

*Response Report
to the Reaffirmation Committee*



*Northeast Alabama Community College
Rainsville, Alabama*

March 21, 2005



Response Report
to
The Reaffirmation Committee
October 18-21, 2004

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Northeast Alabama Community College is an equal educational/opportunity/employment institution.

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Introduction

The Response Report of Northeast Alabama Community College (NACC) addresses the findings of the Reaffirmation Committee of the Commission on Colleges of the Southern Association of Colleges and Schools. The Reaffirmation Committee, chaired by Dr. Lary L. Reed, visited the institution on October 18-21, 2004. This report specifies actions taken by the institution in response to the four recommendations of the Committee as well as documentation of those actions. NACC is committed to full compliance with the *Principles of Accreditation*. The institution expresses gratitude to Committee chair Dr. Reed, members of the Reaffirmation Committee, and Commission representatives Drs. John O. Dwyer and Don Crump for their guidance during the process of reaffirmation. Northeast Alabama Community College is pleased to present to the Commission this Response Report to the Reaffirmation Committee.

(Reserved)

Format of Report

- Responses to recommendations are presented in the order in which they appear in the Committee report.
- Committee comments and recommendations are presented verbatim.
- Labeled tabs indicate each section of the report.
- Supporting documentation is presented at the end of each section in order of reference in the report.
- Additional online documentation is referenced as appropriate.
- A Table of Contents is included to facilitate the location of specific information in the report.
- For brevity, the college acronym, NACC, is used as appropriate.

(Reserved)

Northeast Alabama Community College



Comprehensive Standard 3.4.1

3.4.1

Comments of the Reaffirmation Committee

The committee has determined that the institution is not in compliance in establishing and evaluating program and learning outcomes. The committee acknowledges that the Student Learning Outcomes (SLO) Committee is in the process of accomplishing the work required in this standard and has a good start. The committee recognizes that the technical programs are appropriately underway with program and learning outcomes. The committee also recognizes that the faculty and staff who are members of the SLO Committee have made great initial steps in defining the learning outcomes for the general core curriculum and recognizes the importance of evaluating those outcomes. The committee has confidence that the SLO Committee will be able to progress from the initial stages of defining program and learning outcomes to accomplishing the full implementation-evaluation-improvement cycle of program and learning outcomes in the near future.

Recommendation

The committee recommends that the institution determine that each educational program for which academic credit is awarded establishes and evaluates program and learning outcomes.

Institutional Response

Northeast Alabama Community College appreciates the comments of the Reaffirmation Committee acknowledging the progress of the institution in determining that each educational program establishes and evaluates program and learning outcomes and especially for the Committee's expression of confidence in the college's ability to do so.

NACC is pleased to present evidence that the full cycle of program and learning outcomes as noted by the Committee—implementation, evaluation, and improvement—is now in place. In keeping with the mission of the college “to provide accessible quality educational opportunities, promote economic growth, and enhance the quality of life for the people of Alabama,” the institution has identified general education outcomes for degree programs, revised course syllabi to support these outcomes, and devised a matrix to track outcomes and ensure that students completing a program will achieve these outcomes. Additionally, the institution has established a procedure and a schedule for the evaluation and improvement of course effectiveness in relation to the stated program learning outcomes.

On June 25, 2004, the president of the college, Dr. David Campbell, established the Student Learning Outcomes (SLO) Committee to identify learning outcomes for all programs and courses. The SLO Committee is composed of faculty, including two division chairs; administrators; and a student representative:

Student Learning Outcomes Committee	
Ed Behel	Instructor of Chemistry
Dr. Joe Burke	Director of Student Services
Julia Everett	Director of the Learning Resources Center
Elaine Hayden	Director of Institutional Effectiveness
Mike Kennamer	Director of Adult Education and Skills Training
Tonie Niblett	Chair of the Math and Science Division
Joan Reeves	Chair of the English and Fine Arts Division
Andrea Wheeler	President of the Student Government Association

In response to the recommendation of the Reaffirmation Committee, the SLO Committee has worked diligently during the past five months (October 2004-March 2005) to achieve compliance with the *Principles of Accreditation*. The work of this committee has resulted in faculty revision of general education core course syllabi to

reflect course outcomes, how those outcomes are assessed, and how the results of those assessments are used to improve learning.

A majority of students at NACC enroll in the general education core courses leading to transfer program degrees—the Associate in Arts (A.A.) or the Associate in Science (A.S.). As mandated by the Alabama Articulation and General Studies Committee, general education core courses are divided into four areas, with a fifth area designated for courses appropriate to the degree/major requirements. Core areas are as follows:

Area I—Written Composition

Area II—Humanities and Fine Arts

Area III—Natural Sciences and Mathematics

Area IV—History, Social, and Behavioral Sciences

Students pursuing the Associate in Applied Science degree (A.A.S.) also complete general education core courses in addition to the occupational or technical specialty requirements specific to their programs.

For Northeast Alabama Community College, General Education Outcomes are concerned with the global knowledge and abilities of students upon completion of a two-year degree. In order to establish a set of outcomes specific to this college, among the questions considered by the SLO Committee were the following: *When students complete a course, do they have the skills and abilities expected of them? What do students learn? How do we know they have learned it? What abilities, skills, and attitudes are expected of students when they complete a general education program and how can these outcomes be assessed? When students complete a program for the A.A.S. degree, have they learned what is needed to succeed in that field?*

Committed to answering these questions, the Student Learning Outcomes Committee identified six competencies that students should exhibit as a result of completing the general education core courses at NACC:

General Education Outcomes

- A. Communication – Students will communicate effectively through
 - 1. Writing
 - 2. Reading
 - 3. Speaking
 - 4. Listening
 - 5. Electronic medium
- B. Cognition – Students will think logically and analytically, demonstrating use of
 - 1. Creative thinking
 - 2. Critical thinking
 - 3. Quantitative reasoning
 - 4. Problem solving
 - 5. Synthesis of knowledge and skills
- C. Information Literacy – Students will locate, analyze, and evaluate information for
 - 1. Research
 - 2. Technological applications
- D. Interpersonal Skills – Students will interact effectively with
 - 1. Individuals
 - 2. Groups
- E. Aesthetic Sensitivity – Students will demonstrate an appreciation of artistic and creative endeavor through production or response
- F. Personal Responsibility – Students will acquire decision-making skills that lead to
 - 1. Self-regulation
 - 2. Respect for diversity

These general education outcomes are not designed to be measured directly but are used as a guide in developing course and program outcomes, which are directly measurable. Any general education core course in particular may not lead to all the general education outcomes, but completion of any program will include courses that collectively address, build upon, and reinforce all of the above learning categories. Using the General Education Outcomes as a basis, the SLO Committee established Degree Program Outcomes in order to yield specific, measurable outcomes at the course and program levels:

General Education Outcomes

A. Communication

Students will communicate effectively through

1. Writing
2. Reading
3. Speaking
4. Listening
5. Electronic medium

B. Cognition – Students will think logically and analytically, demonstrating the use of

1. Creative thinking
2. Critical thinking
3. Quantitative reasoning
4. Problem solving
5. Synthesis of knowledge and skills

C. Information Literacy – students will locate, analyze, and evaluate information through

1. Research
2. Application of technology

D. Interpersonal Skills – students will interact effectively with

1. Individuals
2. Groups

E. Aesthetic Sensitivity – students will demonstrate an appreciation of artistic and creative endeavor through production or response

F. Personal Responsibility – students will acquire decision-making skills that lead to

1. Self-regulation
2. Respect for diversity

A.A., A.S., and A.A.S. Degree Outcomes

Communication

- Writing – show purpose, organization, expression of ideas, feelings, exhibit creative ability, defend conclusions
- Reading – comprehend college-level text, interpret literature, read critically and analytically
- Speaking – demonstrate oral competence in language use in social situations and before groups
- Listening – exhibit active listening skills to comprehend and analyze others' speech
- Electronic medium – effectively communicate via computer

Cognition – creative and critical thinking, inductive and deductive problem solving, ability to synthesize information to find solutions, think quantitatively.

Information Literacy – successfully retrieve and manage information through traditional means, efficient use of technology, and computer literacy. Demonstrate use of a variety of learning resources to accomplish goals.

Interpersonal Skills – work with a team, committee, or group to achieve a common goal. Interact with individuals, showing awareness and respect for other opinions and values. Demonstrate understanding of the interdependent nature of societal institutions.

Aesthetic Sensitivity – adequate knowledge of artistic work in literature, music, visual art, or theatre to produce or critique selected samples.

Personal Responsibility – set goals and self-monitor behavior toward goals. Demonstrate understanding and respect for richness in diversity.

In addition to the preceding A.A., A.S., and A.A.S. degree outcomes, the institution has identified an outcome appropriate to all A.A.S. programs:

A.A.S. Degree Programs	Expected Outcome
Business Computer Information Systems Child Development Drafting and Design Technology Emergency Medical Services/Paramedic Industrial Electronics Technology Medical Assistant Nursing (ADN) Nursing (LPN) diploma only Office Administration	Exhibit knowledge and skills of a qualified practitioner in the field with expected qualities of professionalism and leadership.

After establishing the General Education Outcomes and the corresponding Degree Outcomes, the SLO Committee oriented division chairs to the process of tying course syllabi directly to these outcomes. The result was the revision by faculty of course syllabi to specify (1) Activities Promoting General Education Outcomes, (2) Departmental Assessment of General Education Outcomes, and (3) Use of Assessment Findings for Improvement. Course syllabi already addressed course learning outcomes and procedures for assessing student learning. The result is a syllabus for each course which indicates outcomes and assessment at both the student and course levels. The compilation of program outcomes as addressed at the course level into a comprehensive Learning Outcomes Matrix enables the institution to determine that all General Education Outcomes and Degree Outcomes are met by students earning an associate's degree (program level).

The program learning outcomes as identified in each course permit direct measurement, yielding evidence that the program learning outcomes specific to that course are achieved. The institution has established rigorous uniform standards for all courses while ensuring the academic freedom and creativity of faculty. Instructors determine specific student assessments necessary to demonstrate achievement of the

program learning outcomes (e.g. competence in writing, demonstration of critical thinking skills, computer literacy, achievement of a common team goal, demonstration of self-monitoring). Assessments are varied and may include, but are not limited to, examinations, essays, projects, critiques of speeches, written responses to creative works, the analysis of scientific or social problems, or an instructor's assessment report of a demonstrated skill.

The college calls attention to Section V of each course syllabus, which delineates the program learning outcomes promoted by a particular course; Section VIII B, which specifies how each outcome is assessed; and Section VIII C, which explains the process of course evaluation and the use of assessment findings for improvement at the course level.

Course requirements for all degree programs offered by the college are published in the college Catalog as well as online.

The SLO Committee determined that the program learning outcomes addressed by each general education core course must be assessed at least once every five years. Division chairs have established course review schedules for their respective divisions. A course review includes the following steps:

- (1) All instructors teaching a course under review must complete *Evaluation of General Education and Program Learning Outcomes as Addressed by Course: Student Learning Outcomes Form A*, which includes both evaluation and assessment guidelines. Instructors must explain how each program outcome addressed by that course was evaluated, document the results of these assessments, and explain how these results may be used to improve the course.
- (2) Instructors submit the evaluations to their division chair at the end of each semester during the academic year in which the course is reviewed.

(3) The division chair then reviews all evaluations of the course under review, compiling the data to determine the degree both to which program outcomes are being met and to which instructors have formulated successful plans as needed to improve the course. This data is recorded in *Division Chair Review of Evaluation of General Education and Program Learning Outcomes: Student Learning Outcomes Form B*.

