutor@raritanval.edu)

**Phone:** 908-526-1200 ext. 8393 or 8549

The Tutoring Center offers academic support to students as they become independent, successful, life-long learners. Services offered include free tutoring, open areas for studying/homework, computer stations with educational software, reference materials, manipulative learning tools, and online tutoring. Services are free of charge and available to all RVCC students by appointment only. For more information regarding tutoring, please visit us at <https://commons.raritanval.edu/studentserv/asc>.

## WIFI Access

**Phone:** 908 526-1200 ext. 7887 or 908-231-8811

The College's wireless network is available in all buildings on the main campus and several outside areas. Visit Technology Services in the Somerset or the West Building for access information.

## Withdrawal from Classes

You are responsible for withdrawing from any course for which you register. If you cannot attend class, you must withdraw prior to the deadline or you will receive a grade in the course. Financial aid may be recalculated depending on the last day you attend, so check with the Financial Aid Office first. It is recommended that you speak to an academic advisor before withdrawing from a course.

## Workforce Training Center

**Location:** Workforce Training Center

**Phone:** 908-218-8871

The new facility is home to career training programs including automotive technology, advanced manufacturing, environmental control, welding and cosmetology and esthetics. The Center also offers professional development courses for individuals, Adult Literacy Programs, customized training for industry and the Small Business Development Center.

# Clubs & Organizations

Every student is encouraged to get involved and participate in a variety of activities including Student Government, leadership development seminars, fine arts and entertainment programming, and membership in student organizations and clubs.

Co-curricular clubs and organizations provide a valuable opportunity for students to develop leadership skills, budgeting, communication, team-building, goal setting, and organizational skills. Student organizations cover a wide spectrum of interests to meet the needs of students. Involvement also gives you the opportunity to build your Student Engagement Transcript (SET).

- **Activities Board (A-Board):** The A-Board is the primary event planning organization at RVCC. The A-Board works closely with Student Life to plan a variety of events every semester ranging from educational lectures to campus wide picnics. The Program Board is comprised of students who are interested in bringing culture, fun, and excitement to the out of classroom experience. Get involved and make a difference, join the Program Board!
- **Student Government Association:** The Student Government Association (SGA) is the student governing body for all enrolled students. As an elected member, a student has the opportunity to apply leadership skills and to work on programs and activities that contribute to college life. SGA members play an important role in college-wide governance as members of college standing committees, including the College-wide Forum. The student government is responsible for the allocation process of distributing student activity funds to student clubs.

## Honor Societies

- Alpha Beta Gamma – International Business Honor Society
- Phi Theta Kappa (PTK) – International Honor Society for students of all majors with at least a 3.5 GPA
- SALUTE- Veterans
- Sigma Alpha Pi – National Society for Leadership & Success (NSLS)

## Academic

- American Sign Language Club
- Animation Club
- Astronomy Club
- Biology/Chemistry Club
- Business Club: Enactus
- Campus Fitness Club
- Communities of Tomorrow (supporting the RVCC Resource Center)
- Computer Science Club
- Criminal Justice Club



- Dance Club
- Debate Club
- Education Club
- Enactus (Entrepreneurial Organization)
- Engineering Club
- Environmental Club
- Feminist Coalition
- Film Makers Club
- Game Creation Club
- Improv Club
- Math Club
- Newspaper, Online: The Record
- Noteworthy (A Cappella Group)
- Paralegal Club
- Philosophy Club
- Poetry Club: (Run on Sentences)
- Pre-Med Club
- Psychology Club
- Raritan Valley Radio Station – RVR
- Sci-Pod Club
- Society of Women Engineers
- Student Occupational Therapy Assistants (SOTAA)
- Student Nurses Association (SNA)

## Cultural

- Alliance, The (lesbian, gay, bisexual, transgender, questioning, and ally group)
- African Student Association
- Black Students Association (BSA)
- English as a Second Language Club
- Filipino Pride Engagement Awareness & Cultural Empowerment (P.E.A.C.E.) Club
- International Students Club
- Muslim Student Association
- Orgullo Latino/Latin Pride Club

- United Caribbean Students Club

## **Special Interest**

- Animé Club
- Dreamers Club
- Gaming Club
- No Limit: Hip Hop Dance Club
- H.O.P.E. (Health Oriented Peer Educators)
- Cru (formerly Campus Crusade for Christ)
- LaCrosse Club
- Lifelong Educational Opportunity Students (L.E.O.S.) Club – Non-Traditional Adult Student Club
- Rotaract
- To Write Love on Her Arms (TWLOHA)
- Student Veterans of America
- Ultimate Frisbee Club
- Young Democratic Socialists of America
- Young Republicans

# Academic Programs, Policies and Procedures

## Degree Programs

The College awards Associate of Arts degrees, Associate of Science degrees, Associate of Fine Arts degrees, Associate of Applied Science degrees and certificates to students who have completed approved programs. The programs are listed in the College catalog and on the website.

### Transfer Programs (A.A., A.S., A.F.A.)

In general, transfer programs are designed for students who are planning a career that requires at least four years of college preparation. Upon completion of a transfer associate degree program at RVCC, students are prepared for transfer into the junior year of baccalaureate study at a four-year college.

### Career Programs (A.A.S.)

Career programs are designed to prepare students for entry into a career field upon completion of studies. Although the career programs are not designed for transfer to four-year schools, it is possible to do so. The number of credits acceptable for transfer depends on the program taken at the College and the individual four-year college involved.

## Workforce and Certificate Programs

The College offers a number of certificate programs that provide specialized training for occupational preparation. Some certificate programs earn college credit and some are designed only for workforce training. Most certificate offerings can be completed by full-time students in one year.

## Adding and Dropping Courses

**Do not just stop attending your class! It is important to officially withdraw if you are not able to continue the course. Failure to officially withdraw may result in an “F” grade on the permanent record and may have an impact on your financial aid award. Speak with a financial aid officer before dropping if you are a financial aid recipient.**

After initial registration is completed, students may add or drop courses using the **Lion’s Den** during specified periods. Just log in with your college ID and password, and click on the Student Services tab! Students may also add or drop courses by submitting a [Registration \(Add/Drop\) Form\(.pdf\)](#) to the Student Enrollment Center. Add/Drop transactions will be processed in accordance with the RVCC Semester Refund/Withdrawal Schedule, which can be found on the [RVCC Finance Department](#) page. **Students who fail to officially withdraw from a class may be subject to the full cost of that class. It is imperative that students verify that they are withdrawn from a class if they do not intend to attend.**

Because developmental courses build essential skills for college success, students are not permitted to withdraw from those developmental courses without speaking with an Academic Advisor in Advising and Counseling Services, College Center C-163. Exceptions may be granted only by consultation with an Academic Advisor or Counselor.

## Advanced Standing

RVCC will accept up to 45 transfer credits for coursework completed with a grade of C or better at regionally accredited post-secondary institutions toward an associate degree or 75 percent of the required credits for a certificate program. The course requirements of some selective programs may limit the application of transfer credits to degree requirements.

## Break in Enrollment and Catalog Year

A student who interrupts his/her studies for more than three years must fulfill the requirements in place upon re-enrollment. A student with a break of more than three years may use requirements in place during initial enrollment only if he/she had earned 50 credits prior to the break in enrollment and if the degree is still being offered.

A student whose program has been discontinued will be permitted two years to complete the program; RVCC will not award degrees for programs that have been discontinued for more than two years.

## Changing Majors

Students who wish to change degree or certificate programs must meet with an Academic Advisor in Advising and Counseling Services (College Center, C-165). A student who wishes to enter the Nursing program, or change from non-degree-seeking to degree-seeking must complete an Information Update Form in the Admissions Office (Lower-Library, L-032).

## Credit Limit

Both Degree-seeking & Visiting students may enroll for a maximum of 19 credit hours during the Fall or Spring semesters, 12 credit hours during the Summer semester and up to 5 credits during the Winter Intersession, unless permission is granted by an Academic Advisor or Counselor. Non-degree students are limited to 9 credits per semester.

## General Education Courses

All Associate Degree programs include a broad distribution of courses contributing to the student's general education. In order to choose the appropriate general education courses for your degree or certificate program, you can review possible options [here](#).

