

# San Carlos Apache College



## 2024 – 2025 College Catalog

Version 1.0

# San Carlos Apache College

*The Higher Education Institution of the San Carlos Apache Tribe*



## 2024-2025 Academic Calendar

2024 Fall Semester	
Fall Admissions Deadline	Jul 29, 2024
Faculty Return	Aug 12, 2024
First Day of Instruction	Aug 19, 2024
Registration (to add) Deadline	Aug 23, 2024
Labor Day – College Closed	<b>Sep 2, 2024</b>
Drop/Full Refund Deadline	Sep 3, 2024
Fall Break – No classes	Sep 30 - Oct 4, 2024
45th Day Census	Oct 2, 2024
Spring Registration Begins	Oct 21, 2024
Withdrawal Deadline	Oct 30, 2024
Spring/Summer Graduation Application Deadline	Nov 1, 2024
Veterans Day – College Closed	<b>Nov 11, 2024</b>
Thanksgiving Holiday – College Closed	<b>Nov 28, 2024</b>
Native American Heritage Day – College Closed	<b>Nov 29, 2024</b>
Last Day of Instruction	Dec 6, 2024
Final Exams	Dec 9-12, 2024
Final Grades Due	Dec 13, 2024
Winter Break – College Closed	<b>Dec 25-Jan 1, 2024</b>

2025 Spring Semester	
Spring Admissions Deadline	Dec 16, 2024
First Day of Instruction	Jan 13, 2025
Registration (to add) Deadline	Jan 17, 2025
Martin Luther King Jr. – College Closed	<b>Jan 20, 2025</b>
Drop/Full Refund Deadline	Jan 27, 2025
Presidents Day – College Closed	<b>Feb 17, 2025</b>
45th Day Census	Feb 26, 2025
Spring Break – No classes	Mar 3-7, 2025
Summer/Fall Registration Begins	Mar 17, 2025
Withdrawal Deadline	Mar 26, 2025
Fall Graduation Application Deadline	Apr 1, 2025
Last Day of Instruction	May 2, 2025
Final Exams	May 5-8, 2025
Final Grades Due	May 9, 2025
Commencement	May 17, 2025

2025 Summer Semester (8 Week Session)	
Summer Admissions Deadline	May 12, 2025
Memorial Day – College Closed	<b>May 26, 2025</b>
First Day of Instruction	May 27, 2025
Registration (to add) Deadline	May 30, 2025
Drop/Full Refund Deadline	Jun 4, 2025
Apache Independence Day – College Closed	<b>Jun 18, 2025</b>
Juneteenth Day – College Closed	<b>Jun 19, 2025</b>
Withdrawal Deadline	Jul 3, 2025
Independence Day – College Closed	<b>Jul 4, 2025</b>
Last Day of Instruction	Jul 22, 2025
Final Exams	Jul 23-24, 2025
Final Grades Due	July 25, 2025

1 San Carlos Avenue, Building 3

Tel (928) 475-2016, Fax (928) 475-2018

PO Box 344, San Carlos, AZ 85550

<http://www.apachecollege.org>

## Table of Contents

Introduction	16
College Contact Information	16
History, Vision, Mission, and Goals	17
History	17
Vision	17
Mission	17
Goals	17
Welcome from the Board of Regents	18
President’s Welcome Message	19
Accreditation	20
Chapter 1 – Getting Started	21
Mastering the Basics of the College Experience	21
Frequently Asked Questions (FAQ)	21
What is a “grade” and why is it important?	21
What is a “transcript” and how can a student get a copy?	21
What is a “semester?”	21
What is a “credit?”	21
What is a “Grade Point Average” or GPA?	21
How is GPA calculated?	21
Full-time or part-time student status?	22
Freshman or sophomore classification?	22
Can courses be repeated for credit?	22
Can credits earned at other colleges and universities be transferred to SCAC?	22
When can a program be declared in order to be eligible to graduate from it?	22
How many programs can a student enroll in concurrently?	22
When should I submit my application for graduation?	22
Who can participate in the commencement (graduation) ceremony?	22
Admissions Policies	23
Full-Time and Part-Time Status	23
SCAC Admission Categories	23
Regular Admissions	23
Cases for Special Admissions	23

Underage Student Admissions	24
SCAC Admissions – Documents Required for students	24
Application Period	25
Student Orientation	25
Bookstore Services	25
Student Identification Number and ID Cards	25
Use of Social Security Numbers	26
Third Party Transactions	26
Transcript Request	26
Privacy of Student Records and Family Educational Rights and Privacy Act (FERPA)	26
Student’s Right to Have Information Withheld	27
Schedule of Classes	27
Declaring a Program of Study	27
Maximum Credit Hours	27
Course Prerequisites	28
Transfer of Credits	28
Credit by Examination and Prior Learning	29
Advanced Placement (AP) Credits	29
College-Level Examination Program	29
Placement Testing Requirements	29
Meet with an Advisor	30
New and Current TOCC Student Registration	30
Apply for Financial Aid	31
Tuition, Books, and Fees	31
Textbook Payments	31
Payment Due Date	31
Accepted Forms of Payment	32
Tuition and Student Activity Fees	32
Other Costs and Payments	33
Account Holds (Temporarily Waived)	33
Reasons for Financial Holds	33
Tuition Deferment	34
Refund Due to Class Cancellation	34

Semester Refund Deadlines	34
Refund Rates	34
Special Provisions Refunds	34
Tuition and Fee Refunds	35
Chapter 2 – Student Life	36
Community Life at SCAC	36
Student Services and Resources	36
Advising and Mentoring	36
Counseling	36
Tutoring	36
Health and Wellness	36
Recreation	36
Student Clubs and Organizations	37
The Student Senate	37
Resources for Students with Disabilities	37
Library Services	37
Interlibrary Loans	38
Library Locations and Hours	38
Student Rights and Responsibilities	38
Declaring a Program of Study	38
Drug-Free School and Communities Act Information	39
Legal Sanctions	39
Support Resources	39
State Authorization Reciprocity Agreement (SARA)	39
SARA Complaint Policy	39
American Indian Higher Education Consortium (AIHEC)	40
Chapter 3 – Financial Aid	41
Applying for Financial Aid	41
Financial Aid: The Steps to Follow	41
General Eligibility Requirements	41
Need Analysis	42
Planning Early with <i>FAFSA4caster</i>	42
Getting a Federal Student Aid ID (FSA ID)	42

How Does a Student or Parent Use an FSA ID?	42
Why Does a Parent Need an FSA ID?	43
Gathering Documents for the FAFSA	43
When to Apply for FAFSA	43
How to Apply: FAFSA on the Web	43
Saving the FAFSA with a Passkey	43
Signing the Application with an ID or Signature Page	43
Getting an Estimated Expected Family Contribution	44
Applying through TOCC	44
Paper Application Method	44
Student Aid Report (SAR)	44
Major Federal Student Aid Programs	44
Federal Grants: The Pell Grant	44
How Much Federal Pell Grant Funding Can a Student Receive?	45
Payment Due Date for Pell Grant Recipients	45
Campus-Based Programs	45
Veterans Benefits	45
Other Sources of Funding for College	47
SCAT Education Department Higher Education Program	47
American Indian College Fund	47
American Indian Education Foundation	48
Gewkdag Scholarship	48
Financial Aid Requirements	48
Satisfactory Academic Progress (SAP) Requirements for Federal Financial Aid Title IV Recipients	48
Developmental Courses	49
Repeats	50
Review	50
Non-Satisfactory Academic Progress	50
Financial Aid Warning	50
Financial Aid Suspension	50
Appeal of Financial Aid Suspension	50
Credit Hour Maximums	51
Pell Grant Lifetime Eligibility Used (LEU)	52

Change of Major	52
Dual Majors	52
Transfer Credits	52
Return of Title IV Funds	52
Post Withdrawal Disbursements	53
Duration of Eligibility for Multiple Degrees	53
Chapter 4 – Grades, Graduation and Academic Policies	55
Mastering the Basics of the College Experiences	55
What is a “grade” and why is it important?	55
What is a “transcript” and how can you get a copy?	55
What is a “semester?”	55
What is a “credit?”	56
What is a “Grade Point Average” or GPA?	56
How is GPA calculated?	56
Am I a full-time or part-time student?	56
Am I a freshman or sophomore?	56
Can I repeat a course for credit?	56
Can I transfer to SCAC the credits I earned at other colleges and universities?	57
When can a program be declared in order to be eligible to graduate from it?	57
How many programs can a student enroll in concurrently?	57
Who can participate in the commencement (graduation) ceremony?	57
SCAC’s Grading System	57
Grading Scheme	57
Non-Grade Designations Definitions	58
EARS – Early Alert Reporting System	62
Midterm Status Report	62
Catalog of Record	62
Apache Cultural Requirement	62
About General Education	63
Requirements for Transferring Within the Arizona University System	63
Pre-Program Developmental Courses and Placement Testing	63
Reading and Writing Tests: Requirements and Exemptions	64
Math Test: Requirements and Exemptions	64

ACCUPLACER Placement Tests and Cut Scores	64
TOCC/SCAC Next-Gen Placement Testing – Cut Scores	65
Tips for Students Taking the Placement Test	66
Pre-Program and Developmental Requirements at SCAC	66
Academic Standing	66
Good Academic Standing:	66
Academic Alert	66
Academic Probation	67
Academic Suspension	67
Academic Recognition	68
Application for Graduation	68
Graduation with Honors	68
Participation in the Commencement Ceremony	68
Withdrawing from a Course	68
Faculty Drop	69
Faculty Withdrawal	69
Withdrawing from a Course	70
Academic Integrity Policy and Process	70
Graduation Requirements	76
Graduation with Honors	77
Chapter 5 – Degrees and Certificates	77
Associate Degrees and General Education Goals	77
General Education Goals (GEG)	78
SCAC Degrees and Certificates	78
Associate Degrees	78
Associate of Applied Science (AAS) degrees	79
Certificate Programs	79
High School Equivalency Diploma	79
Course Availability	79
Degree Requirements	79
(1) General Education Requirements	80
(2) Core Requirements	81
(3) Elective Courses	81



Selecting a Degree Program	81
Associate Degrees	82
Associate Degree Descriptions and Programs of Study	82
Associate of Business in Business Administration	83
Program Learning Outcomes:	83
Sample Path Progression	85
Associate of Arts in Computer Information Systems	85
Program Learning Outcomes	86
Sample Path Progression	87
Associate of Arts in Liberal Arts	88
Program Learning Outcomes	88
Sample Path Progression	89
Associate of Arts in Social Work	90
Program Learning Outcomes	90
Sample Path Progression	92
Associate of Applied Science (AAS) degrees	93
AAS in Business Management (AASBM)	93
Program Learning Outcomes	93
Sample Path Progression	94
AAS in Computer Information Systems	95
Program Learning Outcomes	95
AAS in Management and Supervision	96
Program Learning Outcomes	97
Certificate Programs	98
Certificate in Management and Supervision	98
Sample Path Progression	99
Certificate in Social Services	99
Certificate in Substance Abuse and Addiction Studies	101
Program Learning Outcomes	101
Arizona College Credit Pathway for High School Equivalency Diploma	102
Entrance Requirements	102
Requirements to Earn a High School Equivalency Diploma	102
Sample Program of Study (consult with an advisor)	103

Chapter 6 – Course Descriptions	104
ACC 100: Practical Accounting Procedures	105
ACC 101: Financial Accounting	105
ACC 102: Managerial Accounting	105
American Indian Studies (AIS)	105
AIS 101: Introduction to American Indian Studies I	105
AIS 200: Culture and History of Indigenous Peoples	105
AIS 260: Culture and History of American Indian Women	106
Agriculture and Natural Resources (ANR)	106
ANR 102N: Animal Science	106
ANR 130N: Plant Science	106
Apache Language	107
APA 101: Apache Language and Culture I	107
APA 102: Apache Language and Culture II	107
Apache Studies	107
APS 150: Introduction to Traditional Apache Healthcare	107
Art History (ARH)	107
ARH 101: History of Art I: Prehistory through Gothic	107
ARH 102: History of Art II: Renaissance through Modern	107
ARH 203: History of Global Indigenous Visual Cultures	108
ARH 204: History of Native American Visual Cultures	108
Art (ART)	108
ART 100: Basic Design	108
ART 104: Digital Media and Photography	108
ART 105: Art Appreciation	109
ART 110: Drawing	109
Astronomy (AST)	109
AST 101N: Solar System	109
AST 102N: Stars, Galaxies, Universe	109
Biology (BIO)	109
BIO 100N: Biology Concepts	110
BIO 105N: Environmental Biology	110
BIO 108N: Plants, People, & Culture	110

BIO 127N: Human Nutrition and Biology	110
Business (BUS)	110
BUS 100: Introduction to Business	110
BUS 148: Business Ethics: Morals in the Workplace	110
BUS 151: Mathematics of Business	111
BUS 205: Statistical Methods in Economics and Business	111
BUS 220: Legal Environment of Business	111
Casino Operations (CAG)	111
CAG 133: Customer Service, Management and Marketing	111
Chemistry (CHM)	112
CHM 121N: Chemistry and Society	112
CHM 130N: Fundamental Chemistry	112
Computer Information Science (CIS)	112
CIS 100: Introduction to Computers	112
CIS 127: Programming and Problem Solving	113
Prerequisite: MAT 142 or higher, CIS 100	113
CIS 130: Fundamentals of Computer Networking Technology	113
CIS 140: Introduction to Risk Management	113
CIS 200: Systems Analysis and Design	113
CIS 210: Introduction to System Administration	113
CIS 230N: Network Fundamentals	114
CIS 234N: Advanced Network Routing and Switching	114
CIS 240N: Network Security	114
CIS 250N: Coding Fundamentals	114
CIS 280: IT Project Management	115
CIS 297: Internship/Practicum	115
Communication (COM)	115
COM 110: Interpersonal Communication	115
COM 263: Intercultural Communication	115
COM 269: Health Communication	116
Community and Public Health (CPH)	116
CPH 101: Exploring Careers in Health Professions	116
CPH 178: Personal Health and Wellness	116

CPH 200: Introduction to Community and Public Health	116
Computer Software Applications (CSA)	117
CSA 100: Computer Literacy	117
CSA 110: Spreadsheets: Microsoft Excel	117
CSA 120: Word Processing	117
CSA 130: Microsoft PowerPoint	117
CSA 141: Integrated Office Suite	117
Early Childhood Education (ECE)	118
ECE 105: Foundations of Early Childhood Education	118
ECE 110: Emergent Language and Literacy (Cross-listed with EDU 220)	118
ECE 217: Child Development	118
ECE 228: Family, Culture and Community	118
Economics (ECN)	119
ECN 201: Microeconomic Principles	119
ECN 202: Macroeconomic Principles	119
Education (EDU)	119
EDU 200: Introduction to Education	119
EDU 201: Diversity in Education	119
EDU 202: Introduction to Special Education and Exceptional Learner	119
EDU 217: Child Development	120
Forestry (FOR)	120
FOR 101: Introduction to Forestry and Natural Resources Management	120
Geography (GEO)	120
GEO 101N: Physical Geography: Weather and Climate	120
GEO 267: Introduction to Geographic Information Systems (GIS)	121
Geology (GLG)	121
GLG 101N: Introductory Geology I: Physical	121
History (HIS)	121
HIS 101: Introduction to Western Civilization I	121
HIS 102: Introduction to Western Civilization II	121
HIS 130: Apache History I	121
HIS 141: History of the United States I	122
HIS 142: History of the United States II	122

HIS 230: Introduction to Historiography: The Apachean Peoples	122
HIS 262: Women and Power Across History	122
Integrated Reading & Writing (IRW)	123
IRW 070: IRW I, Integrated Reading and Writing: Introductory	123
IRW 090: IRW II, Integrated Reading and Writing: Intermediate	123
Literature (LIT)	123
LIT 274: Native American Literature	123
LIT 289: Literature and Film	123
Management (MGT)	124
MGT 110: Human Relations in Business and Industry	124
MGT 122: Supervision	124
MGT 124: Small Business Management	124
MGT 230: Dynamics of Leadership	124
MGT 276: Human Resources	124
MGT 280: Business Organization and Management	125
Marketing (MKT)	125
MKT 111: Principles of Marketing	125
Mathematics (MAT)	125
MAT 082: Basic College Mathematics	125
MAT 086: Pre-Algebra	125
MAT 092: Elementary Algebra	125
MAT 122: Intermediate Algebra	126
MAT 142: Topics in College Mathematics	126
MAT 151: College Algebra	126
MAT 172: Finite Mathematics	126
MAT 182: Trigonometry	126
MAT 187: Pre-Calculus	126
MAT 212: Topics in Calculus	127
MAT 220: Calculus I	127
MAT 225: Basic Statistics	127
Philosophy (PHI)	127
PHI 101: Introduction to Philosophy	127
PHI 123: History and Philosophy of Science	127

Physical Education (PE)	128
PED 101: Beginning Physical Fitness	128
PED 102: Intermediate Physical Fitness	128
PED 103: Advanced Physical Fitness	128
Political Science (POS)	128
POS 110: American National Government	128
POS 210: National and State Constitutions	128
Psychology (PSY)	129
PSY 101: Introduction to Psychology	129
PSY 132: Psychology and Culture	129
PSY 214: Abnormal Psychology	129
PSY 230: Human Growth and Development	129
PSY 289 Research Methods in Social Sciences	130
Social Services (SSE)	130
SSE 111: Group Work	130
SSE 121: Introduction to Substance Abuse	130
SSE 123: Substance Abuse Prevention	130
SSE 140: Domestic Violence: Causes and Cures	131
SSE 146: Child Abuse Intervention and Protection	131
SSE 211: Group Technique Applications	131
SSE 212: Casework Methods II	131
SSE 220: Treatment of the Substance Abuser	131
SSE 222: Political and Legal Aspects of Drug Use	132
Sociology (SOC)	132
SOC 101: Introduction to Sociology	132
SOC 127: Marriage and the Family	132
Speech (SPE)	132
SPE 110: Public Speaking	132
Student Success (STU)	132
STU 100: College Success Skills	132
STU 101: Becoming a Master Student	133
STU 109: Career Exploration	133
Social Work (SWU)	133

SWU 171: Introduction to Social Work	133
SWU 291: Social Service Delivery Systems	133
SWU 295: Foundations of Social Work Practice: Effective Helping in a Diverse World	133
SWU 299: Special Topics in Social Work	134
Writing (WRT)	134
WRT 101: Writing I	134
WRT 102: Writing II	134
WRT 287: Beginning Creative Writing Workshop in Fiction	134
WRT 288: Beginning Creative Writing Workshop in Poetry	134
Chapter 7 – Personnel	135
Board of Regents	136
President	136
Administration	137
Staff	137
Part-Time Faculty	139
SCAC Policy Statements	143
Affirmative Action and Equal Employment Opportunity	143
Americans with Disabilities Act	143
Family Educational Rights and Privacy Act (FERPA)	143
Sexual Harassment	143
Drug Free Schools and Communities Act	144
Cultural/Religious Observance and Practices	144
Addendums	144

## Introduction

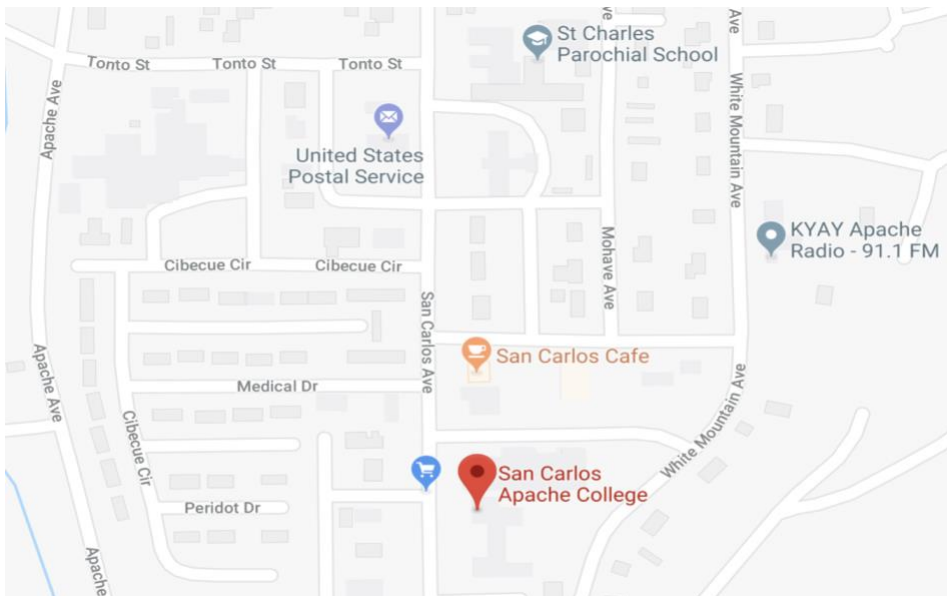
This chief purpose of this Catalog is to provide current and prospective students of San Carlos Apache College essential information on the admissions process, financial aid, resources for students, and available programs and courses. The Catalog is only for information purposes and does not constitute a contract.

From its official opening in August 2017, San Carlos Apache College has been operating as a “site” or “location” of Tohono O’odham Community College. Therefore, the Catalog of Tohono O’odham Community College is the official resource document for all SCAC students; this shortened and tailored version of the Catalog has been created strictly for the benefit of SCAC students to reflect the unique processes and offerings of the College—and to showcase the College’s own Regents, administration, faculty, and staff. All information in this Catalog, including statements on tuition, fees, course offerings, admissions and graduation requirements, is subject to change without notice, obligation, or liability.

Both the printed and online versions of this Catalog are official. The print version is based on the most accurate and complete information available at the time of printing. As information changes, the online Catalog will be updated. For the most recent information, view the online Catalog at [apachecollege.org](http://apachecollege.org).

### College Contact Information

San Carlos Apache College  
PO Box 344 (required for US Postal)  
1 San Carlos Avenue, Bldg 3 (UPS/FedEx/Physical)  
San Carlos, AZ 85550  
Tel: (928) 475-2016  
Fax: (928) 475-2018





## History, Vision, Mission, and Goals



### History

SCAC was chartered in 2014 by the San Carlos Apache Tribe and opened its doors to students in August of 2017. The College currently operates as a site/additional location of Tohono O’odham Community College (TOCC) through an Operating Agreement, and is endeavoring to become a stand-alone, independently accredited U.S. institution of higher learning. TOCC itself was initially accredited in 2005 by the Higher Learning Commission. Through its partnership with TOCC, SCAC is able to offer transferable courses and programs.

### Vision

*Nnee bi’at’e’ihii nldzilgo ádantzih* translates from Apache to English as “Upholding the power of Apache wisdom and knowledge.”

### Mission

To provide the *Nnee* an excellent higher education experience rooted in *Nnee bi’at’e’*.

### Goals

San Carlos Apache College (SCAC) will:

1. Rekindle the language, traditions, and culture of the Apache People.
2. Ensure the institution has the policies, processes, and resources required to maximize the success of every student.
3. Achieve educational excellence through competitive and relevant academic programs as well as innovative teaching methods appropriate for different learning styles.
4. Enable the institution to *chart-its-own-course* and successfully carry-out its unique mission by acquiring independent accreditation, financial self-sufficiency, and managerial autonomy.

## Welcome from the Board of Regents

Welcome to San Carlos Apache College!

On behalf of the Board of Regents, I am honored to welcome you to a community dedicated to advancing knowledge, culture, and opportunity. At San Carlos Apache College, we are grounded in a commitment to academic excellence and cultural preservation a commitment expressed in our mission: *Nvee bi 'al 'e 'ihii nldzilgo ridanzih*. This phrase, carefully crafted in the Apache language by members of our Board, means "Upholding the power of Apache wisdom & knowledge." This mission is at the heart of everything we do. It reflects our purpose to empower our students through education, honor our heritage, and ensure that the wisdom of our people endures.

We believe that each student brings a unique perspective and set of gifts that contribute to our vibrant learning community. Our goal is to provide a supportive, enriching environment where you can grow academically, culturally, and personally. As you embark on your educational journey with us, know that you are part of a legacy that values both tradition and progress.

Once again, welcome to San Carlos Apache College. We look forward to supporting your success and celebrating the contributions you will make to our community and beyond.

Sincerely,



Durena Thompson  
Chair, San Carlos Apache College Board of Regents

## President's Welcome Message



Dagotée

Our Board, Faculty and Staff join me in welcoming you to San Carlos Apache College. Located in eastern Arizona, we are excited to welcome you to our high desert campus and look forward to supporting your journey with us.

At San Carlos Apache College, not only do you get access to an outstanding education, through hands on undergraduate research, community engagement, and quality academic programs, but we also provide countless opportunities to engage in cultural activities.

As you map your academic goals, this college catalog will be an invaluable resource where you will find answers to your questions about academic programs, policies, and services.

I encourage you to use the catalog as a reference and to reach out to your advisors to help you plan this journey.

We are honored to join you on this journey and wish you the best.

A handwritten signature in black ink that reads "Linda Sue Warner". The signature is written in a cursive, flowing style.

Linda Sue Warner, PhD.

## Accreditation

The purpose of this section of the Catalog is to explain to our students *why* San Carlos Apache College (SCAC) is able to offer courses and programs that are approved by the Higher Learning Commission (HLC) and can therefore be transferred to other colleges and universities in Arizona and throughout the U.S.

In February 2005, Tohono O’odham Community College (TOCC) was awarded accreditation by the Higher Learning Commission (HLC) of the North Central Association. Accreditation ensures that TOCC courses will transfer to other institutions of higher education and acknowledges that TOCC offers quality education programs and provides a system for accountability and continuous improvement. TOCC received continued accreditation for five years from the HLC in May 2021.

TOCC is also a member of Arizona Transfer (AZTransfer), the Arizona General Education Curriculum network, which coordinates Arizona public university and community college course content to ensure credit transfer among them. For more information on Arizona public higher education, transfer and accreditation, see [www.aztransfer.com/home](http://www.aztransfer.com/home)

In 2017 San Carlos Apache College (SCAC) was approved by the Higher Learning Commission to be recognized as a “site/location” of Tohono O’odham Community College (TOCC). SCAC subsequently received permission to offer courses at its facilities in San Carlos, Arizona. Courses were offered there to 58 students there in Fall semester, and to 185 students by the Spring of 2020. The intent is for TOCC to support the site until SCAC earn independent accreditation within the next three to five years.

## Chapter 1 – Getting Started

### Mastering the Basics of the College Experience

To get off to a good start, students should become familiar with the basic terms, rules, and regulations that apply during their college experience.

#### Frequently Asked Questions (FAQ)

##### What is a “grade” and why is it important?

A grade is a mark that the student earns by taking a class. According to established criteria in the course syllabus, the instructor calculates the number of points accumulated in class and assigns a grade. The grade goes on the student’s transcript and becomes part of a permanent record.

##### What is a “transcript” and how can a student get a copy?

A transcript is a record of the grades a student earns during their time in college. Each semester, instructors submit grades to the Registrar at SCAC, and they are then put on the student’s transcript. A student can get a copy of their transcript from the Registrar’s Office at the SCAC Administration Building or by obtaining and completing a form available from the Admissions Office ([admissions@apachecollege.org](mailto:admissions@apachecollege.org)).

##### What is a “semester?”

A semester refers to the cycle of time wherein classes are taught. The semester length at SCAC is 16 weeks. There are two regular semesters in a year: Fall and Spring. Summer sessions are much shorter, running around 5 to 8 weeks in length. Classes taken during Summer sessions earn credits as in a regular semester.

##### What is a “credit?”

A credit assigns a value to a course taken during a semester. Most courses are either 3 or 4 credits. A student needs to be enrolled in at least 12 credits in a semester to be considered a full-time student at SCAC.

##### What is a “Grade Point Average” or GPA?

The grade point average or GPA is a combination of credits (also called credit hours) a student earns and the grades received for those credits.

##### How is GPA calculated?

GPA equals the sum of the number of credits per class, multiplied by the points awarded for each class, divided by the number of credits. These calculations are done each semester and they are summed up for all semesters enrolled at SCAC. The GPA for all of the courses taken while at TOCC is called the Cumulative GPA. Some grades, like T for transfer, are not used in the calculation of the GPA. A detailed explanation of how to calculate GPA can be found in [Appendix A](#).

### **Full-time or part-time student status?**

A student is classified as a full-time student if they are enrolled for 12 or more credit hours in the Fall or Spring semester or for 6 or more credit hours in a Summer session. A student is classified as a part-time student if they are enrolled for 6-11 credit hours in the Fall or Spring semester.

### **Freshman or sophomore classification?**

A student is a freshman if they have earned fewer than 30 credit hours. A student becomes a sophomore once the student earns 30 or more credit hours.

### **Can courses be repeated for credit?**

If a course is repeated, all records of the course, including the grades, will appear on a student's transcript. However, **the highest grade earned** between the original and the repeated course will be used to compute the cumulative grade point average.

### **Can credits earned at other colleges and universities be transferred to SCAC?**

If courses were taken at another college or university, the student must submit an official transcript to determine if its credits will transfer to SCAC. SCAC will evaluate the transcript to determine which course credits will be accepted for transfer. Courses with a 100 or higher prefix for which a C or higher grade was earned may transfer. If transferred, they are entered on the TOCC transcript with a grade of "T."

### **When can a program be declared in order to be eligible to graduate from it?**

Students are required to declare a program during the first semester at SCAC because program selection can impact financial aid eligibility. It is also important to declare a program of study early in the academic career to help establish a pathway that will be helpful to clarify academic goals. However, if the student wants to move to a different program, declaration of a program must happen at least one semester before graduation. That is, **in order to graduate from a program, a student must declare the program the semester before the intended graduation semester.**

### **How many programs can a student enroll in concurrently?**

A student can be enrolled in only two programs concurrently. To be able to move to a different program, the student must close one of the programs before a different one can be added. Consult with an advisor or with the Admissions department for more information.