(4) During the division meetings conducted at the beginning of each fall semester, the division chair discusses with faculty the evaluation of each course under review; if the achievement of program outcomes is not evident, instructors seek the best methods to employ in improving the course design and/or delivery. Faculty are encouraged to research effective learning-centered strategies taken from informed pedagogical best practices.

(5) The summary of the course review, along with any recommended changes in course delivery to improve student attainment of the specified program learning outcomes, is submitted for review and approval by the Curriculum Committee.

Following Curriculum Committee review and implementation, the course review and any approved changes are recorded by the Office of Institutional Effectiveness. This office compiles the information from the various academic divisions to document the evaluation of program and course learning outcomes and the use of results for course improvement.

The course review process was begun by the divisions of English and Fine Arts and Math and Science during the spring semester of the current academic year (2004-2005), with full implementation (Year I) beginning fall semester of the 2005-2006 academic year.

Program and learning outcomes have now been established for each educational program for which academic credit is awarded. The determination of General Education Outcomes and Associate Degree Outcomes (Program Outcomes) and the integration of these outcomes into the course syllabi for all general education core courses guide both faculty and administration in ensuring the success of the cycle of evaluation and improvement. The president has established the Student Learning Outcomes Committee as a standing committee of the college, charged with directing the program and learning outcomes process in coordination with division chairs and the Curriculum Committee. The Office of Institutional Effectiveness has continued responsibility for collecting data and publishing the evidence of the evaluation and improvement process.

(Reserved)

Northeast Alabama Community College



Supporting Documentation for Comprehensive Standard 3.4.1

**Summary of Documentation for 3.4.1
Presented in Order of Reference in the Response**

Alabama Articulation & General Studies Committee (AGSC) Approved General Studies Curriculum
Syllabi for General Education Core Courses (selected samples)
Division Schedules for Review of General Education and Program Learning Outcomes as Addressed by Course
Learning Outcomes Matrix
Course Requirements for NACC Degree Programs
Evaluation of General Education and Program Learning Outcomes as Addressed by Course: Student Learning Outcomes Form A
Division Chair Review of Evaluation of Course Outcomes: Student Learning Outcomes Form B
Student Learning Outcomes Committee Minutes

(Reserved)

Alabama Articulation & General Studies Committee (AGSC)
Approved General Studies Curriculum

(Reserved)

ARTICULATION AND GENERAL STUDIES COMMITTEE
Approved
GENERAL STUDIES CURRICULUM

General Studies Curriculum Core (41 SH)

Forty-one semester hours of credit in general studies core courses have been approved by the Articulation and General Studies Committee. The general studies curriculum core includes study in the areas of written composition, humanities and fine arts, natural sciences and mathematics, and history, social, and behavioral sciences.

AREA I - Written Composition (6SH)

Effective written communication skills are essential in a literate society. Minimum requirements include at least 6 semester hours in written composition.

For list of AGSC Approved Courses by Area, [click here](#).

AREA II - Humanities and Fine Arts (12SH)

Study in the humanities addresses the ability to deal with questions of values, ethics, or aesthetics as they are represented in literature, philosophy, religion, and the arts, and is fundamental to general education. Minimum requirements include at least 12 semester hours in humanities with a minimum of 3 semester hours in literature*, 3 semester hours in the arts, and the remaining semester hours from the humanities and/or fine arts. In addition to literature, disciplines in the humanities include, but are not limited to, philosophy, religious studies, speech, foreign languages, art, music, theatre, and dance.

*As a part of the General Studies Curriculum, students must complete a 6 semester hour sequence either in literature (Area II) or history (Area IV).

For list of AGSC Approved Courses by Area, [click here](#).

Courses should be broad in scope and content rather than specific and should emphasize a global perspective. Courses in the arts should emphasize history and appreciation rather than performance. Examples in the humanities and fine arts include, but are not limited to, world literature, art history, music appreciation, comparative religions, and history or origins of dance.

AREA III - Natural Sciences and Mathematics (11 SH)

Study in the natural sciences and mathematics emphasizes the scientific method and applies quantitative or inductive reasoning. Minimum requirements include at least 11 semester hours with at least 3 semester hours in mathematics* at the precalculus algebra level or Finite Mathematics level unless otherwise specified and at least 8 semester hours in the natural sciences which must include laboratory experiences. Disciplines in the natural sciences include but are not limited to, astronomy, biology, chemistry, geology, and physics.

*Some mathematics courses are offered for 4 semester credit hours. Only minimum semester requirements are indicated.

For list of AGSC Approved Courses by Area, [click here](#).

AREA IV - History, Social, and Behavioral Sciences (12 SH)

Study in history and the social and behavioral sciences deals primarily with the study of human behavior, social and political structures, and economics. Minimum requirements include 12 semester hours with at least a 3 semester hours course in history* and at least 6 semester hours from among other disciplines in the social and behavioral sciences. Disciplines include, but are not limited to, anthropology, economics, geography, political science, psychology, and sociology.

*As a part of the General Studies Curriculum, students must complete a 6 semester hour sequence either in literature (Area II) or history (Area IV).

For list of AGSC Approved Courses by Area, [click here](#).

Courses should be broad in scope and content, include global or international perspectives, and must emphasize the methods of inquiry in the social sciences.

The Maximum Total for AREAS I-IV is 41 Semester Hours

AREA V - Pre-Professional, Major, and Elective Courses (19-23 SH)

Area V is designated for courses appropriate to the degree/major requirements of the individual student (it may also include electives*).

*Some institutions may include courses in wellness or physical education.

GRAND TOTAL for AREAS I-V: 60-64 SH

Note: For institutions requiring 120 semester hours for graduation the maximum allowable hours for transfer from a community college into a four-year baccalaureate degree program will be 60 semester hours.

Retrieved March 10, 2005, from http://stars.troy.edu/agsc/what_agsc.htm

Representative Sampling of Syllabi

Revised to Relate Learning Outcomes as Addressed by Course
to General Education and Program Learning Outcomes

(Reserved)

SYLLABUS

English 101
3 Semester Credit Hours A

English Composition I
3 Contact Hours

I. Course Description

English Composition I provides instruction and practice in the writing of at least six (6) extended compositions and the development of analytical and critical reading skills and basic reference and documentation skills in the composition process. English Composition I may include instruction and practice in library usage. **CORE**

II. Prerequisite

Successful completion of ENG 093; **OR**
A score of 62 on the English section of COMPASS; **OR**
A score of 20 or better on the ACT (or equivalent SAT score)

III. Course Textbook, Manuals, or Other Required Materials

Faigley, Lester. *The Penguin Handbook*. New York: Longman, 2003.

Wyrick, Jean. *Steps to Writing Well with Additional Readings*. 6th Ed. Fort Worth: Harcourt, 2004.

IV. Course Learning Outcomes

- A. The student will develop and use strategies for writing essays from development of the subject through revision of the essay;
- B. The student will develop and use focused structure, incorporating logical and coherent generalizations and details on a variety of subjects;
- C. The student will develop basic reference and documentation skills with emphasis on the difference between quotes and paraphrases;
- D. The student will develop analytical and critical reading skills as a tool for use in composition.

V. Activities Promoting General Education Outcomes

Communication

Students are required to write at least 6 essays, one of which must require library research and APA documentation.

Students are required to read and discuss the text and other materials. Students will read both student and professional essays to use as models for their own work. Additionally, students will write at least one research paper that requires they read both primary and secondary source material.

Students will use their listening skills by taking part in general class discussion and in small group activities.

Students are encouraged to use the writing lab to access computer tutorials as well as compose their essays.

Cognition

Students use creative thinking in developing topics and composing written essays.

Students use critical thinking skills in composing the argumentative essay that requires library research and the use of both primary and secondary source material.

Students must synthesize information collected for research and then apply the information to the research topic.

Information Literacy

Students will attend a 1-2 day library orientation to learn how to access library materials to use in research projects.

Students will write at least one research paper that requires the use of technological applications.

Interpersonal Skill

Students will be paired to compose effective sentences and to compose research projects. Additionally, students will peer-edit each other's work, requiring the students to interact effectively with one another.

At least one writing assignment will be done collaboratively, requiring the students to work within small groups of 3-5 to compose a single paper.

Aesthetic Sensitivity

The students will demonstrate an appreciation of artistic and creative endeavor through the personal essays they produce.

Students will be encouraged to respond to these writings through their peer-editing sessions.

Personal Responsibility

Students acquire decision-making skills that lead to self-regulation as evidenced by the in-class essays they are required to write.

Students acquire a respect for diversity through the interaction they have with one another through small-group activities as well as through their readings.

VI. Outline of Course Topics

- A. The writing process: prewriting, composing, revising, and editing
- B. The product: content, organization, style
- C. Writing for various purposes: narration, description, exposition, and persuasion
- D. Writing from research

VII. Methods of Instruction

- A. Planning, composing, and revising essays (English 101 must be taught with 25 or fewer students per section in compliance with National Council of Teachers of English standards). Each student must write at least six (6) extended compositions or equivalent assignments. The student must demonstrate writing ability and understanding of different methods of organization, by following a prescribed method of development. At least one essay should come from each of the traditional forms: narration, description, exposition, persuasion, and at least one essay should require library research and APA documentation. These essays should be prepared from acceptable outlines. The essays will be evaluated on the basis of clarity, unity, specificity, adherence to type of organization specified for a particular assignment, and interest; and in these the student must demonstrate at least minimum accepted levels of correctness in grammar, spelling, and sentence structure.
- B. Revision and correction of essays as returned by the instructor.
- C. Analysis of errors in sentences and paragraphs abstracted from students' papers and other sources.
- D. Lecture and discussion on material presented in the text.
- E. Peer group reviewing/editing.
- F. Study of vocabulary/dictionary as an aid to composition.
- G. Use of materials from the Learning Resource Center, both as a class and for individual needs.

VIII. Evaluation and Assessment

- A. Course Grade Assessment
 - 1. Essays
 - a. At least 80% of the final grade must be earned on compositions.
 - b. At least one of these essays will require library research, incorporating the use of technological applications, thus measuring the following general education outcomes: Communication, Cognition, Information Literacy, Interpersonal Skills, Aesthetic Sensitivity, and Personal Responsibility.

- c. One of these essays will be the final exam, which will count at least 25% of the final grade. The final will measure the following general education outcomes: Communication, Cognition, and Personal Responsibility.
 2. Exercises, short tests, examinations, class participation (The remaining 20% of the final grade may be earned from these.)
 3. A grade of “C” or better (This grade is required for passing into English 102 or for transfer of credit.)
 4. Grades will be given based upon A=90-100%, B=80-89%, C=70-79%, D=60-69%, and F=below 60%.
- B. Departmental Assessment of General Education Outcomes
1. The general education outcomes of communication, cognition, interpersonal skill, and aesthetic sensitivity will be assessed by the final impromptu essay. This essay will comprise 25% of the final grade.
 2. The general education outcome of information literacy will be assessed by the research paper which requires the student to incorporate research and scholarship to complete a paper using APA documentation style.
 3. The general education outcome of interpersonal skill will be assessed by the collaborative essay students will compose working in small groups of 3-5 students.
 4. The general education outcome of personal responsibility will be assessed by the final exam which consists of an impromptu in class essay which requires the student to use decision-making skills that lead to self-regulation. Additionally, this general education outcome will also be measured by the small-group activities that require the students to exhibit a respect for diversity as they interact with one another to complete assignments.
 5. Every five years all ENG 101 instructors (day, evening, internet, and dual enrollment) will conduct an assessment of the course. The appropriate forms will be completed by each instructor and submitted to the division chair.
- C. Use of Assessment Findings
- During the Fall In-service of the year following the scheduled review of ENG 101, a committee will review all course assessment materials submitted by the instructors and division chair. The committee will send a report of any recommended curriculum changes to the division chair, who will then submit them to the Curriculum Committee. Upon approval by the Curriculum Committee, a copy will be filed with the Office of Instructional Effectiveness.