## 'G number' or Student ID Number

It is important that you learn your college-assigned student identification number, identified in your acceptance email. The nine-digit number begins with a 'G' and should be included on all forms and correspondence. This G Number also serves as the username for access to Lion's Den for online services and transactions. **You need your G Number for just about everything you do at RVCC so make sure to memorize it!** If you ever have trouble logging in you can visit the Technology Services Helpdesk via email at: [helpdesk@raritanval.edu](mailto:helpdesk@raritanval.edu), via phone at: 908.231.8811 or in person with a photo ID and your G Number to get it resolved.

## Registration

Registration for Fall Semester courses generally begins in April. Registration for spring and summer courses generally begins in early November. You are encouraged to meet with an Academic Advisor prior to registration and register early for the best selection of classes.

### Three Ways to Register for Classes:

1. **Web:** [commons.raritanval.edu/](https://commons.raritanval.edu/) – If you have Lion’s Den access and no registration holds you can register and add or drop courses online during specified periods.
2. **In-Person:** Complete the registration form, including your G number, and bring it to the Office of Enrollment Services, located on the First Floor of the College Center C-160
3. **Mail:** Office of Enrollment Services, Raritan Valley Community College, P.O. Box 3300, Somerville, NJ 08876. Complete the registration form, including your G number, and mail it with a check or money order. Credit card information must be handled separately.

A student’s registration is not official unless class registrations have been recorded by the College and payment has been accepted. Otherwise, the registration is subject to possible cancellation. Students should refer to the published class schedule to confirm payment due dates. It is ultimately the student’s responsibility to withdraw from their classes. **Students who fail to officially withdraw from a class may be subject to the full cost of that class. It is imperative that students verify that they are withdrawn from a class if they do not intend to attend.**

## Registration Holds

You may be restricted from registering online or from registering at all due to a Registration Hold. This may be the result of admission status, academic standing, required developmental studies courses, required admission or financial aid documents, outstanding library books or athletic equipment, an outstanding bill, or other requirement. Check for messages in Lion Mail, view holds through the Lion’s Den Student Services tab, and contact the Originator of the Hold for clarification and assistance.

## Transcripts

All official transcripts must be ordered online through Parchment at [raritanval.edu/transcript](https://raritanval.edu/transcript). With Parchment, students can send an electronic transcript which is a certified PDF of an official transcript to any valid email address. Fees for transcripts are as follows: Electronic transcript \$10.00, Paper transcript mailed \$12.50 and Paper transcript-Pick-up \$12.50. Check your Lion’s Den for updates on when transcripts will be available for currently enrolled students at the end of each semester. Students may view and print unofficial transcripts through the Lion’s Den Student Services, under Registration and Records Tools select View Academic Transcripts.

## Tuition & Payment

Check the website to make certain you pay your bill on time. Tuition and payment information is available on the College’s website under the Paying for College option. Students are encouraged to become familiar with payment due dates for each semester, as well as the refund period. A copy of your student bill will be emailed to your official college email account. Bills can be paid online through the Lion’s Den, or in person at the Finance office. Taking classes at night after the office is closed? Drop your tuition payment in the drop box located on the outside of the Finance Office.

# Classes, Exams & Grades

## Class Attendance

Students are expected to attend all classes, laboratories, and clinical sessions for every course in which they are enrolled. To accommodate students' reasonable, personal situations that might prevent them from attending classes, each student is entitled to excused absences amounting to the equivalent of one week's class time in a semester. Any absences in excess of this standard can prevent students from achieving the course learning outcomes as evaluated by the instructor.

## Early Alert & Midterm Warning

Students who are struggling in one or more of their courses may receive an early alert notice. Students who receive early alerts are strongly encouraged to meet with their instructor to discuss the instructor's recommendations, an academic advisor to discuss additional tips and strategies for improving their academic performance, and to use the resources of the Academic Support Center.

At midterm, students in academic difficulty may receive a midterm warning. Students doing unsatisfactory work at this time should consult their instructor to determine ways to improve their academic performance. Academic Advisors are also available to provide support. In cases where additional studying, tutoring, or changes in study habits cannot improve the student's grade, withdrawal may be recommended to prevent a failure from being recorded.

## Final Examinations

Students are not expected to take more than two final examinations on any given day. If a student has more than two final examinations scheduled on a single day, he/she may appeal to have one of the examinations rescheduled. The line of appeal is first to the faculty member(s) and then to the appropriate Divisional Dean. Students are expected to take final examinations when they are scheduled or rescheduled. Missed examinations may be rescheduled at the discretion of the faculty member.

## Grade Reports

Students may view final semester or summer session grades by using the Lion's Den or the RV Mobile App. Grades become viewable as the instructors report them to the Office of Enrollment Services. Approximately two weeks after the end of the semester or summer session, grade point averages are calculated and grade reports are emailed to the Lion Mail address.

## Grade & Academic Appeals

Student grievances of an academic nature should initially be discussed between the student and the instructor. Failing a satisfactory resolution of the problem at this level, the student should consult with the appropriate department chairperson. Should the student still feel that a satisfactory resolution has not been achieved, the student may request the appropriate Divisional Dean review the matter. Students wishing to initiate a grade appeal must do so within four weeks of the beginning of the following semester, excluding Summer sessions. Other than in cases

of computational or clerical error, grades may only be changed by following the grade appeal procedure.

## Grade Appeal Procedure

A student who wishes to appeal a final grade shall proceed as follows:

1. Submit a written request for a grade change along with the rationale for such a request to the faculty member who assigned the grade. The appeal must be filed by the fourth week of the following semester (Summer sessions not included). Within two weeks of filing such a request for a grade change by the student, the faculty member shall respond in writing rendering a decision about the request for change of a grade.

If the student wishes to further challenge the decision of the faculty member as described above, he/she shall follow the following procedure:

- A petition for a grade change should be filed, in writing, with the appropriate chairperson after conferring with the instructor. The petition shall include a description of the student's rationale for challenging the recorded grade with supporting documentation.

The chairperson shall:

- Interview the student.
  - Interview the faculty member who assigned the grade.
  - Review written material submitted by the student and faculty member. The chairperson shall also consult with senior faculty members familiar with the discipline involved with respect to the graded material under challenge.
  - The chairperson shall render a written recommendation to the student and faculty member involved within one month from the date the chairperson received the petition.
3. If the grade was not changed through the above process, the student may further appeal to the appropriate Divisional Dean. The Dean will review all materials and determine whether or not a grade change shall be approved, and shall advise the involved student and faculty member in writing of the decision. The decision of the Divisional Dean shall be final.

## Repeating a Course

Students may repeat any college-level course once without specific authorization. To repeat a college-level course more than once, a student must have the approval of Advising and Counseling. Courses in which students have received grades of W, AU, or P are not included in counting repeated courses.

When a college-level course is repeated, all enrollments in the course are included on the student's permanent academic record, but only the highest grade earned at RV will be included in the student's grade point average (GPA). Developmental courses (course numbers below 100) are not governed by this policy.

Students receiving financial aid should consult with the Financial Aid office before repeating a course, since some financial aid programs do not pay for repeated courses.



## Academic Renewal Program

The Academic Renewal Program is designed for students who previously attended RVCC, compiled an unsuccessful academic record, and subsequently left the College for three or more years. Students may now return to college to pursue a program of study and not have their prior RVCC coursework included in their overall RVCC grade point average (gpa). To qualify for the Academic Renewal Program, a student must:

- Be matriculated into a degree or certificate program
- Have been away from RVCC for a minimum of three years (36 months)
- Upon returning to RVCC, complete a minimum of twelve credit hours, earning a GPA of 2.4 or better
- Be currently enrolled in classes

Under the Academic Renewal Program all grades earned prior to the three-year period are eliminated from the student's GPA calculation. Only the GPA is affected by this program. All other previous academic records will remain on the transcript. Grades earned after returning to RV will be included in the new GPA calculations, including the 12 credits required to qualify for this program. All courses taken prior to the three-year absence in which a grade of C or better was earned may be used to meet graduation requirements. More information about this College Policy is in the College Catalog.

## Academic Standing

Academic Standing is recorded on the academic transcript at the conclusion of each term. Students whose comprehensive semester grade point average or cumulative college level grade point average falls below 2.00 will receive a Lion's Den e-mail letter indicating their academic standing. Students should check final grades and academic standing on Lion's Den and Lion's Den e-mail each term.

