

# Academic Calendar for 2016-2017

<i>Semester</i>	<i>Event</i>	<i>Date</i>
<b>Fall 2016</b>	<b>Pre-Class Week</b>	<b>M 8/22</b>
	<b>Classes begin</b>	<b>S 8/27</b>
	Recess – Labor Day	M 9/5
	10 Week Term begins	T 10/4
	7-wk A ends	M 10/17
	7-wk A grades due 10am	Th 10/20
	7-wk B begins	T 10/25
	Recess – Thanksgiving, Thursday-Sunday	11/24-11/27
	<b>Classes end</b>	<b>W 12/14</b>
	<b>Final Exams Th – T</b>	<b>12/15-12/20</b>
	Grades due 10 am	Th 12/22
	<b>Note: T-W 11/22-23 will be instructional Th-F schedule</b>	
<b>Winter Session 2017</b>	<b>On line classes begin</b>	<b>M 12/19</b>
	<b>On campus classes begin</b>	<b>T 1/3</b>
	<b>On campus classes end</b>	<b>F 1/13</b>
	On campus grades due 10 am	T 1/17
	<b>On line classes end</b>	<b>W 1/25</b>
	On line grades due 10 am	F 1/27
<b>Spring 2017</b>	<b>Pre-Class Week</b>	<b>M 1/9</b>
	<b>Classes begin</b>	<b>T 1/17</b>
	10 Week Term begins	T 2/21
	7-wk A ends	M 3/6
	7-wk A grades due 4 pm	W 3/8
	Recess – Spring Break, Monday-Sunday	3/13-19
	7-wk B begins	T 3/21
	<b>Classes End</b>	<b>M 5/8</b>
	<b>Final Exams T – S</b>	<b>5/9-5/13</b>
	Grades due 10 am	T 5/16
<b>Summer 2017</b>	Commencement	Th 5/18
	<b>Classes begin</b>	<b>M 5/22</b>
	Memorial Day recess	M 5/29
	Summer A ends	W 6/28
	<b>Final Exams Th &amp; F</b>	<b>6/29, 6/30</b>
	Summer A grades due 4 pm	<b>M 7/3</b>
	Summer B begins	W 7/5
	<b>Classes end</b>	<b>Th 8/10</b>
	<b>Final Exams M &amp; T</b>	<b>8/14, 8/15</b>
	Grades due 4 pm	W 8/16

Worksheet for Fac Work Year 2016-17

<i>Week number</i>	<i>Week of</i>	<i>Work days</i>
1	8/22/16	5
2	8/29/16	5
3	9/5/16	4
4	9/12/16	5
5	9/19/16	5
6	9/26/16	5
7	10/3/16	5
8	10/10/16	5
9	10/17/16	5
10	10/24/16	5
11	10/31/16	5
12	11/7/16	5
13	11/14/16	5
14	11/21/16	3
15	11/28/16	5
16	12/5/16	5
17	12/12/16	5
18	12/19/16	4
-	12/26/16	0
-	1/2/17	0
19	1/9/17	5
20	1/16/17	4
21	1/23/17	5
22	1/30/17	5
23	2/6/17	5
24	2/13/17	5
25	2/20/17	5
26	2/27/17	5
27	3/6/17	5
28	3/13/17	5
-	3/20/17	0
29	3/27/17	5
30	4/3/17	5
31	4/10/17	5
32	4/17/17	5
33	4/24/17	5
34	5/1/17	5
35	5/8/17	5
36	5/15/17	2
<b>Total days</b>		<b>172</b>

## **Proposal: Revision to General Education Policy – Pilot AY 15-16**

Move from General Education Goals and MCCC Core Competencies to Institutional Learning Goals

- Retain the required Gen Ed Goal statements from the NJCCC - General Education Guiding Principles (Written and Oral Communication in English, Mathematics, Science, Technology, Social Science, Humanities, History and Diversity including the two integrated goals – Ethical Reasoning and Information Literacy) and the Critical Thinking and Problem Solving MCCC Core Competency. For each of these institutional learning goals, define three (3) institutional learning outcomes.

Revised structure will make it easier to assess General Education goals within the curriculum.