IX. Attendance

Students are expected to attend all classes for which they are registered. Students who are unable to attend class regularly, regardless of the reason or circumstance, should withdraw from that class before poor attendance interferes with the student's ability to achieve the objectives required in the course. Withdrawal from class can affect eligibility for federal financial aid.

X. Statement on Discrimination/Harassment

The College and the Alabama State Board of Education are committed to providing both employment and educational environments free of harassment or discrimination related to an individual's race, color, gender, religion, national origin, age, or disability. Such harassment is a violation of State Board of Education policy. Any practice or behavior that constitutes harassment or discrimination will not be tolerated.

XI. Statement of Adherence to ADA Guidelines

Instructors will adhere to the *Americans With Disabilities Act* and/or *Section 504* of the *Rehabilitation Act* (1973) and will publish the following statement on course outlines given to students at the beginning of each semester: "Any individual who qualifies for reasonable accommodations under the *Americans With Disabilities Act* or *Section 504* of the *Rehabilitation Act* (1973) should notify the instructor immediately."

(Reserved)

SYLLABUS

SPA 101
4 Semester Credit Hours A

Introductory Spanish I
4 Contact Hours

I. Course Description

This course provides an introduction to Spanish. Topics include the development of basic communication skills and the acquisition of basic knowledge of the cultures of Spanish-speaking areas.

II. Prerequisite: None

III. Course Textbook, Manuals, or Other Required Materials

Knorre, Marty, *et al.* *Puntos en breve*. Boston: McGraw-Hill, 2003.
Textbook with Listening Comprehension CD, Workbook, Student CD-Rom,
Online Learning Center: www.mhhe.com/puntos

English-Spanish dictionary

IV. Course Learning Outcomes

- A. The student will be able to recognize and reproduce the basic sounds and rhythm of the language.
- B. The student will develop an elementary vocabulary.
- C. The student will be able to comprehend and respond to simple spoken Spanish.
- D. The student will be able to carry on a basic conversation.
- E. The student will be able to understand readings containing familiar vocabulary and grammar structures as well as simple unfamiliar passages with cognates.
- F. The student will be able to construct phrases and sentences and to write brief compositions.
- G. The student will exhibit knowledge of the customs, lifestyles, and environments of Spanish-speaking areas.

V. Activities Promoting General Education Outcomes

- A. Communication
 - 1. Writing—Students will write 1-2 paragraph compositions in Spanish.
 - 2. Speaking—Students will converse in small group settings and present brief talks to the entire class.

3. Listening—
 - a. Students will participate in the online audioprogram, responding to oral instructions and situations.
 - b. Students will listen to individual presentations of classmates, responding with questions pertinent to those presentations.

B. Cognition

1. Creative thinking—Students will develop topics in brief written compositions, small-group activities, and individual presentations, both planned and impromptu.
2. Critical thinking—Students will synthesize knowledge of pronunciation, vocabulary, verb forms, syntax, and grammar into effective communication in the target language.

VI. Outline of Course Topics

A. Pronunciation

1. Spanish alphabet
2. Diphthongs
3. Stress
4. Syllabication
5. Linking

B. Indicative mood

1. Present conjugations and uses
 - a. Regular
 - b. Selected irregular
 - c. Stem-changing
 - d. Reflexive
2. Present progressive conjugations and uses
 - a. Regular
 - b. Stem-changing
3. Preterit conjugations and uses
 - a. Regular
 - b. Selected irregular
 - c. Stem-changing
4. Imperfect conjugations and uses
 - a. Regular
 - b. All irregular
5. Uses of ser and estar
6. Constructions with gustar

C. Vocabulary

D. Grammatical structures

1. Gender

- a. Nouns
- b. Articles
- c. Adjectives
- d. Pronouns

2. Pronouns

- a. Subject
- b. Prepositional
- c. Interrogative

d. Object

- (1) Direct
- (2) Indirect

- e. Possessive
- f. Reflexive

3. Adjectives

- a. Articles
- b. Agreement
- c. Position
- d. Possessive
- e. Demonstrative
- f. Comparative forms

4. Prepositions

- a. After certain verbs
- b. Preceding infinitives
- c. Contractions
- d. Possession

5. Affirmative and negative sentences

- a. Statements
- b. Questions

E. Culture

Appropriate information about selected Spanish-speaking areas

VII. Methods of Instruction

- A. Lectures
- B. Class discussion
- C. Computer tutorials
- D. Audiovisuals
- E. Use of student CD and Online Learning Center for assigned and independent work

VIII. Evaluation and Assessment

A. Procedures for the Assessment of Student Learning

1. Oral and written quizzes
2. Written exams
3. Brief written compositions
4. Oral presentations/skits
5. Interviews/individual oral tests
6. Homework

Grades will be given based upon A = 90 – 100%, B = 80 – 89%, C = 70 – 79%, D = 60 – 69%, and F = below 60%.

B. Departmental Assessment of General Education Outcomes

1. Communication

- a. Writing—The general education outcome concerning writing will be assessed by a minimum of three short writing assignments during the semester in addition to one impromptu composition on the final exam.
- b. Speaking—The general education outcome concerning speaking will be assessed by at least one oral presentation to the class by each student.
- c. Listening—The general education outcome concerning listening will be assessed by the inclusion in at least one exam of oral questions to be answered in writing.

2. Cognition

- a. Creative thinking—The general education outcome concerning creative thinking will be assessed by a minimum of three short writing assignments during the semester in addition to one impromptu composition on the final exam and at least one original oral presentation to the class by each student.
- b. Critical thinking—The general education outcome concerning critical thinking will be assessed by a minimum of three exams which include sections requiring students to analyze and synthesize language components into effective written communication.

3. Every five years all Spanish 101 instructors will conduct an assessment of the course. The appropriate forms will be completed by each instructor and submitted to the division chair.

C. Use of Assessment Findings

During the Fall In-service of the year following the scheduled review of SPA 101, a committee will review all course assessment materials submitted by the instructors and division chair. The committee will send a report of any

recommended curriculum changes to the division chair, who will then submit them to the Curriculum Committee. Upon approval by the Curriculum Committee, a copy will be filed with the Office of Institutional Effectiveness.

IX. Attendance

Students are expected to attend all classes for which they are registered. Students who are unable to attend class regularly, regardless of the reason or circumstance, should withdraw from that class before poor attendance interferes with the student's ability to achieve the objectives required in the course. Withdrawal from class can affect eligibility for federal financial aid.

X. Statement on Discrimination/Harassment

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XI. Statement of Adherence to ADA Guidelines

The Rehabilitation Act of 1973 (Section 504) and the Americans with Disabilities Act of 1990 state that qualified students with disabilities who meet the essential functions and academic requirements are entitled to reasonable accommodations. It is the student's responsibility to provide appropriate disability documentation to the College.

(Reserved)

SYLLABUS

Chemistry 111
4 Semester Credit Hours A

College Chemistry I
6 Contact Hours

I. Course Description

This is the first course in a two-semester sequence designed for the science or engineering major who is expected to have a strong background in mathematics. Topics in this course include measurement, nomenclature, stoichiometry, atomic structure, equations and reactions, basic concepts of thermochemistry, chemical and physical properties, bonding, molecular structure, gas laws, kinetic-molecular theory, liquids and solids, solutions, and colloids. A three-hour laboratory is required.

II. Prerequisite

MTH 112 (Precalculus Algebra) or equivalent math placement score

III. Course Textbooks, Manuals, or Other Required Materials

Hered, G. (2002). *Basic laboratory studies in general chemistry with semimicro qualitative analysis* (10thed). Boston: Houghton Mifflin.

Zumdahl, S (2003). *Chemistry* (6thed). Boston: Houghton Mifflin.

IV. Course Learning Outcomes

At the end of the course the student will be able to:

- A. Solve measurement problems using dimensional analysis.
- B. Write chemical formulas and name compounds.
- C. Balance chemical equations and discuss types of reactions.
- D. Solve stoichiometry problems.
- E. Discuss thermochemistry concepts and solve thermochemistry problems.
- F. Discuss atomic structure.
- G. Discuss bonding concepts.
- H. Discuss molecular orbital concepts.
- I. Discuss the gas laws and solve gas law problems.
- J. Discuss the kinetic-molecular theory and states of matter.
- K. Discuss solutions and colloids.
- L. Solve solution problems.

V. Activities Promoting General Education Outcomes

A. Cognition

1. Problem solving – Students will solve basic problems related to the chemical concept under study.
2. Quantitative reasoning – Students will solve advanced, multi-step problems.
3. Creative thinking – Students will use conceptual and mathematical models to understand theory and apply the theory in a relevant situation.

B. Information Literacy – Students will retrieve and utilize scientific data from the appropriate textbook, laboratory text, handbook, or computer database.

VI. Outline of Course Topics

A. Lecture Topics

1. Fundamental Concepts, Dimensional Analysis,
2. Chemical and Physical Properties
3. Atoms, Molecules, Ions, Nomenclature
4. Mole Concept, Stoichiometry, Limiting Reagent
5. Theoretical, Actual, and Percentage Yield
6. Chemical Reactions, Solution Stoichiometry
7. Introduction to Thermochemistry, Specific Heat, Calorimetry
8. Atomic Structure, Electron Configuration, Quantum Mechanics
9. Periodic Trends, Bonding, Electronegativity, Polarity
10. Ionization Energy, Electron Affinity, Lewis Structure, Formal Charge
11. VSEPR, Molecular Structure, Molecular Orbital Theory
12. Gaseous State, Kinetic-Molecular Theory
13. Solids and Liquids, Crystals
14. Solutions, Concentration, Colligative Properties, Colloids

B. Laboratory Topics

1. Check In, Safety Rules and Regulations
2. Density, Melting Point, Solubility
3. Identification of an Unknown Compound
4. Chemical and Physical Changes
5. Synthesis of a Compound
6. Thermal Decomposition
7. Percentage Yield
8. Calorimetry
9. Activity of Metals
10. Titration
11. Gas Laws
12. Spectrophotometry
13. Colligative Properties

14. Lab Final, Check Out

VII. Methods of Instruction

- A. Lectures
- B. Chemistry laboratory
- C. Audiovisuals
- D. Student CD
- E. Class discussion

VIII. Evaluation and Assessment

A. Procedures for Assessment of Student Achievement

- 1. Written examinations
- 2. Written quizzes
- 3. Laboratory work
- 4. Homework
- 5. Comprehensive final

Grades will be given based upon A = 90 – 100%, B = 80 – 89%, C = 70 – 79%, D = 60 – 69%, and F = below 60%.

B. Departmental Assessment of General Education Outcomes

Problem solving skills will be assessed by a test on basic stoichiometry.

Quantitative reasoning will be measured by a test on advanced stoichiometry.

Creative thinking will be assessed by a test on advanced chemical bonding.

Information literacy will be evaluated by a laboratory exercise. After making laboratory measurements, the students will then compare and evaluate their experimental results with data retrieved from the laboratory text to reach the appropriate conclusion.

Assessment of all sections of Chemistry 111 will occur at least once every five years. The assessment will consist of selected laboratory exercises and test as indicated above. Each instructor will complete the appropriate form documenting learning outcomes and submit it to the division chair.

