



SPANISH 2312.057 Intermediate Spanish II

Course Syllabus: Spring 2019

"Northeast Texas Community College exists to provide responsible, exemplary learning opportunities."

Nancy A. Hudson

Office: Paris High School Rm. 2408

Phone: 903-737-7400 ext:2580

Email: nancy.hudson@parisisd.net

Office Hours	Monday	Tuesday	Wednesday	Thursday	Friday	Online
	8:00-8:30, Email, or Remind	8:00-8:30, Email, or Remind	8:00-8:30, Email, or Remind	8:00-8:30, Email, or Remind	8:00-8:30, Email, or Remind	Email or Remind

The information contained in this syllabus is subject to change without notice. Students are expected to be aware of any additional course policies presented by the instructor during the course.

Course Description: 3 credit hours.

Lecture/Lab/Clinical: Three hours of class each week.

Prerequisite: SPAN 2311 or approval of instructor.

The consolidation of skills acquired at the introductory level. Further development of proficiency in listening, speaking, reading and writing. Emphasis on comprehension, appreciation, and interpretation of the cultures of the Spanish-speaking world.

Required Textbook:

Triángulo Aprobado; 5th Edition, Barbara Gatski and John McMullan 2013.

Una Vez Más; 3rd Edition, James Couch, Rebecca McCann, Carmel Rodríguez and Angel Rubio-Maroto

Publisher: Wayside Publishing- Triángulo Aprobado
Pearson Prentice-Hall- Una Vez Más

ISBN Number: Triángulo Aprobado-978-1-938-026-41-6
Una Vez Más- 978-0-13-361126-7

Recommended Reading(s):

Leyendas del mundo hispano -Prentice Hall Bacon, Humbach, Bikandi-Mejias, Coutad
2004, Second Edition

Album-DC Heath and Company, Rebecca Valette and Joy Renjilian-Burgy

Student Learning Outcomes:

Upon successful completion of this course, students will:

1. Summarize authentic spoken discourse produced by Spanish speakers of diverse origins.
2. Produce Spanish comprehensible to native speakers using complex grammatical structures to communicate analytical and interpretive information in both impromptu and prepared speech.
3. Demonstrate increasing comprehension of authentic written texts in a variety of genres.
4. Write evaluations and critiques at a high intermediate level using complex grammatical structures.
5. Formulate cohesive paragraphs and essays.

6. Interpret cultural practices and products of the Spanish speaking world drawing on authentic materials including literature and the visual arts.

Course Objectives:

The goal of this course is:

To speak, read, write, comprehend, and improve the level of Spanish from Novice-low-high to Intermediate-high level as described by the National Standards of Language Proficiency by ACTFL. The levels consist of the five C's: communication, cultures, connections, comparisons, and communities.

Lectures & Discussions:

Lecture and discussions will be daily. For culture notes see page:

<http://phs.parisisd.net/page/35979> 3

Evaluation/Grading Policy:

1st nine-weeks grade = 40%	Test grades = 67 %
2nd nine-weeks grade = 40%	Daily grades = 33%
Semester Exam grade= 20%	
Semester grade = 100%	

The class meets five days a week Monday through Friday for 50 minutes a day in room 2408. The Spanish Language course is conducted completely in Spanish by the teacher and the students in order to refine and expand the students' Spanish skills. Class is made up of lecture, lab and internet. Class attendance policy is the policy of PISD. Course Placement testing is under the guidelines of NTCC and PISD.

The following means of evaluation are used:

1. Grammar tests from Una Vez Más, Triángulo Aprobado, AP Spanish Language and Culture Exam Preparation and or Temas.
2. Vocabulary tests-corresponding to units in Triángulo Aprobado, AP Spanish Language and Culture Exam Preparation and or Temas.
3. Essays- assigned topics-informal –from Triángulo Aprobado, AP Spanish Language and Culture Exam Preparation and or Temas -one informal every week- a letter to a friend, a message, an email, reaction to text, poem, weekly journals. Two formal essays writing per nine weeks–250 words –usually the topic is taken from a reading selection or vocabulary unit. .
4. Speaking- the students must speak for two minutes on the assigned topic from the vocabulary unit and assigned units-giving direction, stating advantages and disadvantages, giving instructions, etc.
5. Listening tests-students have assigned listening activities which they must answer multiple choice questions that checks for comprehension-one per week-Triángulo, AP Spanish Language and Culture Exam Preparation and or Temas.
6. Reading selections nine per nine weeks-the composition is assigned with reading selection or the vocabulary topic.