### **When should I submit my application for graduation?**

Applications for graduations are due **the semester before the intended graduation date.** That is, if a student graduates:

- In Spring – application for graduation is due on November 1<sup>st</sup> of the fall semester.
- In Summer or Fall – application for graduation is due on April 1<sup>st</sup> of the spring semester.

### **Who can participate in the commencement (graduation) ceremony?**

Only students who have completed **all requirements** identified in the program of study can participate in the graduation ceremony.

### **Admissions Policies**

San Carlos Apache College (SCAC) is an open-enrollment institution. This means that any native or non-native person who meets the criteria listed below is eligible for enrollment at the College. While SCAC's student body is comprised primarily of members of the San Carlos Apache Tribe, some of SCAC students come from other tribal nations in Arizona and in other states.

Eligibility for admission is established by meeting one of the following criteria:

- An earned high school diploma; or
- A GED Certificate; or
- Is a transfer student from a U.S. accredited college or university; or
- Is a student currently attending another higher education institution; or
- Is dually enrolled; or
- Is a current high school student under age 16 who has received permission from the high school and parents or legal guardian to *dually* enroll at SCAC; or
- Is an individual age 16 or over who wants to take college classes for credit. (The individual will not be eligible for Pell grant funding without completion of high school or GED.).

### **Full-Time and Part-Time Status**

Students who enroll for 12 or more credits are full-time students while those taking fewer than 12 credits are part-time students.

Students who enroll for 6 or more credits during the Summer term are full-time students, while those taking fewer than 6 are part-time students.

Students taking classes for personal interest are considered **non-degree** seeking students. Students and community members are welcome to take courses for personal interest.

### **SCAC Admission Categories**

- Regular degree seeking (any student working towards a degree, certificate, or completion of other programs);
- Dual enrollment (high school students who are taking SCAC classes for credit earned at both SCAC and their high school);
- Special admissions;
- Underage student admissions (for students 16 years of age or younger); and,
- Personal interest.

### **Regular Admissions**

A regular student is one who is a high school graduate or GED recipient and who is working toward the completion of a certificate or degree.

### **Cases for Special Admissions**

- A student who is not a high school graduate or a GED recipient and who is enrolling in credit courses and/or programs;

- A student who is enrolled in courses that do not lead to the completion of a certificate and/or degree; or,
- A student who is less than 16 years of age.

### **Underage Student Admissions**

An underage student is any student who is 18 years of age or younger. As long as SCAC's General Parameters for Underage Admission have been met, underage students will not be denied admission to SCAC for any of the following reasons: (1) age, (2) lack of high school diploma, (3) lack of high school certificate or equivalency, or (4) school grades. Also, they will not be denied admission due to lack of permission from school officials, or lack of concurrent enrollment in a public or private school.

Yet, admission to SCAC does not guarantee admission to a specific degree program or to all courses offered by SCAC. For a copy of SCAC's General Parameters for Underage Admission, please contact SCAC's Registrar, or visit our website, to obtain a copy. Our College will always ensure that a Student Services representative can meet with underage students, and a parent or legal guardian, to explain college wide policies, code of conduct, and procedures of special admission for underage students.

### **SCAC Admissions – Documents Required for students**

1. Photo ID – provide the following:
  - a. If a Native American Student submit one of the following:
    - b. Tribal ID Card or
    - c. Certificate of Indian Blood (CIB) AND State Issued ID or Driver's License
    - d. If a Non-Native American Student (or Non-Enrolled Native Student) submit the following:
      - e. Driver's License or State Issued ID
2. Proof of High School completion or equivalent
  - a. GED Certificate or High School Diploma
  - b. High School OR GED Transcripts with Graduation Date indicated
3. If degree seeking AND have earned credits at another College, submit an Official Transcript from previous colleges attended.
4. Required document details
  - a. How and where to submit: Submit documents electronically to [admissions@apachecollege.org](mailto:admissions@apachecollege.org), or fax 520-383-8403, or mail to Tohono O'odham Community College, Office of Admissions and Records, PO Box 3129, Sells, AZ 85634
  - b. In order to register for classes document(s) from sections 1 and 2 above must be submitted
  - c. Exception: If you are 16 or above and did not attend high school or college, you only need to submit documents in section 1 above
  - d. If you attended another college, you must submit your college transcript if you want the courses you took to be evaluated for transfer to SCAC



- e. Students who do not submit the Documents required under sections 1 and 2 above, if applicable, will not be issued Official TOCC Transcripts and will not be able to register for future semesters until the documents are submitted.
- f. Additional note: If none of the bullets above fits your situation please email [admissions@apachecollege.org](mailto:admissions@apachecollege.org) and we will work with you to find a solution

### **Application Period**

Applications for admission to SCAC are accepted throughout the year, although there is a deadline to apply to be admitted for each semester (please consult the Academic Calendar for dates). That is, you can submit your application at any time during the year but, in the event that you missed the semester's deadline, you will be admitted in the following semester. There is no application fee. You can find the online application at <https://tocc.edu/admissions/>. Paper application forms are available at SCAC's Administration Building.

### **Student Orientation**

Orientation is designed to help students succeed in college and to provide them with essential information about programs and services, transferring to another educational institution, study skills, and deadlines within the academic calendar. Orientation schedules are published each semester. Students can find them on the SCAC website ([www.apachecollege.org](http://www.apachecollege.org)) and may obtain a hard copy from SCAC's Office of Student Services. Orientations are offered before the start of each semester. Recordings of previous Orientation sessions can be viewed from SCAC's webpage.

### **Bookstore Services**

SCAC stocks textbooks for SCAC courses, as well as school supplies, SCAC memorabilia, local souvenirs, and a small collection of everyday necessities. Students should check with their instructors and on the course syllabus for the required textbooks and materials needed for classes. SCAC mails textbooks to students who live outside of the area, after students fill out a textbook request form. SCAC students taking courses taught by TOCC faculty should fill out TOCC's book request form to request those textbooks.

Before textbooks can be picked up, payments must be made in full unless the student is on the list of Pell and other scholarship recipients for the relevant semester, or the student has signed a payment agreement plan for the semester bill which includes the textbook cost. The TOCC Bookstore accepts payment for books in the form of checks or money orders, but payments may also be made by credit card by calling TOCC's Finance Office. A student may also provide a third-party guarantee. Examples of third-party guarantees are an original purchase order; the copy of a purchase order that has already been sent to TOCC's Finance Office; or a signed letter from an employer.

Refunds will be given only for textbooks returned in their original condition. For more information on textbook refunds, visit the Bookstore on campus or call (928) 475-2016.

### **Student Identification Number and ID Cards**

Each student admitted to SCAC is assigned a student identification number. This number appears on the student's identification card and is tied to the student's records. Students can request a Student Identification Card from the IT Office. Students who do not regularly come to campus can contact the IT Office at [tech@apachecollege.org](mailto:tech@apachecollege.org) for further instructions on how to obtain an ID card.

### **Use of Social Security Numbers**

All students who are United States citizens, resident aliens, or non-citizens who have been issued a Social Security Number are required to provide the Social Security Number (SSN) on the Application for Admission, on all local, state, or federal student financial aid applications and forms, and on any forms required for SCAC employees. The SSN is used to match current and future records with any past records in order to ensure that students receive full academic credit for all work. The SSN is also required for reporting tax credit information to the federal government and for financial aid information. Social Security Numbers are not used as Student Identification Numbers.

### **Third Party Transactions**

Students who wish to have a parent, spouse, friend, or other third party complete any transactions, such as registration, which affect their educational records, must provide the third party with the following: 1) the student's photo I.D.; 2) a written statement describing the transaction and granting the third party permission for the student; and 3) the student's signature and the date on the statement.

### **Transcript Request**

A transcript is a document that lists a student's courses, grades, and grade point average. An official transcript is a sealed copy of this list of items that has been issued by the educational institution the student attended. To request official transcripts from TOCC, please fill out the **Transcript Request Form**. The form is available at SCAC's Office of Student Services, or from an Academic Advisor. It can also be downloaded from the SCAC website ([www.apachecollege.org](http://www.apachecollege.org)).

### **Privacy of Student Records and Family Educational Rights and Privacy Act (FERPA)**

SCAC complies fully with the *Family Educational Rights and Privacy Act (FERPA) of 1974*. This Act was designed to protect the privacy of educational records, to establish the rights of students to inspect and review their educational records, and to provide guidelines for the correction of inaccurate or misleading data through informal and formal hearings. Students have the right to file complaints with the Family Educational Rights and Privacy Act Office concerning alleged failures by the institution to comply with this Act. Contact SCAC's Office of Student Services at **(928) 475-2016** for more information.

SCAC designates categories of student information as directory information. This information includes the student's name, address, telephone number, date of birth, major field of study, classification status (regular, special, full-time, part-time), dates of attendance, degrees, honors, awards received, and most recent previous educational institution attended by the student.

Although SCAC maintains a closed (unpublished) student directory, such information may be disclosed by SCAC for any purpose and at its discretion unless the student has signed a Disclosure of Student Information form requesting nondisclosure. Under the *Family Educational Rights and Privacy Act of 1974*, currently enrolled students may instruct SCAC not to disclose public or directory information for any purpose.

### **Student's Right to Have Information Withheld**

Students must submit a signed **Disclosure of Student Information Form** to the SCAC Office of Student Services in order to withhold student information. The signed **Disclosure of Student Information Form** remains in the student's file indefinitely until the student relinquishes the disclosure. SCAC will not release any private or directory information unless written authorization is given by any student who specifically requests release of public or directory information. Questions concerning the privacy of student records may be directed to the SCAC Office of Student Services Office at **(928) 475-2016**.

### **Schedule of Classes**

In addition to the *SCAC 2023-2024 College Catalog*, one of the main documents that students will need throughout their college career is the Schedule of Classes. Schedules are published before the registration period for the Fall and Spring semesters and Summer sessions. The Schedule of Classes contains a list of courses being offered, with the dates, times, and locations of each class section. A copy can be obtained online at on our website ([www.apachecollege.org](http://www.apachecollege.org)) and print copies are available at all SCAC buildings. In addition, students may also take courses offered by TOCC faculty by viewing the complete course schedule at [www.tocc.edu](http://www.tocc.edu).

### **Declaring a Program of Study**

During the admission process, students are required to declare a program of study, commonly known as a major. Ensuring the accurate listing of the chosen program of study on their academic records is of utmost importance. The deadline for declaring a program of study is set at the conclusion of the first semester at SCAC, with the exception of summer sessions. Failure to declare a program of study by the specified deadline may result in the placement of a hold on the student's account, necessitating a meeting with an advisor.

To assist students in making informed decisions about their academic journey, the institution provides access to dedicated advisors who can guide them in choosing the appropriate program of study. It is essential to recognize that the selected program of study can have implications for financial aid or veteran's benefits, making it crucial to make a well-informed choice. Students are allowed to modify their program of study only once within a given semester. Additionally, they may simultaneously declare up to two programs of study during their tenure as a student, subject to the institution's guidelines and regulations.

### **Maximum Credit Hours**

Students can enroll for a maximum of 18 credit hours in the Fall and Spring semesters and for a maximum of nine credit hours during Summer sessions. These limits include resident work and registration with another college, as well as extension, correspondence, or high school courses

taken at the same time that one is taking SCAC classes. Students who wish to register for 18 or more credit hours must obtain approval from the SCAC VP of Academics.

### Course Prerequisites

Before enrolling for certain courses, the student may be required to have previous education, knowledge, or skills, which are known as “prerequisites.” In order to enroll in certain classes at SCAC, students must meet course and program prerequisites; otherwise, they must receive approval for an exemption by the instructor’s signature on the **Registration Transaction Form**. If it is determined by the instructor that a student does not have the proper prerequisites for the class, the instructor may withdraw the student from the course after notifying the student and directing her or him to the prerequisite courses.

### Transfer of Credits

The following is SCAC’s policy for transfer of academic credits from post-secondary institutions to SCAC:

Transfer students are defined as individuals who previously attended another accredited university or community college and have earned college credit. In order for any classes at another college or university to be approved for credit at SCAC, existing official transcripts must be evaluated to determine if their courses will meet SCAC transfer requirements. The student must have an official transcript sent to SCAC for evaluation from each college attended where credit is sought; formal transfer credit evaluation will not take place until official transcripts are received. Courses that have an earned grade of “C” or higher grade in college-level coursework (are not developmental courses) may transfer. All **major specific coursework** for transfer consideration must have been completed within the last eight years. There is no defined expiration date for non-major coursework and thus all previous coursework can be considered for transfer. However, in disciplines where there have been many substantive changes in the field in recent years (e.g. computer science, communications, etc.), courses older than eight years may be denied transfer at the discretion of the Provost. In rare instances, transfer decisions may therefore be reversed because of changes to the selected degree requirements. Changes in major will be approved between semesters to allow time for this review. A maximum of 75% of credits from accredited institutions can be accepted toward the certificate or degree; i.e., 25% of the credits must be taken at SCAC.

SCAC may accept course credits from colleges and schools accredited by any of the following:

- Middle States Association of Colleges and Secondary Schools
- New England Association of Colleges and Schools, Inc.
- Higher Learning Commission
- Northwest Commission on Colleges and Universities
- Southern Association of Colleges and Schools
- Western Association of Schools and Colleges

For SCAC to determine whether a student’s courses can be approved for credit the student must request that official transcripts from the institution(s) she or he previously attended be sent directly to the SCAC Registrar. Once SCAC receives the official transcript(s) from previously attended institution(s), the transcript(s) will be evaluated within 30 days, and the student will be notified of

the results. Transfer coursework is identified by Credit Type as TR (Transfer) followed by the transferred grade earned, which may be an A, B, or C. The computation of GPA is not included for transfer coursework. In cases where the previous college has quarter credits, they will be converted to semester credits using generally accepted academic principles.

If a transfer student is not satisfied with the result of the SCAC evaluation of the transfer request, the student may appeal to the SCAC Provost. This appeal must be in writing. The Provost will review the appeal and make a final determination. The student will be notified of the result of the appeal, and a copy of the final decision will be placed in the student's file.

### **Credit by Examination and Prior Learning**

Students can earn college credit based on examination or evaluation of prior learning by submitting official records of their performance to the SCAC Student Services Office.

Opportunities for credit by examination or evaluation include:

- Advanced Placement examinations from high school (AP);
- College Level Examination Program (CLEP) results;
- Special examination for credit (e.g., Apache language fluency may be established by examination).

Students cannot receive credit by examination or evaluation of prior learning for a course that has a lower number than the one in which they are currently enrolled, or for a course for which they have already received credit. Credit by examination may or may not transfer to other colleges or universities.

For more information and to see the official record of exam and evaluation equivalencies, students should visit the *AZTransfer.com* website.

### **Advanced Placement (AP) Credits**

Taking Advanced Placement courses in high school can accelerate a college career. At SCAC, a student can earn up to 30 credits toward a SCAC degree by passing examinations at the end of AP classes. Credits earned based on exam performance may be counted toward a certificate or degree including General Education requirements. Exams are administered through the College Board each May. Some students take AP exams after taking honors or accelerated courses in their schools. For more information about the AP program, student may speak with a SCAC or TOCC academic advisor, or she/he may visit the College Board web site at [www.collegeboard.org](http://www.collegeboard.org).

### **College-Level Examination Program**

SCAC accepts for college credit the passing scores for both the general and subject examinations of the College-Level Examination Program (CLEP). Students must pay a registration service fee and an examination fee for each test. Passing scores for subjects credited through the CLEP are recorded with a "P" grade. No record is made of failing scores. CLEP Examinations are available through the Testing Office at the University of Arizona, (520) 6217589.

### **Placement Testing Requirements**

Placement exams determine reading, writing and math academic skill levels and assure that students are enrolled in courses at appropriate levels to succeed at SCAC. With a few exceptions, all new degree and certificate seeking students enrolling for the first time, and students transferring to SCAC, must take a placement exam. If students have previous assessment scores or college-level course work, the information should be submitted with the Application for Admission. The placement exam is computer-based and can be completed at SCAC. Detailed information is included in Chapter 4.

### **Meet with an Advisor**

Once placement assessments are completed, students need to meet with the Academic Advising Coordinator to review program requirements and to make recommendations specific to the selected program major. Students should plan to spend approximately 30 minutes with the advisor for the first advising session. In the advising session a graduation plan will be developed. The Advisor can help:

- Review assessment exam test scores;
- Discuss the different programs SCAC offers;
- Choose a program of study;
- Understand program requirements;
- Learn about transfer opportunities; and,
- Connect with support services.

Advising is available on a drop-in basis with the Academic Advisor and other Student Services personnel. The Academic Advising Coordinator provides a scheduling link, and students can choose in person, telephone, or Zoom advising sessions. Students can also schedule an advising appointment by calling 928-475-2016. Students may also talk with faculty and other staff members about their programs of study. If an Academic Advisor is unavailable for advising, another Student Services staff member will be available. Students may request an over the phone advising session if they are unable to meet during college hours of operation.

### **New and Current TOCC Student Registration**

Online registration is available for new and continuing SCAC students on the SCAC web site. For alternative forms of registration, contact a Student Support Specialist at (928) 475-2016. To Register Online:

1. Go to [www.tocc.edu](http://www.tocc.edu)
2. Click on “My TOCC”
3. Enter your MyTOCC Username and Password (If you do not know your username or password, contact IT)
4. Click on “Current Student”
5. Click “Add/Drop Courses” at the bottom of the page
6. In the “Term” drop down box, select the semester you want to register for
7. Click “Search” (All open classes for the selected term will appear)
8. Click on the “Add” box next to the class you want to register for
9. Click on the “Add Courses” box at the bottom of the page
10. Your class schedule will appear

If you have questions, or need assistance, please contact a Student Support Specialist at (928) 475-2016.

### Apply for Financial Aid

SCAC relies on the Financial Aid Staff at TOCC for the processing of student aid. TOCC's Financial Aid Office is the key to accessing a range of financial assistance opportunities. Visit the office in I-We:mta Ki: at the S-cuk Du'ag Campus to learn about the Free Application for Federal Student Aid (FAFSA), Pell Grants, Federal Student Educational Opportunity Grants,



Federal Work Study, American Indian College Fund scholarships, and others. The Financial Aid Office has a list of scholarships that are available for you and will also assist you in filling out the scholarship forms. Most students will find that they are eligible for Pell grants that often cover the entire cost of tuition, fees, and books. The FAFSA form, required to be completed to apply for any federal funding or American Indian College Fund scholarships, is available online at [fafsa.ed.gov](https://fafsa.ed.gov) and at the Financial Aid Office. **TOCC's school code number for FAFSA applications is 037844.**

**NOTE:** TOCC/SCAC does not offer Student Loans.

For more information, contact the TOCC Financial Aid Office at 520-383-0054 or see details in Chapter 3.

### Tuition, Books, and Fees

Financial transactions are made either at SCAC or the TOCC Bookstore, located in the I-We: mta Ki: (Main Building) at S-cuk Du'ag Campus. The TOCC Finance Office, located at the TOCC Komckud E-Was:'osidk Campus in Sells, is available for payments if the Bookstore is closed.

Tuition at SCAC is \$34.25 per credit hour, and is waived for all Native students. Tuition, fees, and attendance costs are listed in this Catalog for the 2024-2025 academic year, but may be subject to change.

### Textbook Payments

The SCAC/TOCC Bookstore accepts payment for textbooks in the form of cash, credit card (payment by phone to TOCC), check or money order, or by presentation of a third-party guarantee. Examples of third-party guarantees include:

- A Pell grant award list of students provided by the TOCC Office of Financial Aid;
- An original purchase order;
- A copy of a purchase order that has already been sent to SCAC
- A signed letter from an employer.

### Payment Due Date

Tuition, books, and fees must be paid before the first day of classes each semester, unless one of the third party guarantees is presented. If you are unable to make your payment in full by the first day of classes, you may request to be put on a payment plan at SCAC. Payment plans are only for the cost of tuition and fees and books.

**Accepted Forms of Payment**

SCAC accepts cash, personal checks, credit cards, money orders, traveler’s checks, cashier’s checks, and third party payer purchase orders or checks. On site, SCAC currently only accepts cash checks or money orders made out to Tohono O’odham Community College. Credit card payment can be made by phone by calling the TOCC Bookstore or Finance Office. SCAC/TOCC will not accept counter checks (checks printed without a name or address), second-party checks, out-of-country checks, or postdated checks. Non-sufficient funds payments are subject to a \$25.00 penalty.

If payment is by a third party payer, it is the student’s responsibility to bring either the purchase order or the check to SCAC by the payment deadline, or to make arrangements for the payment to reach the Bookstore prior to the payment deadline. For additional information on how to do this, contact the Bookstore. Payment may be made in person at the Bookstore. If paying by check, a picture ID is required. Payments may be mailed to the Finance Office at TOCC Finance Office, PO Box 3129, Sells, AZ 85634. **Important Notice: Do not mail cash.**

**Tuition and Student Activity Fees**

**Note:** All tuition, fees, books, housing, and other costs are for the 2023-2024 Academic year only, and subject to change in future years.

**\*Currently, tuition is free for Native American students from Federally recognized tribes who can provide proof of enrollment. Non-native tuition is \$34.25 dollars per credit hour.**

**\*\*All Fees have been waived for all students in summer session 2024, fall session 2024, and spring session 2025.**

Credit Hours	Tuition
1	34.25
2	68.50
3	102.75
4	137.00
5	171.25
6	205.50
7	239.75
8	274.00
9	308.25



10	342.50
11	376.75
12	411.00
13	445.25
14	479.50
15	513.75
16	548.00

**Other Costs and Payments**

Past-Due Tuition	Amount of Tuition Due
Past-Due Book Loan	Amount of Loan
Fee for Late Tuition or Late Repayment of Book Loan	\$25.00 - \$100.00 5% of balance: minimum of \$25.00, maximum of \$100.00 (per occurrence)
Non-sufficient Funds (NSF) Payment Fee	\$25 (per occurrence)
Excessive Loss or Breakage	Replacement cost
Lost Library Item	Replacement cost Plus \$10 processing fee
College Equipment Not Returned	Replacement cost Plus \$10 processing fee

**Account Holds (Temporarily Waived)**

**Reasons for Financial Holds**

Reason for Hold	Amount to Clear Hold
Past Due Tuition	Amount of tuition
Past Due Book Loan	Amount of loan
Non-Sufficient Funds Payment Fee (each NSF)	Amount of fee
Lost Library Books or iPad	Amount of replacement cost plus \$10 processing
Late Fees	Amount of late fees

### Tuition Deferment

Payment of tuition and fees is due at the time of registration. However, SCAC offers a tuition deferment option for those who qualify. The option requires that a student:

- May only defer up to half of the tuition (the other half must be paid when the deferment request is made); and,
- May only defer payment for up to 30 days.

If the tuition deferment is not paid by the payment deadline, the student account will be placed on hold. The Tuition Deferment Request form is available at the TOCC Bookstore. In extreme cases a payment plan may be requested. A payment agreement will be signed and monthly payments made, and the balance paid by the end of the term.

### Refund Due to Class Cancellation

If the College cancels a class, all applicable tuition and fees will be refunded if another course is not chosen. If the student is receiving federal financial assistance, the refund will be paid back directly to the sponsoring program, as required under federal guidelines. Course materials may be returned to the Bookstore for a full refund if the books and or other materials or software are in original condition.

### Semester Refund Deadlines

To be eligible for a full refund of tuition the course must be dropped by the drop/full refund deadline that applies to the course. The “Drop Full/Refund Deadline” is listed on the Academic Calendar, which can be found on SCAC’s homepage, [www.apachecollege.org](http://www.apachecollege.org).

If the course is dropped after the drop/full refund deadline, a student may be eligible for a partial refund of tuition, as shown in the Refund Rates table.

### Refund Rates

Timing of Withdrawal	Percentage of Tuition to be Refunded
By the drop/full refund date	100%
Between drop/full refund date and withdrawal deadline	67%
After withdrawal deadline	0%

### Special Provisions Refunds

If unforeseen circumstances force a student to totally withdraw from the College after the drop/full refund deadline, a partial refund of paid tuition may be requested, less any applicable fees, provided the circumstances meet one of these five special criteria:

- **Serious Illness or Injury:** Provide a written statement from a physician verifying that the illness or injury prevents the student from attending classes.
- **Death of a Family Member:** Provide a copy of the death certificate. The College defines family members as spouses, children, parents, siblings, grandparents, grandchildren, or in-laws of the student requesting the refund.
- **Military Transfer:** Provide a copy of transfer orders. The orders must verify that the transfer was unforeseen prior to the official semester drop dates.
- **Cultural Requirements:** SCAC recognizes, values, and respects the importance of the Native American cultural and religious practices of its students. The College may grant a special provision for students who participate in activities required by cultural or religious circumstances or practices.
- **Other Situations:** In the event of extenuating circumstances not covered above, the College President or her/his designee will review and rule on any special requests. A **Special Provisions Refund Request** must be made during the same semester that the withdrawal occurs. Only tuition may be refunded. Fees will not be refunded. Requests for refunds made after the semester has ended will not be granted. If the refund request is approved, the amount will be calculated based on the date of the last withdrawn class, as shown in the Refund Rates table. For additional information and to submit a **Special Provisions Refund Request**, contact the TOCC Admissions Office.

### **Tuition and Fee Refunds**

Students may be eligible to receive either a full or partial refund of tuition and fees under certain circumstances. Refunds for tuition and fees are generally processed as a check, which is usually mailed within five working days after the refund request is processed. Any outstanding debts owed to the College may be deducted from the refund. The Registration Processing Fee of \$10.00 is non-refundable.

## Chapter 2 – Student Life

### Community Life at SCAC

SCAC aims to offer a rewarding life for its students, with programs and activities for students being added as the College grows. There are opportunities to get together to share common interests, celebrate diverse cultures, and enjoy recreational and learning activities. There are avenues available to develop and demonstrate leadership qualities, to establish contacts within the College and within the San Carlos Apache community, and to be a voice within and for SCAC. Students are encouraged to take the initiative to become involved in the life of the College.

### Student Services and Resources

SCAC’s Student Services Department is located in the Main Administration Building. For more about the services SCAC offers, see Chapter 1 “Getting Started at SCAC.”

### Advising and Mentoring

Academic Advisors are available to help students choose courses and make decisions that best meet their educational needs. Both walk-in services and appointments are available. Academic advising is introduced in the enrollment process in Chapter 1, “Getting Started at SCAC.” Enrolled students should meet with their academic advisor at least once each semester to ensure that they are on track with their programs of study. Faculty also serve as advisors for students enrolled in SCAC degree programs.

### Counseling

A Counselor is available to help students with decisions and situations that go beyond academic advising, but may involve educational issues. The Counselor is available to assist students with self-awareness, personal development, stress management, and identifying appropriate community agencies for assistance, if needed. You can contact the counselor at [counseling@apachecollege.org](mailto:counseling@apachecollege.org) or by calling the main line at **928-475-2016**

### Tutoring

Skilled tutors are available to help students develop their skills in math, writing, and a variety of other subjects. Send an email to [tutoring@apachecollege.org](mailto:tutoring@apachecollege.org) to request tutoring services.

### Health and Wellness

The health and wellness of all our students—in mind, body and spirit—are essential for their success at SCAC. Services are provided to students through forums, health fairs, screenings, lifestyle management classes, safe sex education programs, and disease prevention awareness programs.

### Recreation

The College is committed to increasing recreational activities as it grows. All new students are eligible to receive a FitBit after the first month they remain enrolled as a SCAC student.

## **Student Clubs and Organizations**

SCAC encourages the establishment of student clubs and organizations. Students have a voice in College functions and activities through the Student Senate and other student groups and committees. Students and their Senate representatives are encouraged to sit on various task forces and committees that make recommendations to the Board of Regents. Although students cannot cast a vote with the official members of the Board of Regents, they can voice an opinion on agenda items. Students are encouraged to participate in student organizations to gain leadership, citizenship, and volunteer experience.

### **The Student Senate**

In the next year, a Student Senate will be created at SCAC. A preliminary mission statement for the group will be to “represent and be the voice of the student body, working together to bring forth ideas of concern and interest that would best serve and promote the San Carlos Apache College mission, vision, and core values.” Students are encouraged to participate in the Senate to engage in leadership, citizenship, and volunteer experience.

### **Resources for Students with Disabilities**

SCAC will make every effort to ensure that qualified individuals with a disability are provided a reasonable accommodation and will promote respect for the dignity and equal treatment of individuals with disabilities. Student requests for accommodation due to disability are processed through the Counselor. The SCAC Counselor will provide intake assistance, eligibility determination with appropriate documentation, student services plan, faculty notification of accommodation, and monitoring of student accommodations.

### **Library Services**

SCAC recently partnered with the San Carlos Public Library (a branch of the Gila County Library District) to open a joint SCAT Community and Apache College Library. The Library’s phone number is (928) 475-2609.

SCAC students have remote access to all resources of the TOCC Library--plus in-person access to these resources whenever they are visiting TOCC--which provides educational resources and services to TOCC students, faculty, and staff, and to the Tohono O’odham Nation communities. The Library staff members are available to answer reference questions; to assist with the Library computers; to help patrons select electronic and print research resources; to offer reader guidance; and to provide workshops or individual tutoring in library orientation, information literacy skills, and in using print, electronic and multimedia materials and equipment. The online library catalog is at [yousemore.com/tocc](http://yousemore.com/tocc).

TOCC’s Library’s collections include books, journals, photographs, maps, vertical files, CDs, audiotapes, videos, DVDs, posters, grey literature, artwork, software loaded on the computers, indexes, dissertations, electronic subscription databases, Internet access, artwork, the online Ready Reference collection, and the Danny Lopez Special Collections. Subscription databases are password protected. Please contact the Librarian for more information.

At SCAC, computers are available for use by students and community members. In addition, SCAC is partnering with the San Carlos Public Library to add more reference books for college students in addition to a collection of books on the history of Apaches in the region. Through a partnership with Northern Arizona University, students who meet certain requirements may be granted access to NAU library resources.