C. Use of Assessment Findings

During the Fall In-service of the year following the scheduled review of CHM 111, a committee will review all course assessment materials submitted by the instructors and division chair. The committee will send a report of any recommended curriculum changes to the division chair who will then submit them to the Curriculum Committee. Upon approval by the Curriculum Committee, a copy will be filed with the Office of Institutional Effectiveness.

IX. Attendance

Students are expected to attend all classes for which they are registered. Students who are unable to attend class regularly, regardless of the reason or circumstance, should withdraw from that class before poor attendance interferes with the student's ability to achieve the objectives required in the course. Withdrawal from class can affect eligibility for federal financial aid.

X. Statement on Discrimination/Harassment

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XI. Statement of Adherence to ADA Guidelines

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SYLLABUS

MTH 112
3 Semester Hours A

Precalculus Algebra
3 Contact Hours

I. Course Description

This course emphasizes the algebra of functions—including polynomial, rational, exponential, and logarithmic functions. The course also covers systems of equations and inequalities, quadratic inequalities, and the binomial theorem. Additional topics may include matrices, Cramer's Rule, and mathematical induction.

II. Prerequisite

All core mathematics courses in Alabama must have as a minimum prerequisite high school Algebra I, Geometry, and Algebra II with an appropriate mathematics COMPASS placement score. An alternative to this is that the student should successfully pass with a C or higher Intermediate College Algebra (MTH 100).

III. Course Textbook, Manuals, or Other Required Materials

Dugopolski, Mark. *Precalculus*. Boston: Addison Wesley, 2003.

IV. Course Learning Outcomes

- A. The student will develop an understanding of concepts, develop competent skill and demonstrate applications in the following areas:
 - 1. Analytic and geometric interpretation of algebraic functions
 - 2. Analytic and geometric interpretation of exponential functions
 - 3. Analytic and geometric interpretation of logarithmic functions
 - 4. Analytic and geometric interpretation of systems of equations and inequalities
- B. The student will build on manipulative skills from algebra
- C. The student will develop analytic skills and preparation for further mathematical applications or courses in mathematics

V. Activities Promoting General Education Outcomes

- A. This course addresses the general education outcome relating to cognition as follows:
1. Students apply quantitative reasoning in solving problems for all topics.
 2. Students use creative thinking in solving non-template problems.
 3. Students use critical thinking skills in logically and analytically solving problems.
 4. Students must synthesize math knowledge and skills to solve those problems involving logarithmic and exponential functions.
- B. This course addresses the general education outcome relating to information literacy and technological applications in that the students learn how to use a graphing calculator to describe functions that model real-world situations.

VI. Outline of Course Topics

- A. Functions and Graphs
1. The Cartesian Coordinate System
 2. Functions
 3. Graphs of Relations and Functions
 4. Transformations and Symmetry of Graphs
 5. Operations with Functions
 6. Inverse Functions
 7. Variation
- B. Polynomial and Rational Functions
1. Linear Functions
 2. Quadratic Functions
 3. Quadratic Inequalities
 4. Zeros of Polynomial Functions
 5. Graphs of Rational Functions
- C. Exponential and Logarithmic Functions
1. Exponential Functions
 2. Logarithmic Functions
 3. Properties of Logarithms
 4. Exponential and Logarithmic Equations and Applications
- D. Systems of Equations and Inequalities
1. Systems of Linear Equations in Two Variables
 2. Systems of Linear Equations in Three Variables
 3. Nonlinear Systems of Equations
 4. Inequalities and Systems of Inequalities in Two Variables

E. The Binomial Theorem

Additional Topics may include:

F. Sequences, Series, and Probability

1. Mathematical Induction
2. Arithmetic and Geometric sequences and series

G. Matrices and Determinants

1. Operations with Matrices
2. Multiplication of Matrices
3. Solution of Linear Systems in Two Variables Using Determinants
4. Solution of Linear Systems in Three Variables Using Determinants
5. Inverses of Matrices

VII. Methods of Instruction

- A. Lectures
- B. Class discussion
- C. Computer/Internet Tutorials
- D. Video tutorials
- E. Individual instruction (instructor and tutors)

VIII. Evaluation and Assessment

A. The course grade will be determined by the following methods:

1. Written and oral quizzes
2. Written exams
3. Oral presentations (individual and/or group)
4. Homework
5. Class participation
6. Projects
7. Computer activities
8. Comprehensive final exam

The individual instructor and/or department will determine grades based upon the following: A=90-100%, B=80-89%, C=70-79%, D=60-69%, and F=below 60%.

B. Departmental Assessment of General Education Outcomes

The comprehensive final exam will include items requiring the student to demonstrate ability in quantitative reasoning. This exam will include problems that require the student to demonstrate creative thinking by showing detailed

solutions of non-template problems. These items will demonstrate the student's ability to solve problems logically, analytically, and will show syntheses of algebraic concepts by performing various algebraic operations and transformations on such functions as logarithmic and exponential functions.

The student will be expected to show a graphical interpretation of functions by using the graphing technology taught in the course thus demonstrating competence in information literacy and a technological application.

Every five years all MTH 112 instructors (day, evening, internet, and dual enrollment) will conduct an assessment of the course. The appropriate forms will be completed by each instructor and submitted to the division chair.

C. Use of Assessment Findings

During the Fall In-service of the year following the scheduled review of MTH 112, a committee will review all course assessment materials submitted by the instructors and division chair. The committee will submit a report of any recommended curriculum changes for to the division chair, who will then submit them to the Curriculum Committee. Upon approval by the Curriculum Committee, a copy will be filed with the Office of Institutional Effectiveness.

IX. Attendance

Students are expected to attend all classes for which they are registered. Students who are unable to attend class regularly, regardless of the reason or circumstance, should withdraw from that class before poor attendance interferes with the student's ability to achieve the objectives required in the course. Withdrawal from class can affect eligibility for federal financial aid.

X. Statement on Discrimination/Harassment

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XI. Statement of Adherence to ADA Guidelines

Instructors will adhere to the *Americans With Disabilities Act* and/or *Section 504* of the *Rehabilitation Act* (1973) and will publish the following statement on course outlines given to students at the beginning of each semester: "Any individual who qualifies for reasonable accommodations under the *Americans*

With Disabilities Act or *Section 504* of the *Rehabilitation Act* (1973) should notify the instructor immediately.”

(Reserved)

SYLLABUS

HIS 201
3 Semester Credit Hours A

United States History I
3 Contact Hours

I. Course Description

This course surveys United States History during the colonial, revolutionary, early national and antebellum period. It concludes with the end of the Civil War.

II. Prerequisite: None

III. Course textbook

Bailey, Thomas A., *et al.* The American Pageant, 12th edition. Boston:
Houghton Mifflin Company.

IV. Course Learning Outcomes

- A. The student will develop a firm factual grasp of the basic information of early American History, including significant individuals, events, and concepts.
- B. The student will be able to describe the basic tools of the historian's craft and to distinguish between primary and secondary sources.
- C. The student will be able to compare and contrast the French, Spanish, and English exploration of the Americas.
- D. The student will be able to identify the characteristics of successful English colonial settlements.
- E. The student will be able to compare and contrast life in the Chesapeake colonies to that in New England.
- F. The student will be able to summarize the British governing policies toward her North American colonies prior to 1763.
- G. The student will analyze the colonial reaction to changes in the British policies during the 1760-70s.
- H. The student will evaluate the war strategies of both Great Britain and the American colonies.

- I. The student will identify successes and failures of the government under the Articles of Confederation.
- J. The student will be able to summarize the key issues of the Constitutional Convention.
- K. The student will compare and contrast the influence of Jefferson and Hamilton during the formative years of the nation.
- L. The student will critique early American foreign policies that culminated in The War of 1812.
- M. The student will investigate and determine if the Monroe administration was really an “era of good feelings”.
- N. The student will evaluate the “democracy” during the Ages of Jefferson and Jackson.
- O. The student will critique Jackson’s stand on nullification, the national bank, and Native Americans.
- P. The student will appraise the growing differences between the North and the South in relationship to their economies and social cultures.
- Q. The student will map land additions to the United States from 1800 to 1850 and relate those additions to the concept of Manifest Destiny.
- R. The student will compare and contrast the Southern justification of slavery with the growing Abolition Movement of the North.
- S. The student will identify and categorize the social, cultural, and political events of the 1850s which drove the American Democratic Experiment to a “point of no return.”
- T. The student will compare and contrast the advantages of the Union and the Confederacy as the nation girded herself for war.
- U. The student will assess the military strategies of the Union and the Confederacy.
- V. The student will evaluate the role of diplomacy during the Civil War.
- W. The student will determine and justify one event as the turning point of The Civil War.

V. Activities Promoting General Education Outcomes

A. Communication

1. Writing-Students will be required to submit a book review or a written analysis of a topic relating to the unit of study.
2. Speaking-Students will deliver at least one brief presentation to the entire class.

B. Cognition

Critical thinking-- Students will use critical thinking skills in reading, evaluating, and writing critically about historical topics or historical literature.

VI. Outline of Course Topics

A. The Native Americans

1. Ice Age migrations
2. Various tribal lifestyles

B. Voyages of Exploration

1. Vikings
2. The Crusades
3. Explorations of Portugal, Spain, France, England
4. Spain's dominance in the New World

C. England's North American Colonies

1. Colonization motives and early attempts
2. Southern colonies: Virginia, Maryland, Carolina, Georgia
3. Northern Colonies: Plymouth, Massachusetts Bay, Rhode Island, Connecticut
4. The Middle Colonies: New York, Pennsylvania, New Jersey, Delaware
5. Life in Colonial America

D. The Battle for North America

1. France in the New World
2. Clashes between France and Britain world wide
3. The French and Indian War

E. The Road to Revolution

1. Mercantilism
2. Britain's war debt and colonial taxation
3. Resistance by the colonies
4. Comparison of British and colonial militaries

- F. America Battles for Independence
 - 1. Second Continental Congress
 - 2. Bunker Hill
 - 3. Thomas Paine and Common Sense
 - 4. The Declaration of Independence
 - 5. Significant battles
 - 6. The Treaty of Paris

- G. Confederation and Constitution
 - 1. New ideas of equality and liberty
 - 2. The Government under the Articles of Confederation
 - 3. Constitutional Convention
 - 4. Federalist and Anti-federalists and the Ratification of the Constitution

- H. The Government Begins
 - 1. Washington's Presidency
 - a. The Bill of Rights
 - b. Hamilton versus Jefferson
 - c. The French Revolution and American neutrality
 - d. Washington's Farewell Address
 - 2. John Adams: the second president
 - a. The XYZ Affair
 - b. The Alien and Sedition Acts
 - c. The compact theory of states' rights

- I. The Jefferson Republic
 - 1. The election of 1800
 - 2. *Marbury v. Madison*
 - 3. The Louisiana Purchase
 - 4. War with the Barbary pirates
 - 5. The Burr Conspiracy
 - 6. Madison's election in 1808

- J. The Upsurge of Nationalism
 - 1. The War of 1812
 - 2. New nationalist spirit in America
 - a. The Tariff of 1816
 - b. The American System
 - c. Growing power of the Supreme Court
 - 4. Election of James Monroe in 1816 and the "Era of Good Feelings"
 - 5. The Missouri Compromise
 - 6. The Monroe Doctrine

K. The Jacksonian Age

1. The election of 1824 and the “corrupt bargain”
2. The presidency of John Quincy Adams
3. The election of Jackson
4. Jackson’s decisions concerning the tariff, the Bank of the United States, and the Indian Removal.