## Grade Point Averages Used to Determine Academic Standing

**Comprehensive semester grade point average:** The grade point average for the term, including developmental studies, English as a Second Language Studies, and all other college-level coursework

**Cumulative grade point average:** The cumulative grade point average for all college-level coursework at Raritan Valley Community College

## Good Standing

Students must maintain a comprehensive semester grade point average of 2.0 or better and a cumulative college level grade point average of 2.0 or better to be in Good Academic Standing.

## Academic Alert

Academic Alert is an initial warning to students whose comprehensive semester grade point average or cumulative college level grade point average falls below 2.00 that they are not making satisfactory academic progress and that they may be placed on Academic Probation if their record does not improve.



## **Academic Probation**

Students on Academic Alert whose comprehensive semester grade point average or cumulative grade point average is below 2.0 in their next enrollment term are placed on Academic Probation.

Students on Academic Probation whose comprehensive semester grade point average in their next enrollment term is 2.0 or higher, but whose cumulative grade point average remains below 2.0, remain on Academic Probation.

Academic Probation is a serious warning to students that they are not making satisfactory academic progress and that they may be placed on Academic Suspension if their record does not improve. Students on Academic Probation must have the approval of an Academic Advisor or Counselor for subsequent enrollments or enrollment changes while on Academic Probation. Students' enrollment may be restricted to certain courses, or to a limited number of courses, as a condition of Academic Probation status.

## **Academic Suspension**

Students on Academic Probation whose comprehensive semester grade point average in their next enrollment term is below 2.0 are placed on Academic Suspension.

Students on Academic Suspension are prohibited from enrolling in the next semester. A student may petition for permission to enroll part-time to the Academic Standards Committee or to an Academic Advisor or Counselor authorized by the Academic Standards Committee to hear such petitions. If a student's petition is approved, the student is placed on Suspension Probation.

## **Suspension Probation**

Students returning to the College after a period of Academic Suspension or Academic Dismissal, and students who successfully petition to enroll from Academic Suspension are placed on Suspension Probation. Students on Suspension Probation must meet with an Academic Advisor or Counselor before re-enrolling. These students' enrollment may be restricted to certain courses, or to a limited number of courses, as a condition of Suspension Probation status.

## **Academic Dismissal**

Students on Suspension Probation whose comprehensive semester grade point average in their next enrollment term is below 2.0 are placed on Academic Dismissal. Students may also be dismissed as a result of academic integrity violations. Students who are dismissed are prohibited from enrolling for two calendar years. Students are subject to Academic Dismissal each enrollment term the comprehensive semester grade point average is below 2.0, until achieving Good Academic Standing. Academic Dismissal is final and cannot be appealed.

## **Re-enrollment Following Academic Dismissal**

A student returning to the College after a period of Academic Dismissal must petition the appropriate Divisional Dean in writing by letter or email. If reinstated, the student will be placed on Suspension Probation.

# Commencement & Academic Honors

## Commencement

The College holds Commencement Exercises in May of each year. A student may participate in Commencement Exercises if he/she meets any of the following criteria:

- Completed all program requirements at the end of the previous Fall Semester or at the end of the previous Summer session.
- Will have completed all program requirements at the end of the current Spring Semester.
- Has three or fewer courses remaining to be completed to fulfill all program requirements and is enrolled in those courses in the following Summer session.

## Selection of Student Commencement Speaker

The College believes it is fitting and appropriate to have a representative of the graduating class speak at Commencement as a way of showcasing the accomplishments of our students. A College committee is responsible for recommending a student speaker to the President. In selecting a speaker consideration is given to a student's grade point average, academic achievements and personal accomplishments.

## Academic Honors

Graduation-with-honors designations for the Commencement Ceremony are based on the student's Grade Point Average (GPA) as follows:

- Summer and Fall Graduates – GPA at the end of the Graduation term.
- Spring Graduates – GPA at end of the previous Fall Semester.

The College recognizes the academic achievement of students in the following ways:

### Dean's List

The Dean's List of outstanding students is compiled and published at the end of each Fall and Spring semester. To be included on the Dean's List a student must meet all of the following requirements.

- Have earned a minimum of 12 cumulative credit hours at RVCC in college-level courses.
- Earn a minimum of six college-level credit hours in the current Fall or Spring semester.
- Achieve a minimum semester GPA of 3.5 in college-level courses.
- Receive no grade lower than a "C" in any course for the semester.
- Not be eligible for inclusion on the President's List of outstanding students.

### President's List

The President's List of outstanding students is compiled and published at the end of each Fall and Spring Semester. To be included on the President's List a student must meet all of the following requirements:

- Earn a minimum of 12 credit hours in college-level courses in the current Fall or Spring semester.

- Earn “A” grades in all courses for the semester.
- Have no “W” or “I” grades for the semester.

### **Degrees with Honors**

Students completing Associate degree requirements and meeting all of the following additional requirements receive degrees with honors:

- Achieve a minimum total cumulative RVCC GPA of 3.4.
- Achieve a minimum cumulative RVCC GPA of 3.4 on all courses applied toward the awarded degree.
- Receive no grade lower than a “C” in any college-level course applied toward the awarded degree.
- Complete, at RVCC, a minimum of 30 credits hours in courses applied toward the awarded degree.

### **Certificates with Honors**

Students completing Certificate requirements and meeting all of the following additional requirements receive certificates with honors:

- Complete a certificate requiring at least 30 semester credit hours.
- Achieve a minimum total cumulative RVCC GPA of 3.4.
- Achieve a minimum total cumulative RVCC GPA of 3.4 on all courses applied to the awarded certificate.
- Receive no grade lower than a “C” in any college-level course applied toward the awarded certificate.
- Complete, at RVCC, a minimum of 15 credits hours in courses applied toward the awarded certificate.

Honors are awarded on the basis of the student’s cumulative RVCC GPA on all courses applied to the awarded degree or certificate as follows:

1. 3.40 – 3.59: Cum Laude (with honor)
2. 3.60 – 3.79: Magna Cum Laude (with high honor)
3. 3.80 – 4.00: Summa Cum Laude (with highest honor)

### **Honors Achievement Award**

To receive the Honors Achievement Award a student must meet all of the following requirements:

- Complete at least 15 credits of honors-level coursework.
- Earn a ‘B’ or better in each course counted towards the award.

# Rules & Regulations

A full listing of college policies is available on the RVCC website's Policies & Consumer Information page. The following, is a brief overview of some key student related college policies. Students should be knowledgeable of all college polices and are encouraged to review the website's policy page.

## Alcohol & Illegal Drugs

The use, possession and sale of alcoholic beverages is forbidden. The use, possession, sale or being under the influence of drugs unless prescribed by a doctor is forbidden. Raritan Valley Community College adheres to all local, state and federal laws and statutes pertaining to the possession, use and distribution of alcohol and illegal drugs and expects its students to do the same. If the student is found to be under the influence of drugs or alcohol, the Department of Campus Safety will contact the local police. Persons violating these policies will be subjected to all applicable civil and criminal penalties and the College disciplinary procedure.

New Jersey's "Opioid Antidote and Overdose Protection Act" (P.L.2013, c.46) is a law that encourages individuals to report a drug overdose/seek medical assistance by granting immunity from arrest and prosecution for use or simple possession to both the caller and the person experiencing an overdose. It also grants immunity to those who administer the overdose antidote, Naloxone to revive a person. Similarly, the "9-1-1 Lifeline Legislation" (N.J. P.L. 2009, c.133) lets underage drinkers report alcohol poisoning without fear of prosecution. These laws are designed to save lives.

Through the office of Advising and Counseling Services, you can receive assistance dealing with substance abuse and referrals for community resources. All contacts are confidential.