- For courses on the state-wide General Education list, course-level student learning outcomes (SLOs) will be aligned with the appropriate institutional learning outcome. At least one course-level SLO must align with at least one institutional learning outcome.
  - For example, ENG 101 – SLO 3 (Revise essay drafts in order to discover and/or emphasize a primary, original idea) aligns with Institutional Learning Outcome 1.1 (Students will read, write, and/or speak critically in formal American English.).Courses not on the state-wide list will not align SLOs to institutional learning outcomes for Goals 1-8.
- Goal 9 – Ethical Reasoning and Action, Goal 10 – Information Literacy, and Goal 11 – Critical Thinking and Problem Solving are considered integrated/infused goals. For all courses, at least one course-level student learning outcomes (SLOs) will be aligned with at least one institutional learning outcome for these integrated/infused institutional learning goals where appropriate.
  - For example, PSY 101 – SLO 4 (Develop writing skills in conjunction with the use of APA format) aligns with Institutional Learning Outcome 10.4 (Students will respect the privacy, security, and ownership of the information they locate and use it ethically with a focus on how to prevent plagiarism.).

This alignment between course-level and institutional-level outcomes is critical especially given the requirements from Middle States. We need to show that we have developed “clearly articulated institutional, unit-level and program-level goals that encompass all programs, services and initiatives and are appropriately integrated with one another (Middle States Team Report – Requirement for Standard 7 – Institutional Assessment).”

The proposal was developed by the General Education Assessment Committee. Committee members include: Elizabeth Anderson, Kyle Anderson, Karen Bearce, Bettina Caluori, Gianna Durso-Finley, Jody Gazenbeek-Person, Ellen Genovesi, Barbara Hamilton, Eirini Papafratzeskakou, Daniel Schermond, and Linda Scherr.

CURRENT STRUCTURE	PROPOSED NEW STRUCTURE
<p><b>MCCC Core Competency A. Communication:</b> Students will communicate effectively in both speech and writing. (See General Education Goal 1.)</p> <ul style="list-style-type: none"> <li>A.1. Students will read, write, and listen actively, critically, and reflectively.</li> <li>A.2. Students will logically, informatively, persuasively, and creatively respond orally and/or in writing to what they read, hear, and see.</li> <li>A.3. Students will evaluate and revise their written communication.</li> <li>A.4. Students will write and speak clearly and effectively in formal American English.</li> <li>A.5. Students will understand, analyze, and assess nonverbal, cultural, and gender communication in both small group and public communication settings.</li> </ul> <p><b>Gen Ed Goal 1. Written and Oral Communication in English:</b> Students will communicate effectively in both speech and writing.</p> <ul style="list-style-type: none"> <li>1.1. Students will read, write, and listen actively, critically, and reflectively.</li> <li>1.2. Students will logically, informatively, persuasively, and creatively respond orally and/or in writing to what they read, hear, and see.</li> <li>1.3. Students will evaluate and revise their written and/or oral communication.</li> <li>1.4. Students will write and speak clearly and effectively in formal American English.</li> <li>1.5. Students will understand, analyze, and assess nonverbal, cultural, and gender communication in both small group and public communication settings.</li> </ul>	<p><i>Combine MCCC Core Competency A – Communication and Gen Ed Goal 1 – Written and Oral Communication in English</i></p> <p><b>Institutional Learning Goal 1.</b>  <b>Written and Oral Communication in English:</b> Students will communicate effectively in both speech and writing.</p> <ul style="list-style-type: none"> <li>1.1. Students will read, write, and/or speak critically in formal American English.</li> <li>1.2. Students will generate messages suitable to the appropriate setting and purpose.</li> <li>1.3. Students will analyze and assess nonverbal, cultural, and gender communication in both small group and public communication settings.</li> </ul>
<p><b>Gen Ed Goal 2. Mathematics:</b> Students will use appropriate mathematical and statistical concepts and operations to interpret data and to solve problems.</p> <ul style="list-style-type: none"> <li>2.1. Students will develop graphical, numerical, analytical and verbal models to describe quantitative relationships that exist in the world and communicate these concepts effectively.</li> <li>2.2. Students will investigate and interpret these models using the mathematical skills, tools and reasoning appropriate to each type of model.</li> <li>2.3. Students will draw logical conclusions by applying a variety of mathematical problem-solving strategies.</li> <li>2.4. Students will demonstrate an understanding that mathematics is a precise language that is used to solve complex problems in many disciplines.</li> </ul>	<p><b>Institutional Learning Goal 2.</b>  <b>Mathematics:</b> Students will use appropriate mathematical and statistical concepts and operations to interpret data and to solve problems.</p> <ul style="list-style-type: none"> <li>2.1. Students will use the precise language of mathematics to develop graphical, numerical, analytical and verbal models describing quantitative relationships that exist in the world.</li> <li>2.2. Students will investigate and interpret these models using the mathematical skills, tools and reasoning appropriate to each type of model.</li> <li>2.3. Students will draw logical conclusions by applying a variety of mathematical problem-solving strategies.</li> </ul>