L. America After Jackson

1. 1836 election
2. The Independent Treasury
3. The Texas Revolution
4. The election of 1840

M. Creating the National Economy

1. Economic opportunity spurred westward expansion
2. Immigrants swelled the U.S. population
3. Mechanization and industrialization transformed America
4. America was transformed into a market economy

N. Reform, Religion, and Education in the mid-19th Century

1. Social reforms
2. Women’s rights
3. The temperance movement
4. Expansion and reform of public schools; libraries and the lyceum movement
5. Slavery split northern and southern branches of churches
6. Joseph Smith and the Mormons

O. Manifest Destiny and its Legacy

1. Fixing the Maine boundary
2. Tyler annexed Texas; Mexico threatened war
3. Expansionist James K. Polk elected president in 1844
4. Oregon and California
5. Mexican War, 1846-48

P. The South and the Slavery Controversy

1. The economy of the Cotton Kingdom
2. The evolution of slavery from a ‘necessary evil’ to a ‘peculiar Institution’
3. The Abolitionist Crusade

Q. Renewing the Sectional Struggle, 1848-1854

1. The bitter fruits of victory in the Mexican War
2. The Compromise of 1850
3. The Underground Railroad
4. Election of 1852

5. Stephen A. Douglas and the Kansas-Nebraska Bill

R. Drifting Toward War

1. Uncle Tom's Cabin and the spread of abolitionist sentiment
2. Popular Sovereignty and the contest for Kansas
3. The election of James Buchanan, 1856
4. The Dred Scott Decision, 1857
5. The Lincoln-Douglas Debates, 1858
6. Raid on Harper's Ferry
7. Election of Lincoln, 1860
8. Southern states began seceding from the Union

S. Girding for War

1. Seceding states seized federal properties within their borders
2. Firing on Fort Sumter
3. Lincoln's call for troops
4. The crucial Border States
5. The threat of European intervention and the importance of diplomacy
4. Northern and Southern advantages; disadvantages

T. The War for the Union

1. Battle of Manassas
2. George McClellan and the Peninsula Campaign
3. The Union wages total war; 'Anaconda Plan'
4. Union General Grant drives forward in the West
5. The Battle of Antietam and the Emancipation Proclamation
6. Confederate victories at Fredericksburg, Chancellorsville
7. Union capture of Vicksburg
8. Battle of Gettysburg and Lincoln's "Gettysburg Address"
9. Chickamauga and Chattanooga Campaigns
10. Sherman's "March to the Sea"
11. Election of 1864
12. Collapse of the Confederacy
 - a. Grant assumed command in the east; began attrition campaign
 - b. siege of Petersburg and the fall of Richmond
 - c. Lee's surrender at Appomattox
 - d. assassination of Abraham Lincoln
 - e. The legacy of war

VII. Methods of Instruction

- A. Lectures
- B. Class Discussion
- C. Reading Assignments
- D. Written book reviews/analysis of political cartoons
- E. Research assignments

F. Recommended web sites for students

VIII. Evaluation and Assessment

A. Procedures for the Assessment of Student Learning

1. Written exams
2. Written/oral quizzes
3. Written Book reviews/analysis papers
4. Oral presentations (individual and/or group)
5. Class participation
6. Research assignments
7. Homework

Grades will be given based upon A=90-100%, B=80-89%, C=70-79%, D=60-69%, and F=below 60%.

B. Departmental Assessment of General Education Outcomes

1. Communication
 - a. Writing—The general education outcome of writing will be assessed by a book review or a written analysis of a historical topic related to the unit of study.
 - b. Speaking—The general education outcome concerning speaking will be assessed by one brief oral presentation.
2. Cognition
The general education outcome of critical thinking will be assessed by a written book review or a written analysis of a historical topic.

C. Use of Assessment Findings

During the Fall in-service of the year following the scheduled review of HIS 201, a committee will review all course assessment materials submitted by the instructors and division chair. The committee will send a report of any recommended curriculum changes to the division chair, who will then submit them to the Curriculum Committee. Upon approval by the Curriculum Committee, a copy will be filed with the Office of Institutional Effectiveness.

IX. Attendance

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Syllabi
Additional syllabi available at: http://www.nacc.edu/sacspage/sacs/NACC_syllabi.htm

(Reserved)

Schedules for Departmental Review
of General Education and Program Learning Outcomes
as Addressed by Course

(Reserved)

**Business and Computer Science
Departmental Assessment of General Education Outcomes
Course Review Schedule**

Courses	Year I	Year II	Year III	Year IV	Year V
BFN	BFN 100	BFN 136	BFN 236	BFN 101 BFN 110 BFN 130	BFN 146 BFN 220 BFN 226 BFN 236 BFN 280
BUS	BUS 241 BUS 242	BUS 215 BUS 263 BUS 285	BUS 150 BUS 284	BUS 177 BUS 275 BUS 276	BUS 175 BUS 176 BUS 186
CIS	CIS 146 CIS 130 CIS 251	CIS 255 CIS 285 CIS 196	CIS 147 CIS 156 CIS 198 CIS 211	CIS 212 CIS 252 CIS 261 CIS 262	CIS 267 CIS 273 CIS 281 CIS 299
ECO	ECO 231 ECO 232				
OAD	OAD 138 OAD 200 OAD 202 OAD 211 OAD 212 OAD 214	OAD 126 OAD 130 OAD 131 OAD 218 OAD 125 OAD 103 OAD 104 OAD 215	OAD 100 OAD 101 OAD 102	OAD 231 OAD 241	
PRL	PRL 160 PRL 102	PRL 103	PRL 130 PRL 230 PRL 101 PRL 150 PRL 170 PRL 192 PRL 210	PRL 250 PRL 262 PRL 270 PRL 282 PRL 291	PRL 240 PRL 220 PRL 211

**English and Fine Arts
Departmental Assessment of General Education Outcomes
Course Review Schedule**

Courses	Year I	Year II	Year III	Year IV	Year V
ENG	ENG 101 ENG 102 ENG 251 ENG 252	ENG 261 ENG 262 ENG 271 ENG 272	ENG 092 ENG 093	ENG 298 ENG 299	ENG 246 ENG 247 ENG 130
ART	ART 100	ART 203 ART 113 ART 127 ART 243 ART 244	ART 114 ART 216 ART 217 ART 121 ART 204	ART 233 ART 234 ART 231 ART 232	ART 291 ART 292 ART 293 ART 294
MUS	MUS 101 MUS 115	MUL 141-142 MUL 241-242 MUL 151-152 MUL 251-252 MUL 161-162 MUL 180-181 MUL 280-281 MUP 141-142 MUP 241-242 MUP 143-144 MUP 243-244 MUP 145-146 MUP 245-246 MUP 161-162 MUP 261-262	MUL 101-102 MUL 211-212 MUL 170-171 MUL 270-271 MUS 111 MUS 112 MUS 211 MUS 212 MUP 111-112 MUP 211-212 MUP 171-172 MUP 271-272 MUS 101-102 MUS 201-202	MUL 182-183 MUL 282-283 MUS 110 MUS 217 MUL 192-193 MUL 292-293 MUP 133-134 MUP 135-136 MUP 235-236 MUS 131-132 MUS 231-232	MUS 290 MUP 173-174 MUP 273-274 MUL 196-197 MUL 296-297 MUP 101-102 MUP 201-202
THR	THR 120 THR 126	THR 113 THR 114 THR 115 THR 136 THR 236	THR 131 THR 132 THR 213 THR 214 THR 215	THR 216 THR 266 THR 296 THR 281 THR 282	THR 141 THR 142 THR 251 THR 252
MCM		MCM 113 MCM 114 MCM 115			
BSR	BSR 090 BSR 095				

**Math and Science
 Departmental Assessment of General Education Outcomes
 Course Review Schedule**

Courses	Year I	Year II	Year III	Year IV	Year V
MTH	MTH 110 MTH 112 MTH 113	MAH 101 MTH 091 MTH 098 MTH 100	MTH 116 MTH 120 MTH 231 MTH 265 BUS 271	MTH 125 MTH 126	MTH 227 MTH 232 MTH 237 MTH 238
CHM	CHM 111	CHM 112	CHM 221	CHM 222	CHM 104
PHY	PHY 201	PHY 202	PHY 213	PHY 214	
PHS		PHS 111	PHS 112		
BIO	BIO 103	BIO 104	BIO 201	BIO 202	BIO 220 BIO 230
HED		HED 226			
PED		PED 126	PED 103 PED 150 PED 188	PED 106 PED 133 PED 134	

**Social Sciences, Speech, and Foreign Languages
Departmental Assessment of General Education Outcomes
Course Review Schedule**

Courses	Year I	Year II	Year III	Year IV	Year V
CRJ			CRJ 100 CRJ 140	CRJ 110 CRJ 150	
GEO	GEO 100				
HIS		HIS 101	HIS 102	HIS 201	HIS 202 HIS 260
IDS	IDS 115	IDS 299			
PHL			PHL 206		
POL	POL 211				POL 220
PSY	PSY 106	PSY 107 PSY 200	PSY 210		PSY 270
REL	REL 151	REL 152		REL 100	
SOC				SOC 200	SOC 210 SOC 247
SPA	SPA 101	SPA 102	SPA 201	SPA 202	
SPH				SPH 107	

Northeast Alabama Community College

Student Learning Outcomes

Matrix Relating General Education Core Courses to
Program Learning Outcomes

(Reserved)

Area I

Program Learning Outcomes	General Education Core Courses	
	ENG 101 English Composition I	ENG 102 English Composition II
Communication--Writing	X	X
Communication--Reading	X	X
Communication--Speaking	X	X
Communication--Listening	X	X
Communication--Electronic	X	X
Cognition--Creative thinking	X	X
Cognition--Critical thinking	X	X
Cognition--Quantitative reasoning		
Cognition--Problem solving		
Cognition--Synthesis of knowledge and skills	X	X
Information Literacy--Research	X	X
Information Literacy--Application of technology	X	X
Interpersonal Skills--Individuals	X	
Interpersonal Skills--Groups	X	
Aesthetic Sensitivity--Production or response	X	
Personal Responsibility--Self-regulation	X	
Personal Responsibility--Respect for diversity	X	

Area II

Program Learning Outcomes	General Education Core Courses				
	SPH 107 Fund of Public Speaking	ENG 251 American Literature I	ENG 252 American Literature II	ENG 261 English Literature I	ENG 262 English Literature II
Communication--Writing		X	X	X	X
Communication--Reading		X	X	X	X
Communication--Speaking	X	X	X	X	X
Communication--Listening		X	X	X	X
Communication--Electronic					
Cognition--Creative thinking	X				
Cognition--Critical thinking	X	X	X	X	X
Cognition--Quantitative reasoning					
Cognition--Problem solving					
Cognition-- Synthesis of knowledge and skills		X	X	X	X
Information Literacy--Research	X	X	X	X	X
Information Literacy-- Application of technology	X	X	X	X	X
Interpersonal Skills--Individuals					
Interpersonal Skills--Groups					
Aesthetic Sensitivity-- Production or response		X	X	X	X
Personal Responsibility-- Self-regulation					
Personal Responsibility-- Respect for diversity					

Area II

Program Learning Outcomes	General Education Core Courses					
	ENG 271 World Literature I	ENG 272 World Literature II	SPA 101 Intro Spanish I	SPA 102 Intro Spanish II	SPA 201 Intermed Spanish I	SPA 202 Interm ed Spanish II
Communication--Writing	X	X	X	X	X	X
Communication--Reading	X	X				
Communication--Speaking	X	X	X	X	X	X
Communication--Listening	X	X	X	X	X	X
Communication--Electronic						
Cognition--Creative thinking			X	X	X	X
Cognition--Critical thinking	X	X	X	X	X	X
Cognition--Quantitative reasoning						
Cognition--Problem solving						
Cognition-- Synthesis of knowledge and skills	X	X				
Information Literacy--Research	X	X				
Information Literacy-- Application of technology	X	X				
Interpersonal Skills--Individuals						
Interpersonal Skills--Groups						
Aesthetic Sensitivity-- Production or response	X	X				
Personal Responsibility-- Self-regulation						
Personal Responsibility-- Respect for diversity						