SCAC is also pursuing new partnerships with Arizona State University and the University of Arizona, which are designed to make available to SCAC students and faculty the extensive library, student support services, and other major resources of these large public universities.

### **Interlibrary Loans**

Tribal colleges and universities, including TOCC/SCAC, that belong to the American Indian Higher Education Consortium (AIHEC) participate in interlibrary loans with each other. If an AIHEC member library does not have what a student needs, there may be additional ways to access the material at other AIHEC member institutions.

### **Library Locations and Hours**

SCAC's Joint Community and College Library is currently open from 8-4:30pm Monday through Friday for check-in and check-out of materials. However, students may use the college area of the library as a study space after hours until 7:30pm, Monday through Thursday.

SCAC students also have full access to the O'ohana Ki: the Main Library at TOCC, which located in the I-We:mta Ki: building (Working Together) on the Main Campus and supports academic and general education. The West Campus Library (WCL) supports occupational and apprenticeship programs; child development education; agriculture and natural resources; and GED education. TOCC's Main Library hours are Monday through Friday from 8:00 a.m. to 5:00 p.m. The WCL is open Monday through Friday from 7:00 a.m. to 4:00 p.m. Contact the Library for more information. Libraries are closed on Saturday and Sunday and all TOCC holidays. Library staff members can be reached at these contacts:

- (520) 479-2900 (Main)
- (520) 479-2300 (College receptionist)
- (520) 383-8403 (Fax)
- (520) 479-2300 ext. 2410 (WKL)
- [youseemore.com/tocc](https://youseemore.com/tocc) (Click the Librarian tab for online reference help by email)
- [tocc.edu/library](https://tocc.edu/library) (General information)

### **Student Rights and Responsibilities**

Student rights and responsibilities are fully described in the *SCAC Student Handbook*. The *Handbook* is available online and from the SCAC Office of Student Services.

### **Declaring a Program of Study**

During the admission process, students are required to declare a program of study, commonly known as a major. Ensuring the accurate listing of the chosen program of study on their

academic records is of utmost importance. The deadline for declaring a program of study is set at the conclusion of the first semester at SCAC, with the exception of summer sessions. Failure to declare a program of study by the specified deadline may result in the placement of a hold on the student's account, necessitating a meeting with an advisor.

To assist students in making informed decisions about their academic journey, the institution provides access to dedicated advisors who can guide them in choosing the appropriate program of study. It is essential to recognize that the selected program of study can have implications for financial aid or veteran's benefits, making it crucial to make a well-informed choice.

Students are allowed to modify their program of study only once within a given semester.

Additionally, they may simultaneously declare up to two programs of study during their tenure as a student, subject to the institution's guidelines and regulations.

### **Drug-Free School and Communities Act Information**

San Carlos Apache College enforces the **Drug-Free School and Communities Act Amendments of 1989** (Public Law 101-226, 20 U.S.C. §114g). For more information, please consult the [SCAC Student Handbook](#).

### **Legal Sanctions**

The San Carlos Apache Tribe, federal, and state laws prohibit the unlawful possession, use, or distribution of illicit drugs and alcohol. Conviction for violating these laws can lead to imprisonment, fine, probation, and/or assigned community service. Students convicted of a drug-and/or alcohol-related offense will be ineligible to receive federally funded or subsidized grants, loans, scholarships, or employment. SCAC fully subscribes to and cooperates with San Carlos Apache Tribe, federal, and state authorities in the enforcement of all laws regarding the unlawful possession, use, or distribution of illicit drugs and alcohol.

### **Support Resources**

SCAC will assist students with appropriate referrals and information concerning drug and alcohol education, counseling, treatment, rehabilitation, or re-entry programs that may be available in the community. Contact the Counselor at [Counseling@apachecollege.org](mailto:Counseling@apachecollege.org)

### **State Authorization Reciprocity Agreement (SARA)**

Tohono O'odham Community College (TOCC) is a member of the Arizona State Authorization Reciprocity Agreement (AZ SARA) Council, which oversees online and virtual courses and programs (also known as distance education), holding such offerings to national standards of quality and best practices in delivery. TOCC's participation in the SARA process benefits students by ensuring the quality of distance education and by providing out-of-state students a forum for addressing concerns related to distance education.

### **SARA Complaint Policy**

TOCC is committed to its students' success by providing holistic, quality higher education services. When a student has an adverse experience and wishes to complain, there are several ways to address concerns. Students are encouraged to try first to resolve complaints informally, speaking directly with the instructor, staff member, or other student who is involved in the situation. If the informal resolution does not work, then the student may file a Grade Appeal or Student Complaint.

For instructional complaints such as grievances about grades, the Student Handbook describes the "Grading Complaints & Appeal Process." As mentioned in this policy, Grade Appeal Committee decisions are final. For non-academic complaints, the Student Handbook lays out the "Non-Grading Student Complaint Process." This policy includes the steps for review and resolution, as well as two levels of appeal, to the President's Office and to the Board of Trustees. For in-state or resident students with complaints not related to grading, the highest level of appeal is the College's Board of Trustees. If they have gone through TOCC's complaint and appeals processes and are not satisfied, then out-of-state distance-education students may file a complaint through the **AZ SARA Council portal**. The AZ SARA Council will "address concerns related to distance education activities (online learning, sufficiency of support for distance education students, and related activities) from out-of-state students" (NC-SARA, **A Resource for Students: Frequently Asked Questions about Filing a SARA Complaint**, page 2).

To file a SARA complaint about TOCC, visit the portal at <https://azsara.arizona.edu/complaints>.

### **American Indian Higher Education Consortium (AIHEC)**

AIHEC provides many unique opportunities to TOCC/SCAC students to learn, grow, and develop in special ways. For example, SCAC, like all other members of AIHEC, can select one or more students to accompany College administrators and Regents to the AIHEC winter meetings in Washington, D.C., where they can witness or learn about the nation's legislative process, as well as help champion their college to congressional leaders and federal government officials. Also, each spring several SCAC students travel to the AIHEC student conference, a gathering of student representatives from tribal colleges and universities throughout the country, where they participate in various academic and sports competitions with students from other TCUs.



## Chapter 3 – Financial Aid

Financial aid may come in the form of grants, scholarships, work-study programs, or a combination thereof. While the student is ultimately responsible for meeting educational costs, most SCAC students receive some source of student financial aid. It is expected that students who plan on attending SCAC will be responsible for tuition and fees and other college expenses incurred.

### Applying for Financial Aid

San Carlos Apache Colleges uses the services of Tohono O’odham Community College’s Financial Aid Office to process requests for financial aid and they will make every effort to provide financial assistance to SCAC students. The Financial Aid Office works with students to meet unmet financial needs to the maximum amounts from federal, state, and private sources. Financial aid is awarded for one academic year, and students must reapply annually.

The Financial Aid Office provides information for financial aid programs, including TOCC scholarships. Other sources include the federal government, the San Carlos Apache Tribe’s Education Department, the Tohono O’odham Nation, and private donors accessed through the American Indian College Fund (AICF). Funds are awarded to students based on financial need, academic achievement and program of study. For more information, please stop in or call the Financial Aid Office at **(520) 479-2312**.

### Financial Aid: The Steps to Follow

- Visit the SCAC Student Services Office for assistance with filling out a **Free Application for Federal Student Aid (FAFSA)** form and to obtain an FSA ID username and password needed to fill out the FAFSA and sign the form electronically. Information about other funding sources such as scholarships, Federal Work Study and the Federal Supplemental Educational Opportunity Grant (FSEOG), and the process to apply for them is available through the Financial Aid Office.
- The TOCC/SCAC Financial Aid Office will assist students in filling out the FAFSA. If the student is a “dependent” student, parents or a legal guardian will need to sign the FAFSA. The form is also available online at [fafsa.ed.gov](https://fafsa.ed.gov).
- The FAFSA must be completed each calendar year, which begins on October 1st for the coming school year that begins with the Fall semester in August at TOCC. It is recommended to apply early.
- **TOCC’s school code is 037844.**

### General Eligibility Requirements

Eligibility for most federal student aid programs is based on financial need, rather than on academic achievement. To have their financial need determined, students must complete and file a Free Application for Federal Student Aid (FAFSA). A student must demonstrate financial need to be eligible for most federal student aid. At its simplest level, a student’s financial need is the difference between the student’s cost of attendance at school and the amount the family is expected to contribute to the student’s education.

Additionally, to be eligible for federal student aid, a student must meet each of these criteria:

- Have a high school diploma (this can be from a foreign school if it is equivalent to a U.S. high school diploma); or have a recognized equivalent of a high school diploma, such as a general educational development or GED certificate; or be enrolled as a regular student in an eligible degree for a certificate program. Be a U.S. citizen or eligible noncitizen.
- Have a valid Social Security Number (with the exceptions of students from the Republic of the Marshall Islands, Federated States of Micronesia, or the Republic of Palau).
- Make satisfactory academic progress.
- Sign certifying statements on the FAFSA, such as agreeing to use federal student aid funds only for educational expenses.

A student who does not have a high school diploma, GED, or a high school transcript showing that he or she completed high school will not be eligible to receive any Federal funding such as a Pell Grant, Federal Work Study or the Federal Supplemental Educational Opportunity Grant.

### **Need Analysis**

The process of analyzing a student's financial need, known as Need Analysis, focuses on determining how much the family reasonably can be expected to contribute toward the student's education. Determination of an applicant's need is achieved by collecting information about the family's income, assets, and living expenses. For the federal student aid programs, the law specifies a need analysis formula that produces the Expected Family Contribution (EFC). The EFC and the school's cost of attendance are used by the school to establish the student's need, as well as to award grants and campus-based aid.

### **Planning Early with *FAFSA4caster***

*FAFSA4caster* is a service of the U.S. Department of Education that helps students to explore financial aid options and eligibility while still in high school, or before they enroll in college. More about this service is available at <https://studentaid.gov/aid-estimator/>

### **Getting a Federal Student Aid ID (FSA ID)**

It is recommended that students and parents save time by requesting the FSA ID long before the student applies for financial aid.

### **How Does a Student or Parent Use an FSA ID?**

- The FSA ID can be used to sign the FAFSA electronically, greatly decreasing the processing time. The FSA ID can be used in the following ways (among others):
- As the applicant's electronic signature, or the parent's electronic signature on the FAFSA (if the parent obtains her or his own FSA ID);
- To gain access to online information about federal student aid the student has received;
- To gain access to the applicant's information on FAFSA on the Web, to view FAFSA processing results, to make corrections, or to file a FAFSA based on data the student filed in previously.

### **Why Does a Parent Need an FSA ID?**

At least one parent or legal guardian of a dependent student must sign that student's FAFSA. And using the FSA ID to sign electronically is the most efficient way to sign. Each person signing a FAFSA electronically must have their own FSA ID, including the student and the parent or legal guardian of a dependent student. If a parent or legal guardian of a dependent student does not have an FSA ID the paper signature section of the FAFSA must be signed manually and mailed to the Department of Education. Doing this extends the financial aid process because it takes at least three weeks for the school to receive approval from the Department for the student's financial aid. Using the FSA ID and signing electronically expedites the financial aid process for the student.

### **Gathering Documents for the FAFSA**

To complete the FAFSA, students (and their parents, if applicable) need their Social Security numbers, driver's licenses (optional), federal income tax returns, W-2 Form(s), current bank statements, and records of any stocks, bonds, or other investments and assets.

### **When to Apply for FAFSA**

Students and parents should fill out their income tax forms and the FAFSA as early as possible. Those who are unable to complete income tax forms early should estimate amounts as accurately as possible and fill out the FAFSA accordingly, correcting the information with actual amounts once the income tax forms are complete. Note that most states have specific deadlines for students who want to be considered for state aid, and some schools have limited institutional funds that are awarded on a "first-come, first-served" basis to eligible students. The student who completes the FAFSA early has a better opportunity to meet financial aid deadlines and to be considered for awards from institutional funds.

### **How to Apply: FAFSA on the Web**

FAFSA on the Web, available in both English and Spanish, allows students to complete their FAFSAs faster and more easily than any other application method. This Internet application offers detailed online help for each question, as well as live, online, one-to-one communication with customer service representatives. The address for FAFSA on the Web is [fafsa.ed.gov](https://fafsa.ed.gov).

### **Saving the FAFSA with a Passkey**

Students do not have to complete the FAFSA on the Web in one sitting. At the beginning of the process, the student is asked to supply a passkey. If the student is interrupted, needs to leave the application before completing it, or if the site automatically logs the student off due to 30 minutes of inactivity, the information will be saved and will remain available via the passkey for 45 days. The student should keep the passkey in a safe place. The passkey is different from the FSA ID (username & password). The FSA ID allows the student to electronically sign the FAFSA or to access processed FAFSA data, whereas the passkey is created solely to access the incomplete application at a later time.

### **Signing the Application with an ID or Signature Page**

At the end of the FAFSA, the student (or the dependent student's parent or legal guardian) signs electronically using his or her ID number. If the student or parent, or legal guardian, do not have an FSA ID the signature must be done manually, and the signature section will be sent to the

Department of Education, which extends the financial aid process for at least three weeks. Electronic signature using an FSA ID is recommended.

### **Getting an Estimated Expected Family Contribution**

When the student submits his or her information at FAFSA on the Web, a confirmation page appears. The confirmation page verifies that the application was submitted successfully, displays an estimated Expected Family Contribution (EFC), and indicates whether the student might be eligible for a Federal Pell Grant. The official EFC will appear on the Student Aid Report (SAR).

### **Applying though TOCC**

It is recommended that SCAC students file their FAFSA as early as possible. The student provides the necessary information such as IRS income tax information, enters the information electronically, and then sends it to the Central Processing System. Please contact the Financial Aid Office (520) 479-2312 for assistance.

### **Paper Application Method**

Students may complete a paper FAFSA (available in English and Spanish) and submit it for processing using an envelope. If completing a paper FAFSA, it will take more than three weeks for the FAFSA to be processed.

### **Student Aid Report (SAR)**

The Student Aid Report (SAR) is the document that students receive from the U.S. Department of Education in response to their FAFSA. The SAR informs the student of the Expected Family Contribution (EFC) and of their available federal student aid. Unless the student's SAR is identified as having problems, the EFC is printed on the upper right corner of the front page of the report. The SAR also includes instructions, such as how to make corrections to the data the student supplied on the original FAFSA.

### **Major Federal Student Aid Programs**

The U.S. Department of Education offers four major types of financial aid, with the Pell Grant being the most widely known type. The Pell and the Federal Supplemental Education Grants are "gift aid" and do not have to be repaid unless an overpayment has resulted due to the student withdrawing before the end of the enrollment period for which the grant was awarded. It is the school's responsibility to inform the student whether any funds must be returned to the Department of Education. The other major types of financial aid are the Federal Work-Study that provides income (which does not have to be repaid) from part-time employment on campus or in the community, and federal aid specifically for Veterans.

### **Federal Grants: The Pell Grant**

Federal Pell Grants are awarded according to rules set by Congress. Every year the U.S. Department of Education publishes updated tables used in the Expected Family Contribution calculation. The EFC is a measure of how much the student and his or her family can be expected to contribute to the cost of the student's education for the year. The EFC is calculated according to a formula specified by law. If a student is eligible on the basis of these rules, an eligible school will receive the federal funds to pay the student his or her grant. The amount of funding a student receives through the Pell Grant is based on the student's EFC and the number of classes in which the student is enrolled.

### **How Much Federal Pell Grant Funding Can a Student Receive?**

Each year, the Federal Pell Grant Program publishes the Regular Payment Schedule for Determining Pell Grant Awards, which varies from year to year. To determine the amount of a student's Federal Pell Grant, the TOCC Financial Aid Administrator considers the cost of attendance, the Expected Family Contribution (EFC), and other factors.

### **Payment Due Date for Pell Grant Recipients**

Under certain circumstances, there are students who have filled out their Free Application for Federal Student Aid (FAFSA) and have registered to attend school but who cannot pay for tuition, textbooks, and fees at the time of registration. In these cases, when a student has an Institutional Student Information Record (ISIR) that has been approved for a Pell Grant on file with the TOCC Financial Aid Office, the Financial Aid Officer will provide the student with a "Book Waiver," for the student to take to the Bookstore to obtain books. With approval by the student all fees, tuition, and other expenses will be deducted from the student's Pell award once received by the College.

### **Campus-Based Programs**

Campus-based programs are administered by the Financial Aid Office at eligible schools that choose to participate. The U.S. Department of Education provides funding for the campus-based programs at TOCC. All students who apply for either the Federal Supplemental Education Grant or the Federal Work Study must fill out a FAFSA.

### **Veterans Benefits**

Tohono O'odham Community Colleges' veterans' services office acts as a liaison with the Department of Veterans Affairs. Students may be eligible to receive educational benefits if they are registered in courses that apply to the student's approved programs.

Application forms, counseling, advisement and tutoring are available for students who are eligible for veteran's educational benefits. The amount of benefit awarded is determined by the Department of Veterans Affairs, and is based on the number of credit hours for which a student is enrolled and the length of the enrollment period for each course.

You should apply for educational benefits from the Department of Veterans Affairs well in advance of your enrollment at Tohono O'odham Community College (TOCC). Our Veteran's Affairs Office can provide you with the Veterans Application for Education Benefits.

### **Veteran's benefits available at TOCC:**

#### **Chapter 30 - Montgomery GI Bill®**

The Montgomery GI Bill- Active Educational Assistance program provides up to 36 months of education benefits for a variety of programs.

#### **Chapter 32 - VEAP Program**

Veterans Educational Assistance Program (VEAP) benefits are available to certain veterans who entered active duty between January 1, 1977 and June 30, 1985.

#### **Chapter 33 - Post 9/11 GI Bill & Transfer of Eligibility to Dependents (TOE)**

The Post-9/11 Yellow Ribbon Program GI Bill will pay you:

- All resident tuition and fees for a public college; or,
- The lower of the actual tuition and fees, or the national maximum per academic year, for a private college.

#### **Chapter 35 - Survivors and dependents of deceased/100% disabled veterans**

Students may qualify for DEA benefits if they are spouses or children of:

- Veterans who die or are permanently and totally disabled as the result of a service-connected disability arising from active service in the armed forces;
- Veterans who died from any cause while rated permanently and totally disabled from the service connected disability;
- Service persons missing in action or captured in the line of duty by a hostile force;
- Service persons forcibly detained or interned in the line of duty by a foreign government or power; or,
- Service persons hospitalized or receiving outpatient treatment for a service-connected permanent and total disability and likely to be discharged for that disability

### **Chapter 1607 - REAP Reserve Educational Assistance Program**

The Reserve Educational Assistance Program (REAP), also known as Chapter 1607, makes certain reservists who served for at least 90 days after September 11, 2001, eligible either for education benefits or for increased benefits. For more information, visit

<https://www.benefits.va.gov/gibill/reap.asp>

It is the student's responsibility to notify the Veteran's Coordinator regarding any change in enrollment, address, program of study, enrollment at another institution, or any other change that may impact their veteran's educational benefits.

Those students receiving benefits must follow the VA academic progress policy to continue to receive benefits. Department of Veterans Affairs regulations require that all persons using any type of veteran educational assistance program make satisfactory academic progress toward achievement of their educational objective (program of study). A student who does not meet the minimum standards of 2.0 upon completion of 12 or more credit hours will be placed on probation, at which point the student will have no more than two semesters in which to improve academic standing to acceptable. At this point, if satisfactory academic progress has not been demonstrated, veteran educational benefits may be terminated. Benefits may be resumed when the student raises the cumulative grade point average to the required minimum standard.

### **Distance Learning:**

The course content and competencies for distance learning classes are the same as courses offered in-person or in a hybrid format. The courses offered in this format lead to completion of TOCC degrees and/or certificates of completion. TOCC uses Canvas for teacher/student interactions for online or hybrid classes. You will be contacted through official TOCC channels to help with initial login.

### **Prior Credit Evaluation:**

Department of Veterans Affairs requires that all persons using any type of veteran's educational assistance must have all prior education and training evaluated. Students will be required to request transcripts from all prior institutions, including military training. Without all prior institutions and military training, veteran educational assistance may not be certified. Transcripts will be evaluated and credit will be granted, as appropriate.

### **Title 38 USC 3679(e) Compliance**

The following policies and procedures are of primary concern to veterans, servicepersons, members of guard and selected reserves, and other eligible persons who receive VA educational benefits while enrolled at the college.

In accordance with Title 38 US Code 3679 subsection (e), this school adopts the following additional provisions for any students using the U.S. Department of Veteran Affairs {VA} Post 9/11 G.I. Bill® (Ch. 33) or Vocational Rehabilitation and Employment (VR&E) (Ch. 31) benefits, while payment to the institution is pending from the VA. This school will not:

- Prevent the student's enrollment;
- Assess a late penalty fee to;
- Require student secure alternative or additional funding;
- Deny their access to any resources (access to classes, libraries, or other institutional facilities) available to other students who have satisfied their tuition and fee bills to the institution.

However, to qualify for this provision, such students may be required to:

- Provide Chapter 33 Certificate of Eligibility (or its equivalent) or for Chapter 31, VA VR&E's contract with the school on VA Form 28-1905 by the first day of class.

Note: Chapter 33 students can register at the VA Regional Office to use E-Benefits to get the equivalent of a Chapter 33 Certificate of Eligibility. Chapter 31 student cannot get a completed VA Form 28-1905 (or any equivalent) before the VA VR&E case-manager issues it to the school.

- Provide written request to be certified;
- Provide additional information needed to properly certify the enrollment as described in other institutional policies

### **Other Sources of Funding for College**

Financial aid may be awarded from non-federal sources in the form of scholarships. The Financial Aid Office requires that the student submit a scholarship application in addition to the Free Application for Federal Student (FAFSA), which assists in determining the student's Expected Family Contribution (EFC). The best source of information on aid available at a college is the college's Financial Aid Office.

### **SCAT Education Department Higher Education Program**

Contact information for the San Carlos Higher Education Scholarship: (928) 475-2336. Please also email the Executive Director, Flora Talas, at [flora.talas@ed.scatsn.gov](mailto:flora.talas@ed.scatsn.gov)

- **June 1 - Deadline for Fall**
- **November 1 - Deadline for Spring**

### **American Indian College Fund**

The American Indian College Fund (AICF) was established in 1989 under the American Indian Higher Education Consortium (AIHEC). The mission of AICF is to raise scholarship funds for American Indian Students to use at qualified tribal colleges and universities and to broaden awareness of those institutions and of the Fund itself. The AICF also raises money and resources for other needs at the colleges, including capital projects, operations, endowments or program

initiatives. The AICF conducts fundraising and related activities for Board-directed initiatives. Students interested in applying for an AICF Scholarship may go to [www.collegefund.org](http://www.collegefund.org) to search for scholarship listings, as well as ask the TOCC Financial Aid Office for assistance.

### **American Indian Education Foundation**

The American Indian Education Foundation (AIEF) was established to support educational opportunities for American Indian and Alaska Native students. Its vision is to enhance strong, self-sufficient American Indian communities. Scholarships are awarded for each academic year and recipients are chosen by a national selection committee. More information on the AIEF can be found at the TOCC Financial Aid Office or on the foundation's website at [www.aiefprograms.org](http://www.aiefprograms.org), or by calling AIEF regarding the Fund's scholarship program at **(800) 881-8694**.

### **Gewkdag Scholarship**

Both TOCC and SCAC students are eligible for a **Gewkdag Scholarship**. It provides free tuition and fees plus \$250 toward books to students who graduated from High School or who earned a GED within one year prior to enrolling in TOCC/SCAC. Requirements include registering for 12 or more credits, and graduating from a school or GED facility on or near the Tohono O'odham Nation. If the **Gewkdag Scholarship** recipient earns a cumulative GPA of 2.0 with a full-time load (12 or more credits) during their first semester, then their second semester is also free and another \$250 in book fees will be provided.

### **Financial Aid Requirements**

Apply for financial aid in a timely manner. If you can, complete your financial aid application the semester prior to registering for classes.

To be eligible for financial aid you must declare a major.

Selected students must verify the income they reported on the PELL Grant application. If a tax return was filed, an IRS Tax Return transcript and verification worksheet must be in the student's file in the Financial Aid Office.

Students who attend another college, university or institution of higher learning that participates in Title IV programs must submit official transcripts to TOCC.

Students receiving Federal Financial Aid must maintain Satisfactory Academic Progress.

### **Satisfactory Academic Progress (SAP) Requirements for Federal Financial Aid Title IV Recipients**

The U.S. Department of Education requires that students maintain satisfactory academic progress in a program of study that leads to a degree in order to be eligible for federal financial aid. Federal Student Aid includes Federal Pell Grants, Federal Supplemental Educational Opportunity Grants (FSEOG), and Federal Work-Study. Other agencies, including tribal and



scholarship programs, may require students to maintain Satisfactory Academic Progress (SAP) for their aid programs.

The entire academic record (cumulative Grade Point Average) of all federal student aid recipients will be monitored at the end of each semester to ensure compliance with the “qualitative and quantitative” SAP requirements specified below. Therefore, even the academic record of those who have not received Federal Student Aid in the past will impact future eligibility. Failure to meet the following standards will result in financial aid ineligibility for students who may have otherwise qualified for Federal Student Aid.

Satisfactory academic progress has both a qualitative and quantitative measure to monitor a student’s progress toward a degree or certificate:

- 1) Qualitative Requirement: Students must maintain a cumulative grade point average.
  - a) Freshman (1-30 attempted credit hours) = 1.50
  - b) Sophomore (31-60 attempted credit hours) = 2.00
  - c) Junior (61-90 attempted credit hours) = 2.00
  - d) Senior (91 or more attempted credit hours) = 2.00

2) Quantitative Requirements:

The students must demonstrate their pace of progression through their program of study. The pace is measured at the end of each term. The students must satisfactorily complete at least 67% of their attempted courses. Here are some examples:

Term 1	Term Pace	Cumulative Pace
9 hours completed 12 hours attempted	75%	9/12=75%

Term 2	Term Pace	Cumulative Pace
6 hours completed 12 hours attempted	50%	15/24=62.5%

Term 3	Term Pace	Cumulative Pace
12 hours completed 12 hours attempted	100%	27/36=75%

"Satisfactory Completion" means earning a passing grade of A, B, C, D, or P. Grades of I, W, or F are not considered passing grades.

If a student withdraws during the first three weeks of the term, those classes are not considered as credit hours attempted. All courses withdrawn from the fourth week of the term to the end will be counted as credit hours attempted. Incomplete grades are considered credit hours attempted.

**Developmental Courses**

Developmental courses (Courses numbered below 100) will be counted towards the students’ overall pace of progression and the cumulative hours attempted.

## **Repeats**

Courses that are failed or withdrawn from, then repeated are considered in the hours attempted. Title IV funding can only pay a student one time for repeating a course that the student has passed with at least a D. In accordance with Title IV (PELL, FSEOG, FWS) regulations, courses for which students earn credit by way of testing out will not be paid by Title IV aid.

## **Review**

Following each semester, the Grade Point Average and number of credits attempted and completed for each Financial Aid recipient will be reviewed. Students will be notified if they do not meet the minimum Qualitative and Quantitative SAP requirements.

## **Non-Satisfactory Academic Progress**

### **Financial Aid Warning**

If a Financial Aid recipient fails to satisfy the Satisfactory Progress Rule in a particular semester, the recipient will be placed on Financial Aid Warning during the succeeding semester of enrollment. In other words, even if a student's overall record meets the SAP requirements for passing 67% of courses and has a cumulative GPA that meets the SAP, but does not meet those requirements in his/her/their most recent semester, the student will be on financial aid warning. Students are still eligible to receive Financial Aid during the warning period, but they must satisfactorily complete 67% of their total courses with a cumulative Grade Point Average of 1.50 for students with up to 30 semester credit hours completed, and 2.0 for those with 31 or more credit hours completed.

### **Financial Aid Suspension**

1. If a Financial Aid recipient fails to comply with the SAP policy during the warning period, and has a cumulative GPA that falls below the qualitative or quantitative guidelines, the student will be placed on Financial Aid Suspension status for all financial aid, but may appeal per the "Appeal of Financial Aid Suspension" section below.
2. When a Financial Aid recipient totally withdraws from all their courses anytime during the semester, they will automatically be placed on Financial Aid Suspension status for all financial aid.

### **Appeal of Financial Aid Suspension**

1. A student may appeal Non-Satisfactory Progress by completing the Financial Aid Appeal Form and submitting it with supporting documents to the Financial Aid Office by the 8<sup>th</sup> week of the semester following a Non-Satisfactory Progress designation.

As part of the appeal a student must provide:

- a. Reasons why he/she/they did not achieve minimum academic requirements which should include any type of extenuating circumstances they may have been experiencing at the time.

Extenuating circumstances that will be considered include but are not limited to: illness, death in the family, injury, casualty losses due to weather and natural disasters, fire, theft, acts of God, or terrorism.

- b. An explanation of what has changed that will allow the student to make Satisfactory Academic Progress at the end of the next term.
- c. The appeal request will include an academic plan showing how the student will make SAP by the end of the next term.
- d. Students may have up to three appeals – but those must be for different reasons.

2. The Appeal Committee will review the appeal and determine whether the Financial Aid appeal is accepted. The Appeal Committee's decision is final.

The student will be notified in writing of the decision for approval or reason of denial of his/her appeal no later than five days after receipt of such appeal.

- a. If the appeal is approved and the student **can** demonstrate that they can make Satisfactory Academic Progress in one term, they will be placed on **Financial Aid Probation** for one term.
- b. If the appeal is approved and the student **cannot** demonstrate that they can make Satisfactory Academic Progress in one term, they will be required to submit an academic plan. This plan has to show how they are going to get back on track in a reasonable time. The plan will demonstrate the student's map to graduation. The academic plan will then replace the SAP standards. At the end of each term, the student's Satisfactory Academic Progress will be measured against their plan. The students will have to follow the plan in order to receive financial aid.