<p><b>Gen Ed Goal 3. Science:</b> Students will use the scientific method of inquiry, through the acquisition of scientific knowledge.</p> <ol style="list-style-type: none"> <li>3.1. Students will apply the scientific method of inquiry to solve problems and draw conclusions based on verifiable evidence.</li> <li>3.2. Students will use scientific theories and knowledge to understand the Natural Sciences and assess the impact of scientific theories, discoveries, and technological changes on society.</li> <li>3.3. Students will integrate scientific principles and scientific discovery, and will critically investigate the impact of science and scientific discovery on our understanding of the natural universe.</li> </ol>	<p><b>Institutional Learning Goal 3.</b></p> <p><b>Science:</b> Students will use the scientific method of inquiry, through the acquisition of scientific knowledge.</p> <ol style="list-style-type: none"> <li>3.1. Students will demonstrate an understanding of the basic facts, principles, theories, and methods of modern science.</li> <li>3.2. Students will explain how the scientific method is used to obtain new data and advance knowledge.</li> <li>3.3. Students will evaluate the potential of the natural sciences in human society and everyday life.</li> </ol>
<p><b>MCCC Core Competency E. Computer Literacy:</b> Students will use computers to access, analyze or present information, solve problems, and communicate with others.</p> <ol style="list-style-type: none"> <li>E.1. Students will demonstrate proficiency in using major categories of computer software such as word processing, spreadsheet and presentation software.</li> <li>E.2. Students will be proficient in using an interface and managing files.</li> <li>E.3. Students will use email and communication software effectively and appropriately.</li> <li>E.4. Students will use a web browser and search engines to seek information and will recognize types of information and sources.</li> <li>E.5. Students will understand the impact of computers on society.</li> </ol> <p><b>Gen Ed Goal 4. Technology:</b> Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.</p> <ol style="list-style-type: none"> <li>4.1. Students will demonstrate proficiency with electronic communications as appropriate to academic and professional use.</li> <li>4.2. Students will demonstrate the ability to use a particular technology or group of technologies to analyze or solve problems.</li> <li>4.3. Students will demonstrate proficiency in the accurate use of interfaces, files, basic productivity software, web browsers and search engines.</li> <li>4.4. Students will be able to describe accurately and analyze the impact computer technology has on modern society.</li> <li>4.5. Students will explain the social and ethical issues that surround a particular technology or group of technologies and articulate their opinions about such issues using written and oral communication.</li> </ol>	<p><i>Combine MCCC Core Competency E – Computer Literacy and Gen Ed Goal 4 – Technology</i></p> <p><b>Institutional Learning Goal 4.</b></p> <p><b>Technology:</b> Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.</p> <ol style="list-style-type: none"> <li>4.1. Students will demonstrate proficiency with technological devices and applications in academic and professional settings.</li> <li>4.2. Students will analyze the impact of emerging technologies on modern society.</li> </ol>

<p>4.6. Students will gather information using a variety of appropriate resources, search tools, and strategies, evaluate and analyze that information, and then select information and use it correctly to answer a research question.</p> <p>4.7. Students will respect the privacy, security and ownership of the information they locate and use, recognizing and honoring the ethical considerations relevant to the use of information with a particular focus on eliminating plagiarism.</p>	
<p><b>Gen Ed Goal 5. Social Science:</b> Students will use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens.</p> <p>5.1. Students will critically evaluate behavioral or societal issues using theories and concepts from a social science perspective.</p> <p>5.2. Students will analyze and appreciate how social and political institutions and organizations influence individual development and behavior.</p> <p>5.3. Students will demonstrate an understanding of the ways social scientists gather and analyze data, integrate knowledge, and draw conclusions, and will engage with these processes.</p>	<p><b>Institutional Learning Goal 5.</b>  <b>Social Science:</b> Students will use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens.</p> <p>5.1. Students will critically evaluate behavioral or societal issues using theories and concepts from a social science discipline.</p> <p>5.2. Students will demonstrate an understanding of the ways social scientists gather and analyze data, integrate knowledge, and draw conclusions.</p> <p>5.3. Students will analyze influences on human development and behavior in individual and institutional contexts.</p>
<p><b>Gen Ed Goal 6. Humanities:</b> Students will analyze works in the fields of art, music, or theater; literature; philosophy and/or religious studies; and/or will gain competence in the use of a foreign language.</p> <p>6.1. Students will interact with texts, performance and visual media, demonstrating an awareness of significant themes and their contexts. They will analyze these themes and contexts, articulating their connections, meanings and values to self, society, and others.</p> <p>6.2. Students will draw upon the visual, literary and performing arts and/or the study of philosophical and religious systems of thought and practice in order to extend their understanding of cultural, historical, and intellectual imagination.</p> <p>6.3. Students will use project-based learning to demonstrate an awareness of and critically engage with a range of historical and contemporary performances and visual and literary works and the approaches commonly used to analyze them.</p> <p>6.4. Students will demonstrate communicative competence in a language other than their own and an appreciation of that language's cultural and historical context.</p>	<p><b>Institutional Learning Goal 6.</b>  <b>Humanities:</b> Students will analyze works in the fields of art, music, or theater; literature; philosophy and/or religious studies; and/or will gain competence in the use of a foreign language.</p> <p>6.1. Students will draw upon the visual, literary and performing arts and/or the study of philosophical and religious systems of thought and practice in order to analyze themes and contexts, articulating their connections, meanings, and values.</p> <p>6.2. Students will use project-based learning to critically analyze a range of historical and contemporary artifacts including performances and visual and literary works.</p> <p>6.3. Students will demonstrate communicative competence in a language other than their own and an appreciation of that language's cultural and historical context.</p>