Area II

Program Learning Outcomes	General Education Core Courses					
	ART 100 Art Apprec	ART 203 Art History I	ART 204 Art History II	MUS 101 Music Apprec	THR 120 Theater Apprec	THR 126 Intro to Theater
Communication--Writing					X	X
Communication--Reading					X	X
Communication--Speaking						
Communication--Listening					X	X
Communication--Electronic						
Cognition--Creative thinking					X	X
Cognition--Critical thinking	X	X	X	X	X	X
Cognition--Quantitative reasoning						
Cognition--Problem solving						
Cognition-- Synthesis of knowledge and skills	X	X	X	X	X	X
Information Literacy--Research				X		
Information Literacy-- Application of technology				X		
Interpersonal Skills--Individuals						
Interpersonal Skills--Groups						
Aesthetic Sensitivity-- Production or response	X	X	X	X	X	X
Personal Responsibility-- Self-regulation						
Personal Responsibility-- Respect for diversity						

Area II

Program Learning Outcomes	General Education Core Courses		
	PHL 206 Ethics and Society	REL 151 Survey of the Old Testament	REL 152 Survey of the New Testament
Communication--Writing			
Communication--Reading	X	X	X
Communication--Speaking			
Communication--Listening			
Communication--Electronic			
Cognition--Creative thinking			
Cognition--Critical thinking	X		
Cognition--Quantitative reasoning			
Cognition--Problem solving			
Cognition-- Synthesis of knowledge and skills			
Information Literacy--Research		X	X
Information Literacy--Application of technology			
Interpersonal Skills--Individuals			
Interpersonal Skills--Groups			
Aesthetic Sensitivity-- Production or response			
Personal Responsibility-- Self-regulation	X		
Personal Responsibility-- Respect for diversity	X		

Area III

Program Learning Outcomes	General Education Core Courses				
	BIO 103 Principles of Biology I	BIO 104 Principles of Biology II	CHM 104 Intro to Inorganic Chemistry	CHM 111 College Chemistry I	CHM 112 College Chemistry II
Communication--Writing					
Communication--Reading					
Communication--Speaking					
Communication--Listening					
Communication--Electronic					
Cognition--Creative thinking		X	X	X	
Cognition--Critical thinking	X	X			
Cognition--Quantitative reasoning	X		X	X	X
Cognition--Problem solving			X	X	X
Cognition-- Synthesis of knowledge and skills		X			
Information Literacy--Research			X	X	
Information Literacy-- Application of technology			X	X	
Interpersonal Skills--Individuals					
Interpersonal Skills--Groups					
Aesthetic Sensitivity-- Production or response					
Personal Responsibility-- Self-regulation					
Personal Responsibility-- Respect for diversity					

Area III

Program Learning Outcomes	General Education Core Courses				
	GLY 101 Intro to Geology I	GEO 101 Principles of Physical Geography I	PHS 111 Physical Science I	PHS 112 Physical Science II	PHY 201 Gen Physics I Trig based
Communication--Writing					
Communication--Reading					
Communication--Speaking					
Communication--Listening					
Communication--Electronic					
Cognition--Creative thinking		X			X
Cognition--Critical thinking	X	X	X	X	
Cognition--Quantitative reasoning	X	X	X	X	X
Cognition--Problem solving	X	X	X	X	X
Cognition-- Synthesis of knowledge and skills					
Information Literacy--Research	X	X			
Information Literacy-- Application of technology	X	X			
Interpersonal Skills--Individuals					
Interpersonal Skills--Groups					
Aesthetic Sensitivity-- Production or response					
Personal Responsibility-- Self-regulation					
Personal Responsibility-- Respect for diversity					

Area III

Program Learning Outcomes	General Education Core Courses				
	PHY 202 Gen Phy II Trig based	PHY 213 Gen Physics w/ Calculus I	PHY 214 Gen Physics w/ Calculus II	MTH 110 Finite Math	MTH 112 Precalculus Algebra
Communication--Writing					
Communication--Reading					
Communication--Speaking					
Communication--Listening					
Communication--Electronic					
Cognition--Creative thinking	X	X	X	X	X
Cognition--Critical thinking				X	X
Cognition--Quantitative reasoning	X	X	X	X	X
Cognition--Problem solving	X	X	X	X	X
Cognition-- Synthesis of knowledge and skills				X	X
Information Literacy--Research	X	X	X	X	X
Information Literacy-- Application of technology	X	X	X	X	X
Interpersonal Skills--Individuals					
Interpersonal Skills--Groups					
Aesthetic Sensitivity-- Production or response					
Personal Responsibility-- Self-regulation					
Personal Responsibility-- Respect for diversity					

Area III

Program Learning Outcomes	General Education Core Courses			
	MTH 113 Precalculus Trig	MTH 115 Precalculus Algebra and Trig	MTH 120 Calculus and Its Applications	MTH 125 Calculus I
Communication--Writing				
Communication--Reading				
Communication--Speaking				
Communication--Listening				
Communication--Electronic				
Cognition--Creative thinking				
Cognition--Critical thinking	X	X	X	X
Cognition--Quantitative reasoning	X	X	X	X
Cognition--Problem solving	X	X	X	X
Cognition-- Synthesis of knowledge and skills	X	X	X	X
Information Literacy--Research	X	X	X	X
Information Literacy-- Application of technology	X	X	X	X
Interpersonal Skills--Individuals				
Interpersonal Skills--Groups				
Aesthetic Sensitivity-- Production or response				
Personal Responsibility-- Self-regulation				
Personal Responsibility-- Respect for diversity				

Area III

Program Learning Outcomes	General Education Core Courses			
	MTH 126 Calculus II	MTH 227 Calculus III	MTH 237 Linear Algebra	MTH 238 Applied Differential Equations I
Communication--Writing				
Communication--Reading				
Communication--Speaking				
Communication--Listening				
Communication--Electronic				
Cognition--Creative thinking		X	X	X
Cognition--Critical thinking	X	X	X	X
Cognition--Quantitative reasoning	X	X	X	X
Cognition--Problem solving	X	X	X	X
Cognition-- Synthesis of knowledge and skills	X	X	X	X
Information Literacy--Research	X	X		
Information Literacy-- Application of technology	X	X		
Interpersonal Skills--Individuals				
Interpersonal Skills--Groups				
Aesthetic Sensitivity-- Production or response				
Personal Responsibility-- Self-regulation				
Personal Responsibility-- Respect for diversity				

Area IV

Program Learning Outcomes	General Education Core Courses					
	HIS 101 Western Civ I	HIS 102 Western Civ II	HIS 201 US History I	HIS 202 US History II	ECO 231 Principles of Macro	ECO 232 Principles of Micro
Communication--Writing	X	X	X	X		
Communication--Reading			X	X	X	X
Communication--Speaking	X	X	X	X		
Communication--Listening						
Communication--Electronic			X	X		
Cognition--Creative thinking			X	X	X	X
Cognition--Critical thinking	X	X				
Cognition--Quantitative reasoning					X	X
Cognition--Problem solving					X	X
Cognition-- Synthesis of knowledge and skills			X	X		
Information Literacy--Research						
Information Literacy-- Application of technology			X	X		
Interpersonal Skills--Individuals						
Interpersonal Skills--Groups						
Aesthetic Sensitivity-- Production or response						
Personal Responsibility-- Self-regulation						
Personal Responsibility-- Respect for diversity						

Area IV

Program Learning Outcomes	General Education Core Courses					
	GEO 100 World Regional Geog	POL 211 American National Gov	PSY 200 Gen Psych	PSY 210 Human Growth and Dev	SOC 200 Intro to Sociology	SOC 210 Social Problems
Communication--Writing	X					
Communication--Reading		X	X	X	X	X
Communication--Speaking	X				X	X
Communication--Listening			X	X	X	X
Communication--Electronic						
Cognition--Creative thinking					X	X
Cognition--Critical thinking	X	X			X	X
Cognition--Quantitative reasoning						
Cognition--Problem solving						
Cognition-- Synthesis of knowledge and skills						
Information Literacy--Research					X	X
Information Literacy-- Application of technology					X	X
Interpersonal Skills--Individuals					X	X
Interpersonal Skills--Groups			X	X	X	X
Aesthetic Sensitivity-- Production or response						
Personal Responsibility-- Self-regulation					X	X
Personal Responsibility-- Respect for diversity					X	X

SUMMARY

Program Learning Outcomes	Areas of Study			
	Area I Written Composition	Area II Humanities and Fine Arts	Area III Natural Science and Mathematics	Area IV History, Social, and Behavioral Sciences
Communication--Writing	X	X		X
Communication--Reading	X	X		X
Communication--Speaking	X	X		X
Communication--Listening	X	X		
Communication--Electronic	X			
Cognition--Creative thinking	X			
Cognition--Critical thinking	X	X	X	
Cognition--Quantitative reasoning			X	
Cognition--Problem solving			X	
Cognition--Synthesis of knowledge and skills	X	X	X	
Information Literacy--Research	X	X	X	
Information Literacy--Application of technology	X	X	X	
Interpersonal Skills--Individuals	X			
Interpersonal Skills--Groups	X			
Aesthetic Sensitivity--Production or response	X	X		
Personal Responsibility--Self-regulation	X			
Personal Responsibility--Respect for diversity	X			

Note: The Matrix Summary on page 71 indicates for each core area only those program learning outcomes addressed regardless of the choice of courses the student may take within the curricular area. Where a student has a choice among several courses (for example, economics or political science or psychology), one course may provide emphasis on one program learning outcome while another course addresses a different program outcome. The Summary indicates only those program outcomes which are certain to be demonstrated regardless of curricular options within each core area. Hence, the Summary demonstrates the minimal times each program learning outcome will be addressed within a student's program of study.

Learning Outcomes Matrix
Also available online at http://www.nacc.edu/sacspage/sacs/Student_Learning_Outcomes_Matrix.pdf

Course Requirements
for
Degree Programs

The course requirements for all degree programs are published annually in the NACC Catalog, available both in print and online:

Course Requirements for NACC Degree Programs
NACC Catalog 2004-2005, pp. 34-68. Available online at http://www.nacc.edu/sacspage/sacs/degree_requirements_2004-2005.pdf

Review of General Education and Program Learning Outcomes
as Addressed by Course
Student Learning Outcomes Forms A & B

(Reserved)

Northwest Alabama Community College

*Evaluation of General Education and Program Learning Outcomes as Addressed by Course
Student Learning Outcomes Form A*

Course _____

Instructor _____

Section Number(s) _____ Semester _____

Rationale:

Faculty regularly review the extent to which the general education and program learning outcomes identified in a course syllabus are being attained by students who complete the course. Each syllabus identifies the assessment method that will be used to demonstrate student mastery of the desired program learning outcomes for that course. Before teaching a course, faculty should review the syllabus to understand how the program learning outcomes will be evaluated. Once the course is complete, this form is used by the instructor to report how well students demonstrated mastery of those program learning (and by extension, general education) outcomes.

Instructions:

1. Attach a copy of the course syllabus to this form.
2. With reference to Section VIII B of the course syllabus, explain how each general education outcome was evaluated.
3. Of the students who earned a grade of C or better for the course, what percentage demonstrated attainment of the stated general education outcomes?
4. Explain how the results of the assessment in step 3 will be used to improve the course.