## Address Required

A student is required to maintain a current address of residence. Please come to the Enrollment Services Office: First Floor, College Center C-160 to complete the Personal Information Change form. If you currently reside outside of Somerset or Hunterdon County, **the following documentation is required to report the change:**

1. Photo ID – This can be a Photo Driver's License or a Photo ID issued by the Division of Motor Vehicles, official government agency or accredited educational institution. An identification providing your current address is preferred.
2. Any **two** of the following valid documents with your **current address** listed:
  - Photo Driver's License
  - Current lease or deed
  - Utility bill, bank statement, credit card bill, postmarked correspondence
  - Voter registration card

## **Animals on Campus**

Persons may not bring animals onto campus, or any other location where the College offers courses or sponsors events, with the exception of service animals used by individuals with disabilities. A service or guide dog trainer, while engaged in the actual training process, shall have the same rights, privileges, and responsibilities with respect to access to public facilities as are applicable to a person with a certified disability. For more information, contact the Office for Students with Disabilities in College Center, C-124.

## **Appeals of College Policy: Academic Concerns and Complaints**

Students with complaints and concerns about the classroom should first attempt to resolve the matter with the instructor. Failing a satisfactory resolution, the student should consult with the appropriate department chairperson. Should the student not be satisfied with the results of that discussion, the student may request that the appropriate Divisional Dean review the matter. The decision of the Dean is the final appeal.

Tuition appeals should be submitted to the Dean of Academic Support after completing the appropriate paperwork.

## **Appeals of College Policy: Non-Academic**

The College establishes policies and procedures for all students. However, there may be times when a situation is unique or different from other students and an exception should be made. This may be particularly true for students with an extended illness or serious family event. If you have a situation you feel warrants an exception, submit a RVCC Tuition/Withdrawal Appeal Form which is available online, or from the Office of Enrollment Services on the first floor of the College Center. This form should be submitted with a letter of explanation and any supporting documentation to the Office of Enrollment Services. A College Appeals Committee meets monthly and will respond to you in writing once the decision is made.

If the appeal relates to a grade, please see the previous academic appeals section of this handbook. There is a separate procedure for grade appeals and academic complaints.

## **Bullying and Intimidation**

Harassment, intimidation, or bullying in gesture; or any written, verbal or electronic communication that is motivated by actual or perceived characteristics such as race, color, religion, gender, sexual orientation or disability is a violation of the Student Code of Conduct and may be a violation of Title VII of the Civil Rights Act of 1964 and/or Title IX of the 1972 Education Amendments. Students should report bullying to the Assistant Dean of Student Services in C-143.

## **The Family Educational Rights & Privacy Act (FERPA)**

The Family Educational Rights and Privacy Act of 1974 protects the privacy of education records, establishes the right of students to inspect and review their education records, and provides guidelines for contesting information in these records that is believed to be inaccurate or misleading.

Students have the right to inspect and review all of their education records maintained by the College. The College is not required to provide copies of records unless it is not reasonably convenient for students to inspect their records.

Students have the right to request that the College correct records believed to be inaccurate or misleading. If the College decides, in response to such a request, not to amend a student's record, the student has the right to a formal hearing before the Dean of Student Services. After the hearing, if the College maintains its position that the student's record should not be amended, the student has the right to enter a statement into his/her records commenting on the contested information.

The College will not release any confidential information from a student's record without the written consent of the student, except for releasing information to:

- College officials with a legitimate educational interest
- Other institutions at which a student intends to enroll
- Certain government officials for the purpose of carrying out their lawful functions
- Appropriate parties involved with the awarding of financial aid to a student
- Organizations conducting appropriate research for the College
- Accrediting agencies
- Individuals who have obtained appropriate court orders or subpoenas
- Persons who have need for the information in cases of health and safety emergencies

The College may disclose Directory Information without the written consent of the student. Directory Information includes the following:

- Name, address, telephone number, and email address
- Date and place of birth
- Dates of attendance
- Enrollment status
- Previous institutions attended
- Major field of study
- Awards and honors
- Degrees and/or Certificates awarded including date of conferral
- Past and present participation in officially recognized College activities
- Height and weight of student athletes

Students may request the withholding of Directory Information. To ensure that such a request is properly processed, it must be submitted on the official "Request to Withhold Directory Information" form, which is available in the Office of Enrollment Services. The request to withhold information will remain in effect until the student submits a signed authorization for the release of Directory Information.

Students have the right to file a complaint with the U.S. Department of Education concerning an alleged failure by the College to comply with the requirements of FERPA. For further information regarding the filing of complaints, students should contact the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202.

## Firearms, Weapons, Explosives, Dangerous Knives, Hazardous Materials

Firearms, weapons, ammunition, knives, explosives, destructive devices, fireworks or any item that imitates or is reasonably capable of being mistaken as these items whether operable or inoperable are not permitted on College property. This includes antique weapons, air guns capable of launching a projectile and components that can be assembled into a weapon. Items included in the weapons policy are also not permitted on College property. Violation of this policy can result in legal prosecution and College administrative action.

## Identification (Student ID) Card

A student's ID card is used to access various College facilities and student service departments. The student ID card is required to use the College library, public libraries in Somerset and Hunterdon Counties, Fitness Center, and RVCC athletic facilities. The Theatre offers discounted tickets to students with a valid ID card.

To request an RVCC ID Card log on to Lion's Den, scroll down and click on the ID Cards – Student tile and follow the directions.

## Immunization

RVCC is committed to creating a safe and healthy environment for our students. We comply with all state laws regarding immunizations for students.

All full-time students must submit proof of compliance with the State of New Jersey requirements for immunization for

- 2 doses of MMR (Measles, Mumps & Rubella)
- 3 doses of Hepatitis B
- 1 dose of MenB (Meningococcal disease)
- 2 doses of MenACWY (Meningococcal disease)

You can download the Immunization Record Form and bring it to your doctor to fill it out. Once completed send the signed to the Admissions office, fax: 908-429-4314 or email: [admissions@raritanval.edu](mailto:admissions@raritanval.edu)

Learn more about the State of New Jersey laws regarding immunizations.

## Covid-19 Vaccination:

Raritan Valley Community College is working together as a community to keep our campus safe. The health and safety of our students and the entire College community is always our top priority. **Therefore, all RVCC students, faculty, and staff must show documentation of being vaccinated against COVID-19 by November 1.** To maximize the safety of our community, it is recommended that all unvaccinated students, faculty, and staff schedule their vaccinations now before the start of the fall semester.



Students may register for the fall 2021 semester even if they are not yet fully vaccinated. However, **students will not be able to register for spring semester classes unless they show proof of vaccination.** Registration for the spring 2022 semester begins November 1. The spring semester begins January 19, 2022.

Students who register for a course that ends after January 19 must be fully vaccinated by January 19 or they will not be permitted to continue in the class after that date.

To begin classes in the spring semester, students, faculty, and staff must be fully vaccinated. According to the Centers for Disease Control and Prevention (CDC), people are considered fully vaccinated

- two-weeks after their second dose in a two-dose series, such as the Pfizer or Moderna vaccines, or
- two-weeks after a single-dose vaccine, such as Johnson & Johnson's Janssen vaccine

Instructions for uploading your vaccination documentation will be available in September.

Students who have any questions should email [DOSS@raritanval.edu](mailto:DOSS@raritanval.edu).

As an important protective measure, face masks are required in all RVCC buildings.

The College continually monitors the CDC guidelines for COVID-19 and reserves the right to make changes to these mandates.

For additional information and updates about RVCC's response to COVID-19, visit <https://www.raritanval.edu/reopening>.

## New Student Orientation

Log on to Lion's Den and click on the New Student Orientation tile and complete the online orientation. You will need your RVCC G# & RVCC password to log in.

## Parking and Traffic

Students may park in lots 1, 2, 3, 4, 5, 6, 7, 9. Students are not allowed to park in the Visitor's lot, Faculty lots 2 and 8, and Workforce Training Center parking lot. Parking in spaces designated for disabled individuals is reserved for vehicles authorized under laws of the State of New Jersey, and is monitored by the Branchburg Police Department. Parking is prohibited on all roadways, lawns, medians, crosswalks, loading zones, marked emergency fire lanes, emergency phone access lanes or any other areas designated by the College unless authorized by Campus Safety.

Parking overnight may be permitted only after notifying the Campus Safety Office and filling out a "Waiver of Responsibility" regarding your vehicle. Drivers must adhere to all posted speed limits on campus and must yield to pedestrians in crosswalks at all times. Persons in violation of these regulations are subject to towing, citations, and fines. The College is not responsible for any damage to the vehicle during towing. The College is not responsible for any injury, property damage, or loss sustained by a vehicle's owner/driver while on College property.