<p><b>Gen Ed Goal 7. History:</b> Students will understand historical events and movements in World, Western, non-Western or American societies and assess their subsequent significance.</p> <ol style="list-style-type: none"> <li>7.1. Students will demonstrate an understanding of the causes of major historical events and analyze the impact of those events on a nation or civilization.</li> <li>7.2. Students will critically interpret primary and secondary historical documents and critically evaluate the influence of perspective, time, and culture on the writers' point of view.</li> <li>7.3. Students will explain major ideas, movements, and technological discoveries, and their impact on western, world, and American society.</li> </ol>	<p><b>Institutional Learning Goal 7.</b>  <b>History:</b> Students will understand historical events and movements in World, Western, non-Western or American societies and assess their subsequent significance.</p> <ol style="list-style-type: none"> <li>7.1. Students will demonstrate an understanding of the causes of major historical events and analyze the impact of those events on a nation or civilization.</li> <li>7.2. Students will critically interpret primary and secondary historical documents and critically evaluate the influence of perspective, time, and culture on the writers' point of view.</li> <li>7.3. Students will explain major ideas, movements, and technological discoveries, and their impact on the people and society of the United States, the West, and the world.</li> </ol>
<p><b>MCCC Core Competency G. Intra-Cultural and Inter-Cultural Responsibility:</b> Students will demonstrate an awareness of the responsibilities of intelligent citizenship in a diverse and pluralistic society, and will demonstrate cultural, global, and environmental awareness.</p> <ol style="list-style-type: none"> <li>G.1. Students will understand the privileges and responsibilities of being a citizen in a democratic society.</li> <li>G.2. Students will demonstrate understanding of the behaviors and beliefs of different social groups within a pluralistic society, including groups based on culture, ethnicity, race, religion, creed, disability, marital status, national origin or ancestry, age, gender, economic status, and sexual orientations.</li> <li>G.3. Students will utilize strategies for effective cross-cultural communication.</li> <li>G.4. Students will respect and appreciate diverse points of view.</li> <li>G.5. Students will use inclusive language.</li> <li>G.6. Students will apply civic knowledge both locally and globally and engage in activities that exercise personal, social, and civic responsibility.</li> </ol> <p><b>Gen Ed Goal 8. Diversity and Global Perspective:</b> Students will understand the importance of a global perspective and culturally diverse peoples.</p> <ol style="list-style-type: none"> <li>8.1. Students will link culture, its practices and perspectives, with its geographical and/or historical conditions.</li> <li>8.2. Students will analyze how the differences in people's backgrounds are important to U.S. society and the global community.</li> </ol>	<p><i>Combine MCCC Core Competency G – Intra-Cultural and Inter-Cultural Responsibility and Gen Ed Goal 8 – Diversity and Global Perspective</i></p> <p><b>Institutional Learning Goal 8. Diversity and Global Perspective:</b> Students will understand the importance of a global perspective and culturally diverse peoples.</p> <ol style="list-style-type: none"> <li>8.1. Students will recognize how geographical, social, economic, and/or historical conditions shape cultural perspectives.</li> <li>8.2. Students will examine the behaviors and beliefs of individuals and social groups within a diverse society.</li> <li>8.3. Students will analyze the impact of globalization on the social, economic, and political structures of various nations and cultures.</li> </ol>