Submitted: _____
Instructor Date

Reviewed: _____
Division Chair Date

(Reserved)

Northeast Alabama Community College

*Division Chair Review of Evaluation of General Education and Program Learning Outcomes
Student Learning Outcomes Form B*

Course _____

Instructor(s) _____

Section Number(s) _____ Semester _____

Rationale:

Faculty regularly review the extent to which the general education and program learning outcomes identified in a course syllabus are being attained by students who complete the course. Each syllabus identifies the assessment method that will be used to demonstrate student mastery of the desired program learning outcomes for that course. Before teaching a course, faculty should review the syllabus to understand how the program learning outcomes will be evaluated. Once the course is complete, the instructor evaluates how well students demonstrated mastery of the program learning outcomes. The division chair then reviews all the evaluations and may make recommendations, if indicated, for the improvement of the course.

Instructions:

1. Attach copies of the "Evaluation of General Education and Program Learning Outcomes as Addressed by Course" to this form.

2. Evaluate the following:
 - Method of evaluating program learning outcomes

 - Results of the evaluation

 - How results are used to improve instruction

Reviewed: _____

Division Chair

Date

Review of General Education and Program Learning Outcomes
Student Learning Outcomes Form A Also available online at http://www.nacc.edu/sacspage/sacs/studentlearningoutcomes_FormA.pdf
Student Learning Outcomes Form B Also available online at http://www.nacc.edu/sacspage/sacs/studentlearningoutcomes_FormB.pdf

Student Learning Outcomes (SLO)
Committee Minutes

Student Learning Outcomes Committee Minutes
July 2004—March 2005

Available online at

http://www.nacc.edu/sacspage/sacs/student_learning_outcomes_committee_minutes.htm

Northeast Alabama Community College



**Comprehensive
Standard
3.4.11**

3.4.11

Comments of the Reaffirmation Committee

The Committee finds that the institution is not in compliance with the standard regarding the privacy of student records. The Federal Family Educational Rights and Privacy Act (FERPA) provides the privacy standard for higher education nationally. FERPA allows for release of directory information without consent, so long as directory information is specifically itemized in the college's policy. It also allows exceptions for release of other, non-directory information under specified circumstances.

There are inconsistencies among the college's privacy act information, as presented on pages 160 and 161 in the *2004-2005 Catalog*, the new NACC student record policy, and FERPA. For example, the catalog description identifies directory information, even though the policy as presented in the Focused Report, does not. A second inconsistency occurs when the new policy on pages 57-58 of the Focused Report uses some of the wording found in FERPA, but does so in contradiction to the law. Specifically, the new policy says the College will not disclose information in six itemized instances, such as in compliance with a judicial order or subpoena, unless the subject student agrees. FERPA, on the other hand, makes provision for such disclosure without the student's approval. These inconsistencies need to be resolved such that the College policy conforms with the tenets of FERPA.

Recommendation

Consequently, the Committee recommends that the institution demonstrate and document its protection of the confidentiality of its student academic records.

Institutional Response

Northeast Alabama Community College (NACC) acknowledges and appreciates the Committee's identification of this policy error. The section entitled *Privacy Act Information: A. Access to Student Records*, published on pages 160-161 of the 2004-2005 Catalog, is hereby deleted and replaced by the following:

Privacy of Student Records

1. In compliance with the Family Educational Rights and Privacy Act of 1974, commonly known as the Buckley Amendment, Northeast Alabama Community College will not release information concerning its students except for Directory Information, and as stipulated in paragraph 3 below. Directory information is defined as follows:

- a. name
- b. address
- c. telephone number
- d. date of birth and place of birth
- e. major field of study
- f. dates of attendance
- g. degrees received
- h. Dean's list

Directory Information will be released to anyone who asks for it, unless the student specifies in writing to the Admissions Office that this information is to be withheld. In such cases no Directory Information will be released.

2. A student over the age of 18 is considered an "eligible student" within the definition of the law and controls who has access to his or her records. A parent of an eligible student does not automatically have access to the student's records. In order for a parent to have access to a student's records, beyond Directory Information and without written permission from the student, a parent must certify that the student is economically dependent as defined in Section 152 of the Internal Revenue Code of 1954. If a parent can prove dependency by showing a copy of the parent's current tax report form or another acceptable report of current dependency to the Director of Student Services, then the parent may have total access to the student's file.
3. Northeast Alabama Community College will release a student's educational records without his or her approval only as follows:
 - To Northeast Alabama Community College officials who have legitimate educational interest in the records

- To officials of another college or university in which a student seeks to enroll
- To certain federal and state educational authorities for purposes of enforcing legal requirements in federally supported educational programs
- To persons involved in granting financial aid for which the student has applied
- To state and local authorities to whom information is required to be disclosed under the provisions of a statute adopted prior to November 19, 1974
- To testing, research, and accrediting organizations
- In compliance with a court order or lawfully issued subpoena
- In very narrowly defined emergencies affecting the health and safety of the student or other persons
- To parents of eligible students under the provision of paragraph 2 above

For further information concerning the Federal Educational Rights and Privacy Act, a student may contact the Student Services Office.

In addition, pages 57-58 of the Focused Report cites the inconsistency in paragraph two of the NACC *Student Record Policy* on page 163 of the 2004-2005 Catalog. This has been corrected to conform to the tenets of FERPA. The corrected paragraph is worded as follows:

Confidentiality and access to student record information is administered in accordance with the Family Education Rights and Privacy Act of 1974. Northeast Alabama Community College will release a student's educational records without his or her approval only as follows:

- To Northeast Alabama Community College officials who have legitimate educational interest in the records
- To officials of another college or university in which a student seeks to enroll
- To certain federal and state educational authorities for purposes of enforcing legal requirements in federally supported educational programs
- To persons involved in granting financial aid for which the student has applied
- To state and local authorities to whom information is required to be disclosed under the provisions of a statute adopted prior to November 19, 1974
- To testing, research, and accrediting organizations
- In compliance with a court order or lawfully issued subpoena

- **In very narrowly defined emergencies affecting the health and safety of the student or other persons**
- **To parents of eligible students under the provision of paragraph 2 above**

In addition, Directory Information will be released to anyone who asks for it, unless the student specifies in writing to the Admissions Office that this information is to be withheld. Directory information is defined as follows:

- a. name**
- b. address**
- c. telephone number**
- d. date of birth and place of birth**
- e. major field of study**
- f. dates of attendance**
- g. degrees received**
- h. Dean's list**

These corrections have already been published in the NACC 2004-2005 online Catalog and have been submitted for publication in the 2005-2006 Catalog, both online and in print.

Northeast Alabama Community College



**Supporting Documentation
for
Comprehensive Standard 3.4.11**

Summary of Documentation for 3.4.11 Presented in Order of Reference in the Response
Privacy Act Information: A. Access to Student Records
Student Record Policy

(Reserved)

Privacy Act Information:

A. Access to Student Records

Addendum to NACC Catalog 2004-2005

(Reserved)

PRIOR LEARNING ASSESSMENT POLICY

Northeast Alabama Community College recognizes that individuals can develop mastery of course competencies through employment, training, professional certifications, noncredit courses, and other experiences, which is termed “prior learning.” College credit can be awarded for prior learning from which the skills that comprise courses and learning outcomes are mastered to an acceptable degree of proficiency. The institutional policy is applicable to the Alabama State Board of Education Policy 706.01. Neither the state board policy nor the institutional policy applies to secondary/post-secondary articulation agreements or dual enrollment.

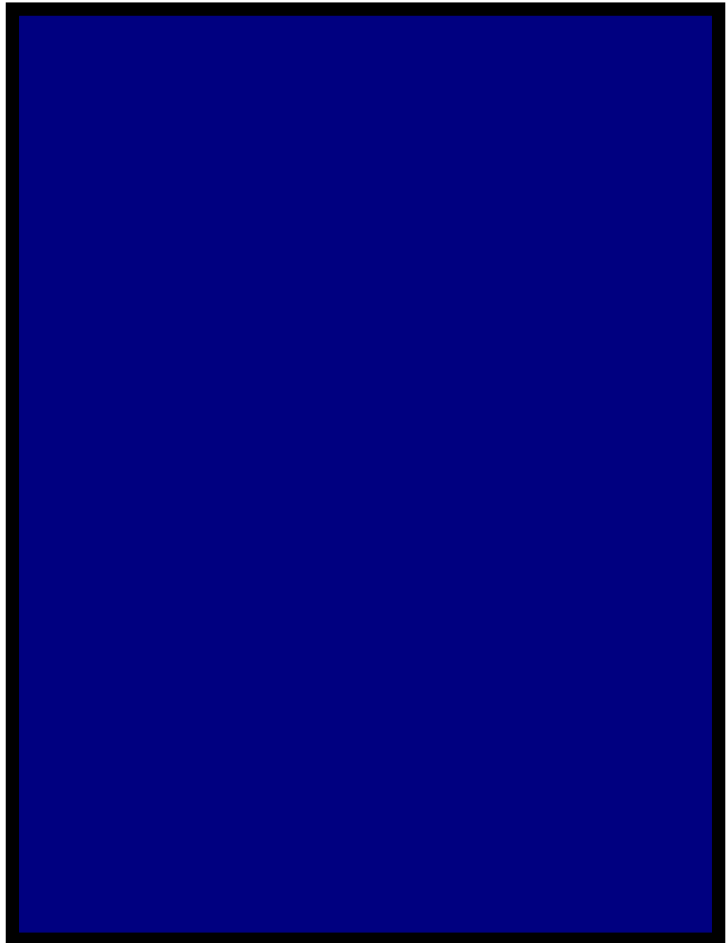
Policy for Awarding Credit Through Prior Learning Assessment

1. The student must be enrolled at Northeast Alabama Community College and meet all admission requirements for the program in which course credit for prior learning is being sought. Additionally, before receiving course credit, the student must meet enrollment requirements of the course.
2. Credit for prior learning can be awarded only after the assessment of prior learning experiences and only for documented learning that demonstrates achievement of all identified learning outcomes for a specific course or courses.
3. Course credit earned through prior learning shall be noted on the student’s transcript as having been awarded through prior learning assessment (PLA).
4. Students should meet with Mrs. Rita Ivey, PLA Coordinator, in the Admissions Office to determine the purpose of the credit requested and the methods of assessment and evaluation.
5. In the portfolio assessment process, an instructor of a course for which credit for experiential learning is being sought shall evaluate the student’s work and training experiences in the program field and determine if the student should be considered for PLA. Evidence of experiential learning may include certifications, licenses, continuing education units, employer verification of tasks performed, and examples and demonstrations of skills possessed. If the student is deemed a candidate for PLA, the instructor shall recommend the student to the college PLA contact and specify the course(s) for which the student may be eligible to receive credit for experiential learning.
6. Portfolio assessment by itself may be used for PLA only when the following methods cannot be used: College Level Examination Program (CLEP), American College Testing Proficiency Examination Program (ACT/PEP), Defense Activity for Non-Traditional Support (DANTES), American Council on Education’s Program on Noncollegiate Sponsored Instruction (ACE/PONSI), College Board Advance Placement Program (AP), American Council on Education College Credit Recommendation Services (ACE/CREDIT), or American Council on Education Military Program (ACE/MILI-

TARY). Credit for academic transfer courses awarded through PLA **may only be awarded** by examination or nationally recognized guidelines (AP, CLEP, ACT/PEP, DANTES, ACE PONSI/CREDIT, ACE/MILITARY, or challenge exams). **Credit for experiential learning by portfolio review may be awarded only for terminal degree/certificate credit, and not for academic transfer credit.**

7. There will be a charge of \$25 for each portfolio review to assess experiential learning for college credit. Documentation shall be provided for each course for which credit is requested, and the \$25 fee applies to each review of the documentation. Students seeking credit for academic transfer courses through examination or nationally recognized guidelines are charged only the fees set by the examining or certifying agency, and will not be charged a PLA fee.
8. Not more than 25% of total credit required for any program may be awarded as a result of PLA. Credit awarded through PLA does not count toward the minimum of 25% of semester credit hours that must be completed at Northeast Alabama Community College as referenced in the State Board of Education Policy 715.01.
9. Credit may not be received twice for the same learning.