## Handicap Parking Permits

Under New Jersey law, a disabled person may obtain either a special license plate or vehicle placard that provides special parking privileges. To park in a designated disabled area on campus, you must have handicap license plates or the placard, which is only provided by your local police department. Temporary placards can be issued to a person who has temporarily lost mobility as certified by a physician. Placards must be displayed in full view. Any person without a placard properly displayed, may receive a parking summons and fine, at the discretion of the Branchburg Police Department.

## Sales & Solicitation

The College bookstore and food service are the only agencies on campus authorized to sell or solicit on campus. Any others wishing to do so should contact the Director of Student Life or the Executive Director of the Foundation.

## Smoking and Tobacco Use

To provide a healthy working environment for the College community, RVCC is a tobacco-free and smoke-free environment. Persons in violation of this policy are subject to citations, fines, and/or other disciplinary actions. Citations may be issued without prior warnings. This policy includes vaporizers and/or electronic cigarettes as well as chewing tobacco products.

### Fine Process

- 1st offense: Warning
- 2nd offense: \$25 fine
- 3rd offense: \$50 fine
- 4th and subsequent offenses: \$75

### Appeals

Students who appeal a fine may go to the Office of Student Affairs.

## Weather Closings and Other Delayed Openings

If the College announces a delayed opening at any location due to inclement weather or other emergency situation, all offices will be closed and all College classes and/or other activities will be suspended at that location until the delayed opening time.

Classes scheduled to begin before the delayed opening time that have 60 minutes or more of instruction time remaining at the delayed opening time will begin at the delayed opening time and conclude at the regularly scheduled ending time. Classes scheduled to begin before the delayed opening time that have fewer than 60 minutes of instruction time remaining at the delayed opening time will be canceled. Classes scheduled to begin at or after the delayed opening time will meet as scheduled. Sign up for Campus Closing Notifications in the Lion's Den.

# Computer & Network Use Policies

The College provides all registered students with email accounts (Lion Mail) through Office 365. This account is used by the college for all official communications with the student. The account is available for 13 months for student use after they have left the College.

## Duration of Network Accounts

1. RVCC credit students' accounts will remain active for 13 months from the last semester they registered for a class.
2. Community Education students' Internet accounts will last the duration of their classes and for whatever additional time the Community Education administrators determine the course content requires Internet access. This will be determined in consultation with Technology Services. Fees for these courses will reflect the costs of the required Internet access.

## Internet Code of Conduct

Students are held to a Code of Conduct which governs use of technology at RVCC. Use of technology includes physical technology as well as wireless resources and the various computer networks which are used by the college. Details of the Internet Code of Conduct can be found on the College's website.

## College Provider Code

As an Internet provider and an institution of higher education, RVCC is committed to the principles of personal privacy and the free and open discussion of ideas. RVCC, therefore, pledges that it will follow industry best practices to ensure the confidentiality of user files and individual usage information.

## College Computer Laboratory Users' Agreement

Computer use is restricted to currently enrolled RVCC students. Priority is for academic use in the following order: 1. computer course assignments; 2. other academic assignments; 3. general research. Users must relinquish their computers to students needing them for a higher priority use. All users of RVCC's computers acknowledge a full awareness of an agreement to RVCC Computer Users' Regulations. Violations of these, including tampering with the equipment or the software, may result in campus or civil prosecution. For further information or to report a violation, contact Technology Services at ext. 7887.

## Civil and Criminal Penalties for Violation of Federal Copyright Laws

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

Penalties for copyright infringement include civil and criminal penalties. In general, anyone found liable for civil copyright infringement may be ordered to pay either actual damages or "statutory"

damages affixed at not less than \$750 and not more than \$30,000 per work infringed. For “willful” infringement, a court may award up to \$150,000 per work infringed. A court can, in its discretion, also assess costs and attorneys’ fees. For details, see Title 17, United States Code, Sections 504, 505. Willful copyright infringement can also result in criminal penalties, including imprisonment of up to five years and fines of up to \$250,000 per offense. For more information, visit the U.S. Copyright Office website at [copyright.gov](https://copyright.gov), especially their FAQ’s [copyright.gov/help/faq](https://copyright.gov/help/faq).

## Student Code of Conduct

The college, as part of its response to COVID 19, has instituted several new safety protocols to comply with the state of New Jersey’s pandemic response and to ensure the overall safety of the college community. General Violation 1 of the code of conduct prohibits any act that violates any college policy, regulation, or law. As part of the RVCC reopening plan, the college has instituted new rules such as wearing appropriate face coverings, practicing social distancing, truthfully completing pre-screening forms, and other regulations to promote our safety on campus. Students who fail to comply with these regulations may be charged with violating the code of student conduct and be subject to serious ramifications including being banned from campus or dismissed from the college in the most severe cases. We hope that all students will be able to use the campus and these rules have been put in place in the attempt to provide the entire campus community with a safe and secure environment.

One of the core values of Raritan Valley Community College is fostering an environment of mutual respect, responsibility, and collaboration. The Student Code of Conduct (Code) establishes expectations of behavior for all students regardless of enrollment status or campus location. The provisions of the Code govern the actions of all students whether at a College-owned or managed location or at a College-sponsored or supervised function or event. This Code applies to behavior directed toward any member of the College Community as well as a student’s conduct during Academic Placements.

Upon admission to the College, a student incurs the responsibility for becoming familiar with and abiding by, the provisions of the Code. Violations of the Code may result in a student receiving a failing grade on an assignment or in a course, required community service, Disciplinary Warning, Disciplinary Probation, Disciplinary Suspension, Dismissal, or other appropriate penalty.

The following is a portion of the Raritan Valley Community College Code of Student Conduct. The entire document and relevant policies can be found online. If you have questions about the Code of Conduct or Academic Integrity Policy, contact the Dean of Student Affairs in College Center, C-143.

### Violations of the Code for Academic Dishonesty, Cheating and Plagiarism

Raritan Valley Community College defines academic integrity as a commitment to independent, original, and honest work. Students are expected to conduct themselves with scholarly integrity. Each suspected incident of academic dishonesty, cheating, or plagiarism will be reported to the Divisional Dean. Upon confirmation of the student’s offense by the appropriate Divisional Dean, the student will be subject to warnings and penalties up to and including suspension or dismissal from the College.

The selling, purchasing, or contributing of homework assignments, lab reports, quizzes, essays, and papers from another person or from online sites is dishonest and illegal (see New Jersey Statute 18A:2-3) and will be addressed accordingly.

### **Academic Dishonesty and Cheating**

Examples of cheating violations include, but are not limited to:

- Copying graded and ungraded homework assignments from another student.
- Working together on a graded assignment that the faculty member has indicated is an individual assignment.
- Looking at another student's paper during an exam.
- Copying another student's computer program, class project, or assignment, and submitting it as one's own.
- Stealing or borrowing all or part of an exam's questions or answers.
- Entering a computer file without authorization.
- Giving someone answers to exam questions before an exam or while the exam is being given.
- Giving or selling an assignment, term paper, report, drawing, or computer program to another student for submission to the faculty member.
- Deceiving a faculty member to improve one's grade.
- Falsifying data or a source of information.
- Unauthorized use of any technology to gain access to test answers, test questions or prohibited materials such as notes, online databases and websites during a test.
- Submitting work for a grade that the student already submitted in another class or previous semester without the current faculty member's permission.
- Submitting work from one course into a second course without permission from the current faculty member.
- Copying quiz questions from Canvas-administered quizzes for private use or for distribution to other students.
- Making up information and citations.
- Using information from study websites (such as Course Hero, Chegg, or Study Buddy) for assignments and submitting it as one's own work.
- Uploading or sharing an item to a study website (such as Course Hero, Chegg, or Study Buddy)

### **Plagiarism**

Examples of plagiarism include, but are not limited to:

- Copying answers from a textbook, website, or any other print/digital source, to submit for a grade without citations and presenting them as their own.
- Using the instructor edition of a textbook for assignment answers without faculty authorization to do so.
- Quoting text or other works without appropriate citations.