If the student fails or withdraws from any courses on their plan, the student will again be required to meet the minimum SAP requirements in order to be eligible for any type of financial aid, as follows:

- 67% overall completion rate for the semester
- 1.5 GPA for students with up to 30 credits; 2.0 Cumulative GPA for all other students.

c. If the student's appeal is not approved, the student will not be eligible for financial aid until they meet the minimum SAP requirements and are able to complete their degree within the maximum timeframe policy.

### Credit Hour Maximums

The U.S. Department of Education has established a limit on the number of credit hours a student can attempt and still remain eligible for Federal Student Aid. This limit is based on 150% of the credit hours needed to complete the degree which the student is pursuing. That standard will allow for curriculum changes, repeats, and enrichment course work that may be required for the degree.

Examples:

- Credit Hour Maximum for an Associate degree of 60 credit hours: 60 semester hour credits x 150% = 90 semester hour credits.
- Credit Hour Maximum for a 30 semester hour certificate: 30 semester hour credits x 150% = 45 semester hour credits.

The Credit Hour Maximum includes all attempted Tohono O’odham Community College courses plus all transfer credit hours that apply to the degree or certificates.

Academic Progress toward the degree program will be measured at the end of each semester. The student will receive an update on the amount of financial aid left with the satisfactory progress letter at the end of each semester.

If at any time it becomes mathematically impossible for a student to complete their program with the number of credits left in their 150% timeframe – the student is no longer making Satisfactory Academic Progress and not eligible for Title IV aid.

### **Pell Grant Lifetime Eligibility Used (LEU)**

The amount of Federal Pell Grant funds a student may receive over his or her lifetime is limited by federal law to be the equivalent of six years of Pell Grant funding. Since the maximum amount of Pell Grant academic year funding a student can receive is 100% (amount can increase to 150% if attending full time summer courses that pertain to declared degree), the six-year equivalent is 600%. This is in effect as of the academic year 2012-2013. This includes all past Pell Grant awards each student received.

### **Change of Major**

Students wishing to change their major should notify the Registrar’s Office in writing, who will then notify the Financial Aid Office so that a determination of eligibility for the new program of study can be made. Determination shall be based on credits attempted and earned that can be transferred into the new major.

### **Dual Majors**

Students can only declare one major. However, if a student declares two majors, each semester, courses will be verified that they are on the students’ current degree plan. All Title IV funding will only pay for courses that are on each students’ degree plan or required prerequisites. If a student chooses to take classes not on their status sheet, they will be liable for tuition and fees of the course(s) not on their degree plan.

### **Transfer Credits**

Transfer credits earned at another institution that are accepted at Tohono O’odham Community College toward the degree a student is currently pursuing shall be used in computing the total credits attempted and earned.

Students with bachelor’s degrees are not eligible for a Federal Pell Grant.

### **Return of Title IV Funds**

Return of Title IV Funds occurs when a student withdraws from all classes without completing 60% of the semester. Upon the student's withdrawal, the amount of financial aid that has been "earned" by the student is based on the number of days of attendance. Students who withdraw unofficially will also be subject to the Federal Return of Title IV Funds Policy (R2T4). According to federal guidelines of R2T4, students who receive financial aid and then withdraw from all course work before 60% completion of the semester may have to pay back a portion of the grants received. The amount is determined by using a federal formula and the date the student has totally withdrawn from classes.

If TOCC finds that the student's expected Cost of Attendance incurred up to the time of withdrawal exceeds the amount of funds disbursed, the student does not owe a repayment. However, if the disbursement was greater than the student's Cost of Attendance up to the withdrawal date, the student must repay the excess amount to TOCC. It is the policy of TOCC to reimburse the Federal Student Aid Program and collect repayment from the student. Thus, the student will be in a repayment situation with TOCC rather than the Department of Education. TOCC will collect the funds from students.

The date of withdrawal is based on the date indicated on the drop card (official withdrawal) or the last day of attendance according to student attendance records (unofficial withdrawal).

### **Post Withdrawal Disbursements**

If the student received less federal aid than they earned, a post-withdrawal disbursement will be made to the student's account for direct costs. If further post-withdrawal disbursement is due, notification will be sent to the student if any grant amounts will be directly disbursed. The post withdrawal disbursement of Pell Grant funds must be completed within 45 days of the date the school determined the student withdrew.

All Refund Distributions are returned in this order as prescribed by Law and Regulations:

1. PELL Grant
2. FSEOG
3. Private, or Institutional Aid
4. The Student.

Federal Work Study (FWS) wages are excluded because they have been earned.

Tohono O'odham Community College is responsible for notifying the student of the amount owed, for billing the student, and for collecting the repayment.

The Director of Financial Aid will use the R2T4 PowerFAIDs Software for determining both the student's and institution's refunds.

### **Duration of Eligibility for Multiple Degrees**

Students who receive Title IV funding (financial aid contributions from the Federal Government, such as Pell Grants, etc.) to pursue multiple degrees must meet additional guidelines for duration of eligibility. Students desiring a second degree must be officially admitted to the new program of study, and all courses from previous programs that are applicable will be counted as courses completed for the new program of study.

Students reaching their duration of eligibility may appeal to the Financial Aid Committee (AKA Scholarship Committee) in writing. They may request to receive Title IV additional questions or information about Title IV Funds, please contact the Financial Aid Office.

## Chapter 4 – Grades, Graduation and Academic Policies



### Mastering the Basics of the College Experiences

To get off to a good start, students should become familiar with the basic terms, rules, and regulations that will influence their collegiate journey. This Chapter provides an overview of this information, including SCAC’s grade structure, the requirements to keep grades at required passing levels for graduation, how grades are calculated, developmental level coursework, placement testing, and academic policies.

#### What is a “grade” and why is it important?

A grade is a mark or “value” that you earn by taking a class. The Instructor decides how well you have done in class and assigns a grade. The grade goes on your transcript and becomes part of your permanent record.

#### What is a “transcript” and how can you get a copy?

A transcript is a record of all the college courses you have completed and the grades you earn in each of the courses. Each semester, instructors submit grades for the students that completed their courses. These grades become a permanent part of a student’s transcript. You can get a copy of your unofficial transcript from both the TOCC and SCAC Office of Student Services or by logging into Jenzabar. You can also make a request for official transcripts using the **Transcript Request Form** on the SCAC website. In addition, any questions about transcript requests can be sent to [transcripts@apachecollege.org](mailto:transcripts@apachecollege.org).

#### What is a “semester?”

A semester refers to the cycle of time wherein classes are taught. The semester length at SCAC is 16 weeks. There are two semesters in a year: Fall and Spring. Summer sessions are much shorter,

running around 5 to 8 weeks in length. When you take classes in summer sessions you still earn semester credits.

### **What is a “credit?”**

Credits are “numerical values” assigned to a course given in any semester. Most courses are either 3 or 4 credits in value. You need at least 12 credits in a semester to be considered a full-time student at SCAC.

### **What is a “Grade Point Average” or GPA?**

The grade point average or GPA is the “average” or “mean” of all the grades that you earned for all the credit hours you completed during a particular semester or set of semesters.

### **How is GPA calculated?**

GPA equals the sum of the number of credits per class, multiplied by the “grade-based points” awarded for each class, divided by the number of credits. As an example:

- You took 4 classes this semester and each class was 3 credits, which is 12 credits total ( $4 \times 3 = 12$ ).
- You earned an A grade in two classes, and a B and a C in the other two classes.
- An A is worth 4.0 points, so you earned 24 points in those two classes ( $4 \text{ points} \times 6 \text{ credits} = 24 \text{ points}$ ).
- The B is worth 3.0 points, so you earned 9 points in that class ( $3 \text{ points} \times 3 \text{ credits} = 9 \text{ points}$ ).
- The C is worth 2.0 points, so you earned 6 points in that class ( $2 \text{ points} \times 3 \text{ credits} = 6 \text{ points}$ ).
- The sum of points you earned is 39 ( $24+9+6$ ).
- $39 \text{ points} \div 12 \text{ (sum of credits you took)} = 3.25$ .
- Your GPA would be 3.25 for that semester.

These calculations are done each semester and they are summed up for all semesters enrolled at SCAC. The GPA for all of the courses taken while at SCAC is called the Cumulative GPA. (See the table below for information about how many points are earned for different grades. Some grades, like T for transfer, are not used in the calculation of your GPA).

### **Am I a full-time or part-time student?**

You are classified as a full-time student if you are enrolled for 12 or more credit hours in the Fall or Spring semester or for 6 or more credit hours in a summer session. You are classified as a part-time student if you are enrolled in fewer than 12 credit hours in the Fall or Spring semester or for fewer than 6 credit hours during a summer session.

### **Am I a freshman or sophomore?**

You are a freshman if you have earned fewer than 30 credit hours. You become a sophomore once you earn 30 or more credit hours.

### **Can I repeat a course for credit?**



If you repeat a course, all records of the course, including the grades, will appear on your transcript. However, the highest grade earned will be used to compute your cumulative grade point average.

### **Can I transfer to SCAC the credits I earned at other colleges and universities?**

If courses were taken at another college or university, submit an official transcript to determine if its credits will transfer to SCAC. SCAC will evaluate it to determine which course credits will be accepted for transfer. Courses with a 100 or higher prefix for which a C or higher grade was earned may transfer. If transferred they are entered on the SCAC transcript with a grade of “T.” The Transfer Policy is included in this Catalog in Chapter 1.

### **When can a program be declared in order to be eligible to graduate from it?**

Students are encouraged to declare a program during the first or second semester at SCAC because program selection can impact financial aid eligibility. It is also important to declare a program of study early in the academic career to help establish a pathway that will be helpful to clarify academic goals. However, if the student wants to move to a different program, declaration of a program must happen at least one semester before graduation. That is, in order to graduate from a program, a student must declare the program the year before the intended graduation semester and year.

### **How many programs can a student enroll in concurrently?**

A student can be enrolled in only two programs concurrently. To be able to move to a different program, the student must close one of the programs before a different one can be added. Consult with an advisor or with the Admissions department for more information.

### **Who can participate in the commencement (graduation) ceremony?**

Only students who have completed **all requirements** identified in the program of study can participate in the graduation ceremony.

## **SCAC's Grading System**

A grade is a mark that the student earns by taking a class. According to established criteria in the course syllabus, the instructor calculates the number of points accumulated in class and assigns a grade. The grade goes on the student's transcript and becomes part of a permanent record.” SCAC has established a specific grading scheme that is aligned with commonly used academic standards. The table below provides a quick look at the grading scheme and whether a grade is included in the GPA or is considered an attempt for Financial Aid purposes. Visit Chapter Three to learn more about how attempts are calculated. A more extensive explanation of the grading scheme follows the table.

## **Grading Scheme**

Grades	Value	Grade Calculated in GPA	Considered an Attempt	May be Repeated
A Superior	4	Yes	Yes	No
B Above Average	3	Yes	Yes	Yes
C Average	2	Yes	Yes	Yes
D Below Average	1	Yes	Yes	Yes
F Fail	0	Yes	Yes	Yes
P Pass	Credit	No	Yes	No
AU Audit	No	No	No	Yes
WIP Work in Progress	N/A	N/A	N/A	N/A
I Incomplete	N/A	No	No	N/A
W Withdrawal	No	No	Yes	Yes
Y Special Withdrawal	No	No	No	Yes
TR Transfer	Credit	No	Yes	N/A
X Credit by Examination	Credit	No	Yes	No
R Repeated	Credit	Yes (only highest grade)	Yes	Yes (up to two times without petition)

### Non-Grade Designations Definitions

Grade	Definition
P Pass	Equivalent to a “C” or better without grade differentiation ordinarily indicated by the College grading system. A “P” grade may be given only when the grading schema in the course syllabus is designed as a “pass” or “fail” course. Course credit is not included in the calculation of the Grade Point Average (GPA) or Cumulative Grade Point Average (CGPA).
AU Audit	Indicates the student is enrolled in a class in order to attend, but not to earn credit. An “AU” does not indicate proficiency in the subject matter. Course credit is not included in the Grade Point Average (GPA) or Cumulative Grade Point Average (CGPA). Students wishing to audit a class must receive the written permission of the instructor and must complete AU paperwork (available through the Admissions Office) by the end of the official deadline for registration.
WIP Work in Progress	WIP shows on the transcript indicating a student is in a current class, but that grades have not yet been recorded.
I Incomplete	<p>I on the transcript indicates the Instructor has agreed not to award a grade until work assignments agreed upon by both Instructor and student are turned in. Incomplete (I) grades are not awarded automatically. The student must request an "I" from the instructor who can choose to award an Incomplete only if <b>all three</b> of the following conditions are met:</p> <ol style="list-style-type: none"> <li>1. The student must be in compliance with the attendance policy.</li> <li>2. There must be an unavoidable circumstance that would prohibit the student from completing the course.</li> <li>3. The student must have completed over 75% of the course requirements with at least a “C” grade.</li> </ol> <p>An Incomplete is not a substitute for incomplete work due to frequent absences or poor academic performance. <b><i>Work assigned as part of incomplete grades must be submitted to the instructor by the end of the ninth week of the following semester.</i></b> If a grade is not changed by the deadline due to the student not submitting the stipulated work in the Incomplete form, <i>the Incomplete grade will be automatically changed to an F.</i> Once assignments are turned in, the instructor submits a change of grade form to the Dean of Academics who approves and then forwards the request to the Registrar who makes the official change in the student's record. Incomplete grades are considered hours attempted for Financial Aid Satisfactory Academic Progress purposes and they may impact eligibility.</p>

<p>W Withdrawal</p>	<p>A withdrawal can be initiated by the student or the faculty under the following circumstances:</p> <ol style="list-style-type: none"> <li>1. <b>Before the Drop/Full Refund Deadline.</b> If a student does not participate in the course, and does not contact the instructors to alert them of the absences during the beginning of the semester up to the Drop/Full Refund Deadline, instructors can initiate a withdrawal from the course. In this case, the record of enrollment in the course will not show in the student transcript and will not be counted as attempted hours.</li> <li>2. <b>Withdrawal Deadline.</b> If a student stops participating in the class in the form of not submitting assignments, not contributing to class discussions, or being absent to the point that violates the syllabus and academic catalog attendance policies, instructors can initiate a withdrawal if the Withdrawal Deadline has not passed. A grade of “W” will show in the student transcript and will be counted as attempted hours for Satisfactory Academic Progress.</li> <li>3. A student can initiate a withdrawal at any point in the semester up to the Withdrawal Deadline. A grade of “W” will show in the student transcript and will be counted as attempted hours for Satisfactory Academic Progress.</li> </ol> <p>Students who are withdrawn by faculty have the right to appeal by submitting a petition in writing to the appropriate faculty <i>and</i> Academic Dean. Refer to the Academic Calendar for Withdrawal Deadline.</p>
<p>Y Special Withdrawal</p>	<p>A special withdrawal can happen if the Withdrawal Deadline has passed. A grade of “Y” is not a substitute for excessive absences, lack of communication by the student, or having a failing grade. A “Y” grade is not automatic. A “Y” is awarded in situations where the student presents evidence that there were extenuating circumstances <b>throughout the semester</b> that prohibited the student from completing the course. When the student presents evidence that covers only time after the Withdrawal Deadline, the student can request an Incomplete <b>only if the student is passing the course</b>. Otherwise, the student will be awarded the earned grade in the course. A written statement <i>and</i> evidence must be submitted to the appropriate faculty who will submit it to the Academic Dean. The Academic Dean, in consultation with the appropriate faculty, will determine whether the petition is granted. A grade of “Y” is rarely used when no other grade designation is applicable.</p>

TR Transfer	A TR grade indicates that a course was taken at another college and has been transferred in to TOCC. A “TR” is awarded for transfer credits that have been evaluated and approved by the appropriate authority. It is included in the total earned credit hours, but is not computed in the GPA or CGPA.
X Credit by Examination	X indicates credit earned by the student through a proficiency examination. It is included in the total earned credit hours but is not computed in the GPA or CGPA.
R Repeated	An R in the transcript indicates that the student repeated a course previously taken. The transcript will show that the course was repeated, and the higher grade is used to compute a student’s Cumulative Grade Point Average (CGPA). Students can repeat courses twice without petition. Students will need to submit a petition to the Academic Dean to take a course for the third time.

Grades	Explanation	Grade Points
<b>A</b>	<b>Superior</b>	4
<b>B</b>	<b>Above Average</b>	3
<b>C</b>	<b>Average</b>	2
<b>D</b>	<b>Below Average</b>	1
<b>F</b>	<b>Fail</b>	0
<b>AU</b> <b>(Audit)*</b>	<b>AU indicates the student is enrolled in a class in order to attend, but not to earn credit.</b>	NA
<b>WIP (Work in Progress)</b>	<b>WIP shows on the transcript indicating a student is in a current class, but that grades have not yet been assigned.</b>	NA
<b>I</b> <b>(Incomplete)**</b>	<b>I on the transcript indicates the Instructor has agreed not to award a grade until work assignments agreed upon by both Instructor and student are turned in.</b>	NA
<b>FW</b>	<b>FW indicates the Instructor withdrew the student from the class.</b>	<b>NA but some colleges may compute as failing</b>
<b>W</b>	<b>W indicates the student initiated withdrawal prior to official withdrawal date for the course.</b>	<b>NA but some colleges may compute as failing</b>

<b>Y</b>	<b>Y indicates a special withdrawal done by the Instructor at the end of the semester, and when no other grade is appropriate.</b>	<b>NA</b>
<b>T</b>	<b>T indicates that a course the student took at another college has been transferred in to TOCC.</b>	<b>NA</b>
<b>X</b>	<b>X indicates credit earned by the student through a proficiency examination.</b>	<b>NA</b>

\*Students wishing to audit a class must receive the written permission of the Instructor and must complete AU paperwork by the end of the official deadline for registration

\*\*Once assignments are turned in, the Instructor submits a change of grade form to the Vice President of Academics. Any “T” grade not changed within nine weeks from the end of the semester automatically becomes an F.

### **EARS – Early Alert Reporting System**

Every semester your instructor will complete a form at weeks 4, 8, and 12 indicating whether you are making satisfactory progress toward completion of the class. If there is an apparent issue or issues that suggest you are not doing as well as you should be, you will be notified. That notification is being made to assist you and to help ensure that you complete the course with a passing grade.

### **Midterm Status Report**

Each semester, you will receive a Midterm Status Report that indicates, for each course in which you are enrolled, whether you are making Satisfactory or Unsatisfactory progress as determined by your instructor. Your report will also include specific suggestions to help you successfully complete the semester.

### **Catalog of Record**

The official SCAC Catalog that is in effect when you originally enroll is your “catalog of record.” This catalog determines the specific requirements you must meet to successfully complete your program of study. If you maintain continuous enrollment (meaning that you continue to take classes and continue to make satisfactory academic progress without a break of one year or more), you may use the requirements in the catalog of record for your program. If you do maintain continuous enrollment you may also choose to meet the requirements of any other catalog in effect after you originally enroll. If you have a break in enrollment of one year or more, your catalog of record will be the one in effect when you re-enroll. If you re-enroll during a summer term, your catalog of record is the one in effect for the following Fall semester.

### **Apache Cultural Requirement**

SCAC encourages the growth of students’ cultural knowledge by seeking to transmit learning in ways that respect the history, language, and culture of the San Carlos Apache Tribe. SCAC

requires that all students, staff, and faculty complete HIS 130 Apache History I and APA 101 Apache Language and Culture I. All of SCAC's degrees and certificates include this requirement. The required courses may also apply to one or more General Education requirements (see Chapter 5).

### **About General Education**

General Education (GE) course requirements introduce students to subjects ranging from the arts to the sciences. SCAC's general education requirements are embedded in its degree and certificate offerings. The GE "Apache Cultural" requirement introduces students to the richness of the language, culture and history of the San Carlos Apache people. The GE "science" requirements teach students the basics of the scientific method and introduce them to the systematic study of the natural world. The GE "social and behavioral science" requirements challenge students to consider the social arrangements that human beings have created over time and to explore the nature of consciousness and being. The GE "communication" requirements are aimed at helping students to develop clarity and precision in their writing, while at the same time stimulating their creativity.

The overall goal of general education at SCAC is to prepare students to think critically, communicate effectively, appreciate culture and diversity, and to have a sufficient background in higher education to succeed in future courses of study at colleges and universities, and to succeed in employment.

Arizona community colleges and public universities share much of their general education requirements with the State's university system. The Arizona General Education Curriculum (AGEC) specifies general education course requirements that students must take to complete requirements for transfer to Arizona's public universities. Students who wish to attend The University of Arizona, Arizona State University or Northern Arizona University are guaranteed admission to a bachelor's degree program if they complete AGEC general education requirements or a SCAC Associate degree (SCAC's Associate degrees include completing AGEC requirements). (See Chapter 5 for SCAC's degrees, certificates and AGEC requirements).

### **Requirements for Transferring Within the Arizona University System**

TOCC/SCAC participates in the Arizona Statewide Articulation and Transfer System (AZTransfer). Students are encouraged to visit the transfer system website at [aztransfer.com](http://aztransfer.com) for information and resources for planning their current and future education.

To transfer to an Arizona university after completing an Associate degree for transfer, a student must have an overall GPA of 2.0 or higher, or they will not be guaranteed entry, or guaranteed that all courses will transfer (Out-of-state students need a 2.5 overall GPA in their Associate degrees in order to transfer.). The GPA for the AGEC component of an Associate degree for transfer must be 2.5 or higher, with no courses for the certificate with a grade below a 2.0.

### **Pre-Program Developmental Courses and Placement Testing**

Pre-program courses (generally called "developmental courses") are designed to increase skill levels so that students will be able to succeed in college level courses. Developmental courses begin with a zero (IRW 070, IRW 090, MAT 082, MAT 089 etc.). College level courses are numbered 100 or above (WRT 101, MAT 151, GEO 103, etc.).

Students entering SCAC are assessed using multiple measures which can include EdReady assessment, Accuplacer test scores, a review of student transcripts from other colleges, and high school transcripts. Conversations with advisors about student work and life experiences can also contribute to placement recommendations. The results are used to determine skill levels in reading, writing, and math, and to determine whether developmental courses need to be taken. The purpose is to help students succeed in college. There is no “failing” score on the placement tests. The results are simply an indicator of a person’s skill levels in basic subject areas of math, reading and writing.

Tests are used to determine whether you will be placed in a developmental course and at what level. The guidelines below may help you to get a higher score.

### **Reading and Writing Tests: Requirements and Exemptions**

Students entering SCAC for the first time, and students who are returning after an absence of more than two years, are required to take the reading and writing portions of the EdReady or Accuplacer placement test unless one of the following applies:

- The student has completed 24 semester hours of college level (100 or above) credits with a GPA of 2.0 or higher within the past two years; or,
- The student has taken WRT 101 Writing I, or an equivalent course, and has earned a grade of C or better; or,
- The student has graduated with a high school diploma within the last two years, the student was a full-time high school student in his or her senior year, and earned a GPA of 3.25 or higher during that senior year; or,
- The student completed assessment testing at another institution and submits those scores to SCAC (TOCC/SCAC accepts ACT, and ACCUPLACER scores).

Students who do not need to take the reading and writing placement test based on one of the above bulleted items will have a statement entered into their file by SCAC Office of Student Services and are eligible to take WRT 101 Writing I, if they have not already done so.

### **Math Test: Requirements and Exemptions**

Students enrolling at SCAC for the first time—as well as students who are returning to SCAC after an absence of more than two years—are required to take the math portion(s) of the EdReady or the Accuplacer test unless one of the following applies:

- The student has earned 3 semester hour credits for **MAT 122 College Mathematics** (or higher) with a grade of 2.0 (C) or higher within the last 3 years; or,
- The student has a high school diploma and earned a grade of 3.0 or higher in a course equivalent or higher than MAT 151 College Algebra within the past one year; or,
- The student earned a GED within the past year and passed the math portion with a score of 150 or higher as evidenced by the GED certificate.

Students who do not need to take the math placement test because they have met one or more of the criteria on the bulleted list above are eligible to take MAT 151 College Algebra.

### **ACCUPLACER Placement Tests and Cut Scores**

Colleges and universities across the country use assessment testing in order to help place students into the class or classes that will help them develop the college-level skills they need to succeed. Cut scores are the test scores that colleges adopt in order to determine whether students would



benefit from developmental level courses before moving into college level courses in math, writing, and reading. If a student believes that he or she could do better on the placement tests results, arrangements can be made to re-take all or part of them.

**TOCC/SCAC Next-Gen Placement Testing – Cut Scores**

**Reading Comprehension - Cut Scores**

**Recommended Courses**

- ▶ 249 and below .....IRW 070
- ▶ 250-269 ..... IRW 090
- ▶ 270-300 ..... WRT 101

**Writing**

**Recommend Courses**

- ▶ 249 or below.....IRW 070
- ▶ 250-269..... IRW 090
- ▶ 270-300 .....WRT 101

**Writeplacer**

**Recommend Courses**

- ▶ 4-5..... WRT 101
- ▶ 6-8..... WRT 102
- ▶ 270-300 .....WRT 101

**Math - Arithmetic**

**Recommended Courses**

- ▶ 200-262 ..... MAT 082 and consult with adviser
- ▶ 263-300 ..... MAT 086

**Quantitative Reasoning, Algebra, and Statistics**

**Recommended Courses**

- ▶ 200-224.....MAT 082 or take Arithmetic Test
- ▶ 225-262.....MAT 086
- ▶ 263-300 .....MAT 142 Topics in College Mathematics

**Advanced Algebra and Functions**

**Recommended Courses**

- ▶ 237-262 .....Take QAS Test
- ▶ 263-300 .....MAT 151, MAT 187

### **Tips for Students Taking the Placement Test**

- Be rested, be sure to have plenty of time, and practice in advance.
- Try out some practice questions. SCAC’s staff can provide information on the practice test site.
- You cannot pass or fail the placement test. It is an assessment to help place you in courses that match your skill level, so there is no pressure to make a certain grade.
- The Reading section tests comprehension. Take your time and think the answers through.
- Remember, there is no time limit and it is not about how fast you can read.
- The Writing Section asks you to write an essay – you have as much time as you need.
- The Math test has several levels. It starts with pre-algebra and the difficulty level increases as you progress through the test. As soon as the program assesses your math ability, it stops testing.
- You can use a calculator and (proctor provided scratch paper) during the math portion of the exam.
- Personal items and cell phones, tablets, computers, and other electronic devices are not allowed in the testing room.

### **Pre-Program and Developmental Requirements at SCAC**

- Placement in developmental courses is done according to student scores on the placement tests as described earlier in this chapter.
- Student access to “gateway” courses (that is, WRT 101 Writing I, MAT 142 Topics in College Mathematics, or MAT 151 College Algebra) is dependent on either testing into those courses or taking and passing the needed developmental level courses in Reading, Writing, and Math.

Taking the gateway courses early helps ensure that a student will have the prerequisites needed for courses that are required for SCAC certificates and degrees and to meet AGEC requirements for transfer.

### **Academic Standing**

See separate regulations for Financial Aid in Chapter 3 and in the Student Handbook.

#### **Good Academic Standing:**

In order for a student to be in good academic standing, they must maintain an overall GPA of 2.0 or higher.

#### **Academic Alert**

A student may be placed in an Academic Alert status if their overall GPA falls below a 2.0. After the end of each Fall, Spring, or Summer semester, SCAC will identify students whose grades cause them to be placed on Academic Alert and will notify them by TOCC email.

**Academic Probation**

Upon being placed in Academic Alert, students are required to maintain a semester Grade Point Average (GPA) of 2.00 or higher to avoid academic probation during the subsequent semester of regular attendance. If a student attains a GPA of 2.0 or above for the ongoing semester, but the overall GAP is less than 2.00, they will be allowed to remain on Academic Alert status. The criteria for this academic progression are outlined in the table provided below:

**Academic Probation Status**

Academic Load	No. of Attempted Credit Hours	GPA
Part time students	16 or more cumulative semester cr hrs	11 or fewer attempted credit hours with GPA less than 2.0
Full time students	12 or more semester credit hours	Placed on probation if GPA is less than 2.0

Full-time students, upon completion of 12 or more semester credit hours, are placed on academic probation if they have a GPA less than 2.00.

Part-time students, upon completion of 16 or more cumulative semester credit hours, are placed on academic probation when a total of 11 or fewer credit hours of work have been attempted in a semester and cumulative GPA is less than a 2.00.

Students on academic probation may take no more than 6 credit hours per semester unless approved by an advisor.

**Academic Suspension**

Students who fail to meet the prescribed minimum standards during the probationary semester will be subject to academic suspension. Academic suspension entails the student's ineligibility to enroll in any classes at SCAC for the duration of the suspension semester. Upon re-enrollment, the student will be placed on academic probation until the requisite standards for satisfactory progress are achieved.

Furthermore, students who find themselves on academic probation or academic suspension are bound by additional regulations governing Satisfactory Academic Progress (SAP). In the event of academic suspension due to inadequate SAP, students have the option to appeal the decision by obtaining pertinent appeal information from the Office of the Registrar.

## **Academic Recognition**

Academic recognition can be attained through the following distinctions:

**President's Honor List:** To earn a place on the President's Honor List, students must attain a semester Grade Point Average (GPA) of 4.00, successfully complete a minimum of 12 credit hours, and receive no grades of "I" (Incomplete) or "IP" (In Progress).

**Dean's Honor List:** Students can qualify for the Dean's Honor List by achieving a semester GPA within the range of 3.50 to 3.99, completing at least 12 credit hours, and not receiving any grades of "I" or "IP."

## **Application for Graduation**

The application for graduation is a crucial step for students intending to graduate from the institution. It must be submitted during the semester preceding the intended graduation date. Specifically, the application deadlines are as follows:

For students graduating in the Spring semester, the application for graduation is due on December 1st of the preceding Fall semester.

For students graduating in the Summer or Fall semester, the application for graduation is due on May 1st of the preceding Spring semester.

Adhering to these deadlines ensures that the necessary administrative processes are carried out in a timely manner, facilitating a smooth transition towards graduation for eligible students.