7. Other activities are selections of grammar, or vocabulary, or reading, or listening comprehension-many from released AP exams.

Tests/Exams:

Grammar tests from Una Vez Más, Triángulo Aprobado, AP Spanish Language and Culture Exam Preparation and or Temas. Vocabulary tests-corresponding to units in Triángulo Aprobado, AP Spanish Language and Culture Exam Preparation and or Temas. Listening tests-students have assigned listening activities which they must answer multiple choice questions that checks for comprehension-one per week-Triángulo, AP Spanish Language and Culture Exam Preparation and or Temas.

Assignments:

Daily class assignments are posted on the web at

http://phs.parisisd.net/115553_4

Essays- assigned topics-informal –from Triángulo Aprobado, AP Spanish Language and Culture Exam Preparation and or Temas -one informal every week- a letter to a friend, a message, an email, reaction to text, poem, weekly journals. Two formal essays writing per nine weeks–250 words –usually the topic is taken from a reading selection or vocabulary unit. Reading selections nine per nine weeks-the composition is assigned with reading selection or the vocabulary topic. Other activities are selections of grammar, or vocabulary, or reading, or listening comprehension-many from released AP exams.

Student Responsibilities/Expectations:

All students are expected to attend class daily with the necessary work. All cell phones, beepers, texting devices must either be turned off or in silent mode. Under no circumstances should a cell phone or beeper sound during class or should you text anyone. Every student must be signed up to receive text messages on Remind.

****Last Day to Drop- With a “W”-April 11th**

Other Course Requirements:

The following is the Course Content:

Unit Three: Las Identidades Personales y Públicas

Theme: Personal and Public Identities / Las identidades personales y públicas Contexts Covered:

- Alienation and Assimilation / La enajenación y la asimilación
- Heroes and Historical Figures / Los héroes y los personajes históricos
- National and Ethnic Identities / La identidad nacional y la identidad étnica
- Personal Beliefs / Las creencias personales
- Self-Image / La autoestima

Essential Questions:

- *¿Cómo se expresan los distintos aspectos de la identidad en diversas situaciones?*
- *¿Cómo se desarrolla la identidad de una persona a lo largo del tiempo?*
- *¿Cómo influyen la lengua y la cultura en la identidad de la persona?*

Connections also to the themes of: Los desafíos mundiales, La vida contemporánea, Las familias y las comunidades.

Activate Prior Knowledge to Explore the Theme: Spoken Interpersonal and

Presentational Communication

1. Whole class: Discussion to explore this unit's theme and recommended contexts based on questions such as:

- *¿Qué es un héroe?*
- *¿Cómo describirían su identidad nacional?*
- *¿Es la identidad étnica tan importante como la identidad nacional?*
- *¿Cuáles son sus creencias personales? ¿Cómo se formaron?*

2. Think/Pair/Share Activity: Students think of an Hispanic hero in the U.S. and identify the contributions s/he has made for the well being of our society. After discussing in pairs, students share with the class as a whole.

Explore Personal Beliefs About Self-image: Written Interpersonal communication; formative assessment

Students write in a blog on the teacher's website to answer the following questions: *¿Por qué es importante la autoestima de una persona? ¿Cómo afecta el destino de la persona?*

Students are required to engage in an extended written discussion with at least one of their classmates via the blog.

Connecting to Authentic Resources: Audio, Visual, and Audiovisual Interpretive Communication, Written and Print Interpretive Communication

1. As a homework assignment, students access the following audio visual/written resource from BBCmundo.com ("EE.UU. y la educación: la batalla de una familia de inmigrantes") to learn about problems that immigrant parents face helping their children with schoolwork and what this family defines as a new form of racism: www.bbc.co.uk/mundo/noticias/2011/09/110916_video_nuevo_mexico_cristian.shtml.