- Submitting a paper paraphrased from sources without citations.
- Submitting work obtained from a term paper service or taken from the Internet.
- Submitting work written by someone else (including another student) as one's own.
- Submitting a paper paraphrased from source material, splicing together sentences from scattered segments of the original.
- Reproduction of visual media and multimedia materials (videos, etc.) without permission from the artist or appropriate citation and distributing the materials as independent.
- Writing an essay using Google Translate (or any other translation tool).

Students who wish to challenge an accusation of Academic Dishonesty should speak to the appropriate Divisional Dean and may request a formal Disciplinary Review to adjudicate the matter.

### **Disruptive Behavior in the Classroom**

Faculty members have the authority to take actions which may be necessary to maintain order and proper conduct in the classroom. Students whose behavior disrupts the class will be subject to removal and may be charged with a violation of the Code of Student Conduct. Code of Conduct charges will be investigated by the Dean of Student Affairs. If the student behavior presents a concern for immediate safety of the student or members of the community, the student may be suspended until a Disciplinary Review is held.

Raritan Valley Community College requires independent, honest work on the part of its students, and students are expected to conduct themselves with scholarly integrity. Each confirmed incident of academic dishonesty, cheating or plagiarism must be reported by the faculty member, in writing, to the appropriate Divisional Dean. Specific examples of academic dishonesty and cheating can be viewed within the student conduct section of the College website.

### **For classroom violations, the following additional penalties may apply:**

#### **1. Academic Dishonesty**

Penalties for confirmed cheating and plagiarism are as follows:

**First Offense:** The faculty member will have the authority to issue a failure on the paper, exam, assignment or course on which cheating or plagiarism was established. In general, plagiarism that the faculty member considers to be serious and proven shall result in failure for the course. The faculty member must report the violation in writing to the appropriate Divisional Dean.

**Subsequent Offense(s):** As with the first offense, the faculty member will have the authority to issue a failure for the paper, exam, assignment, or course about which cheating or plagiarism was established and must report the violation. Upon confirmation of the student's subsequent offense by the appropriate Divisional Dean, the student will be subject to suspension or dismissal from the College.

#### **2. Disruptive Behavior in the Classroom**

Faculty members have the authority to take actions which may be necessary to maintain order and proper conduct in the classroom. Students whose behavior disrupts the class

will be subject to removal and may be charged with a violation of the Code of Student Conduct. Code of Conduct charges will be investigated by the Dean of Student Affairs. If the student behavior presents a concern for immediate safety of the student or members of the community, the student may be suspended until a Disciplinary Review is held.

## Sexual Harassment and Discrimination

It is the policy of RVCC to provide an environment that is free from harassment and discrimination. Students are encouraged to report any incidents of discrimination, harassment, sexual violence, and bullying which cause physical or emotional harm; or create a hostile environment which interferes with your education or your rights as a student. This includes any gesture, any written, verbal or physical act, or electronic communication, whether it be a single incident or a series of incidents, which you perceive as motivated by race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or a mental, physical or sensory disability which substantially disrupts or interferes with the operation of the college or the rights of a student. If you believe you are being harassed report the situation immediately. If immediate attention is needed, always contact Campus Safety by picking up a red phone in the halls or calling 908-231-8800.

Title IX of the Educational Amendments of 1972 specifically prohibits discrimination on the basis of sex in education, programs and activities. Discrimination under Title IX includes sexual harassment or sexual violence, such as rape, sexual assault, sexual battery, and sexual coercion. Confidentiality will always be maintained insofar as it does not interfere with the college's legal obligation to investigate allegations of misconduct when brought to the college's attention, and the ability of the college to take corrective action consistent with rights of due process.

**All inquiries and complaints** should be addressed to Cheryl Wallace, Executive Director of Human Resources, Compliance & Security, 908-526-1200, ext 8260. Personal counselors are available for assistance in the Advising and Counseling Office, College Center C-163.

## Sexual Misconduct and Violence

Raritan Valley Community College affirms the rights of its students, faculty, and staff to live, work, and study in an environment free from violence and sexual misconduct (sexual assault, sexual harassment, dating/domestic violence, and sexual exploitation). Sex offenses; violate college regulations and criminal law. Any reported violation will be treated swiftly through established college disciplinary procedures and/or legal avenues. Reports of Sexual Misconduct and Violence can be reported to Campus Safety and/or The Office of the Dean of Student Affairs. Confidential support services can also be obtained from our team of counselors within the Office of Advising and Counseling Services and from outside agencies.

### Contact Information for the Title IX Coordinator:

Cheryl Wallace, Title IX Coordinator

Executive Director of Human Resources, Compliance & Security

[cheryl.wallace@raritanval.edu](mailto:cheryl.wallace@raritanval.edu)

Additional resources, including a form to report incidents, may be found at on the College's website.

The following can be expected for all cases/investigations that are designated a Title IX incident:

- The college will provide a timely and thorough investigation and will treat all parties with



respect before, during, and after the student conduct process.

- Cases of sexual misconduct or sexual harassment shall be resolved within 60 days once the incident has been reported.
- Once a decision has been rendered all of the involved parties will be informed of the decision.
- All involved parties have 5 Business Days to appeal the decision.
- If any involved party appeals, all other parties will be informed and will have the opportunity to review the appeal materials. The other involved parties, if they choose to do so, can submit a statement of response within 5 Business Days of receiving notice of the appeal.

## **Sexual Consent**

Consent is defined as giving explicit permission to participate in any sexual act. Consent must be active, not passive; it cannot be implied or assumed. Each partner must knowingly give permission each and every time they engage in a sexual act.

Consent cannot be given if either participant is:

- under the legal age of consent
- incapacitated
- mentally handicapped/impaired
- asleep
- being threatened, forced or coerced

## **Code of Student Conduct Violations**

All students shall obey the law, show respect for properly constituted authority, and observe correct standards of conduct in the classroom, college offices and on college property. Violations will be reported to the Dean of Student Affairs. In addition to activities prohibited by law or identified under the academic violations, the following types of behavior shall be prohibited and considered violations of the Code of Conduct:

### **General Violations**

1. Violation of any College policy or regulation. This includes violations of state, local or federal law.
2. Repeated violations of established college rules and regulations regardless of the seriousness of the individual offense involved.

### **Interpersonal Violations**

3. Physical or verbal abuse or harassment that injures another person or threatens another person and/or creates a hostile environment for any member of the College community. Subcategories included under physical abuse and harassment also include the following:
  - a. Domestic violence, which includes asserted violent misdemeanor and felony offenses committed by the victim's current or former spouse, current or former

- cohabitant, person similarly situated under domestic or family violence law, or anyone else protected under domestic or family violence law.
- b. Dating violence, which means violence by a person who has been in a romantic or intimate relationship with the victim. Whether there was such a relationship will be gauged by its length, type, and frequency of interaction.
  - c. Rape, which is defined as the penetration, no matter how slight, of the vagina or anus with any body part or object, or oral penetration by a sex organ of another person, without the consent of the victim.
  - d. Stalking, which is defined as a person who purposely and repeatedly engages in a course of conduct directed at a specific member of the campus community that would cause a reasonable person to fear bodily injury or death to him or herself or a member of his or her family.
4. Harassment, intimidation or bullying in gesture; written, verbal or electronic communication that is motivated by actual or perceived characteristics such as race, color, religion, gender, sexual orientation or disability as well as violations of the RVCC policy on Student Harassment, Intimidation and Bullying by students.
  5. Any non-consensual physical contact of a sexual nature; voyeurism or making, attempting to make, transmitting, or attempting to transmit audio or video of any person(s) where there is an expectation of privacy with respect to nudity and/ or sexual activity without the knowledge and consent of all participants subject to such recordings.
  6. Intentionally and substantially interfering with the freedoms of movement or expression of others on College premises or at College-sponsored activities.
  7. Any form of retaliation against an individual who in good faith makes a complaint raises a concern provides information or otherwise assists in an investigation or proceeding regarding any conduct that the individual reasonably believes to violate the College's Code of Conduct or policies, or applicable laws, rules or regulations. Retaliation can take many forms, including sustained abuse or violence, threats, coercion, discrimination, and intimidation.
  8. Acts of violence against employees, students, or visitors on Raritan Valley Community College property will not be ignored, condoned, or tolerated. Acts of violence may result in a student's ultimate separation from the College.
  9. Any student who hosts a person on campus (including but not limited to friends, partners, significant others, parents, and other legal guardians) is responsible for ensuring that such person is aware of all policies and procedures in the RVCC Code of Student Conduct. Students are responsible for the behavior of their guests and may be held accountable for violations committed by said guests, including repayment for damage to campus property. Responsibility under the Code of Conduct may occur even if the host is not a participant in the activity or has left the guest(s) alone.