## **Graduation with Honors**

The distinction of "Graduation with Honors" is awarded to students who have completed a minimum of 30 credit hours at SCAC and have achieved a commendable cumulative Grade Point Average (GPA) of 3.5 or higher. Specifically, students attaining a GPA within the range of 3.5 to 3.799 will graduate "with honors," while those who earn a GPA of 3.8 to 4.0 will be conferred with the distinguished title of "high honors."

This prestigious honors designation will be prominently displayed on both the students' diplomas and official transcripts, serving as a testament to their exemplary academic performance and dedication throughout their academic journey at the institution.

## **Participation in the Commencement Ceremony**

Participation in the graduation ceremony is exclusively reserved for students who have fulfilled all the stipulated requirements as outlined in their respective program of study.

## **Withdrawing from a Course**

The process of withdrawing from a course enables students to formally discontinue their enrollment in a specific class during the period spanning from the Drop/Full Refund Deadline up until the semester's Withdrawal Deadline. Upon successful withdrawal, a grade of "W" is assigned, irrespective of the student's academic standing at the time of withdrawal. No prior approval is required for the withdrawal; however, students must submit a withdrawal form to initiate the process.

The "W" designation will be recorded on the student's permanent academic record, but it will have no impact on the calculation of the student's grade-point-average (GPA). It serves as an indicator that the student withdrew from the course, and it does not carry any academic weight in terms of GPA assessment.”

### **Faculty Drop**

The Faculty Drop process entails the possibility of a student being withdrawn from a course due to lack of active participation in the enrolled class. The Faculty Drop process is ongoing until the Drop/Full Refund Deadline. The process consists on faculty entering the W grade in the Learning Management System (LMS) so it is automatically transferred to the Student Information Management System (SIMS). The purpose of the Faculty Drop process is to cancel the student's registration in the respective course so it will not carry unwanted consequences for Financial Aid procedures. Consequently, all records related to the course enrollment are expunged from the student's permanent academic record.

Should a student perceive the faculty-initiated drop as unjustified, an avenue for appeal is available. The student has the right to contest the drop decision and seek redress through a written appeal directed to the Dean of Academics, who will consider the merits of the case and make a determination regarding the validity of the faculty-initiated drop.

### **Faculty Withdrawal**

A Faculty Withdrawal enables faculty to withdraw a student from a course due to lack of active participation in the enrolled class. The Faculty Withdrawal process starts on *the day after* the Drop/Full Refund Deadline and ends at the 45<sup>th</sup> Day Census date. Faculty Withdrawals occur when both or one of these conditions happen: (a) violation to the Attendance Policy of “Four unexcused absences may result in a withdrawal...” as outlined in the Student Handbook, or (b) a student fails to have active participation in the enrolled course, such as lack of submission of assignments, no attendance, etc. The process consists on faculty entering the W grade in the Learning Management System (LMS) so it is automatically transferred to the Student Information Management System (SIMS). If the withdrawal occurs on the 45<sup>th</sup> day, faculty will enter FW into the LMS.

Should a student perceive the faculty-initiated drop as unjustified, an avenue for appeal is available. The student has the right to contest the drop decision and seek redress through a written appeal directed to the Dean of Academics, who will consider the merits of the case and make a determination regarding the validity of the faculty-initiated withdrawal.

## **Withdrawing from a Course**

The process of withdrawing from a course enables students to formally discontinue their enrollment in a specific class during the period spanning from the Drop/Full Refund Deadline up until the semester's Withdrawal Deadline. Upon successful withdrawal, a grade of "W" is assigned, irrespective of the student's academic standing at the time of withdrawal. No prior approval is required for the withdrawal; however, students must submit a withdrawal form to initiate the process.

The "W" designation will be recorded on the student's permanent academic record, but it will have no impact on the calculation of the student's grade-point-average (GPA). It serves as an indicator that the student withdrew from the course, and it does not carry any academic weight in terms of GPA assessment, although it may have consequences for Financial Aid Satisfactory Academic Plan requirements. Visit Chapter 3 for more information.

## **Academic Integrity Policy and Process**

Academic integrity refers to honest and ethical conduct in all aspects of academic life. The primary attributes of academic integrity are honesty, trustworthiness, fairness, and responsibility. Integrity entails a firm adherence to a set of values; the values most essential to an academic community are grounded in honesty with respect to all intellectual efforts of oneself and others.

Integrity is expected of every student within the SCAC community in all academic pursuits in all venues, including but not limited to: classroom (both in-person and virtual), laboratory, internships, clinical practicum, clinics, paid positions, etc. or medium, including but not limited to: assignments, written work, data gathering, oral presentations, etc. Academic integrity is expected not only in formal coursework settings, but in all relationships and interactions connected to the educational process, including the use of the institution's resources.

All forms of academic deceit, such as plagiarism, cheating, collusion, falsification or fabrication of results or records; permitting work to be submitted by another; or inappropriately recycling work from one class to another constitutes academic misconduct that may result in serious disciplinary consequences. All students and faculty members are responsible for reporting suspected instances of academic misconduct.

### **Additional Information**

- A student may not drop a course in which a final grade of "F" was issued as a result of academic integrity sanctions. If a student drops the course, the Provost will work with the Registrar to have the student reinstated and a grade assigned, if applicable.
- A faculty member may not administratively drop a student from a course involved in the academic integrity process until a final determination has been made with regard to alleged violations and any related sanctions.
- All Academic Integrity violations are recorded in the student's record, regardless of any enrollment actions taken by the student.

## **Faculty Responsibilities**

Faculty members bear significant responsibilities concerning academic integrity within the educational environment. These responsibilities are outlined as follows:

1. **Clarity in Expectations:** Faculty members are obliged to provide clear and unambiguous expectations concerning academic assignments, examinations, and other academic pursuits. This includes explicitly addressing academic integrity principles in the course syllabi.
2. **Support for Academic Integrity:** Faculty members play a vital role in upholding academic integrity by promptly reporting any incidents of academic dishonesty they encounter. Such reporting should be done in accordance with the procedures outlined in this policy.
3. **Determination of Violations:** Faculty members hold the initial authority to determine whether a specific action warrants treatment as a violation of the Academic Integrity policy. Additionally, they have the discretion to impose appropriate sanctions in response to such violations. To facilitate this process, faculty members are required to complete the Academic Integrity Form, recommending sanctions that align with the severity of the student's transgression. The completed form must be submitted to the Provost, with all relevant parties signing it.

Upon receipt of the Academic Integrity Form, the Provost or an appointed representative assumes the responsibility of conducting a thorough review to ascertain the existence of any prior violations of the academic integrity policy associated with the implicated student.

Notwithstanding the authority and flexibility granted to faculty members in addressing academic integrity violations within the parameters of this policy, the Provost or a designated authority retains the prerogative to make modifications or overturn recommended sanctions if deemed appropriate in specific cases.

To ensure transparency and adherence to due process, faculty members and administrators bear the obligation of effectively communicating all pertinent procedures and final determinations related to academic integrity issues to students through the official TOCC email platform. This established mode of communication serves as the sanctioned means for disseminating official information within the institutional context.

Through the unwavering commitment to their roles and responsibilities, faculty members actively foster an atmosphere of academic integrity and ethical comportment, thereby cultivating an optimal and conducive learning environment for all students.

## **Examples of Violations**

The following actions serve as illustrative examples of behaviors that contravene the Academic Integrity Policy. It is important to note that this enumeration is not exhaustive and may not encompass every possible form of academic dishonesty:

1. **Cheating:** Cheating within the academic context entails the intentional utilization of unauthorized methods, which may include the use of artificial intelligence generators, to gain an unfair advantage in academic exercises, papers, or assignments. Specific instances of cheating include but are not limited to copying another student's work,

- sharing exam answers without proper authorization, employing prohibited aids during examinations, assuming another student's identity during an exam, altering examination answers after grading to receive undeserved credit, possessing forbidden assistance during exams, and disregarding specified time limits in examinations.
2. **Fabrication/Fraud:** Fabrication/Fraud involves the deliberate and unauthorized creation or invention of data, information, or citations within academic exercises. This category encompasses instances where information is presented without adherence to established ethical guidelines, where methodological details related to data collection are omitted, and attempts to deceive faculty members or administrative personnel regarding academic work or attendance are made.
  3. **Facilitation:** Facilitation refers to actions in which individuals actively collaborate, support, conspire, or collude to engage in academic dishonesty. These acts include instances where students work together on individual tasks without proper authorization, knowingly allow others to copy their work and submit it for assessment, disseminate course assessment materials without authorization, and provide assistance to others in committing academic infractions.
  4. **Falsification:** Falsification pertains to the manipulation or misrepresentation of materials, equipment, processes, or data, leading to inaccuracies in the results of academic exercises.
  5. **Obtaining an Unfair Advantage:** This category examines actions that undermine fair assessment practices and hinder students' academic progress. Such actions encompass stealing, reproducing, or gaining unauthorized access to assessment materials before designated times, depriving others of access to reference materials, and utilizing previously administered examinations without proper authorization.
  6. **Plagiarism:** Plagiarism involves the act of using or presenting another individual's original work, ideas, or creative output as one's own without providing proper attribution. This encompasses various forms of plagiarism, including direct copying, improper paraphrasing, and insufficient citation.
  7. **Self-Plagiarism:** Self-plagiarism is the act of reusing one's own previous work without adhering to proper citation protocols or obtaining explicit permission from the instructor. Instances of self-plagiarism may involve submitting assignments previously completed for one course to fulfill requirements in another course (or even within the same course) without obtaining specific approval from the instructor.

SCAC remains steadfast in its commitment to upholding academic integrity and fostering an environment of honesty, respect, and responsibility for all members of its academic community. Vigilance in addressing academic misconduct is crucial to maintaining the institution's academic reputation and nurturing a community of scholars who embody the principles of intellectual honesty and ethical conduct.

### **Initial Discovery, Notification, and Sanctions:**

In cases where a faculty member has a well-founded belief, with a higher probability than not, that a student has violated the Academic Integrity policy, the faculty member is required to expeditiously notify the student through TOCC email. This notification should outline the alleged violation and the recommended sanction within a maximum of five (5) business days from the moment evidence supporting the claim is discovered. Faculty members are granted the



authority to initiate these actions based on information acquired through their direct involvement in the course or from reliable third-party sources.

The severity of sanctions associated with violations of this policy is intended to be commensurate with the gravity of the offense. Considerations to be taken into account during sanctioning may encompass the academic level of the student, instances of repeated or continuous violations within the class (suggesting an awareness of the policy), any evidence of prior academic integrity training, and the consistency of sanctions with similar incidents within the academic institution. Those found to be in violation of the Academic Integrity policy shall be subject to the prescribed sanctions in this policy and may also be subject to additional sanctions under the purview of the Student Code of Conduct.

The faculty-imposed sanctions may comprise, but are not limited to, issuing a written warning to the student, reducing the grade on the assignment or examination, awarding a grade of zero or "F" for the affected assessment, lowering the overall course grade by one letter grade, assigning a failing grade for the entire course, or, in applicable cases, implementing termination of employment.

### **Outcomes:**

In the event that the student accepts the violation and the recommended sanction without dispute, no further review or appeal process shall be deemed necessary in accordance with this policy. The faculty member is responsible for recording the student's acceptance on the designated Academic Integrity Form, which is then submitted to the Dean of Academics for review and appropriate documentation. The dean is tasked with evaluating the violation and sanction, and subsequently formulates a recommendation to be presented to the faculty, which may be confirmation of the initial sanction or imposing a different one. Such decision shall be documented in the Academic Integrity Form and forwarded to the faculty and the Registrar for proper recording.

If the student wishes to contest the alleged violation and/or the proposed sanction, they must officially respond to the faculty member within three (3) business days from the receipt of the integrity violation notification. A face-to-face meeting between the involved parties must be scheduled and conducted within a maximum of ten (10) business days from the date of the faculty member's initial notification. During the meeting, any party may choose to have a silent observer present, serving as a passive witness without active participation or speaking on behalf of either party. This silent observer may be present during all relevant meetings and hearings.

### **Initial Meeting:**

At the initial meeting, the faculty member is required to provide a comprehensive explanation of the alleged violation, supported by evidence indicating the likelihood of the student violating SCAC's Academic Integrity Policy standards. In turn, the student is granted a reasonable opportunity to offer an effective response to the allegation during this meeting.

### **Outcomes of Initial Meeting: Faculty & Student**

1. If, based on the evidence available and the student's response, the faculty member concludes that it is more likely than not that no violation occurred, the incident shall be considered closed without formal reporting.

2. If the student admits or acknowledges their involvement in the integrity violation(s), the faculty member may recommend any of the faculty-imposed sanctions in accordance with this policy. The student's acceptance of the sanction is documented on the Academic Integrity Form, which is then submitted to the Provost for further review.
3. In the event that the student disputes the final recommendation provided by the faculty member, the student may request a review and/or meeting with the Provost. This request must be made within three (3) business days from the date of communication of the final recommendation to the student.

### **Outcomes of Meeting: Faculty, Student, & Provost**

1. If, during the meeting involving the student, faculty member, and the Provost, the student provides compelling evidence indicating that it is more likely than not that no violation occurred, the incident shall be deemed closed without formal reporting.
2. If the student admits or acknowledges the integrity violation(s), the dean may uphold the previously recommended faculty-imposed sanctions or propose additional faculty-imposed sanctions in accordance with this policy. The instructor will submit the Academic Integrity Form to the Provost for final review.
  - a. The Provost is tasked with conducting a comprehensive review of all academic integrity violation evidence, taking into consideration materials submitted during previous stages of the academic integrity process and any recommendations made throughout the process. The Provost holds decision-making authority concerning the validity of the alleged academic violation and the recommended faculty-imposed sanctions. They are also responsible for ensuring proper documentation.
  - b. In situations where prior violations are discovered or the nature of the violation necessitates sanctions beyond those available to the faculty member under this policy, the Provost reserves the right to refer the case to the ad hoc Academic Integrity Board.

### **Appeal Process in Academic Integrity Violations:**

Students have the right to appeal decisions and/or sanctions rendered by the faculty and the Provost in cases of alleged academic integrity violations. Appeals typically arise under the following circumstances:

1. If the faculty or academic unit significantly deviates from the accepted and specified standards established by the institution, academic unit, or course syllabus.
2. If the standards outlined in this policy were not applied fairly or equitably to the student in question.
3. If there was a substantial deviation from the procedures mandated by this policy during the investigation or decision-making process.

### **Time Limit on Appeal:**

The initiation of the appeal process occurs when the student communicates their desire for a hearing review to the Provost in writing. All correspondences related to the appeal process must

be conveyed through TOCC email to ensure accurate documentation. The student must commence the appeal process within the following timeframes:

1. Appeals of academic integrity violations and/or sanctions received during the fall session must be initiated no later than the 15th business day of the subsequent spring term (for 16-week courses) or session (for courses shorter than 16 weeks).
2. Appeals of academic integrity violations and/or sanctions received during the spring or summer sessions must be initiated no later than the 15th business day of the subsequent fall term (for 16-week courses) or session (for courses shorter than 16 weeks).

Failure to submit the required materials or notify the designated administrator within the specified timeline in this policy will result in a waiver of the student's right to an appeal. In such cases, the original decision, action, or outcome from the immediate previous decision will remain final.

The decision rendered by the ad hoc Academic Integrity Hearing Board during the appeal process is considered final and binding.

### **Ad hoc Academic Integrity Hearing Board ("Hearing Board")**

Composition: The model Academic Integrity Hearing Board comprises the following constituent groups, assembled as required:

1. A chairperson, preferably an experienced faculty member.
2. One faculty member from the area where the academic violation occurred.
3. One member of the Senate Executive Committee.
4. At least one student representative.
5. Registrar or designated representative.
6. One identified record keeper responsible for recording and maintaining clear and comprehensive records of the proceedings. The record keeper's role is to create an official record, and they do not actively participate in the hearing.

The ad hoc Academic Integrity Hearing Board is responsible for hearing appeals of decisions related to Academic Integrity violations. The board has the authority to uphold, modify, or overturn the decisions made by the academic unit and may impose additional sanctions or recommend institutional-level sanctions.

The Hearing Board's jurisdiction includes cases when:

1. A student appeals the final determination made by the Provost.
2. A student has a history of prior and/or repeated academic integrity violations.
3. Two or more faculty members requests the Provost to refer the case to the Hearing Board.

The ad hoc Academic Integrity Hearing Board has the power to impose various sanctions for violations of the Academic Integrity Policy, which may include but are not limited to:

1. Recommending to the Provost that the student be temporarily removed from their major, degree program, or college.
2. Recommending to the Provost that the student be permanently removed from their major, degree program, or college.

3. Recommending to the Provost that the student be suspended from the institution.
4. Recommending to the Provost that the student be expelled from the institution.

Records of all actions taken by the Hearing Board shall be documented using the Academic Integrity Violation Reporting Form and submitted to the Office of the Provost and Registrar via TOCC email. In cases where the Hearing Board finds the student not in violation and overturns a previous finding of violation, a notation will be made in the student's file indicating the outcome and a brief description of the process and results.

**Extension of Time:** If an extension of time is required at any stage of the appeal process, the requesting party shall present a petition to the Provost, outlining the reasons for the extension. The Provost will inform all involved parties of the decision to grant or deny the extension request to ensure fairness and timely resolution of the matter. If the Hearing Board requires an extension of time, all parties involved will be notified, specifying the additional days granted, with the aim of ensuring fairness and timely resolution.

**Disability-related Accommodations:** For individuals requiring disability-related accommodations to participate in a meeting or any stage of the academic integrity process, it is essential to ensure that the student's records are up-to-date with Disability Resources. Additionally, students should promptly notify the Provost of any approved accommodations.

## **Graduation Requirements**

Students are required to *apply for graduation the semester before the graduating term*. Meeting with an advisor ahead of submitting an application for graduation is also a requirement. During the meeting, the student and advisor discuss enrollment needs for the final term of the program. **Students can participate in the commencement (graduation) ceremony only if ALL courses have been completed.** Following are the graduation requirements:

- **Completion of Courses:** All of the courses listed on the degree or certificate program of study that students are working toward must be completed.
- **GPA and Grade requirements:** A grade of "C" or higher in all of the General Education classes (AGEC) and in all transferrable coursework is required for the degree or certificate. An overall GPA of 2.0 or higher is required.
- **Time limit:** Courses must be completed within a specified time limit. Courses taken more than eight years prior to graduation cannot be counted toward graduation. For areas of study that change rapidly, such as Information Technology, SCAC reserves the right to review, accept or reject, or require upgraded coursework.
- **Residency requirement:** If working on any degree or certificate, at least 25% of the credit hours must be earned at SCAC in order to graduate from SCAC.. This residency requirement must be met through courses numbered 100 or higher.

During the last year away from earning a certificate or degree, students must conform to the following process:

- Beginning of the first semester of last year:
  - Declare a program of study at the beginning of the semester, if it has not been declared before.
  - Meet with advisor to review degree progress and to plan for timing of last courses.
- End of the first semester of the last year:
  - Meet with advisor to complete the Program of Study. At this point, the advisor prints and signs the Degree Progress Report.
  - Complete the graduation checklist to apply for graduation by the deadline. The checklist can be obtained online or through the office of Student Services.
  - Submit all paperwork to the Academic Advising Coordinator or designee for a final checkup.
  - The Academic Advising Coordinator or designee sends it to the Provost for signature.
  - The Provost returns the signed application to the Registrar

### **Graduation with Honors**

If a student has completed 30 credit hours at SCAC, a cumulative GPA of 3.5 or higher will earn graduation with honors. Students earning a GPA of 3.5 to 3.799 will graduate “with honors.” Students earning a GPA of 3.8 to 4.0 will graduate with “high honors.” The honors designation will appear on diplomas and official transcripts.

## **Chapter 5 – Degrees and Certificates**

### **Selecting a Degree Program**

In this chapter information about degrees and certificates are presented. Many programs have different options that allow a student to have a focus on an area within their chosen field. That information may be helpful in determining the degree selection. Meeting with advisors and talking with instructors are some of the best ways to learn more about a degree and to have degree questions answered.

The degree and certificate templates in this Chapter can be chosen by any student, including those who started during a different catalog year. Please note that SCAC students are welcome to declare degree programs that are listed in TOCC’s Catalog in addition to these programs in this Catalog which SCAC is fully supporting. A student who enrolled in a previous year should compare the program or certificate templates from the catalog that was current when first enrolled (catalog of record) to the templates in this catalog, and choose the catalog that will complete graduation requirements in the shortest amount of time (read the details about the catalog of record in **Chapter 4**).

### **Associate Degrees and General Education Goals**

SCAC Associate degrees are designed to transfer to the university for completion of a Bachelor’s degree, through providing the first two years (60-65 credits) of a four-year Bachelor’s degree. The general education component of each degree is meant to provide students with exposure to a wide variety of topics from art to science. In addition, degrees SCAC provide education that

fosters the development of expertise in four areas identified as General Education Goals (described below).

### **General Education Goals (GEG)**

San Carlos Apache College's Board of Regent approved four GEG's in 2022, which were developed by SCAC Faculty and administration. The GEG convey what a graduate from SCAC should know from the time they begin their educational journey at SCAC to the time they graduate and set out fulfilling their academic dreams and/or beginning their new career. The General Education Goals are as follows:

#### **Apache Wisdom**

Learning from the teachings carried on from Apache elders and other community leaders, students will appreciate their unique history, language, and culture as a source of strength for their personal, family, academic, and career aspirations.

#### **Critical Thinking**

Approach critical issues, problems, or questions using creativity and deductive reasoning, evaluating evidence, acknowledging diverse perspectives and contexts, and synthesizing one's own viewpoint into ongoing conversations and debates.

#### **Communication**

Effectively express ideas orally and in writing. Good communication includes understanding one's audience, organizing one's thoughts, acknowledging and integrating outside sources, using the most recent technology, and following the accepted writing and citation conventions of the particular discipline.

#### **Environmental Literacy**

Students will understand their connection to social, cultural, physical, and global environments. Students will consider and evaluate strategies for cultural, community and global sustainability.

### **SCAC Degrees and Certificates**

This section introduces you to the kind of degrees and certificates offered by San Carlos Apache College (SCAC). It provides a brief description of each SCAC degree and certificate program, along with a list of the courses required in each program. These course lists will serve as a "roadmap" you can follow from the time you sign up at SCAC until you are ready to graduate. SCAC offers Associate and Associate of Applied Science degrees. Both are two-year degrees but there is an important difference between them, as explained below.

#### **Associate Degrees**

Associate degrees are designed for students who plan to transfer to four-year colleges and universities to earn Bachelor degrees after they graduate. SCAC offers a number of Associate degrees:

- [Associate of Business in Business Administration \(ABBA\)](#)
- [Associate of Arts in Liberal Arts \(AALA\)](#)
- [Associate of Arts in Social Work \(AASW\)](#)
- [Associate of Arts in Computer Information Systems](#)

### Associate of Applied Science (AAS) degrees

AAS degree programs are designed to provide career-specific skills that lead directly to employment. Students earning these degrees may also transfer to 4-year colleges and universities, though that is not the primary purpose of the Associate of Applied Science track. SCAC offers the following Associate of Applied Science (AAS) degrees:

- [AAS in Business Management \(AASBM\)](#)
- [AAS in Computer Information Systems](#)
- [AAS In Management and Supervision](#)

### Certificate Programs

Certificate programs may focus on developing specific skills as a pathway to completing a degree or to prepare students for employment in a variety of occupations. SCAC offers a number of certificate programs in a variety of areas. Choose from among the following:

- [Certificate in Management and Supervision](#)
- [Certificate in Social Services](#)
- [Certificate in Substance Abuse and Addiction Studies \(CRTAAS\)](#)

### High School Equivalency Diploma

**The College Credit Pathway** is one way to earn a high school equivalency diploma through the Arizona Department of Education. The program requires students to complete 25 credit hours and to pass the Arizona Civics exam. Follow the link to learn more about the CCP.

### Course Availability

SCAC makes every attempt to offer courses in a rotation that is designed to allow students to meet all degree requirements within a two-year span. If you are close to graduation and need a course that is not being offered, connect with [advising@apachecollege.org](mailto:advising@apachecollege.org) so that we can assist you with access to the course you need.



### Degree Requirements

All degrees at SCAC have three areas of study: (1) General Education, (2) Core Requirements, and (3) Electives/Concentration Area.

### **(1) General Education Requirements**

All degree programs at SCAC require students to take a group of General Education Curriculum courses in order to complete their degrees. Completion of all of the Arizona General Education Curriculum (AGEC) block of classes will give SCAC students a group of courses that will transfer to all Arizona's public universities. These AGEC course blocks generally also transfer to other universities. *\*Note that the state of Arizona is going through and AGEC redesign, and major changes will be coming in the next year. It's important to connect with your advisor during this transition process.*



Each SCAC degree program lists recommended AGEC course blocks. If for some reason another AGEC course

needs to be substituted for the recommended AGEC course in a program, then the Provost may approve a substitute AGEC course.

If a SCAC student completes the AGEC block of classes with a 2.5 GPA or better than the SCAC student is guaranteed admission to ASU, NAU, and UA.

The AGEC block of courses is the base of the community college education. The AGEC consists of 35-37 credits in the following subject areas at SCAC:

**Apache Cultural requirements:** APA 101 and HIS 130

**Freshman Composition:** WRT 101 and WRT 102

**Mathematics:** See specific program of study for required math course. Some options include MAT 142, MAT 142H, MAT 151, MAT 187, MAT 212, MAT 220, MAT 225

**Arts:** Some options include ARH 101, ARH 102, ARH 203, ARH 204, ART 100, ART 105, ART 110

**Humanities:** Options include APA 102, AIS 101, AIS 200, AIS 260, PHI 101, Lit 274, LIT 289, WRT 287, WRT 288

**Social and Behavioral Sciences:** Some options include ECN 201, ECN 202, SOC 101, GEO 103, HIS 101, HIS 102, HIS 141, HIS 142, POS 110, PSY 101, PSY 132, PSY 214

**Physical and Biological Sciences:** Some options include ANR 102N, ANR 130N, AST 101N, AST 102N, BIO 100N, BIO 105N, BIO 108N, BIO 127N, CHM 121N, CHM 130N

Please be aware that the list above is only a partial list and SCAC may occasionally offer other courses that may be transferable to other institutions in the categories listed above.

Special Requirements upon completion of your AGEC, you will have taken courses that meet the following requirements: Intensive Writing and Critical Inquiry (I), Cultural (C) and Global (G).

**\*Your advisor can provide a more complete list of courses that can fulfill these areas.**

#### **AGEC-A**

The AGEC-A is for students who want to study liberal arts or social and behavioral sciences when they transfer to the university.

Examples: Writing, History, Philosophy, Social Work, Education, Art

#### **Examples of TOCC/SCAC AGEC-A Programs**

- [Associate of Arts in Liberal Arts AALA](#)



- [Associate of Arts in Social Work AASW](#)

### **AGEC-S**

The AGECS is for students who want to study programs that require more rigorous math and science when they transfer to the university.

Examples: Biology, Chemistry, Agriculture, Health Science, Public Health, Environmental Science

SCAC does not currently have any AGECS Programs; however, students can speak with your advisor about the courses you can take at SCAC that will transfer to your preferred program.

### **AGEC-B**

The AGECS is for students who want to study business when they transfer to the university.

Examples include: Accounting, Management, Organizational Leadership, Marketing

### **Examples of TOCC AGECS Programs**

- [Associate of Business in Business Administration ABBA](#)

**All AGECSs also have special requirements that focus on writing, critical inquiry, and awareness of ethnic/race/ gender issues and global and international awareness.** Students must complete at least one course in each category.

### **Intensive Writing and Critical Inquiry**

At least one course beyond the First-Year Composition requirement shall involve the development of competence in written discourse and involve the gathering, interpretation, and evaluation of evidence. Course with an (I) next to them are considered to meet this requirement.

### **Awareness Areas**

1. One course emphasizing ethnic/race/gender awareness is required. Courses with a (C) by them meet this requirement.
2. One course emphasizing contemporary global/international awareness or historical awareness is required. Courses with a (G) by them meet this requirement.

Associate of Applied Science (AAS) degree programs also have some Arizona General Education Curriculum (AGEC) requirements, which vary from program to program. These AAS degree program have some AGECS requirements, which are direct employment focused but include fewer (AGECS) units than an Associate of Arts (AA) degree program. All of the AAS degree programs include the Apache Cultural Requirements course: APA 101 and HIS 130.

[Associate of Applied Science in Business Management AASBM](#)

### **(2) Core Requirements**

Core requirements are courses that focus on the degree that is to be obtained.

### **(3) Elective Courses**

Degrees at SCAC provide the opportunity to either take elective credits which are courses selected by the student that focus on a general educational interest the student may have outside their degree or courses selected by the student that provides more in-depth knowledge in the degree area. Degrees at SCAC may also have areas of concentration, which provide course work in a specialized area of study within the degree.

### **Selecting a Degree Program**

In addition to going over the templates for degrees and certificates, be sure to read the information about those certificates and degrees. Many programs have different options that allow a student to have a focus on an area within their chosen field. That information may help you determine which one you may want to select. If you have any questions about the degrees, or want to know more about them, be sure to talk with your SCAC advisor and instructors.

The degree and certificate templates in this Chapter can be chosen by any student, including those who started during a different catalog year. A student who enrolled in a previous year should compare the program or certificate templates from the catalog that was current, when first enrolled, to the templates in this catalog, and choose the catalog that will complete graduation requirements in the shortest amount of time (read the details on this topic in Chapter 4).



## Associate Degrees

SCAC Associates degree programs are designed to transfer smoothly to four-year colleges and universities for the completion of a Bachelor's degree. The Associates degrees provide the first two years of a four-year Bachelor's degree (approximately 60 to 65 credits). The General Education (GE) component of each degree program is designed to expose students to a wide variety of topics from art to science.