To help guide the students, they first read over the following questions:

- *¿Cómo te ayudaban tus padres con las tareas cuando estabas en la escuela primaria?*
- *¿Cómo han participado tus padres en tus actividades escolares por los años?*
- *¿Es esta participación importante para tus padres y para ti? Explica tu respuesta.*

Students share out their responses to these questions in think-pair-share groups and are also encouraged to add their own opinions.

After viewing the news report, students participate in an interactive conversation recording using Interactive Conversations through CLEAR, from Michigan State University: <http://clear.msu.edu/teaching/online/ria/>. This is then assessed using the AP World Language and Culture scoring guidelines for Spoken Interpersonal Communication. During class discussion the next day, they present reactions to these questions:

- *¿Cómo es la autoestima de estos padres en este video con respecto a su habilidad de ayudar a su hijo a tener éxito en sus estudios?*
- *Si fueras capaz de realizar cambios como oficial de la escuela, ¿qué harías para mejorar la situación de las familias que se encuentran en esta situación?*

2. Students read and view the following news article and photos from el Nuevo Herald: www.elnuevoherald.com/2012/10/04/1314880/100-latinos-miami-recoge-historias.html, titled "100 Latinos Miami" recoge historias de superación y logros de cien hispanos. After reading the article, students write a reflective essay in which they draw conclusions as to how these immigrant Latinos have overcome diversity to reach success and how they can serve as role models for others facing problems such as

alienation. As part of this assignment, students are asked to consider—what are the practices and perspectives that are highlighted in this piece? What do these successful Hispanics have in common?

3. Speaking Assessment: Students use the internet to find authentic texts that explore challenges faced by immigrants to Spain. They use a T chart to document comparison of issues facing immigrants in the U.S. and should document sources so that they have them as evidence for Spoken Presentational communication:

Desafíos en los EE.UU. Desafíos en España

In class, students give an oral presentation in which they address the following prompt: *Compara los desafíos enfrentados por los inmigrantes a los EE.UU. con los inmigrantes a España.* They are evaluated using AP scoring guidelines.

Unit extension: Film: *La misma luna* (Discussion questions: How is the family unit affected when a parent goes to another country to find work to make a better life for the family? What are the risks? What unforeseen circumstances may arise to delay a family reunion?)

Alternate Activity:

Students listen to the song “Latinos en Estados Unidos” by Celia Cruz

1. With a partner, students discuss the content and share their opinions as to whether they agree or disagree with how Latinos in the United States are described in Cruz’s song www.youtube.com/watch?v=jldJfUMfbJU

2. Students view the video (1:11-2:14) “El reto de ser joven latino en Estados Unidos.” www.youtube.com/watch?v=j6W_xXvRc2Y

3. In a small group, students discuss the content of the video and ask questions that elicit opinions from others in the group. They then debate the following comment: “*El tema de la identidad es esencial para el crecimiento.*” An additional discussion question could be: Do young people in your community question their identity based on their experiences?

4. Students respond to the following questions in an online blog: *¿Cómo es la vida de los inmigrantes en tu comunidad? ¿Qué hace tu comunidad para ayudar a los inmigrantes?* Students respond to the question and then minimally respond to two other student responses.

5. Students search for authentic articles from Spanish-speaking newspapers that focus on the lives of immigrants in the United States. Formative Assessment: Students write a brief summary of the article. Then, in a written presentation, they compare the information in the article with their own community.

6. At home, each student responds to the following question in writing: *¿Cómo se siente ser un estudiante joven en estos momentos en Arizona?*

7. The next day, students share their responses via oral presentations to small groups.

8. They then watch the video “Ser latino en USA; los jóvenes.” (www.youtube.com/watch?v=2phQLNtWGr4&safety_mode=true&persist_safety_mode=1/) As they watch the video, they take notes regarding the point of view, as they will use these for an oral presentation. This activity can be completed in one or two days as the video is 30 minutes in length. The teacher could stop at 10:46 and continue at 12:37 through to the end as well.