### **Disruptive Behaviors**

10. Disruption of any College class by engaging in conduct that renders it difficult or impossible to maintain the learning environment of the class or violating the standards of classroom



decorum set out by an instructor in the course outline/syllabus.

11. Intentionally or recklessly disrupting normal College or College-sponsored activities, including but not limited to, studying, teaching, tutoring, research, college administration, or fire, security, or emergency services. This includes violating any established or published College policy.
12. Causing or participating in disorderly, disruptive, or inappropriate behavior.

### **Acts of Dishonesty**

13. Initiating or causing to be initiated any false report, warning or threat of fire, explosion, or other emergency on College premises or at College-sponsored activities.
14. Failure to comply with the direction of College officials, including campus security/safety officers, acting in the performance of their duties; or making false statements to College officials.
15. Alteration or misuse of College documents, records or identification or knowingly submitting false or altered documents to the College.
16. Bribery or attempted bribery of any College official or entity with a direct relationship with the College community.
17. Violation of the Code for Academic Dishonesty, Cheating, and Plagiarism.

### **Theft or Damage of Property**

18. Intentionally or recklessly destroying or damaging College property or property of others on college premises or at College-sponsored activities.
19. Theft of College property or any individual's private property located on the College campus or College-sponsored activities.

### **Improper Use of Property/Facilities**

20. Unauthorized use of computer hardware or software, including intentionally developing programs that harass others or infiltrate the system to damage or alter the system. This also includes the use of RVCC networking resources for any illegal purpose such as unauthorized Peer to Peer file sharing and the unauthorized distribution or downloading of copyrighted material. Violators may also be subject to civil and criminal liabilities.
21. The unauthorized presence on or use of College premises
22. Gambling on the College campus or any College function

### **Possession of Prohibited Items and Substances**

23. Unauthorized possession, consumption or transfer of any alcoholic beverage on the premises of the College or at a College-sponsored activity. Students found on campus grounds noticeably intoxicated may also be disciplined under the Code of Student Conduct regardless of age.
24. The possession or use of controlled dangerous substances, marijuana, steroids, or narcotics, including, but not limited to, opium (morphine, codeine, heroin), prescription drugs in possession of someone other than the prescribed individual, misuse of prescribed drugs,

and every other substance not chemically distinguishable from them (i.e. imitation/synthetic products such as bath salts and/or K2) as well as any drug paraphernalia, on-campus or during any college-sponsored event is prohibited.

25. Possession of weapons, ammunition, explosives, or other dangerous items on College property without the expressed authorization from Campus Security. The policy applies to items that appear to be weapons, ammunition, explosives, or other dangerous items as well as non-prohibited items that are used to endanger or cause fear. Persons may be turned over to the local police.

### **Distribution or Sale of Prohibited Items and Substances**

26. The distribution or sale of controlled dangerous substances, marijuana, steroids, or narcotics, including, but not limited to, opium (morphine, codeine, heroin), prescription drugs in possession of someone other than the prescribed individual, misuse of prescribed drugs, and every other substance not chemically distinguishable from them (i.e. imitation/synthetic products such as bath salts and/or K2) as well as any drug paraphernalia, on-campus or during any college-sponsored event is prohibited.

### **Smoking**

27. RVCC is a smoke-free environment. This includes all tobacco and electronic smoking/vaping devices. This policy extends to all RVCC property, including but not limited to buildings, outdoor areas, and parking lots. Persons in violation of this policy are subject to disciplinary actions as well as citations and fines.

### **Automobile Misuse**

28. Reckless or dangerous operation of a motor vehicle on campus
29. Parking in a non-designated parking spot or area

### **Sanctions & Penalties for Violations**

Violations to the Code of Student Conduct, either in the classroom, on campus, or with College-sponsored activities, may result in specific sanctions including the following: written or verbal warning; probation; suspension; dismissal; or the imposition of such penalties as are found to be appropriate. Students who wish to challenge an accusation of Academic Dishonesty should speak to the appropriate Divisional Dean and may request a formal Disciplinary Review to adjudicate the matter.

### **Interim Suspension**

When it is determined that a student's continued presence at the College poses a significant risk of substantial harm to the safety or security of themselves, others, or to property, a student may be suspended pending resolution of the disciplinary process.

An interim suspension means that the student cannot attend classes and must leave college property and remain off College property. The student may, within three (3) working days of the imposition of the suspension, petition the Vice President for Student Affairs and Outreach for reinstatement. The petition must be in writing and must include supporting documentation or evidence that the student does not pose, or no longer poses, a significant risk of substantial harm

to the safety or security of themselves, others, or to property. A decision on such a petition will be made without undue delay by the Vice President for Student Affairs and Outreach or their designee.

### **Disciplinary Procedures for Violations of the Code of Conduct**

Pending College actions or violation of College regulations and civil or criminal laws, the right of a student to be present on the campus can be suspended for reasons related to the student's physical and/or emotional safety and the well-being of the College community. The College reserves the right to take disciplinary action where off-campus offenses are involved and where the interests of the College as an educational community are threatened.

Accused student(s) are presumed to be not responsible for violations. Responsibility must be established by a preponderance of evidence. This standard requires that the Disciplinary Review Board or Conduct Officer must be persuaded that it is more likely than not that the allegations brought against the accused student are true.

Where there is an alleged breach of the Code of Conduct by a student, the Office of the Dean of Student Affairs follows specific procedures to process Student Conduct incidents. Please visit the Student Affairs section of the College website under Student Conduct for additional information. Mid-year changes to the Code of Conduct will be reflected within college's policy library and online.

### **Disciplinary Procedures for Violations of the Code of Conduct**

Accused student(s) are presumed to be not responsible for violations. Responsibility must be established by a preponderance of evidence. This standard requires that the Disciplinary Review Board or Conduct Officer must be persuaded that it is more likely than not that the allegations brought against the accused student are true.

Where there is an alleged breach of the Code of Student Conduct by a student, the following procedures will be followed as part of the formal disciplinary process. Mid-year changes to the Code of Conduct will be reflected within the Student Conduct RVCC website.

1. In all cases, the dean or his/her designee shall ascertain whether the alleged breach of conduct is one that occurred inadvertently. If so, the breach may be resolved informally with no further action necessary.
2. After discussing with the student, if the dean or his/her designee determines there is a violation the Dean shall advise the student that there has been a breach in the Student Code of Conduct.
3. The Dean and the student may meet and agree to a resolution and resolve the matter without a Disciplinary Review.
4. If there is no mutually agreeable resolution, the matter will be referred to the Code of Conduct Disciplinary Review Board. The Disciplinary Review Board is comprised of five members of the campus community. It is made up of three students and two College employees either from the faculty, administration or staff.
5. Incidents involving Sexual Assault, Domestic Violence or other sensitive matters where a high level of privacy must be maintained, may be comprised of specially trained College

employees only. The Dean will inform the student in writing that the matter has been forwarded to the Disciplinary Review Board.

6. At least five (5) business days prior to the Disciplinary Review before the Code of Conduct Disciplinary Review Board, the Chair will notify the student and Disciplinary Review Board members of the date, time and place of Disciplinary Review, and general procedures to be followed. The Dean will advise the student and any witnesses.
7. Proceedings before the Code of Conduct Disciplinary Review Board shall be private and are not intended to be formal legal proceedings. The student may request that one support person be allowed with them in the Disciplinary Review but they shall not participate. A representative from within the College community shall be permitted to advise and assist students. The student may either seek out that representative or request assistance finding that representative at least five (5) business days prior to the Disciplinary Review. The Disciplinary Review shall provide a fair inquiry into the charges, with both parties afforded the opportunity to ask and respond to questions. The decision shall be based on the preponderance of the evidence.
8. After the Disciplinary Review, the Chair shall summarize the proceedings and the outcome in writing along with the Board's decision and sanction(s) imposed to all parties involved and forward this to the Dean of Student Affairs who will review and officially inform the student. This report will be placed on file in the office of the Dean of Students. Inquiries about the student's conduct from transfer colleges and employers may include confirmation of a code violation.
9. Within 5 business days of the notification of the sanction, a student may submit a written appeal of the Disciplinary Review Board's decision to the Dean of Student Affairs. See Appeals section of the Code of Student Conduct for additional information. The decision of the dean is the final appeal.
10. If a student fails to respond to disciplinary correspondence within a specified time frame a decision of responsibility may be made based on the information available. Students will have the opportunity to appeal any such decisions.