### Associate Degree Descriptions and Programs of Study

TOCC degrees and certificates are described in the following section. **Each degree consists of two sections: the AGECE section and the specialty (major) section.** A brief overview of each degree and certificate is provided along with a listing (program of study) of the courses required for each. Program learning outcomes (PLO) are also identified. PLO are shown as short lists that describe the various learnings that each degree is designed to lead to. They provide a shorthand that illustrates the primary areas of learning that degrees and certificates will prepare students to achieve.

## **Associate of Business in Business Administration**

### **Business Degrees**

If you are interested in college degrees and certificates that would allow you to work in a variety of jobs, you may want to explore SCAC's business offerings. Graduates with a business degree may work in small or large companies, or work virtually from home, using their computer, telephone, and other technology. With a business degree, you could also be an entrepreneur and open your own company or create an online business via the Internet.

The Associate of Business in Business Administration is designed for students who want to transfer to one of the public universities in Arizona as it meets the General Education requirements. **The Associate of Applied Science in Business Management** is a workforce degree intended for those students seeking entry-level employment upon completion.

SCAC graduates with a business degree can also work for the San Carlos Apache Tribe in one of the many departments of the government. This degree can be useful in various fields, including the health industry, marketing, finance, and agriculture.

### **Program Learning Outcomes:**

1. Utilize data driven decision making to solve issues that arise in business operations.
2. Apply economic and legal concepts to business operations.
3. Demonstrate an understanding of accounting processes.
4. Analyze the customer-oriented nature of marketing.
5. Analyze the impact of business activities on the individual, business, society and the global community.

**Associates of Business Administration Program of Study**

General Education	General Education Category	Course Requirement	Credits Required	Recommended courses for this degree*
	Apache Cultural Requirements	HIS 130 Apache History I ( C )	3	
		APA 101 Apache Language and Culture I	4	
	English Composition	WRT 101 Writing I	3	
		WRT 102 Writing II (I)	3	
	Mathematics	MAT 212 Topics in Calculus or higher (Prerequisites: MAT 151 or placement test equivalent)	3	
	Humanities and Fine Arts	Choose any course from: <a href="#">Art General Education Selection</a> or <a href="#">Humanities General Education Selection</a>	3	
	Social and Behavioral Sciences	Choose any course from: <a href="#">Social and Behavioral Science General Education Selection</a>	6	PSY 101 Introduction to Psychology, ECN 201 Introduction to Microeconomics
	Computer Information Systems	CIS 100 Introduction to Computers	3	
	Two Lab-loaded Science Course	Choose any course from: <a href="#">Science</a>	8	
<b>Total General Education Credits</b>			36	

\* Recommended courses are courses that are recommended to take as part of the degree because the course is relevant to area of study and/or the course will be a requirement by most Universities when the student transfers. Consult with your Academic/Faculty Adviser for further information.

Core Requirements	Core Courses	
	ACC 101 Financial Accounting	3
	ACC 102 Managerial Accounting	3
	BUS 100 Introduction to Business	3
	BUS 220 Legal Environments of Business	3
	ECN 202 Macroeconomic Principles	3
	MKT 111 Principles of Marketing	3
	<b>Total Core Credits</b>	

Electives	Choose any course designated with the following prefixes: BUS, MKT, ACC, MGT.	6
	<b>Total Credits for Elective</b>	6
	<b>Total Credits for Degree</b>	

**Sample Path Progression**

<b>Summer 1 (3 cr hr)</b>	
✓ STU 101 Becoming a Master Student (Recommended if student has been out of school for several years)	
<b>Fall (13 cr hr)</b>	<b>Spring (13 cr hr)</b>
✓ WRT 101 ✓ HIS 130 ✓ Any ART, ARH, AIS ✓ Lab-loaded Science	✓ WRT 102 ✓ CIS 100 ✓ PSY 101 ✓ Lab-loaded Science
<b>Summer 2 (6 cr hr)</b>	
✓ BUS 100 ✓ MKT 111	
<b>Fall (13 cr hr)</b>	<b>Spring (15 cr hr)</b>
✓ ACC 101 ✓ APA 101 ✓ ECN 201 ✓ Elective	✓ ACC 102 ✓ MAT 212 ✓ ECN 202 ✓ BUS 220 ✓ Elective

**Associate of Arts in Computer Information Systems**

The Computer Information Systems program covers developing and maintaining information systems that support organizations’ technical infrastructure. Students will learn about computer hardware and software, creating and supporting databases, building a network, configuring networks, cyber-security fundamentals, and project management which prepares students for entry-level positions as system administrators, network administrators, support technicians, and applications specialists in the computer information services industry. Graduates may enter a Baccalaureate Degree program and/or sit for the Certified Information Systems Security Professional (CISSP), Project Management Professional (PMP), and/or the Certified Cisco Network Associate (CCNA) network certification examinations.

**Areas of Focus**

**Coding (C)** - Software development using programming language to accomplish tasks using a computer. Design and build executable programs and applications to solve problems.

**Networking (Nt)** - A group of two or more computer systems linked together. Local area networks to wide area networks are configured and maintained using skills obtained in network courses.

**Security (S)** - Understanding and applying layers of protection for computer systems. From firewalls to penetration testing learn how to protect your digital assets.

**GIS (G)** - Geographic Information Systems (GIS), solving real world problems creating

and using digital maps and layered satellite imagery to reveal patterns, trends, and relationships.

**Program Learning Outcomes**

1. Technical Skills: Develop proficiency in programming languages, database management, and network administration.
  - a. Measurable Objective: Students will demonstrate proficiency in at least one programming language and complete projects showcasing their ability to analyze and implement secure databases and network configurations.
2. Problem-Solving: Enhance critical thinking abilities to analyze and solve basic IT problems.
  - a. Measurable Objective: Students will successfully troubleshoot and resolve at least two simulated IT problems during lab exercises or projects.
3. Communication: Improve communication skills for effective analysis, technical documentation, and presentations.
  - a. Measurable Objective: Students will deliver a technical presentation or write a report demonstrating clear communication of basic IT concepts and solutions.
4. Ethical Awareness: Understand and apply basic ethical principles in IT practices.
  - a. Measurable Objective: Students will identify ethical considerations in IT scenarios and propose solutions aligned with fundamental professional standards and Apache values
5. Collaboration: Work effectively in teams on basic IT projects.
  - a. Measurable Objective: Students will participate in group projects and receive peer evaluations demonstrating their contribution to team goals

**Associates of Arts in Computer Information Systems Program of Study**

	General Education Category	Course Requirement	Credits Required	Recommended courses for this degree*
<b>General Education</b>	<b>Apache Cultural Requirements</b>	<b>HIS 130 Apache History I</b>	3	
		<b>APA 101 Apache Language and Culture I</b>	4	
	<b>English Composition</b>	<b>WRT 101 Writing I</b>	3	
		<b>WRT 102 Writing II</b>	3	
	<b>Mathematics</b>	<b>MAT 212 Topics in Calculus or higher (Prerequisites: MAT 151 or placement test equivalent)</b>	3	
	<b>Humanities and Fine Arts</b>	<b>Choose any course from: <a href="#">Art General Education Selection</a> or <a href="#">Humanities General Education Selection</a></b>	3	
<b>Social and Behavioral Sciences</b>	<b>Choose any course from: <a href="#">Social and Behavioral Science General Education Selection</a></b>	6	<b>PSY 101 Introduction to Psychology, SOC 101 Introduction to Sociology</b>	

	<b>Computer Information Systems</b>	<b>CIS 100 Introduction to Computers (This course is a prerequisite for the Core Courses)</b>	3
	<b>Two Lab-loaded Science Course</b>	<b>Choose any course from: <a href="#">Science</a></b>	8
	<b>Total General Education Credits</b>		<b>36</b>

\* Recommended courses are courses that are recommended to take as part of the degree because the course is relevant to area of study and/or the course will be a requirement by most Universities when the student transfers. Consult with your Academic/Faculty Adviser for further information.

<b>Core Requirements</b>	<b>Core Courses</b>	
	CIS 127 Programming and Problem Solving	3
	CIS 130 Fundamentals of Computer Networking	3
	CIS 140 Introduction to Risk Management	3
	CIS 210 Introduction to System Administration	3
	CIS 280 IT Project Management	3
	CIS 297 Internship/Practicum	3
<b>Total Core Credits</b>		<b>18</b>

<b>Electives</b>	<b>Choose any two of the following classes:</b>	7-8
	CIS 230N Networking Fundamentals	
	CIS 240N Network Security	
	CIS 250N Coding Fundamentals	
	GEO 267 Introduction to GIS	
	<b>Total Credits for Electives</b>	<b>7-8</b>
<b>Total Credits for Degree</b>		<b>61-62</b>

**Sample Path Progression**

<b>Summer 1 (3 cr hr)</b>	
✓ STU 101 Becoming a Master Student (Recommended if student has been out of school for several years)	
<b>Fall (13 cr hr)</b>	<b>Spring (14 cr hr)</b>
✓ WRT 101 ✓ HIS 130 ✓ CIS 100 ✓ Lab-loaded Science	✓ WRT 102 ✓ CIS 127 ✓ MAT 151 ✓ Lab-loaded Science
<b>Summer 2 (6 cr hr)</b>	
✓ SOC 101 ✓ PSY 101	
<b>Fall (13 cr hr)</b>	<b>Spring (Nt, S: 14 cr hr; C: 13 cr hr; G: 12 cr hr)</b>
✓ APA 101 ✓ CIS 130 ✓ CIS 140 ✓ CIS 210	✓ CIS 280 ✓ CIS 297 ✓ CIS 230N (Nt,S) ✓ CIS 240N (Nt, S)

	<ul style="list-style-type: none"> <li>✓ CIS 250N (C -4 cr hr) or GIS 103 (G - 3 cr hr)</li> <li>✓ Any ART, ARH, AIS</li> </ul>
--	---

**Associate of Arts in Liberal Arts**

SCAC offers the Associate of Arts in Liberal Arts for students who are interested in a broad-based college education that allows them the freedom to choose a variety of subjects during their first two years in college. The AALA degree concentrations are also designed for transfer and can help students transfer to four-year colleges and universities with a specialized block of courses. Integrate concepts and methods of the physical and/or biological sciences to make informed judgments

**Program Learning Outcomes**

1. Actively and critically read, interpret, and analyze diverse texts.
2. Clearly articulate ideas, arguments, and topics through writing and public speaking appropriate to specific audiences.
3. Research topics through evaluating, citing, and documenting various sources.
4. Explain a socio-political issue from multiple perspectives, including an Apache lens.
5. Integrate concepts and methods of the physical and/or biological sciences to make informed judgments

**Associate of Arts in Liberal Arts**

SCAC offers the Associate of Arts in Liberal Arts (AALA) for students who are interested in a broad-based college education that allows them the freedom to choose a variety of subjects during their first two years in college.

**Associates of Art in Liberal Arts Program of Study**

	<b>General Education Category</b>	<b>Course Requirement</b>	<b>Credits Required</b>	<b>Recommended courses for this degree*</b>
<b>General Education</b>	<b>Apache Cultural Requirements</b>	<b>HIS 130 Apache History I ( C )</b>	3	
		<b>APA 101 Apache Language and Culture I</b>	4	
	<b>English Composition</b>	<b>WRT 101 Writing I</b>	3	
		<b>WRT 102 Writing II</b>	3	
	<b>Mathematics</b>	<b>MAT 142 Topics in College Mathematics</b>	3	
	<b>Humanities and Fine Arts</b>	<b>Choose any course from: <a href="#">Art General Education Selection</a></b>	3	
		<b>Choose any course from: <a href="#">Humanities General Education Selection</a></b>	3	



	<b>Social and Behavioral Sciences</b>	<b>Choose any course from: <a href="#">Social and Behavioral Science General Education Selection</a></b>	6	
	<b>Two Lab-loaded Science Course</b>	<b>Choose any course from: <a href="#">Science</a></b>	8	
	<b>Total General Education Credits</b>		36	

\* Recommended courses are courses that are recommended to take as part of the degree because the course is relevant to area of study and/or the course will be a requirement by most Universities when the student transfers. Consult with your Academic/Faculty Adviser for further information.

<b>Core Requirements</b>	<b>Core Courses</b>	
	<b>24 credits including 3 or more credits each from literature, History, Speech/communication. Nine (9) credits overall must be from courses numbered 200 and above.</b>	24
	<b>Total Core Credits</b>	
	<b>Total Credits for Degree</b>	

**Sample Path Progression**

<b>Summer 1 (6 cr hr)</b>	
<ul style="list-style-type: none"> <li>✓ STU 101 Becoming a Master Student (Recommended if student has been out of school for several years)</li> <li>✓ HIS 130</li> </ul>	
<b>Fall (13 cr hr)</b>	<b>Spring (15 cr hr)</b>
<ul style="list-style-type: none"> <li>✓ WRT 101</li> <li>✓ Humanities course</li> <li>✓ Lab-loaded course</li> <li>✓ SBS course</li> </ul>	<ul style="list-style-type: none"> <li>✓ WRT 102</li> <li>✓ APA 101</li> <li>✓ MAT 142</li> <li>✓ Humanities course</li> </ul>
<b>Summer 2 (6 cr hr)</b>	
<ul style="list-style-type: none"> <li>✓ SBS Course</li> <li>✓ ART 100</li> </ul>	
<b>Fall (13 cr hr)</b>	<b>Spring (15 cr hr)</b>
<ul style="list-style-type: none"> <li>✓ Lab-loaded course</li> <li>✓ SBS course</li> <li>✓ Elective</li> <li>✓ Elective</li> </ul>	<ul style="list-style-type: none"> <li>✓ Arts Course</li> <li>✓ Elective 200 and above</li> <li>✓ LIT 274</li> <li>✓ HIS 274</li> <li>✓ SPE/COM course</li> </ul>

## Associate of Arts in Social Work

Social Work is a professional field that aims to help individuals, groups, and communities alleviate social welfare issues such as mental health issues, poverty, homelessness, drug/alcohol addiction, family and community violence, and the psychological and social aspects of physical illness. With an associate degree individuals can enter the field of social services as an entry level paraprofessional. To become a professional social worker, students must continue their education and complete a bachelor's degree in Social Work. SCAC prepares students to transfer to a university to complete their professional education.

### Program Learning Outcomes

1. Demonstrate Comprehensive Understanding of Social Work Theory and Practice
  - a. Knowledge: Students will possess a deep understanding of the theoretical foundations of social work, including various theoretical perspectives, historical contexts, and contemporary trends.
  - b. Skills: Students will apply theoretical knowledge to assess and intervene in diverse client systems, demonstrating proficiency in utilizing evidence-based interventions and ethical decision-making frameworks.
  - c. Abilities: Students will demonstrate the ability to critically analyze social issues, advocate for social justice, and collaborate effectively with clients, communities, and interdisciplinary teams to address systemic inequalities and promote positive social change.
2. Cultivate Cultural Competence and Responsiveness
  - a. Knowledge: Students will acquire knowledge of diverse cultural practices, beliefs, and identities, with a particular emphasis on understanding the cultural context of the populations they serve, including the San Carlos Apache community, Indigenous communities, and marginalized and minority communities.
  - b. Skills: Students will demonstrate cultural congruence in their interactions with clients and communities, employing culturally sensitive communication, assessment, and intervention strategies to meet the unique needs and preferences of diverse individuals and groups.
  - c. Abilities: Students will develop the ability to recognize and challenge cultural biases and stereotypes, engage in self-reflection and ongoing learning to enhance cultural humility, and advocate for culturally responsive policies and practices within social service systems.
3. Demonstrate Professional Values, Ethics, and Decision-Making
  - a. Knowledge: Students will comprehend the ethical principles, values, and codes of conduct that guide professional social work practice as dictated by the National Association of Social Workers.
  - b. Skills: Students will demonstrate ethical decision-making skills in complex and challenging situations, applying ethical frameworks and critical thinking to navigate dilemmas and conflicts within professional practice.
  - c. Abilities: Students will integrate ethical principles into their practice, maintaining professional boundaries, confidentiality, and integrity while upholding the rights and dignity of clients, colleagues, and communities. They will also advocate for ethical and socially just policies and practices at individual, organizational, and systemic levels.
4. Demonstrate Cultural Competence and Cultural Congruent Practice

- a. Knowledge: Students will develop cultural and diversity awareness and cultural congruent practice necessary to serve diverse populations respectfully, particularly focusing on the needs of Apache peoples, Southwestern peoples, and other diverse communities.
- b. Measurable Outcome: Through experiential activities, cultural immersion experiences, and reflective journals, students will demonstrate increased awareness of cultural diversity and their ability to adapt their practice to meet the needs of diverse populations effectively.

Students interested in working with individuals who have substance abuse and addictions issues should also consider the [Certificate in Substance Abuse and Addiction \(CRTSAA\)](#).

Associate of Arts in Social Work Program of Study

General Education	General Education Category	Course Requirement	Credits Required	Recommended courses for this degree*
	Apache Cultural Component	HIS 130 Apache History I ( C )	3	
		APA 101 Apache Language and Culture I	4	
	English Composition	WRT 101 Writing I	3	
		WRT 102 Writing II (I)	3	
	Mathematics	MAT 142 Topics in College Mathematics	3	
	Humanities and Fine Arts	Choose any course from: <a href="#">Art General Education Selection</a>	3	
		Choose any course from: <a href="#">Humanities General Education Selection</a>	3	PHI 101 Introduction to Philosophy
	Social and Behavioral Sciences	Choose any course from: <a href="#">Social and Behavioral Science General Education Selection</a>	6	PSY 101 Introduction to Psychology or SOC 101 Introduction to Sociology
	Two Lab-loaded Science Course	Choose any course from: <a href="#">Science</a>	8	
<b>Total General Education Credits</b>			36	

\* Recommended courses are courses that are recommended to take as part of the degree because the course is relevant to area of study and/or the course will be a requirement by most Universities when the student transfers. Consult with your Academic/Faculty Adviser for further information.

Core Requirement	Core Courses	
	SWU 171 Introduction to Social Work	3
	SWU 291 Social Services Delivery Systems Prerequisite: SWU 171, or Co-requisite SWU 171, or Permission of the instructor)	3

	<b>SWU 295 Foundations of Social Work Practice: Effective Helping in a Diverse World.</b> (Prerequisite: SWU 171, WRT 101, and PSY 101 or SOC 101)	3
	<b>POS 110 American National Government</b>	3
	<b>Total Core Credits</b>	<b>12</b>

<b>Electives</b>	<b>Any APA, SSE, PSY, SOC, ECE, TOS, TOC, or SWU. Recommended: ECN 202 Macro Economics, MAT 225 Basic Statistics</b>	12
	<b>Total Credits for Elective</b>	<b>12</b>
	<b>Total Credits for Degree</b>	<b>60</b>

**Sample Path Progression**

<b>Summer 1 (3 cr hr)</b>	
<ul style="list-style-type: none"> <li>✓ STU 101 Becoming a Master Student (Recommended if student has been out of school for several years)</li> </ul>	
<b>Fall (14 cr hr)</b>	<b>Spring (13 cr hr)</b>
<ul style="list-style-type: none"> <li>✓ WRT 101</li> <li>✓ APA 101</li> <li>✓ Lab-loaded Science course</li> <li>✓ HIS 130</li> </ul>	<ul style="list-style-type: none"> <li>✓ WRT 102</li> <li>✓ MAT 142 or placement</li> <li>✓ SWU 171</li> <li>✓ SSE or APA Elective</li> </ul>
<b>Summer 2 (6 cr hr)</b>	
<ul style="list-style-type: none"> <li>✓ ART Elective</li> <li>✓ PSY 101</li> </ul>	
<b>Fall (13 cr hr)</b>	<b>Spring (12 cr hr)</b>
<ul style="list-style-type: none"> <li>✓ HUM Elective</li> <li>✓ Lab-loaded Science course</li> <li>✓ SOC 101</li> <li>✓ SWU 291</li> </ul>	<ul style="list-style-type: none"> <li>✓ POS 110</li> <li>✓ ECN 202 (Elective)</li> <li>✓ MAT 225 (Elective)</li> <li>✓ SWU 295</li> </ul>

## Associate of Applied Science (AAS) degrees

Associates of Applied Science (AAS) degree programs are designed for direct employment after the completion of the program. This type of associate degree is also good for individuals who are looking to expand their current career field and for advancement opportunities. While most all the credits in an applied science degree do transfer to other colleges and universities, unlike the Associates degree (Arts or Science), Associates of Applied Sciences usually focus more on career related courses and courses that help in direct employment. This means that this degree may not meet all the general education requirements if a student wants to transfer to a four-year university for a bachelor's degree. For more information, consult with one of the SCAC advisers to help determine if an Associates of Applied Science or Associates of Arts or Science is better for you and your career and life goals. Associates of Applied Science offered include:

### AAS in Business Management (AASBM)

The **Associate of Applied Science in Business Management** is a workforce degree intended for students seeking entry-level employment upon completion. The [Associates of Arts in Business Administration \(ABBA\)](#) is for students continuing their education after their Associates Degree.

### Program Learning Outcomes

1. Develop and demonstrate the ability to use data to solve common issues that arise in business operations.
2. Develop and demonstrate knowledge of basic organizational and procedural principles of business.
3. Develop and demonstrate a basic level of understanding of the economic and legal contexts for business operations.
4. Develop and demonstrate the ability to plan the needed activities to start and manage a small business.

**AAS in Business Management Program of Study**

General Education	General Education Category	Course Requirement	Credits Required
	Apache Cultural Components	HIS 130 Apache History I	3
		APA 101 Apache Language and Culture I	4
	English Composition	WRT 101 Writing I (3 credits) and WRT 102 Writing II or SPE 110 Public Speaking (3 credits)	6
	Mathematics	MAT 142 Topics in College Mathematics or higher	3
	Humanities and Fine Arts	Any course with prefix ART, APA, or ARH	3
		Any course with prefix LIT, PHI, SPE, or WRT	3
	Social and Behavioral Sciences	Any course with prefix ECN, GEO, HIS, PHI, POS, PSY, or SSE	3
	Computer Science	CIS 100 Introduction to Computers	3
	One Lab-loaded Science Courses	Any course with prefix ANR, AST, BIO, CHM, GEO, PHY	4
<b>Total General Education Credits</b>			<b>32</b>

Core Requirements	Core Courses	
	BUS 100 Introduction to Business	3
	BUS 220 Legal Environments of Business	3
	ACC 101 Financial Accounting	3
	ACC 102 Managerial Accounting	3
	CSA 110 Spreadsheets: Microsoft Excel	3
	MGT 124 Small Business Management	3
	MKT 111 Principles of Marketing	3
	<b>Total Core Credits</b>	

Electives	Any course designated BUS, ACC, CIS, CSN, CSA, MGT, MKT, POS, PSY, or STU	7	
	<b>Total Credits for Elective</b>		<b>7</b>
	<b>Total Credits for Degree</b>		<b>60</b>

**Sample Path Progression**

Summer 1 (3 cr hr)	
✓ STU 101 Becoming a Master Student (Recommended if student has been out of school for several years)	
Fall (12 cr hr)	Spring (13 cr hr)

<ul style="list-style-type: none"> <li>✓ WRT 101</li> <li>✓ HIS 130</li> <li>✓ Any ART, ARH, or TOS</li> <li>✓ MAT 142</li> </ul>	<ul style="list-style-type: none"> <li>✓ WRT 102</li> <li>✓ CIS 100</li> <li>✓ Any LIT, PHI SPE or WRT</li> <li>✓ Lab-loaded Science</li> </ul>
---	---

<b>Summer (6 cr hr)</b>	
<ul style="list-style-type: none"> <li>✓ Elective</li> <li>✓ Elective</li> </ul>	
<b>Fall (13 cr hr)</b>	<b>Spring (15 cr hr)</b>
<ul style="list-style-type: none"> <li>✓ ACC 101</li> <li>✓ BUS 100</li> <li>✓ APA 101</li> <li>✓ Any ECN, GEO, HIS, PHI, PSY or SSE</li> </ul>	<ul style="list-style-type: none"> <li>✓ ACC 102</li> <li>✓ CSA 110</li> <li>✓ BUS 124</li> <li>✓ BUS 220</li> <li>✓ MKT 111</li> </ul>

**AAS in Computer Information Systems**

The [Associate of Applied Science in Computer Information Systems](#) is a workforce degree intended for students seeking entry-level employment upon completion. Students who are considering continuing their education after their Associates Degree should consider the [Associate of Arts in Computer Information Systems](#)

**Program Learning Outcomes**

1. Technical Skills: Develop advanced proficiency in programming languages, database management, and network administration.
  - a) Measurable Objective: Students will demonstrate proficiency in at least one programming languages and complete projects showcasing their ability to use databases, adjust network configurations, and apply cybersecurity processes.
2. Problem-Solving: Enhance critical thinking abilities to troubleshoot and solve complex IT problems.
  - a) Measurable Objective: Students will successfully troubleshoot and resolve at least three simulated IT problems during lab exercises or projects, including more advanced issues.
3. Communication: Improve communication skills for effective customer service, technical documentation, and presentations.
  - a) Measurable Objective: Students will deliver a technical presentation or write a report demonstrating clear communication of advanced IT concepts and solutions.
4. Ethical Awareness: Understand and apply ethical principles in IT practices.
  - a) Measurable Objective: Students will analyze complex ethical dilemmas in IT scenarios and propose solutions aligned with professional standards and Apache values.
5. Collaboration: Work effectively in teams on advanced IT projects.
  - a) Measurable Objective: Students will lead and participate in group projects, demonstrating effective leadership and teamwork in achieving project goals.

**AAS in Computer Information Systems Program of Study**

General Education	General Education Category	Course Requirement	Credits Required
	Apache Cultural Components	HIS 130 Apache History I	3
		APA 101 Apache Language and Culture I	4
	English Composition	WRT 101 Writing I (3 credits) and WRT 102 Writing II or SPE 110 Public Speaking (3 credits)	6
	Mathematics	MAT 142	3
	One Lab-loaded Science Courses	BIO 105N Environmental Biology	4
<b>Total General Education Credits</b>			<b>*21</b>

**\*Note the SCAC Students need to take 1 extra General Education credit to get to 60 credit hours for the degree**

Core Requirements	Core Courses		
	CIS 100 Introduction to Computers		3
	CIS 127 Programming and Problem Solving		3
	CIS 130 Fundamentals of Computer Networking		3
	CIS 140 Introduction to Risk Management		3
	CIS 210 Introduction to System Administration		3
	CIS 280 IT Project Management		3
	CIS 297 Internship/Practicum (based on student need)		3
<b>Total Core Credits</b>			<b>21</b>

Electives	CIS 230N Networking Fundamentals	4
	CIS 234N Advanced Networking Routing and Switching	4
	CIS 240N Network Security	4
	CIS 250 Coding Fundamentals	4
	GEO 267 Introduction to CIS	3
	<b>Total Credits for Elective</b>	
<b>Total Credits for Degree</b>		<b>60</b>

**AAS in Management and Supervision**

The Management and Supervision Associate of Applied Science degree prepares the student for front line supervision and entry level management. Different approaches and techniques to management and supervision will be examined and how they should be applied. This includes leadership, organization, planning and other management practices. **Please note that this program is not yet approved for Financial Aid.**



### Program Learning Outcomes

1. Demonstrate appropriate and effective communication skills with coworkers.
2. Case studies will be examined, analyzed and discussed to help the students better understand and resolve different situations that could arise in the workplace.
3. Develop and demonstrate supervisory skills and knowledge using case studies and other activities.
4. Develop and demonstrate an understanding of basic business organization and behavior.
5. Develop and demonstrate motivational skills in the workplace.
6. Demonstrate the necessity for ethical behavior as a supervisor..

### AAS in Management and Supervision Program of Study

General Education	General Education Category	Course Requirement	Credits Required
	General Education	Apache Cultural Components	HIS 130 Apache History I
APA 101 Apache Language and Culture I			4
English Composition		WRT 101 Writing I (3 credits) and WRT 102 Writing II	6
Mathematics		MAT 142 Topics in College Mathematics or higher	3
Arts and Humanities		Choose any course from Art of Humanities General Education Selection	6
Social and Behavioral Sciences		ECN 201 Or 202	3
Two Lab-loaded Science Courses			8
<b>Total General Education Credits</b>			<b>33</b>
Core Requirements	Core Courses		
		MGT 110 Human Relations in Business and Industry	3
		MGT 122 Supervision	3
		MGT 230 Dynamics of Leadership	3
		MGT 280 Business Organization and Leadership (Prerequisite: BUS 100 or permission of Instructor)	3
		BUS 220 Legal Environment of Business	3
		BUS 148 Business Ethics: Morals in the Workplace	3
		CAG 133 Customer Service, Management and Marketing	3
	<b>Total Core Credits</b>		
Electives	Any course designated BUS, CIS, MGT, ECN, MAT, or CAG		6
	<b>Total Credits for Elective</b>		<b>6</b>
	<b>Total Credits for Degree</b>		<b>60</b>

## Certificate Programs

The Certificate programs at SCAC are meant to provide foundational education in a given field for direct employment. They are a great option for those who want to start in a field or who are looking for advancement in their career. Certificates offered include:

- Certificate in Management and Supervision
- Certificate in Social Services
- Certificate in Substance Abuse and Addiction Studies

### Certificate in Management and Supervision

The Management and Supervision Certificate prepares the student for front line supervision and management. Different approaches and techniques to management and supervision will be examined and how they should be applied. This includes leadership, organization, planning, and other management practices. **Please note that this program is not yet approved for Financial Aid.**

### Program Learning Outcomes

1. Demonstrate appropriate and effective communication skills with coworkers and other stakeholders.
2. Demonstrate effective problem-solving skills when difficult situations arise with coworkers and other stakeholders. Case studies will be examined, analyzed and discussed to help students better understand different situations that could arise in the workplace.
3. Demonstrate pertinent supervisory skills and knowledge through interactions with others in the workplace.
4. Demonstrate an understanding of basic business organization and behavior.