9. At home, students use GoogleVoice to compare a point of view from the video interviews and their original writing. This work will be scored according to the scoring guidelines for presentational speaking: Cultural Comparison.

Written Presentational Assessment: At the end of the unit, students write a culminating persuasive essay to answer the following prompt: *¿Debe uno asimilar la cultura o guardar su identidad cultural al inmigrar a un país nuevo?* Students listen to an audio about the identity of the new generation of Hispanics in the U.S.: www.bbc.co.uk/mundo/cultura_sociedad/2010/06/100607_video_hispanos_generacion_la_np.shtml and read an article explaining how more than 60% of immigrant children living in Spain do not feel Spanish: www.eluniverso.com/2010/11/04/1/1360/mas-60-hijos-inmigrantes-identifican-como-espanoles.html?p=1360&m=1860. They also are given a map showing immigration patterns in various parts of Europe. The essay is evaluated using the new exam scoring guidelines. Students consider the unit essential questions as they develop the persuasive essay:

- *¿Cómo se expresan los distintos aspectos de la identidad en diversas situaciones?*
- *¿Cómo se desarrolla la identidad de una persona a lo largo del tiempo?*
- *¿Cómo influyen la lengua y la cultura en la identidad de la persona?*

Unit Four: Las Identidades Personales y Públicas

Theme: Personal and Public Identities / Las identidades personales y públicas

Contexts Covered:

- Alienation and Assimilation / La enajenación y la asimilación
- Heroes and Historical Figures / Los héroes y los personajes históricos
- National and Ethnic Identities / La identidad nacional y la identidad étnica
- Personal Beliefs / Las creencias personales
- Self-Image / La autoestima

Essential Questions:

- *¿Cómo se expresan los distintos aspectos de la identidad en diversas situaciones?*
- *¿Cómo se desarrolla la identidad de una persona a lo largo del tiempo?*
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Connections also to the themes of: Los desafíos mundiales, La vida contemporánea, Las familias y las comunidades.

Activate Prior Knowledge to Explore the Theme: Spoken Interpersonal and Presentational Communication

1. Whole class: Discussion to explore this unit's theme and recommended contexts based on questions such as:

- *¿Qué es un héroe?*
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- *¿Es la identidad étnica tan importante como la identidad nacional?*
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Communication, Written and Print Interpretive Communication

1. As a homework assignment, students access the following audio visual/written resource from BBCmundo.com (“EE.UU. y la educación: la batalla de una familia de inmigrantes”) to learn about problems that immigrant parents face helping their children with schoolwork and what this family defines as a new form of racism: www.bbc.co.uk/mundo/noticias/2011/09/110916_video_nuevo_mexico_cristian.shtml.

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2. Students read and view the following news article and photos from el Nuevo Herald: www.elnuevoherald.com/2012/10/04/1314880/100-latinos-miami-recoge-historias.html, titled “100 Latinos Miami” recoge historias de superación y logros de cien hispanos. After reading the article, students write a reflective essay in which they draw conclusions as to how these immigrant Latinos have overcome diversity to reach success and how they can serve as role models for others facing problems such as alienation. As part of this assignment, students are asked to consider—what are the practices and perspectives that are highlighted in this piece? What do these successful Hispanics have in common?

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Unit extension: Film: La misma luna (Discussion questions: How is the family unit affected when a parent goes to another country to find work to make a better life for the family? What are the risks? What unforeseen circumstances may arise to delay a family reunion?)

Alternate Activity:

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1. With a partner, students discuss the content and share their opinions as to whether they agree or disagree with how Latinos in the United States are described in Cruz’s song www.youtube.com/watch?v=jldJfUMfbJU

2. Students view the video (1:11-2:14) “El reto de ser joven latino en Estados Unidos.” www.youtube.com/watch?v=j6W_xXvRc2Y

3. In a small group, students discuss the content of the video and ask questions that elicit opinions from others in the group. They then debate the following comment: “El tema de la identidad es esencial para el crecimiento.” An additional discussion question could be: Do young people in your community question their identity based on their experiences?