PRIVACY ACT INFORMATION



Privacy of Student Records

1. In compliance with the Family Educational Rights and Privacy Act of 1974, commonly known as the Buckley Amendment, Northeast Alabama Community College will not release information concerning its students except for Directory Information, and as stipulated in paragraph 3 below. Directory information is defined as follows:
 - a. name
 - b. address
 - c. telephone number
 - d. date of birth and place of birth
 - e. major field of study
 - f. dates of attendance
 - g. degrees received
 - h. Dean's listDirectory Information will be released to anyone who asks for it, unless the student specifies in writing to the Admissions Office that this information is to be withheld. In such cases no Directory Information will be released.
2. A student over the age of 18 is considered an "eligible student" within the definition of the law and controls who has access to his or her records. A parent of an eligible student does not automatically have access to the student's records. In order for a parent to have access to a student's records, beyond Directory Information and without written permission from the student, a parent must certify that the student is economically dependent as defined in Section 152 of the Internal Revenue Code of 1954. If a parent can prove dependency by showing a copy of the parent's current tax report form or another acceptable report of current dependency to the Director of Student Services, then the parent may have total access to the student's file.
3. Northeast Alabama Community College will release a student's educational records without his or her approval only as follows:
 - To Northeast Alabama Community College officials who have legitimate educational interest in the records
 - To officials of another college or university in which a student seeks to enroll
 - To certain federal and state educational authorities for purposes of enforcing legal requirements in federally supported educational programs
 - To persons involved in granting financial aid for which the student has applied
 - To state and local authorities to whom information is required to be disclosed under the provisions of a statute adopted prior to November 19, 1974
 - To testing, research, and accrediting organizations
 - In compliance with a court order or lawfully issued subpoena
 - In very narrowly defined emergencies affecting the health and safety of the student or other persons
 - To parents of eligible students under the provision of paragraph 2 above

For further information concerning the Federal Educational Rights and Privacy Act, a student may contact the Student Services Office.

SCHOLARSHIPS

Institutional scholarships are provided by Northeast, as authorized by the Alabama State Board of Education. Susan Barron, Director of High School and College Relations, disseminates scholarship information to area high schools.

Scholarships that are funded by private donations, civic clubs, churches, corporations and businesses are selected by those enterprises. A complete listing of those contributors is in the Financial Aid section of this catalog.

SEQUENCE COURSES

Sequence courses have been added to the summer semester class schedules. Sequence courses permit students to complete an academic year's worth of work in a subject during the summer term. These courses are scheduled so that students may take additional NACC courses chosen from the regular class schedule. Consult your summer semester class schedules for these courses found on the college's website at www.nacc.edu or printed copies available on campus.

SEXUAL HARRASSMENT POLICY

In accordance with its institutional mission, Northeast supports its employees in maintaining high professional standards and assists its students in reaching their educational and vocational goals. Such efforts can be conducted only in an environment that is free from all acts and expressions of discrimination, including sexual harassment of employees and students. Sexual harassment in any form, whether intended or not, is illegal and will not be tolerated by Northeast. The need for student awareness of sexual harassment, date rape, and acquaintance rape are covered in student orientation and counseling sessions. Students are also informed of their option to notify proper law enforcement authorities including on-campus and local police. Anyone needing more information about sexual harassment should contact a Title IX coordinator, Elaine Hayden in the George Wallace Administration Building or Pat Wildman in the Charles Pendley Administration Building.

SMOKING

Smoking is prohibited in any enclosed, indoor area of any building on this campus. Smoking is allowed outside buildings only.

SOCIAL EVENT GUIDELINES

1. Any student or visitor attending a social function under the influence of alcohol or drugs or having either in their possession will be turned over to the proper law officials. Offending students may be suspended after a proper hearing.
2. Visitors may attend social functions only by invitation which must be approved by the Social Committee. Students will be held accountable for the actions of their guests.
3. All social events at the College are sponsored and attended by certain faculty/staff members.

B. Release of Transcripts

In compliance with the Family Educational Rights and Privacy Act, Northeast does not release transcripts of a student's grades except upon the student's written request. A student or former student who needs a transcript from Northeast should write to the registrar, giving the date of attendance and the name of the institution or person to whom the record should be sent.

Students should be sure to state all names which may have been entered on their college records. A student may secure an unofficial transcript for personal use, but official transcripts are sent only to other colleges or organizations for reference purposes.

Transcripts are not issued to students who have failed in some way to complete their application procedures, registration or obligations to the College.

REGISTRATION

The Admissions Office assigns each student to a faculty advisor according to the student's college major program. Each semester, the faculty advisor assists the student in preparing a class schedule that is appropriate to the student's major, monitors academic progress and helps ensure that the advisee meets requirements for the associate's degree. The advisor's approval is required when the advisee adds or drops a course during the semester. Students should change advisors if they change their college major.

Students who intend to transfer to a public 4-year college in Alabama are responsible for obtaining a transfer guide from www.stars.troyst.edu/. All students must bear final responsibility for completing all requirements for a degree and in the selection of the correct courses for transfer.

Privacy Act Information: A. Access to Student Records

Addendum to NACC Catalog 2004-2005, p. 160a.

Also available online at <http://www.nacc.edu/Catalog/156-166.pdf>

Student Record Policy
Addendum to NACC Catalog 2004-2005

(Reserved)

8. To keep an accurate permanent record of each student's grades and other pertinent information needed in counseling the student;
9. To provide cultural enrichment and diversity through student programs and activities;
10. To help students become aware of their rights and responsibilities as students;
11. To provide opportunities for appropriate physical activities;
12. To provide developmental education services, career information, and job placement assistance;
13. To provide services for students from diverse cultural and educational backgrounds;
14. To provide opportunities for students with disabilities to pursue their educational goals.

Evaluation of Student Services Program

The student services division surveys its performance each spring semester. Approximately 500 survey forms are distributed, collected, analyzed, and interpreted from both day and evening students. This student data remains on file in the Admissions Office and is shared with other departments to facilitate decision making.

Student Input into Institutional Decision Making

Northeast is a public college and welcomes input from the students regarding institutional decision making. Student surveys are conducted periodically that help determine needs, establish policies, and develop programs. There are student members on relevant committees that make recommendations regarding institutional policies and procedures. The Student Government Association (SGA) presents another way students are encouraged to participate in institutional decision making.

STUDENT PUBLICATIONS

All student publications are coordinated with the assistance of a faculty sponsor or advisor. Freedom of expression is encouraged and protected in all student publications. However, all publications must regard community, state, and federal libel and obscenity law. Questions pertaining to these legal issues must be submitted to the Student Services Committee for a judgment. Final approval rests with the college president.

STUDENT RECORD POLICY

Northeast's original, paper copy student records are maintained by the functional areas responsible for the creation, collection, maintenance, and retention of those records. Electronic versions of each record are maintained on the college's central computer system. Access to both record forms is controlled by the dean or director responsible for the area. Admission Office records access is controlled by the Director of Admissions. Financial Aid record access is controlled by the Director of Financial Aid. Student transcripts access is controlled by the Dean of Administrative Services, responsible for Management of Informational Services and Registrar functions.



Record integrity is maintained by restricting records creation and modification access to employees within each functional area. Employees are given user identification and password access to each computer record with specific creation, update, or read only access to the record commensurate with the employee's job duties, and approved by the President of the institution. Control documents for all modifications to records are processed and maintained within the functional areas.

Student transcripts are created by computer programs which process faculty grade rolls. Student transcripts may only be modified by written documentation signed by the instructor who originally assigned the grade and the Dean of Instruction. Transcript modifications can be performed only by specific personnel within the MIS office controlled by the Dean of Administrative Services.

Student record retention is governed by the guidelines of the Alabama State Records Manual, developed by the Functional Analysis and Records Disposition Authority of the Alabama Department of Archives and History (ADAH) for all state agency records, including colleges and universities. Records are identified by record type and assigned a retention period, after which they may be destroyed. Northeast retains student records for periods which meet or exceed the minimum periods specified in the manual. Non-permanent, paper records are physically stored in filing cabinets within each functional area for the retention period or longer. Electronic versions of the files are maintained on computer for periods exceeding the guidelines.

Safety and security of student records is provided commensurate with the record type and retention period. Non-permanent records, such as admission records and student financial aid records are maintained in storage filing cabinets and on computer. Permanent student records, such as faculty grade reports and student transcripts are maintained in a concrete, reinforced, fire-proof vault with access controlled by the Dean of Administrative Services. Nightly backup computer files of all records are maintained in the fire-proof vault within the MIS area. A weekly backup tape is stored in a fire-proof filing cabinet in the Business Office safe. An off-campus backup tape is kept in a safe at a local bank.

This page replaces paragraph two of the NACC “Student Record Policy” on page 163.

Confidentiality and access to student record information is administered in accordance with the Family Education Rights and Privacy Act of 1974. Northeast Alabama Community College will release a student’s educational records without his or her approval only as follows:

- To Northeast Alabama Community College officials who have legitimate educational interest in the records
- To officials of another college or university in which a student seeks to enroll
- To certain federal and state educational authorities for purposes of enforcing legal requirements in federally supported educational programs
- To persons involved in granting financial aid for which the student has applied
- To state and local authorities to whom information is required to be disclosed under the provisions of a statute adopted prior to November 19, 1974
- To testing, research, and accrediting organizations
- In compliance with a court order or lawfully issued subpoena
- In very narrowly defined emergencies affecting the health and safety of the student or other persons
- To parents of eligible students under the provision of paragraph 2 above

In addition, Directory Information will be released to anyone who asks for it, unless the student specifies in writing to the Admissions Office that this information is to be withheld. Directory information is defined as follows:

- a. name
- b. address
- c. telephone number
- d. date of birth and place of birth
- e. major field of study
- f. dates of attendance
- g. degrees received
- h. Dean’s list

Student Record Policy
Addendum to NACC Catalog 2004-2005, p. 163a. Also available online at http://www.nacc.edu/Catalog/156-166.pdf

(Reserved)

Northeast Alabama Community College



**Comprehensive
Standard
3.7.1**

3.7.1

Comments of the Reaffirmation Committee

The committee finds the institution to be not in compliance for reasons stated on the attached worksheet.

Recommendation

Therefore, the committee recommends the institution justify and document the qualifications of its faculty.

Institutional Response

The On-Site Review Committee concluded that documentation for one part-time instructor of sociology supported his education in social work rather than in sociology, and that documentation for one part-time speech instructor supported her education in theatre rather than in speech.

Both instructors were employed on a semester basis; they are no longer employed by the institution.

(Reserved)

Northeast Alabama Community College



**Comprehensive
Standard
3.9.2**

3.9.2

Comments of the Reaffirmation Committee

The Committee finds the institution in violation of the law (FERPA). (See comment in 3.4.11).

Recommendation

The Committee recommends that the institution demonstrate and document its protection of the confidentiality of its students' academic records.

Institutional Response

The College reiterates agreement with the Committee regarding the error in the policy on the confidentiality of student records and is pleased to make the corrections. Please refer to the policy changes and supporting documentation outlined in section 3.4.11 of this report.

(Reserved)