### Program of Study

General Education	General Education Category	Course Requirement	Credits Required
	Apache Cultural Requirements	HIS 130 Apache History I	3
		APA 101 Apache Language and Culture I	4
	English Composition	WRT 101 Writing I	3
<b>Total General Education Credits</b>			<b>10</b>

Core	Core Courses	
	MGT 110 Human Relations in Business and Industry	3
	MGT 122 Supervision	3
	MGT 230 Dynamics of Leadership	3
	MGT 280 Business Organization and Leadership	3
	BUS 148 Business Ethics: Morals in the Workplace (Prerequisite: BUS 100 or permission of Instructor)	3
	BUS 220 Legal Environment of Business	3
	CAG 133: Customer Service, Management, and Marketing	3

	<b>Total Core Credits</b>	21
	<b>Total Credits for Certificate</b>	31

**Sample Path Progression**

Fall (6 cr hr)	Spring (10 cr hr)
<ul style="list-style-type: none"> <li>✓ WRT 101</li> <li>✓ HIS 130</li> </ul>	<ul style="list-style-type: none"> <li>✓ APA 101</li> <li>✓ MGT 110</li> <li>✓ CAG 133</li> </ul>

Fall (9 cr hr)	Spring (6 cr hr)
<ul style="list-style-type: none"> <li>✓ ACC 101</li> <li>✓ MGT 122</li> <li>✓ MGT 230</li> </ul>	<ul style="list-style-type: none"> <li>✓ MGT 280</li> <li>✓ BUS 220</li> </ul>

**Certificate in Social Services**

The Certificate in Social Services program is meant to provide entry level skills to start a career in Social Services. The Certificate program is also designed to work towards an **Associates of Arts in Social Work**.

1. Social Problems and Social Change: Students will be able to articulate and discuss various human conditions that lead to the need for human services and the delivery of human service programs
2. Professional Interpersonal Skills: Students will demonstrate the ability to use professional interpersonal skills in order to assist someone seeking social services on the individual and group level.
3. Evaluation and Planning. Evaluation: Students will demonstrate the ability to assess the needs of individuals on the micro (client level), mezzo (organization and community level), and macro (policies, cultural, and legal levels) in order to address individual or social problem and create positive social change. Planning: Students will demonstrate the ability to develop a plan of action based on a needs assessment.
4. Cultural Sensitivity: Students will demonstrate cultural awareness and sensitivity needed to respectfully serve the San Carlos Apache Nation and others in a diverse service population.
5. Professional Ethics: Students will demonstrate an understanding of the importance of professional ethics and the ability to identify situations in which there can be ethical dilemmas and how to appropriately mitigate them.

General Education	General Education Category	Course Requirement	Credits Required
	Apache Cultural Requirements	HIS 130 Apache History I	3
		APA 101 Apache Language and Culture I	4
	English Composition	WRT 101 Writing I	3
Humanities	APA 102 Apache Language and Culture II	4	

	Social and Behavioral Science	PSY 101 Introduction to Psychology or PSY 214 Abnormal Psychology	3
<b>Total General Education Credits</b>			17
<b>Core Courses</b>			
<b>Core</b>	SWU 171 Introduction to Social Work		3
	SWU 291 Social Service Delivery Systems		3
	SWU 295 Foundations of Social Work Practice		3
	SSE 211 Group Technique Applications		3
	SSE 121 Introduction to Substance Abuse		3
	<b>Total Core Credits</b>		
<b>Total Credits for Certificate</b>			32

### Certificate in Substance Abuse and Addiction Studies

The [Certificate in Substance Abuse and Addiction Studies](#) is meant to provide students with the core academic work to serve as a substance abuse professional and a Certified Addiction Counselor. The Certificate program is also designed for students working towards an [Associates of Arts in Social Work](#).

#### Program Learning Outcomes

1. Social Problems and Social Change: Students will be able to articulate and discuss various human conditions that lead to the need for human services and the delivery of human service programs.
2. Professional interpersonal skills: Students will demonstrate the ability to use professional interpersonal skills in order to assist someone seeking social services on the individual and group level.
3. Evaluation and Planning. Evaluation: Students will demonstrate the ability to assess the needs of individuals on the micro (client level), mezzo (organization and community level), and macro (policies, cultural, and legal levels) in order to address individual or social problem and create positive social change. Planning: Students will demonstrate the ability to develop a plan of action based on a needs assessment.
4. Cultural Sensitivity: Students will demonstrate cultural awareness and sensitivity needed to respectfully serve the Apache Nation and others in a diverse service population.
5. Professional Ethics: Students will demonstrate an understanding of the importance of professional ethics and the ability to identify situations in which there can be ethical dilemmas and how to appropriately mitigate them.
6. Knowledge of substance abuse and addiction. Students will be able to articulate and discuss the dynamics of substance abuse addiction along with the prevention and treatment of the substance abuser.

General Education	General Education Category	Course Requirement	Credits Required
	Apache Cultural Requirements	HIS 130 Apache History I	3
		APA 101 Apache Language and Culture I	4
	English Composition	WRT 101 Writing I	3
	Social and Behavioral Science	PSY 101 Introduction to Psychology or SOC 101 Introduction to Sociology	3
<b>Total General Education Credits</b>			<b>13</b>

Core	Core Courses	
	PSY 214 Abnormal Psychology	3
	SSE 121 Introduction to Substance Abuse	3
	SSE 123 Substance Abuse Prevention	3
	SSE 220 Treatment of the Substance Abuser	3
SSE 211 Group Technique Applications	3	

	<b>SWU 171 Introduction to Social Work</b>	3
	<b>Total Core Credits</b>	18
	<b>Total Credits for Certificate</b>	31

## Arizona College Credit Pathway for High School Equivalency Diploma

The College Credit Pathway is one way to earn a high school equivalency diploma through the Arizona Department of Education. The program requires students to complete a minimum of 25 credits and completion of Arizona Civics exam. Note that you do not need to take all of the college credits with SCAC for the Department of Education to grant your diploma.

### Entrance Requirements

1. Age 16 years or older.
2. Submit SCAC admissions application.
3. Score 70 or higher on EdReady math and writing assessment.
4. Speak with a SCAC adviser.

### Requirements to Earn a High School Equivalency Diploma

1. Earn 25 college credits in specific areas.
2. Courses must be at the 100-course level or above.
  1. Passing grade letter of 'C' or above.
  2. Credits must be earned at or validated by an Arizona public state university or community college.
1. Pass the Arizona Civics Test.

4. Course Areas	Credits
English Arts	6
Mathematics	6
Science	4
Social Sciences	3
Computer	3
College/Career Exploration	3
Arizona Civics Test	Pass

For more information on the High School College Pathway program contact a SCAC adviser, at [advising@apachecollege.org](mailto:advising@apachecollege.org) or the Arizona Department of Education at <http://www.azed.gov/adultedservices/>. It is the student's responsibility to ensure that all coursework meets the credit requirements of the College Credit Pathway.

Note that under SCAC's Workforce Innovation and Opportunity Act program, there are additional pathways to high school equivalency, including pathways that give credit for work experience.

i.

**Sample Program of Study (consult with an advisor)**

<b>Category</b>	<b>Required Courses</b>	<b>Credits</b>
English	WRT 101 Writing I	3
	WRT 102 Writing II	3
Mathematics	MAT 122 Intermediate Algebra	3
	MAT 142 Topics in College Algebra	3
Social Studies	HIS 130 Apache History I	3
Science	Any four (4) credit hour science course	4
College and Career Success	STU 101 Becoming a Master Student	3
Computer Science	CIS 100 Introduction to Computers	3
<b>Total Number of Credits</b>		<b>25</b>

## Chapter 6 – Course Descriptions

This chapter provides a description of all the courses that are currently being offered by SCAC. The following is terminology used to describe the courses.

- **Prefix** – short way to identify the area of study or discipline: ART for Art; GEO for Geography, BIO for Biology, and so on.
- **Course numbers** - used to identify specific classes: ART 100 is Basic Design, GEO 103 is Cultural Geography, and so on. Classes numbered 200 or above are more advanced than 100 level classes.
- **Titles:** Name of the course: Basic Design, Abnormal Psychology, Human Nutrition and Biology, and so on.
- **Credits:** Shows semester hour credits for a course. HIS 130 Apache History is 3 cr. hrs. (3 credits) while BIO 100N Biology Concepts is 4 cr. hrs. (4 credits). Most classes are 3 credits.
- **Lecture and lab/studio hours:** Lecture hours are counted as lasting 50 minutes, and are shown as, for example, 3 lec (3 lecture) or 5 lec (5 lecture); lab/studio hours are shown as, for example, 3 lab (3 laboratory). Some classes are lecture only; some have a combination of lecture and lab/studio hours. Periods (pds) are the sum of lecture plus lab hours: (6 pds: 3 lec, 3 lab) for example.
- **Prerequisites:** Prerequisites are courses or other preparation required for enrollment in a course. Some courses have no prerequisites while others may have one or more. WRT 102 has WRT 101 as a prerequisite, for example.
- **Descriptions:** The text or narrative that is designed to highlight the main course contents.

**LOOK  
WHAT'S  
NEW!**



## Accounting (ACC)

### ACC 100: Practical Accounting Procedures

**Prerequisites:** None

**Credits:** 3 cr. hrs. (3 pds: 3 lec)

**Course Description:** Introduction to accounting systems for small businesses. Includes the basic accounting cycle, use of special journals, procedures for controlling cash, and payroll accounting.

### ACC 101: Financial Accounting

**Prerequisites:** None

**Credits:** 3 cr. hrs. (3 pds: 3 lec)

**Course Description:** Introduces accounting as a service activity, analytical discipline, and information system. Includes quantitative information to make decisions, identification of events that characterize economic activity, and the collection and communication of economic activity. Also includes recording accounting data, internal control of assets, measurement and reporting of liabilities and owner's equity.

### ACC 102: Managerial Accounting

**Prerequisites:** ACC 101 & MAT 089 or higher

**Credits:** 3 cr. hrs. (3 pds: 3 lec)

**Course Description:** Accounting training for managers. Includes concepts for those who are inside an organization and responsible for planning, directing, and controlling its operation. Also includes process costing, profit planning, overhead analysis, and capital budgeting decisions.

## American Indian Studies (AIS)

### AIS 101: Introduction to American Indian Studies I

**Prerequisite:** None

**Credit Hours:** 3 cr. hrs. (3 pds: 3 lec)

**Course Description:** Examination of the diversity of American Indian tribes. Includes successive colonization waves and conflict between Native Americans and colonizing nations. Also includes the development of Native American cultures, and policies toward Native Americans.

### AIS 200: Culture and History of Indigenous Peoples

**Prerequisites:** WRT 101

**Credits:** None

**Credits:** 3 cr. hr. (3 pds: 3 lec.)

**Course Description:** This course introduces students to the foundation of American Indian Studies. Students will examine historical and contemporary issues, including Federal Indian policy

and law. This course is a collaborative educational exchange between Tohono O'odham Community College (TOCC)/San Carlos Apache College(SCAC) and the American Indian Higher Education Consortium (AIHEC).

### **AIS 260: Culture and History of American Indian Women**

**Prerequisites:** WRT 101

**Credits:** 3 cr. hr. (3 pds: 3 lec.)

**Course Description:** This course examines and appraises the historical and contemporary place of American Indian women in Native communities and mainstream society. This is accomplished through written documents, storytelling, and other mediums with a focus on Native women's roles, status, influence, and contributions as Nation builders before contact, during colonization and decolonization. Central to the course are current issues of importance to American Indian women living on and near reservations, in urban and rural areas.

## **Agriculture and Natural Resources (ANR)**

### **ANR 102N: Animal Science**

**Prerequisites:** MAT 089 or higher, BIO 100N, or 1 year high school biology, or signature of instructor  
**Credits:** 4 cr. hrs. (5 pds: 2 lec, 3 lab)

**Course Description:** This class will cover fundamental principles of animal, dairy, equine, and poultry science, with a focus on production, marketing, and distribution. Livestock management practices, culture, and history unique to Indian Country will also be discussed.

### **ANR 130N: Plant Science**

**Prerequisites:** CHM 121N or 1-year high school chemistry recommended

**Credits:** 4 cr. hrs. (6 pds: 3 lec, 3 lab)

**Course Description:** Introduces the principles of plant growth, development, reproduction, and structure of vascular plants at the cellular, organism and ecosystem levels. Addresses plant growth in the context of climatic and environmental influences, with global and evolutionary patterns considered. Emphasis on traditional crops and woody plants of Southern Arizona.

### **ANR 221N: Soil Science**

**Prerequisites:** None

**Credits:** 4 cr. hrs. (6 pds: 3 lec, 3 lab)

**Course Description:** Fundamental principles of soil science, including the origin, nature, and classification of soils, emphasizing the chemical, physical, and biological properties in relation to growth and nutrition of plants. Useful for anyone interested in water resources, agriculture, ecology, engineering, environmental restoration, and any number of other environmental sciences. Lecture and lab are integrated in this course.

## Apache Language

### APA 101: Apache Language and Culture I

**Prerequisites:** None

**Credits:** 4 cr. hrs. (5 pds: 3 lec 2 lab)

**Course Description:** This course emphasizes speaking, reading, and listening comprehension of the Apache language through a variety of approaches.

### APA 102: Apache Language and Culture II

**Prerequisites:** APA 101 or instructor permission

**Credits:** 4 cr. hrs. (5 pds: 3 lec 2 lab)

**Course Description:** A continuation of Apache Language I, Apache language II emphasizes an increased knowledge of the structure and grammar of the language with improved practice in listening, speaking, reading, writing, and usage of the language. This course utilizes a communicative approach and provides opportunities for students to use increasingly complex vocabulary and grammar.

## Apache Studies

### APS 150: Introduction to Traditional Apache Healthcare

**Prerequisites:** None

**Credits:** 4 cr. hrs. (4 pds: 4 lec)

**Course Description:** This course is a survey of the traditional Nnee/Ndee (Western Apache) perspective of the health history of the San Carlos Apache community; an overview of ancestral Ndee/Nnee knowledge and perspectives regarding health, wellness, illness, prevention, and medical practice; and a forum for discussions about recognizing and applying Nnee/Ndee perspectives and practice to the life of today's community.

## Art History (ARH)

### ARH 101: History of Art I: Prehistory through Gothic

**Prerequisites:** None

**Credits:** 3 cr. hrs. (3 pds: 3 lec)

**Course Description:** The course is a broad and inclusive survey of the art, architecture and material cultures of western civilization from humanities' initial cultural efforts through the Renaissance, incorporating a global perspective. Topics including historically significant art, architecture and material culture, and the relationship between the social function of art and its form and content, are introduced and examined through an interdisciplinary lens.

### ARH 102: History of Art II: Renaissance through Modern

**Prerequisites:** ARH 101 or permission of instructor

**Credits:** 3 cr. hrs. (3 pds: 3 lec)

**Course Description:** This course, covering the periods Renaissance through Modern, is a continuation of ARH101. It is a broad and inclusive survey of the art, architecture and material cultures of western civilization from the Renaissance through modern times, incorporating a global perspective. Topics including historically significant art, architecture and material culture, and the relationship between the social function of art and its form and content, are introduced and examined via an interdisciplinary lens.

### **ARH 203: History of Global Indigenous Visual Cultures**

**Prerequisites:** ARH 102 or ART 105 or permission of instructor

**Credits:** 3 cr. hrs. (3 pds: 3 lec)

**Course Description:** This course provides a survey of the history and material cultures of indigenous peoples world-wide, grouping them by the specific geographies (terrain types) that they inhabit: mountains; forests, tropical and temperate; grasslands, savannas and shrub lands; aquatic-oceans, rivers, lakes, marshes; tundra and deserts, and xeric shrub lands. Attention is given to the effect of exogenous contact, explorations and occupations, colonialism, and globalization upon indigenous visual cultures.

### **ARH 204: History of Native American Visual Cultures**

**Prerequisites:** ARH 203 or permission of instructor

**Credit:** 3 cr. hr. (3 pds: 3 lec)

**Course Description:** This course provides a selective overview of the arts, societies, and histories of First Nation/Native American descendants in South, Central, and North America to include Canada, with a final focus on the Southwest cultural area. The arts and material culture of the Tohono O’odham will be examined in relation to those produced by other Native American cultures.

## **Art (ART)**

### **ART 100: Basic Design**

**Prerequisite:** None

**Credits:** 3 cr. hrs. (5 pds: 2 lec, 3 lab)

**Course Description:** Introduces students to the elements and principles of visual design. Includes line, shape, space, value, texture, volume and color. Includes skill development in organizing these elements, and applying the visual principles of harmony, variety, balance, tension, rhythm, proportion, repetition, and contrast.

### **ART 104: Digital Media and Photography**

**Prerequisite:** None

**Credits:** 3 cr. hrs. (5 pds: 2 lec, 3 lab)

**Course Description:** This course is designed for students with little or no digital imaging experience to provide a fundamental understanding of digital imaging, from both a technical and theoretical point of view. Students learn to operate digital cameras, to utilize them as precise tools for image capture, and to utilize digital media software (Adobe Photoshop) for graphic design media. The course is a combination of lecture, demonstration and hands-on practice.

### **ART 105: Art Appreciation**

**Prerequisites:** None

**Credits:** 3 cr. hrs. (3 pds: 3 lec)

**Course Description:** This course introduces students to the history of European and American art, studio art production, art criticism, and aesthetic theory. It covers art from ancient history to the present with a specialized unit on Native North American Art and Tribal Museums. Course material will be presented through a combination of readings, lectures, videos, field trips, and through direct creative experience.

### **ART 110: Drawing**

**Prerequisite:** None

**Credits:** 3 cr. hrs. (5 pds: 2 lec, 3 lab)

**Course Description:** Introduction to drawing. Includes use of graphic media: pencil, charcoal, and ink on paper. Also includes elements of design as applied to representational drawing.

## **Astronomy (AST)**

### **AST 101N: Solar System**

**Prerequisite:** MAT 089 or higher, and WRT 101 or higher, or permission of instructor

**Credits:** 4 cr. hrs. (6 pds: 3 lec, 3 lab)

**Course Description:** Introduction to the science of the nature and origin of the solar system, the sun and its family of planets, comets, and asteroids. Includes the history of astronomy and special topics regarding the space program. Scientific thinking as an application of critical thinking and science in contrast to pseudoscience is also covered. Lecture and lab are integrated.

### **AST 102N: Stars, Galaxies, Universe**

**Prerequisite:** MAT 089 or higher, and WRT 101 or higher, or permission of instructor

**Credits:** 4 cr. hrs. (6 pds: 3 lec, 3 lab)

**Course Description:** Introduction to the universe beyond the solar system. Includes the nature of light, how astronomers and telescopes work, and the possibilities of alien life in the universe. Also includes the lifetime of stars, quasars, pulsars, and black holes. The origin, nature, and future of the universe are also discussed. In addition, scientific thinking as an application of critical and quantitative thinking and science in contrast to pseudoscience are included. Lecture and lab are integrated.

## **Biology (BIO)**

### **BIO 100N: Biology Concepts**

**Prerequisite:** None

**Credits:** 4 cr. hrs. (6 pds: 3 lec, 3 lab)

**Course Description:** Basic principles and concepts of biology. Includes methods of scientific inquiry, cell structure, chemistry, metabolism, reproduction, genetics, molecular biology, evolution, ecology, and current issues in biology. Lecture and lab are taught simultaneously.

### **BIO 105N: Environmental Biology**

**Prerequisite:** None

**Credits:** 4 cr. hrs. (6 pds: 3 lec, 3 lab)

**Course Description:** Fundamentals of ecology and their relevance to human impact on natural ecosystems. Includes ecosystem structure and function, population dynamics, and human impacts on air, water, land, and biodiversity. Lecture and lab are taught simultaneously.

### **BIO 108N: Plants, People, & Culture**

**Prerequisite:** None

**Credits:** 4 cr. hrs. (6 pds: 3 lec, 3 lab)

**Course Description:** Study of human use of plants, integrating historical and cultural perspectives with present-day applications. Includes the importance of plants in the environment, and plant function as it relates to human society. Also includes patent medicines, herbal remedies, and origins of agriculture, food and fiber crops, and the production of alcoholic beverages. Lecture and lab are integrated in this class.

### **BIO 127N: Human Nutrition and Biology**

**Prerequisite:** None

**Credits:** 4 cr. hrs. (6 pds: 3 lec, 3 lab)

**Course Description:** Principles of nutrition presented in the context of human biology. Includes chemistry, digestion, absorption, and metabolism of nutrients. Also includes biological and nutritional perspectives on various health issues such as cardiovascular disease, hypertension, cancer, diabetes, and osteoporosis. Lecture and lab are integrated in this class.

## **Business (BUS)**

### **BUS 100: Introduction to Business**

**Prerequisite:** None

**Credits:** 3 cr. hrs. (3 pds: 3 lec)

**Course Description:** Introduces key principles of business operations in the private enterprise system. Includes contemporary business and its environment, structure of American business, management principles of the organization, people, and production, marketing management, information systems and accounting and financing the enterprise.

### **BUS 148: Business Ethics: Morals in the Workplace**

**Prerequisite:** None

**Credits:** 3 cr. hrs. (3 pds: 3 lec)

**Course Description:** Students will analyze how ethical principles in decision-making can be applied to business and industry settings. Includes examination of moral issues, ethical frameworks, and personal values, workplace standards, social, religious, and cultural values, legal ramifications of action and inaction, and technology's role in shaping workplace culture.

### **BUS 151: Mathematics of Business**

**Prerequisite:** MAT 089 or higher

**Credits:** 3 cr. hrs. (3 pds: 3 lec)

**Course Description:** Introduces mathematical procedures designed for practical utility in the business environment. Includes payroll, bank records, purchasing, sales, consumer credit, insurance, taxes, interest, inventory, depreciation, stocks and bonds, financial statements, and introductory statistics.

### **BUS 205: Statistical Methods in Economics and Business**

**Prerequisite:** MAT 142 or higher

**Credits:** 3 cr. hrs. (3 pds: 3 lec)

**Course Description:** Introduces statistical concepts and methods of business. Includes statistics, data, and statistical thinking, methods for describing sets of data, probability, discrete random variables, continuous random variables, sampling distributions, estimation with confidence intervals, tests of hypothesis, inferences based on two samples, correlation and regression, methods for quality improvement, time series, design of experiments and analysis of variance, nonparametric statistics, and categorical analysis.

### **BUS 220: Legal Environment of Business**

**Prerequisite:** None

**Credits:** 3 cr. hrs. (3 pds: 3 lec)

**Course Description:** Introduces the legal, ethical, and international environment of business. Includes an introduction to law, ethics and corporate responsibility, judicial system and litigation, alternative dispute resolution, administrative agencies, crimes and torts, contract law, product liability, international business law, agency law, and legal forms of business enterprises.

## **Casino Operations (CAG)**

### **CAG 133: Customer Service, Management and Marketing**

**Prerequisite:** None

**Credits:** 3 cr. hrs. (3 pds: 3 lec)

**Course Description:** This course examines customer service, management, and marketing practices for delivering high quality casino gaming services. Students learn about selling, promoting, and positioning services and to apply marketing concepts withing the gaming industry. The course covers customer behavior and expectations, techniques for building customer loyalty,

and the relation of those elements to creating a responsible and successful business environment. Students learn the importance of employee development and organizational culture, the basics of supervision, managing staff and players, in addition to counseling and employee relations.

## Chemistry (CHM)

### CHM 121N: Chemistry and Society

**Prerequisite:** MAT 089 or higher

**Credits:** 4 cr. hrs. (6 pds: 3 lec. 3 lab)

**Course Description:** This course covers basic chemistry and its relationship to everyday experiences. Topics include classification and structure of matter; radioactivity; compound formation from elements; and electron transfer. It also includes nomenclature, chemical equations, stoichiometry, the periodic table, acids, bases, salts, the liquid state, the gas state, and special topics. Skills such as conversions, problem-solving techniques and study skills are also covered. Additionally, students will be introduced to modern laboratory techniques and participate in experimental activities that promote the development of basic and advanced science-process skills.

### CHM 130N: Fundamental Chemistry

**Prerequisite:** MAT 151 or higher

**Credits:** 5 cr. hrs. (7 pds: 4 lec. 3 lab)

**Course Description:** Inorganic chemistry as a basis for the study of some life processes. Includes the classification, structure and general chemical behavior of inorganic matter.

### CHM 151N: General Chemistry I

**Prerequisite:** MAT 151 or higher

**Credits:** 5 cr. hrs. (7 pds: 4 lec, 3 lab)

**Course Description:** This integrated lecture-lab course is designed to develop a basic understanding of the central principles of chemistry that are useful to explain and predict the properties of chemical substances based on their atomic and molecular structure. Topics covered include atomic structure, chemical bonding, reaction stoichiometry, behavior of gases, and reactions in solutions, and thermochemistry. Additionally, students will be introduced to modern laboratory techniques and participate in experimental activities that promote the development of basic and advanced science-process skills. The course is designed for students who require a strong foundation in general chemistry, such as science and engineering majors, pre-medical and pre-pharmacy students.

## Computer Information Science (CIS)

### CIS 100: Introduction to Computers

**Prerequisite:** MAT 089 or higher

**Credits:** 3 cr. hrs. (3 pds: 3 lec)



**Course Description:** Introduces computer information systems: components, problem solving and program/system development concepts, application of information technology and computer ethics, and security. Includes applied problem solving using a spreadsheet tool.

**CIS 127: Programming and Problem Solving**

**Prerequisite:** MAT 142 or higher, CIS 100

**Corequisite:** MAT 142

**Credits:** 3 cr. hrs. (3 pds: 3 lec. 0 lab)

**Course Description:** Introduction to programming computer systems. Includes terminology, fundamental concepts of information systems, hardware, software, operating systems with emphasis on computer programming and problem solving. Also includes advantages/disadvantages of different language types, source code versus executable code, data structure and data representation, natural and artificial language statements, syntax, semantics, expressions, control structures and procedural abstraction. Also includes concepts of problem-solving techniques, creating test data, program debugging, and program termination, solving simple problems and the use of Visual Basic programming language, programming environment and hardware, and using computers and other methods to complete assignments.

**CIS 130: Fundamentals of Computer Networking Technology**

**Prerequisite:** MAT 142 or higher, or concurrent enrollment

**Credits:** 3 cr. Hrs. (3 pds: 3 lec)

**Course Description:** Introduction to the fundamentals of computer networking, history of networking, and network standards and protocols. Introduction to technologies, terminology, and skills used in the world of computer networking. This course will prepare students to take the Cisco Certified Network Associate Certification exam.

**CIS 140: Introduction to Risk Management**

**Prerequisite:** MAT 142 or higher, can be taken concurrently. CIS 100.

**Credits:** 3 cr hrs. (3 pds: 3 lec )

**Course Description:** This course introduces the essentials of computer and network security and covers all of the fundamental objectives for the Computer Information System Security Professional (CISSP) certification program. Best practices, as well as roles and responsibilities of security practitioners are covered. Defensive measures are also introduced to protect computer systems and networks from attacks. Preparation for the CISSP Certification exam.

**CIS 200: Systems Analysis and Design**

**Prerequisite:** MAT 142H or higher with C or better

**Credits:** 3 cr hrs. (3pds: 3 lec)

**Course Description:** Principles of information systems analysis and design using high-level development tools. Covers flow diagrams, PERT charts, and Gantt charts. Requires a case study (small-group) project.

**CIS 210: Introduction to System Administration**

**Prerequisite:** CIS 100 and MAT 142H or higher with C or better or concurrent

**Credits:** 3 cr hrs. (3 pds: 3 lec.)

**Course Description:** This course exposes students to the best practices of system and network administration, independent of specific platforms or technologies. Students will learn six key principles of site design and support practices: simplicity, clarity, generality, automation, the mutation, and basics. This course examines the major areas of responsibility for system administrators within the context of these principles. Students will also be introduced to change management and revision control, server- upgrades, maintenance windows, databases, and service conversions.

### **CIS 230N: Network Fundamentals**

**Prerequisite:** CIS 100, MAT 142 or higher with C or better

**Credits:** 4 cr hrs. (4 pds: 3 lec 1 lab)

**Course Description:** This course provides an introduction to the fundamentals of computer networking including the history of networking, network standards and protocols, and the Open Systems Integration (OSI) and Transmission Control Protocol/Internet Protocol (TCP/IP) reference models. The course will also provide practical examples of Ethernet Local Area Network (LAN)s and Internet Protocol (IP) routing covering network monitoring and management and common network services. The basics of wireless networks will also be addressed.

### **CIS 234N: Advanced Network Routing and Switching**

**Prerequisite:** CIS 100, MAT 142H or higher with a C or better

**Credits:** 4 cr hrs. (4 pds: 3 lec 1 lab)

**Course Description:** This course examines advanced network routing and switching and provides practical knowledge on managing network projects, and maintaining network hardware. Topics include Local Area Network (LAN) switching; Virtual LAN (VLAN); LAN design; configuring advanced routing protocols; access lists; and Novell Internetwork Packet Exchange (IPX). Concepts are applied through team projects and tutorials using industry-standard network simulation software and network hardware. This course is preparation for the Cisco Certified Network Associate (CCNA) Exam.

### **CIS 240N: Network Security**

**Prerequisite:** CIS 100, MAT 142 or higher with a C or Better **Credits:** 4 cr hrs. (4 pds: 3 lec 1 lab)

**Course Description:** This course provides an introduction to the fundamentals of computer networking including the history of networking, network standards and protocols, and the Open Systems Integration (OSI) and Transmission Control Protocol/Internet Protocol (TCP/IP) reference models. The course will also provide practical examples of Ethernet Local Area Network (LAN)s and Internet Protocol (IP) routing covering network monitoring and management and common network services. The basics of wireless networks will also be addressed.

### **CIS 250N: Coding Fundamentals**

**Prerequisite:** CIS 100, MAT 142 or higher with C or better

**Credits:** 4 cr hrs. (4 pds: 3 lec 1 lab)

**Course Description:** This course provides a thorough and practical guide to creating structured documents and sharing them on a network. HTTP, HTML, XML, and CSS. Media on the web: images, sound, animation, and text encodings. Security and usability, integrating programs and databases with web documents. PHP, Python, Javascript, SQL, Visual Basic, and light app coding will also be introduced.