4. Students respond to the following questions in an online blog: *¿Cómo es la vida de los inmigrantes en tu comunidad? ¿Qué hace tu comunidad para ayudar a los inmigrantes?* Students respond to the question and then minimally respond to two other student responses.

5. Students search for authentic articles from Spanish-speaking newspapers that focus on the lives of immigrants in the United States. Formative Assessment: Students write a brief summary of the article. Then, in a written presentation, they compare the information in the article with their own community.

6. At home, each student responds to the following question in writing: *¿Cómo se siente ser un estudiante joven en estos momentos en Arizona?*

7. The next day, students share their responses via oral presentations to small groups.

8. They then watch the video “Ser latino en USA; los jóvenes.” ([www.youtube.com/watch?v=2phQLNtWGr4&safety_mode=true & persist_safety_mode=1/](http://www.youtube.com/watch?v=2phQLNtWGr4&safety_mode=true&persist_safety_mode=1/)) As they watch the video, they take notes regarding the point of view, as they will use these for an oral presentation. This activity can be completed in one or two days as the video is 30 minutes in length. The teacher could stop at 10:46 and continue at 12:37 through to the end as well.

9. At home, students use GoogleVoice to compare a point of view from the video interviews and their original writing. This work will be scored according to the scoring guidelines for presentational speaking: Cultural Comparison.

Written Presentational Assessment: At the end of the unit, students write a culminating persuasive essay to answer the following prompt: *¿Debe uno asimilar la cultura o guardar su identidad cultural al inmigrar a un país nuevo?* Students listen to an audio about the identity of the new generation of Hispanics in the U.S.: www.bbc.co.uk/mundo/cultura_sociedad/2010/06/100607_video_hispanos_generacion_la_np.shtml and read an article explaining how more than 60% of immigrant children living in Spain do not feel Spanish: www.eluniverso.com/2010/11/04/1/1360/mas-60-hijos-inmigrantes-identifican-como-espanoles.html?p=1360&m=1860.

They also are given a map showing immigration patterns in various parts of Europe.

The essay is evaluated using the new exam scoring guidelines. Students consider the unit essential questions as they develop the persuasive essay:

- *¿Cómo se expresan los distintos aspectos de la identidad en diversas situaciones?*
- *¿Cómo se desarrolla la identidad de una persona a lo largo del tiempo?*
- *¿Cómo influyen la lengua y la cultura en la identidad de la persona?*

Unit Five: Las Familias y Las Comunidades

Theme: Families and Communities / Las familias y las Comunidades

Contexts Included:

- Customs and Values / Las tradiciones y los valores
- Education Communities / Las comunidades educativas
- Family Structure / La estructura de la familia
- Global Citizenship / La ciudadanía global
- Human Geography / La geografía humana
- Social Networking / Las redes sociales

Essential Questions:

- *¿Cómo se define la familia en distintas sociedades?*
- *¿Cómo contribuyen los individuos al bienestar de las comunidades?*
- *¿Cuáles son las diferencias en los papeles que asumen las comunidades y las familias en las diferentes sociedades del mundo?*

Connections also to the themes of: Los desafíos mundiales, La vida contemporánea, La belleza y la estética, Las identidades personales y públicas, La ciencia y la tecnología.

Activate Prior Knowledge to Explore the Theme: Spoken Interpersonal Communication

Whole class - Students think about the following questions and respond as fully as possible:

1. *¿Cómo se define una familia?*
2. *¿Cómo adquiere una familia o una comunidad sus tradiciones y sus valores?*
3. *¿Qué quiere decir la expresión “ciudadanía global”?*
4. *¿Qué es una red social y para qué sirve?*

Connecting to Authentic Resources: Audio, Visual, and Audiovisual Interpretive Communication, Written and Print Interpretive Communication

1. Read online at La Nación: Las redes sociales cambiaron para siempre a América Latina www.nacion.com/2012-10-13/AldeaGlobal/las-redes-sociales-cambiaron-parasiempre-a-america-latina.aspx and be prepared to answer in class:

- *¿Cómo han cambiado las redes sociales para siempre a Latinoamérica?* Da ejemplos.
- *Compara el impacto de las redes sociales en los EE.UU. y en la América Latina, dando ejemplos específicos.*

2. Assign this listening to give students another idea of community and the sharing of common goals: www.masvoces.org/Radio-logias-de-Economia-Social-y,4860 Using DropBox from CLEAR audio technologies, have students describe Can Cases (about a cooperative living community in a rural area of Catalunya) using a Who? What? Where? When? Why? format.