<p>8.3. Students will evaluate the consequences of prejudicial attitudes and discriminatory actions.</p> <p>8.4. Students will analyze the impact of globalization on the economic and political structures of various nations and cultures.</p> <p>8.5. Students will demonstrate an understanding of the behaviors and beliefs of different social groups within a pluralistic society.</p>	
<p><b>MCCC Core Competency C. Ethical Reasoning and Action:</b> Students will understand ethical issues and situations.</p> <p>C.1. Students will recognize, analyze, and assess ethical implications of an issue or a situation.</p> <p>C.2. Students will analyze and evaluate the strengths and weaknesses of different perspectives on an ethical issue or a situation.</p> <p>C.3. Students will integrate their knowledge, take a position on an ethical issue or a situation, and defend it with logical arguments.</p>	<p><b>Institutional Learning Goal 9.</b>  <b>Ethical Reasoning and Action:</b> Students will understand ethical issues and situations.</p> <p>9.1. Students will assess ethical implications of an issue or a situation.</p> <p>9.2. Students will evaluate the strengths and weaknesses of different perspectives on an ethical issue or a situation.</p> <p>9.3. Students will take a position on an ethical issue or a situation and defend it with logical arguments.</p>
<p><b>MCCC Core Competency D. Information Literacy:</b> Students will recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work.</p> <p>D.1. Students will recognize the value of using information to strengthen arguments and articulate a research question.</p> <p>D.2. Students will identify resources needed and develop and modify appropriate search strategies to obtain the information required to answer a research question.</p> <p>D.3. Students will recognize the factors that affect the quality of information and extract the pertinent information needed for the specific research question.</p> <p>D.4. Students will integrate the information located in a cohesive manner that addresses the research question and communicate the information to the appropriate audience.</p> <p>D.5. Students will respect the privacy, security, and ownership of the information they locate and use. Students will identify the ethical considerations relevant to the use of information, with a particular focus on how to prevent plagiarism.</p> <p>D.6. Students will demonstrate media literacy by accessing, analyzing, and evaluating messages in a variety of media modes, genres, and forms.</p>	<p><b>Institutional Learning Goal 10.</b>  <b>Information Literacy:</b> Students will recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work.</p> <p>10.1. Students will identify resources needed and develop appropriate search strategies.</p> <p>10.2. Students will recognize factors that affect the quality and pertinence of information.</p> <p>10.3. Students will synthesize information in order to communicate it to the appropriate audience.</p> <p>10.4. Students will respect the privacy, security, and ownership of the information they locate and use it ethically with a focus on how to prevent plagiarism.</p>



<p><b>MCCC Core Competency B. Critical Thinking and Problem-Solving:</b> Students will use critical thinking and problem solving skills in analyzing information.</p> <ul style="list-style-type: none"> <li>B.1. Students will distinguish among opinions, facts, and inferences.</li> <li>B.2. Students will identify and critique underlying or implicit assumptions.</li> <li>B.3. Students will thoughtfully evaluate diverse perspectives and alternative points of view.</li> <li>B.4. Students will ask informed questions and make informed judgments.</li> <li>B.5. Students will solve problems by applying discipline-appropriate methods and standards.</li> </ul>	<p><b>Institutional Learning Goal 11.</b>  <b>Critical Thinking and Problem Solving:</b> Students will use critical thinking and problem solving skills to distinguish among inferences, opinions and facts.</p> <ul style="list-style-type: none"> <li>11.1. Students will evaluate diverse perspectives and considerations.</li> <li>11.2. Students will ask logical and empirical questions in order to make informed judgments.</li> <li>11.3. Students will assess and solve problems by applying general and discipline-appropriate methods and standards</li> </ul>
<p><b>MCCC Core Competency F. Collaboration and Cooperation:</b> Students will develop the interpersonal skills required for effective performance in group situations.</p> <ul style="list-style-type: none"> <li>F.1. Students will demonstrate communication skills that promote effective function and interpersonal relations within group situations or settings.</li> <li>F.2. Students will recognize and employ strategies and role-playing which encourage a productive and supportive group climate.</li> <li>F.3. Students will employ aspects of reflective thinking to solve problems utilizing brainstorming and consensus within collaborative projects.</li> <li>F.4. Students will identify leadership, task, maintenance and self-serving roles and their effect on group function.</li> </ul>	<p><i>Core Competency Eliminated</i></p>