## Appeals

Any student found responsible of a violation and any complaint party in cases of sexual misconduct, violence or other Title IX designated incidents, will have one appeal of the finding and/or sanction.

Students and complaint parties will be given 5 business days, from the date of their decision letter, to submit their appeal. Appeals are to be submitted to the Dean of Student Affairs. Failure to submit an appeal by the appropriate deadline will render the decision final and conclude the process.

### Appeals can be made on the following grounds:

1. **Unsupported Conclusion:** The decision made is not supported by the facts of the case.
2. **Procedural Error:** The disciplinary process was conducted unfairly and not in conformity with prescribed procedures. The error committed must be determined to have substantially

impacted the fairness of the disciplinary process.

- 3. Disproportionate Sanction:** The sanction imposed against the student was not appropriate for the offense committed.
- 4. New Information:** There is new information available that was not available at the time of the disciplinary process and that is sufficient to alter the original decision.

### **Appeal Procedures:**

During the appeal process the Dean of Student Affairs will review the written sanction appeal and may or may not request an in-person meeting. A decision letter will be sent to all necessary parties at the conclusion of the appeal process. The Dean of Student Affairs will do one of the following.

1. Affirm the finding and sanction originally determined.
2. Affirm the finding and modify the sanction if it is found to be clearly disproportionate to the gravity of the violation, precedent for similar offenses, and/or the accused student's prior disciplinary record.
3. Remand the case for a new Disciplinary Review only if the appeal demonstrates an issue that was so substantial it effectively denied the accused student or the complaint party a fair disciplinary process.

### **Disciplinary Files and Records Retention**

The State of New Jersey's Records Retention Policy requires that disciplinary records be kept for a specific length of time after the conclusion of the case. Records may be kept for a minimum of one year up to an indefinite period, depending on the characteristics of the case. Disciplinary records may only be reported to third parties in accordance with college regulations and are subject to the Family Educational Rights and Privacy Act of 1974.

## **Emergency Procedures**

The College Administration regards your continued safety as one of its highest priorities. In the event you need to speak with someone in the Campus Safety Office, it is located on the Ground level of Somerset Hall, Room S-010, near the Welcome Center. The College has an Emergency Management Plan, and regularly coordinates emergency activities with local law enforcement and other emergency responders.

**To report an on-campus emergency, requiring immediate attention, call 908-231-8800; for an off-campus emergency, call 911.**

**Phone:** 908-231-8800 (direct line)

**Confidential TIPS hotline:** 908-231-8806 (Call to report suspicious people, behavior or packages, someone in distress or threats of violence. All calls are confidential. You do not need to give your name.)

## In Case of Emergency – Follow These Procedures

### Fire or Smoke in a Building

In the event of an activation of the fire alarm system all persons on campus will be notified by the sound of a fire alarm horn and flashing strobe lights. Some buildings on campus have the capability to broadcast the following message over fire alarm horn/speaker devices, “EMERGENCY ALERT! FIRE ALARM, EVACUATE THE BUILDING IMMEDIATELY.” Fire doors throughout the campus will automatically close. Some areas of the campus have a water suppression system that may activate in an effort to contain or extinguish a fire. In the event of a fire alarm activation, take the following actions:

Remain calm – Exit the building using the most direct route

- **DO NOT** use elevators.
- **DO NOT** evacuate to or assemble in the center courtyards, or within 250 feet of any structure.
- Close, but do not lock, windows and doors.
- Follow instructions of College Evacuation Marshals and Campus Security Officers and proceed to the nearest assembly point.
- Warn others to evacuate, and if possible, help others requiring assistance.
- **IF UNABLE to Evacuate or for Person(s) with Disabilities, DO Not use Elevators.** Move away from danger, move to a place of safety or move to the nearest stairwell (which are designated areas of refuge), seek shelter on the stairwell landing. Contact Campus Safety at 908-231-8800 and provide your location (building, floor and room number or stairwell location).
  - **IF UNABLE** to contact Campus Safety, call 9-1-1.
- Once assembled at an evacuation assembly area, await further instructions
  - **DO NOT** re-enter any buildings unless instructed to do so by Campus Security Officers or College Evacuation Marshals.
- Keep roads and fire lanes clear for emergency responders

### If You Discover a Fire

- Remain calm.
- DO NOT attempt to put the fire out, unless trained to do so.
- Move to a safe location.
- Activate the nearest fire alarm pull station by pulling down the handle. If equipped, lift the plastic cover, then pull down the handle
- Contact Campus Safety at 908-231-8800, or by picking up a Red Emergency Phone located in building hallways, or activating an Emergency Call Box located in campus parking lots.
  - Specify the area, location and size of the fire.
- Warn others to evacuate, and if possible, assist others.
- Evacuate the area. Move to a place of safety.

## Evacuation Assembly Areas

Arts Building	Athletic Field
Bateman Student Center	Athletic Field
Childcare Center	Parking Lot 4 (Follow Internal Procedures)
College Center	Athletic Field Parking Lot 1
Conference Center	Parking Lot 1
Hunterdon Hall	Athletic Field
Interior Design & Theater Lab	Athletic Field
Physical Education Building	Athletic Field Parking Lot 2
Planetarium & East Building	Parking Lot 9
Science Building	Athletic Field Parking Lot 2
Somerset Hall	Parking Lot 1
Theater & Library	Parking Lot 2
West Building	Parking Lot 2 Lower Tier
Workforce Training Center	Faculty Lot Top Tier Parking Lot 3

**Do Not Assemble in the Center Courtyard.  
Always evacuate to a point of safety.**



## **Threatening Person on Campus**

If you see anyone on campus carrying a firearm or other weapon, immediately call Campus Safety at 908-231-8800

- Move to a safe area away from the threat
- If unable to move away from the threat, stay in your classroom/office and secure the area by locking doors, closing blinds and staying away from windows
- If needed, barricade the doors with desks and chairs
- If you are walking in the hallways or between buildings, enter the nearest open classroom or office and secure the area
- Do not confront anyone with a weapon
- An RVCC Alert may be broadcast by phone, text or email message.
- Wait for further instructions, or the “All Clear” to be communicated by the Campus Safety Department or the Police

## **Weather/Environmental Emergency**

- An RVCC Alert may be broadcast by phone, text or email message.
- Stay in your classroom/office until the situation can be assessed
- If outside, proceed into the closest building and take shelter inside an interior room, stay away from windows, vents and overhead objects
- After the condition subsides, further instructions may be communicated through, the RVCC Alert System

## **Power Outage**

- Emergency lights may activate
- Follow the instructions of Campus Safety Officers and College Evacuation Marshals
- Stay in your classroom/office until the situation is assessed
- Do Not use elevators
- A determination to close the campus will be made
- An RVCC Alert may be broadcast by phone, text or email message.

## **Campus Closings & Delayed Openings**

In the event of inclement weather, check to see if the College is open or has a delayed opening.

- An RVCC Alert may be broadcast by phone, text or email message
- Check the College website at [raritanval.edu](http://raritanval.edu)



## **Suicide Prevention Information**

### 24-Hour Mental Health Support and Psychiatric Emergencies

In the event of any life threatening situation such as suicidal thoughts/attempts to harm oneself, alcohol or drug overdose, or serious mental health crisis, utilize the following resources for assistance:

#### **On Campus Resources**

- Counselors are available in College Center C-165, during normal business hours Monday through Friday. See the Counseling Services section for specific operating hours or call 908-526-1200 ext. 8336
- Campus Safety Office located on the ground level of Somerset Hall, Room S-010 or call 908-231-8800

#### **Off Campus Resources**

- Call 911
- Go to your local emergency room immediately
- New Jersey Hopeline 855-654-6735
- National Suicide Prevention Hotline 800-273-8255

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