3. Cortometraje: La leyenda del espantapájaros

Before viewing:

- A. Ask students to define the word leyenda and share legends that they know.
- B. Have students discuss why it is important to be part of a community, to have a feeling of belonging, and to have friends.
- C. Explore vocabulary (defined in Spanish) that students may not know while viewing, such as cobrar vida, malvado, and tiritear.
- D. View the YouTube video: www.youtube.com/watch?v=-dnIU1lp5Vs
- E. Follow up with Ricardo Arjona's song, El espantapájaros www.youtube.com/watch?v=FKgLU7udUOM, which deals with a similar theme.

To show understanding of the themes of both the song and video, students

engage in a **Written Presentational communication task** in which they develop an essay based on the following questions:

- *¿Por qué existe el prejuicio?*
- *¿Cuál es el mensaje de los dos productos?*
- *¿Cómo puede la sociedad evitar actitudes similares y cambiar las prácticas y perspectivas que dirigen al prejuicio?*

Summative Assessment: Interpretive Print, Written and Spoken Presentational Communication

1. Students read about UNESCO and its goals and world initiatives in Spanish-speaking cultures, by accessing their Web site: www.unesco.org/new/es/unesco/about-us/who-we-are/introducing-UNESCO/ As students explore the projects, organizations, and initiatives of UNESCO, they identify evidence that addresses these essential questions:

- *¿Cómo contribuyen los individuos al bienestar de las comunidades?*
- *¿Cuáles son las diferencias en los papeles que asumen las comunidades y las familias en las diferentes sociedades del mundo?*

2. Either individually or in pairs (decide year by year according to the make-up of the class), students create a multimedia presentation (Prezi, PowerPoint, Google presentation, or other) based on this resource to answer the following question: *¿Qué quiere decir ser ciudadano del mundo?*

NTCC Academic Honesty Statement:

"Students are expected to complete course work in an honest manner, using their intellects and resources designated as allowable by the course instructor. Students are responsible for addressing questions about allowable resources with the course instructor. NTCC upholds the highest standards of academic integrity. This course will follow the NTCC Academic Honesty policy stated in the Student Handbook."

Academic Ethics:

The college expects all students to engage in academic pursuits in a manner that is beyond reproach. Students are expected to maintain complete honesty and integrity in their academic pursuit. Academic dishonesty such as cheating, plagiarism, and collusion is unacceptable and may result in disciplinary action. Refer to the student handbook for more information on this subject.

ADA Statement:

It is the policy of NTCC to provide reasonable accommodations for qualified individuals who are students with disabilities. This College will adhere to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations as required to afford equal educational opportunity. It is the student's responsibility to arrange an appointment with a College counselor to obtain a Request for Accommodations form. For more information, please refer to the NTCC Catalog or Student Handbook.

Family Educational Rights and Privacy Act (FERPA):

The Family Educational Rights and Privacy Act (FERPA) is a federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA gives parents certain rights with respect to their children's educational records. These rights transfer to the student when he or she attends a school beyond the high school level. Students to whom the rights have transferred are considered "eligible students." In essence, a parent has no legal right to obtain information concerning the child's college records without the written consent of the student. In compliance with FERPA, information classified as "directory information" may be released to the general public without the written consent of the student unless the

student makes a request in writing. Directory information is defined as: the student's name, permanent address and/or local address, telephone listing, dates of attendance, most recent previous education institution attended, other information including major, field of study, degrees, awards received, and participation in officially recognized activities/sports.