### **CIS 280: IT Project Management**

**Prerequisite:** CIS 100, MAT 142H or higher with C or Better Credits: 3 cr. hrs. (3pds: 3 lec )

**Course Description:** This course examines the organization, planning, and controlling of projects and provides practical knowledge on managing project scope, scheduling and managing resources. Topics include project life cycle, work breakdown structure and Gantt charts, network diagrams, scheduling techniques, and resource allocation decisions. Concepts are applied through team projects and tutorials using industry-standard project management software.(Microsoft Project)

### **CIS 297: Internship/Practicum**

**Prerequisite:** None

**Credits:** 3 cr. hrs. (3pds: 3 lec )

**Course Description:** The student will work with CIS Faculty to customize an internship or practicum that will tie together, and go beyond, what the student has learned in the rest of the courses. The student should have completed most of the required courses and be enrolled in their last semester.

## **Communication (COM)**

### **COM 110: Interpersonal Communication**

**Prerequisite:** None

**Credits:** 3 cr. hrs. (3 pds: 3 lec)

**Course Description:** This course exists to enhance students' personal knowledge of and skills revolving around communication factors that affect intimacy and influence in human relationships. Drawing from the fields of social psychology, sales/marketing, and interpersonal communication studies, this course seeks to help students grow in their social and emotional intelligence with the belief that greater insight and practices in these areas will lead to greater quality of relationships, which is the basis for greater influence with people. Whether in the personal or professional world, that influence is called leadership.

### **COM 263: Intercultural Communication**

**Prerequisite:** None

**Credits:** 3 cr. hrs. (3 pds: 3 lec)

**Course Description:** This course introduces concepts and principles of intercultural communication, with a focus on regional, national and international settings. Students examine issues such as cultural value patterns, cultural identity, verbal and nonverbal communication styles, intergroup relationships, managing conflict, intercultural adjustment and adaptation, and

intercultural group facilitation. The course is designed to develop skills as a “boundary rider” to shift comfortably within and between cultures, and yet maintain an intact cultural identity.

### **COM 269: Health Communication**

**Prerequisite:** WRT 101

**Credits:** 3 cr. hrs. (3 pds: 3 lec.)

**Course Description:** Health Communication provides a focus on interpersonal, public, team and community health education in health-care settings, community and public health environments, or health organizations. This course will focus on health-related issues in tribal communities and is an opportunity to develop critical thinking, self-awareness and empowerment.

## **Community and Public Health (CPH)**

### **CPH 101: Exploring Careers in Health Professions**

**Prerequisite:** None

**Credits:** 2 cr. hrs. (2 pds: 2 lec.)

**Course Description:** The course will serve as first year colloquium designed for students who are interested in pursuing careers in medicine, pharmacy, public health and other health related areas. This course will focus on student success and help students become familiar with educational pathways leading to a health career. This is a course in critical thinking, self-awareness, and empowerment and seeks to provide insight regarding health-related issues in tribal communities and serves as an opportunity to explore topics in career readiness.

### **CPH 178: Personal Health and Wellness**

**Prerequisite:** WRT 101 (or corequisite)

**Credits:** 3 cr. hrs. (3 pds: 3 lec.)

**Course Description:** This course will provide basic understanding of the processes of physical, mental/emotional and social health, and processes of community health illustrating the structure and function of healthcare in the U.S. and in Indian Country. This course will emphasize current science and public health theory, as well as cultural, societal and environmental factors that contribute to individual and population health.

### **CPH 200: Introduction to Community and Public Health**

**Prerequisite:** CPH 178 Personal Health and Wellness

**Credits:** 3 cr. hrs. (3 pds: 3 lec.)

**Course Description:** The course will provide an overview of the foundations of community and public health, including a summary of history, public health organizations, health disparities and social determinants, mental health and substance abuse, health care delivery and environmental health. An emphasis on Native American health care systems, including Indian Health Services, and local health context of Tohono O’odham Nations will be used throughout the course.

## Computer Software Applications (CSA)

### CSA 100: Computer Literacy

**Prerequisite:** None

**Credits:** 1 cr. hr. (1.5 pds: 0.5 lec, 1 lab)

**Course Description:** Introduces computer applications and software. Includes historical significance of the computer, components of a computer system, and spreadsheet, database, and word processing use within a workplace. Also includes computer networks for communication and information.

### CSA 110: Spreadsheets: Microsoft Excel

**Prerequisite:** MAT 089 or higher, or concurrent enrollment

**Credits:** 3 cr. hrs. (4 pds: 2 lec, 2 lab)

**Course Description:** Fundamentals of Microsoft Excel. Includes creating, saving, editing and printing spreadsheets, creating and using ranges, using date and time functions, viewing and editing worksheets, using multiple worksheets, protecting data and time functions, creating multiple views, using, creating, maintaining, sorting, and finding information in a list, creating, using and enhancing a chart. Includes creating complex formulas, customizing work area, creating pivot tables, linking files, consolidating data, and recording macros. May be offered in modules.

### CSA 120: Word Processing

**Prerequisites:** None

**Credits:** 3 cr. hrs. (4 pds: 2 lec, 2 lab)

**Course Description:** Word processing concepts, and includes creating and editing documents, and using character and paragraph formatting, tables, styles, templates, and macros, merge, multiple-columnar formats, Internet basics, creating and using advanced styles, templates, and forms, working with graphics in documents, working with large documents, determining document layout, and sharing documents.

### CSA 130: Microsoft PowerPoint

**Prerequisite:** None

**Credits:** 3 cr. hrs. (4 pds: 2 lec, 2 lab)

**Course Description:** Fundamentals of Microsoft PowerPoint. Includes beginning a presentation, templates and Wizards, color schemes, drawing tools, clip art, presentations in outline view, toolbars, organization charts, graphs, advanced text and graphics, templates and the slide master, slide shows, output and presentation options. Also includes animation, video, sound, action buttons, and running a slide show. May be offered in modules.

### CSA 141: Integrated Office Suite

**Prerequisite:** CSA 101

**Credits:** 4 cr. hrs. (5 pds: 3 lec, 2 lab)

**Course Description:** Practical applications and concepts using integrated Microsoft Office software. Includes concepts, functions and features of Word, Excel, Access, PowerPoint, and integrated case studies.

## **Early Childhood Education (ECE)**

### **ECE 105: Foundations of Early Childhood Education**

**Prerequisite:** None

**Credits:** 3 cr. hrs. (3 pds: 3 lec)

**Course Description:** The course is an entry level course for students pursuing an ECE certificate or degree. The course provides an introduction to the field of Early Childhood Education (ECE) and an overview of the profession. Content includes an introduction to different types of programs for young children, professional roles and opportunities within the field, legal considerations in ECE, and key philosophies and theories of Early Childhood Education.

### **ECE 110: Emergent Language and Literacy (Cross-listed with EDU 220)**

**Prerequisite:** None

**Credits:** 3 cr. hrs. (3 pds: 3 lec)

**Course Description:** This course focuses on the study of oral and written language acquisition, emergent literacy, and literature for children. The course teaches assessing typical language development, strategies for promoting children's language development, creating language-rich environments, historical development of children's literature, examines literary elements (characterization, plot, and style), exploring a broad spectrum of children's literature, and strategies for involving families and community members. Students will also learn how to include literacy in other content areas of their teaching to create a literacy-rich environment.

### **ECE 217: Child Development**

**Prerequisite:** None

**Credits:** 3 cr. hrs. (3 pds: 3 lec)

**Course Description:** This course is an analysis of the elements which affect growth and development pre-birth to age eight. The content includes an introduction to major developmental theorists, the role of genetics, health and social influences, and domains of development.

### **ECE 228: Family, Culture and Community**

**Prerequisite:** None

**Credits:** 3 cr. hrs. (3 pds: 3 lec)

**Course Description:** This course examines the influences of family, culture and community on the development and learning of young children. It includes developing a personal framework for understanding cultural differences in attitudes about play, child rearing and diversity of teaching methodologies. Students explore cross-cultural communication techniques, ways to assess and utilize family strengths, and strategies for involving families in the school and classroom.

## Economics (ECN)

### ECN 201: Microeconomic Principles

**Prerequisites:** MAT 089

**Credits:** 3 cr. hrs. (3 pds: 3 lec.)

**Course Description:** Economic theory as applied to individual units. Includes economic decision making, economic systems, consumer demand, producer supply, price determination, elasticity, cost-benefit analysis, and utility and profit maximization. Also includes production functions and costs, competition and market structures, government in the market economy, labor markets, and income distribution.

### ECN 202: Macroeconomic Principles

**Prerequisites:** MAT 089

**Credits:** 3 cr. hrs. (3 pds: 3 lec.)

**Course Description:** Economic theory as applied to the operation of the economy as a whole. Includes economic decision making, economic systems, supply and demand model, goals and problems of the macro economy, foundations of the macro economy, fiscal policy and budgets, money, the role of financial institutions and the Federal Reserve, money creation, monetary theory and policy, the assessment of goals, tools and policies of macroeconomics, and international trade.

## Education (EDU)

### EDU 200: Introduction to Education

**Prerequisite:** None

**Credits:** 3 cr. hrs. (3 pds: 3 lec)

**Course Description:** Provides students with the initial perspective of education. Topics include purpose of schools and schooling, characteristics of effective schools, diversity and its effects on schools, teachers, and students; social problems affecting schools; comparative education; curriculum issues and controversies; and technology's impact on schools and schooling. This also includes philosophical, legal, and financial issues facing today's schools; history of American education; and current trends in education reform. This class requires a 10-hour field experience.

### EDU 201: Diversity in Education

**Prerequisite:** None

**Credits:** 3 cr. hrs. (3 pds: 3 lec)

**Course Description:** Examination of diversity: age, class, gender, race, disabilities, sexual orientation, and culture effect on the K-12 classroom. Exploration of diversity in education; demographic changes and effects on education; diversity and multicultural philosophies and perspectives and approaches for helping students communicate. Also, analysis of prejudice, single-group studies, multicultural education, human relations and capital. Explores children's school achievement in light of learning and teaching styles, and reconstructionist approach to classroom diversity and curriculum planning. This class requires a 10-hour field-work experience.

### EDU 202: Introduction to Special Education and Exceptional Learner

**Prerequisite:** None

**Credits:** 3 cr. hrs. (3 pds: 3 lec)

**Course Description:** Special education foundation topics including current educational practices and related educational theories: instructional, classroom management and assessment. Cultural considerations within K-12 special education; student transitioning within the school and between school and the community. Also, role and function of the special education teacher, preparing for instruction, lesson plans, assessment, instruction, technology, and compliance. This class requires a 10-hour field-work experience.

### **EDU 217: Child Development**

**Credits:** 3 cr. hrs. (3 pds: 3 lec)

**Prerequisites:** None

**Course Description:** The course introduces the science of human development from conception through adolescence, with an emphasis on elementary school-aged children, and reviews the major theories of child development espoused by theorists influencing the field. The course examines the domains of human development, and provides an analysis of factors that affect human growth and development from conception through adolescence, including the role of genetics as well as health, family, environmental, experiential, and socio-cultural influences. The course also explores the role of parents and other adults in the lives of children. The course further provides an overview of public policy and contemporary issues impacting children, elementary education, and the field of child development.

## **Forestry (FOR)**

### **FOR 101: Introduction to Forestry and Natural Resources Management**

**Prerequisite:** None

**Credits:** 3 cr. hrs. (3pds: 3 lec)

**Course Description:** *Introduction to Forestry and Natural Resources Management* provides a broad overview of forest, forestry, and natural resources management. The central theme is multiple-resource management, with a focus on timber and non-timber forest products, water, rangelands, and wildlife. The course has a strong emphasis on the Western United States and on sustainable management approaches that meet human needs, including how traditional ecological knowledge (TEK) can be used to inform and guide the management of natural resources.

## **Geography (GEO)**

### **GEO 101N: Physical Geography: Weather and Climate**

**Prerequisite:** None

**Credits:** 4 cr. hrs. (6 pds: 3 lec, 3 labs)

**Course Description:** Introduction to the physical elements. Includes earth-sun relationships, atmospheric processes, global heat balance, global pressure and temperature patterns, annual weather and climate patterns, weather and air pollution, urban influences on weather and climate,



and climatic change. Also includes weather and people, wave cyclones of middle latitudes, weather maps and weather prediction, basic ecological principles, and energy.

### **GEO 267: Introduction to Geographic Information Systems (GIS)**

**Prerequisite:** CIS 100 (or equivalent) or instructor permission.

**Credits:** 3 cr. hrs. (5 pds: 2 lec, 3 lab)

**Course Description:** This course teaches students ways to capture, store, retrieve, analyze and display geographic data in different formats and outputs. Includes the evolution of GIS technology, system components, database concepts, system integration and its application across a wide range of science, business, government, and nonprofit agencies.

## **Geology (GLG)**

### **GLG 101N: Introductory Geology I: Physical**

**Prerequisite:** None

**Credits:** 4 cr. hrs. (6 pds: 3 lec, 3 labs)

**Course Description:** Introduction to the physical aspects of the earth's crust. Includes rocks and minerals and their relationship to one another. Also includes surface and subsurface processes operating on and in the earth.

## **History (HIS)**

### **HIS 101: Introduction to Western Civilization I**

**Prerequisite:** None

**Credits:** 3 cr. hrs. (3 pds: 3 lec)

**Course Description:** This course investigates key links between civilizations across the globe, dating from approximately 20,000 BC/BCE to the 18th century AD/CE. The course compares religious beliefs, cultural myths, political structures, economic changes, and military invasions in the Americas, Western Europe, the Mediterranean, and the Middle East. HIS 101 is required for Arizona teacher certification.

### **HIS 102: Introduction to Western Civilization II**

**Prerequisite:** None

**Credits:** 3 cr. hrs. (3 pds: 3 lec)

**Course Description:** History of the modern world dating from 1492 to contemporary times: Religious Wars; the Industrial revolution; economies of scale; colonialism and post-colonialism; Enlightenment political theory, including that of the "Noble Savage;" the rise of republics and civil rights; paradigms of science and technology; ideologies of prejudice and genocide; and globalization. Special focus on the struggles of Indigenous peoples in the Age of Empire.

### **HIS 130: Apache History I**

**Prerequisite:** None

**Hours:** 3 cr. hrs. (3 pds: 3 lec.)

**Course Description:** This course is a survey of the history of Apache people, with an emphasis on the San Carlos Apache Tribe, from around 1830 to the present. It includes the development of the reservation and the political structure. It emphasizes the impact of historical events on the current social, economic, environmental, physical and cultural well-being of Apache people.

### **HIS 141: History of the United States I**

**Prerequisite:** None

**Credits:** 3 cr. hrs. (3 pds: 3 lec)

**Course Description:** Survey of the major developments in American history from the Columbian conquests to the Era of Reconstruction. Includes Colonial America, the Formative Years (1776-1815,) the Early National Period (1815-1850,) and the coming of the Civil War and its aftermath. Also includes the social, intellectual, and political aspects of early American life.

### **HIS 142: History of the United States II**

**Prerequisite:** None

**Credits:** 3 cr. hrs. (3 pds: 3 lec)

**Course Description:** Survey of major developments in American history from Era of Reconstruction to the present. Includes the era of Reconstruction, emergence of modern America, Early 20th Century, and America as a world power. Includes the social, intellectual, and political aspects of contemporary American life.

### **HIS 230: Introduction to Historiography: The Apachean Peoples**

**Prerequisite:** HIS 130 and WRT 102

**Credits:** 3 cr. hrs. (3 pds: 3 lec)

**Course Description:** An introductory course that exposes students to the literature of the various eras in Apache history. Students will examine numerous works published by a variety of academic fields that interact with and relate to the Apachean peoples of North America. With a priority placed on the historical discipline, other readings will be included that center the Indigenous perspective, as it pertains to the Apachean peoples. In conjunction with the examination and analysis of the literature in the field, this course provides an introduction to the techniques, methodology, and approaches to writing an academic paper, including research techniques, preparation, and formatting. The outcome of this course will focus on a basic understanding of the literature and production of a formal research paper that encompasses the entirety of the semester.

### **HIS 262: Women and Power Across History**

**Prerequisite:** Any 100 level History course and WRT 102, or instructor permission

**Credits:** 3 cr. hrs. (3 pds: 3 lec)

**Course Description:** "Women and Power across History" is a 200-level course that explores how women have navigated, challenged, and reshaped power structures across the centuries. The course examines the varied strategies women from different times and cultures have employed to assert their agency, including subverting traditional roles and influencing cultural, social, and political landscapes. By exploring key figures and movements from ancient civilizations to modern movements, students will gain a deeper understanding of how gender and power

intersect, challenging traditional narratives and highlighting the often overlooked contributions of women in history. Through critical analysis, discussions, and research, the course encourages students to reflect on the ongoing struggles and achievements of women in their quest for equality and influence. The course reveals the resilience and creativity of women in confronting and transforming the power dynamics that have shaped their lives, offering a nuanced understanding of gender and authority in history.

## **Integrated Reading & Writing (IRW)**

### **IRW 070: IRW I, Integrated Reading and Writing: Introductory**

**Prerequisite:** Placement Exam

**Credits:** 4 cr. hrs. (6 pds: 3 lec, 3 lab)

**Course Description:** Students will learn to locate explicit textual information, draw inferences, describe and evaluate the information across multiple texts of varying lengths, how to use vocabulary effectively, describe and apply insights gained from reading and writing a variety of texts. Students will learn effective editing strategies, generate ideas from texts, and recognize and apply the conventions of Standard English. Students must participate in one-to-one tutoring with the Student Success Center on a biweekly basis to ensure the success of students.

### **IRW 090: IRW II, Integrated Reading and Writing: Intermediate**

**Prerequisite:** IRW I or Placement Exam

**Credits:** 4 cr. hrs (6 pds: 3 lec, 3 lab)

**Course Description:** Prepares students for college-level reading and writing by combining the two skill sets. Students apply a variety of reading strategies to organize, analyze and retain material, and produce written work appropriate to audience, purpose, situation and length of the assignments. Students will build upon their basic skills of grammar and mechanics and develop further their organizational skills for building short essays.

## **Literature (LIT)**

### **LIT 274: Native American Literature**

**Prerequisite:** WRT 101

**Credits:** 3 cr. hrs. (3 pds: 3 lec)

**Course Description:** A survey of Native American oral stories, autobiographical writings, fiction, poetry, and nonfiction. Includes historical and cultural contexts, major themes and issues in contemporary Native American literature, literary forms and techniques, and critical essays. May convene with LIT 174.

### **LIT 289: Literature and Film**

**Prerequisite:** WRT 102 or concurrent enrollment

**Credits:** 3 cr. hrs. (3 pds: 3 lec)

**Course Description:** Criticism of films' dramatic forms, elements and genres. Includes development of film as an art form, comparative approaches to literature and film, performed drama, critical analysis, and film production personnel.

## **Management (MGT)**

### **MGT 110: Human Relations in Business and Industry**

**Prerequisite:** None

**Credits:** 3 cr. hrs. (3 pds: 3 lec)

**Course Description:** Basic theories and concepts for understanding human relations' needs of business employees and managers. Includes organizational behavior, diversity, motivation and performance management, job design, group work, organizational design, organizational power, and conflict and negotiation.

### **MGT 122: Supervision**

**Prerequisite:** None

**Credits:** 3 cr. hrs. (3 pds: 3 lec)

**Course Description:** Principles of personnel supervision. Includes group dynamics, organizational work structures, source and nature of worker values, team communication skills, decision making, creativity within worker teams, controversy within worker teams, conflict of interest within worker teams, dealing with diversity, and team development and training for continuous improvement.

### **MGT 124: Small Business Management**

**Prerequisite:** None

**Credits:** 3 cr. hrs. (3 pds: 3 lec)

**Course Description:** Analysis of the practical problems of organizing, managing and starting a small business. Includes introduction and overview, selecting employees, forms of ownership, managing the business, business plan, pricing, managing cash flow, creating sales forecast, income statements, breakeven analysis, and sources of funds, international operations, contracts, risk, and international opportunities.

### **MGT 230: Dynamics of Leadership**

**Prerequisite:** None

**Credits:** 3 cr. hrs. (3 pds: 3 lec)

**Course Description:** Supervised practical training in leadership. Includes history, philosophy and vision of leadership, aspects of leadership, power of positive vision, goal setting, decision making, life planning, identifying a personal philosophy, team building, delegating, ethics in leadership, servant leadership, initiating change, managing conflict, and designing and completing leadership projects.

### **MGT 276: Human Resources**

**Prerequisite:** BUS 100

**Credits:** 3 cr. hrs. (3 pds: 3 lec)

**Course Description:** Practical aspects of personnel management and support. Includes roles and concepts, acquiring human resources, administering the personnel program, developing employee potential, maintaining the workforce, and future outlook for personnel management.

**MGT 280: Business Organization and Management**

**Prerequisites:** BUS 100 or permission of Instructor

**Credits:** 3 cr. hrs. (3 pds: 3 lec)

**Course Description:** Overview of the functions performed and issues faced by managers in business. Includes theory, general research findings, and knowledge from a managerial perspective. Also includes diverse philosophies for understanding management as a total system within the constraints imposed by society, government, technology, and ideology.

## Marketing (MKT)

**MKT 111: Principles of Marketing**

**Prerequisite:** None

**Credits:** 3 cr. hrs. (3 pds: 3 lec)

**Course Description:** Introduction to marketing principles and strategies that are survival tools for not-for-profit and for-profit organizations in today's global and competitive market. Includes the marketing variables product, price, channels of distribution, physical distribution, and promotion. Also includes strategic planning, consumer characteristics and behavior, market environments and market research.

## Mathematics (MAT)

**MAT 082: Basic College Mathematics**

**Prerequisite:** Placement

**Credits:** 3 cr. hrs. (3 pds: 3 lec. 0 lab)

**Course Description:** Fundamentals and applications of arithmetic. Includes operations on whole numbers, fractions, decimal numbers, ratio and proportion, percent, and measurement.

**MAT 086: Pre-Algebra**

**Prerequisite:** MAT 082 or placement test equivalent

**Credits:** 3 cr. hrs. (3 pds: 3 lec)

**Course Description:** Transition from arithmetic to algebra. Includes signed numbers, order of operations, polynomials, fractions, linear equations, area and perimeter, decimals, percents, and ratio and proportion.

**MAT 092: Elementary Algebra**

**Prerequisite:** MAT 086 or placement test equivalent

**Credits:** 3 cr. hrs. (3 pds: 3 lec)

**Course Description:** Introduction to basic algebra. Includes the real number system, algebraic expressions, linear equations and inequalities, integer exponents, polynomials, simple rational expressions, and square roots.

**MAT 122: Intermediate Algebra**

**Prerequisite:** MAT 092 or placement test equivalent

**Credits:** 3 cr. hrs. (3 pds: 3 lec)

**Course Description:** Basic algebraic functions. Includes the language of sets, lines in the plane, systems of linear equations, rational expressions and equations, radical expressions and equations, quadratics, exponents, and logarithms.

**MAT 142: Topics in College Mathematics**

**Prerequisite:** MAT 122 or placement test equivalent

**Credits:** 3 cr. hrs. (3 pds: 3 lec)

**Course Description:** Survey of mathematical topics and applications. Includes application of mathematics to the social services, management science, growth, and probability and statistics.

**MAT 151: College Algebra**

**Prerequisite:** MAT 142H or MAT 142 (completed prior to Fall 2018) or placement into MAT 151

**Credits:** 4 cr. hrs. (4 pds: 4 lec. 0 lab)

**Course Description:** Introduction to college-level algebra. Includes equations, functions, systems of equations, exponential and logarithmic functions, graphing of higher order polynomial and rational functions, sequences and series, and calculator use.

**MAT 172: Finite Mathematics**

**Prerequisite:** MAT 151 or placement test equivalent

**Credits:** 3 cr. hrs. (3 pds: 3 lec)

**Course Description:** Mathematics for students majoring in business. Includes set theory, partitions, permutations, combinations, probability, Bernoulli trials, Markov chains and the simplex method of linear programming.

**MAT 182: Trigonometry**

**Prerequisite:** MAT 151 or placement test equivalent.

**Credits:** 3 cr. hrs. (3 pds: 3 lec)

**Course Description:** Introduction to trigonometric functions. Includes graphs, identities, angle measure, vectors, polar coordinates, and conic sections.

**MAT 187: Pre-Calculus**

**Prerequisite:** MAT 151 or placement test equivalent

**Credits:** 5 cr. hrs. (5 pds: 5 lec)

**Course Description:** College-level algebra and trigonometry. Includes equations, algebraic functions, inequalities, systems, conic sections, sequences and series, trigonometric functions, polar form, and partial fractions. Also includes intensive preparation for analytic geometry and calculus.

**MAT 212: Topics in Calculus**

**Prerequisite:** MAT 151 or placement test equivalent

**Credits:** 3 cr. hrs. (3 pds: 3 lec)

**Course Description:** Calculus for students majoring in business. Includes limits, continuity, differentiation and integration of algebraic functions.

**MAT 220: Calculus I**

**Prerequisite:** MAT 151 and MAT 182; or MAT 187; or placement test equivalent. **Credits:** 5 cr. hrs. (5 pds: 5 lec)

**Course Description:** Introduction to analytical geometry and calculus. Includes limits, continuity, differentiation and integration of algebraic and basic trigonometric functions and applications of differentiation and integration.

**MAT 225: Basic Statistics**

**Prerequisite:** MAT 151 College Algebra, or placement test equivalent and WRT 101 Writing I.

**Credits:** 3 cr. hrs. (3 pds: 3 lec.)

**Course Description:** An introduction to basic concepts in descriptive and inferential statistics. This will include data collection methods, sampling techniques, graphing of data, and the statistical evaluation of data collected through experimentation.

## Philosophy (PHI)

**PHI 101: Introduction to Philosophy**

**Prerequisite:** None

**Credits:** 3 cr. hrs. (3 pds: 3 lec)

**Course Description:** Survey of the practices of philosophical analysis using contemporary debates to illustrate core issues. Philosophical issues may include: explanation/proof, analysis/critique, ethics/morality, aesthetics/equilibrium, identity/otherness, society/governance, religion/science, epistemology/ontology, thought/language, and consciousness/habit.

**PHI 123: History and Philosophy of Science**

**Prerequisite:** None

**Credits:** 3 cr. hrs. (3 pds: 3 lec)

**Course Description:** Comparison of scientific approaches in prehistoric, classical, preindustrial, industrial/pre-digital, and digital societies. Special focus on differences between epistemological approaches of indigenous peoples with the Western "scientific method." Special Topics may include astronomy, agriculture, medicine, and/or genetics.

## Physical Education (PE)

### **PED 101: Beginning Physical Fitness**

**Prerequisite:** None

**Credits:** 1cr. Hrs. (2pds: 0 lec. 2 lab)

**Course Description:** This course is designed to teach and engage students in basic fitness activities as a means to achieve overall body fitness. Accomplishment of this goal will be done by learning how to set up and use the free and machine weights, using cardio machines, participating in fitness assessment tests, participating in different types of fitness activities throughout the semester and proper nutrition necessary for active individuals. Stress management skills will be discussed.

### **PED 102: Intermediate Physical Fitness**

**Prerequisite:** None

**Credit:** 1cr. Hrs. (2pds: 0 lec. 2 lab)

**Course Description:** This course is designed to teach and engage students in intermediate fitness activities to increase understanding and application of body fitness. Accomplishment of these goals will be achieved by completing fitness assessment test; designing a personal training plan at the intermediate level and participating in different types of intermediate level fitness activities. Students will learn how to use cardio machines and the set up & use of free and machine weights. The students will learn about the proper nutrition necessary for intermediate level active individuals and how to apply stress management skills.

### **PED 103: Advanced Physical Fitness**

**Prerequisite:** None

**Credit:** 1cr. Hrs. (2pds: 0 lec. 2 lab)

**Course Description:** This course is designed to teach and engage students in advanced fitness activities to increase understanding and application of body fitness. Accomplishment of these goals will be achieved by completing a fitness assessment test; designing an advanced personal training plan, and participating in different types of fitness activities. Students will learn how to use cardio machines and the set up and use of free and machine weights. The students will learn about the proper nutrition necessary for advanced level active individuals and how to apply stress management skills.

## Political Science (POS)

### **POS 110: American National Government**

**Prerequisite:** None

**Credits:** 3 cr. hrs. (3 pds: 3 lec)

**Course Description:** Basic concepts and substance of American politics. Includes methods of political analysis, cultural environment of American politics, impact of class, gender, and immigration, Constitution, civil liberties, and civil rights, public opinion and fundamental values, political institutions, and institutions of government, economic and social policymaking, and American foreign policy and interdependence.

### **POS 210: National and State Constitutions**



**Prerequisite:** None

**Credits:** 3 cr. hrs. (3 pds: 3 lec)

**Course Description:** Principles and procedures of national and state constitutions. Includes major principles of American and Arizona constitutionalism, historical and legal environments of the United States and Arizona constitutions, structures, powers, and responsibilities of United States government, structures of Arizona government, civil liberties and civil rights in the United States, and constitutional change. POS 210 satisfies the requirement for teacher certification.

## Psychology (PSY)

### PSY 101: Introduction to Psychology

**Prerequisite:** None

**Credits:** 3 cr. hrs. (3 pds: 3 lec)

**Course Description:** Survey of general psychology. Includes a definition of psychology, history of psychology, research methods and critical thinking, biological basis of behavior, sensory process, receiving the world, states of consciousness, conditioning and learning, memory process, motivation and emotions, role of health psychologists, role of stress in our lives, major stages in child and life span development, gender identity and sexuality, intelligence, personality theories, psychological disorders, therapeutic approaches, and social psychology research.

### PSY 132: Psychology and Culture

**Prerequisite:** None

**Credits:** 3 cr. hrs. (3 pds: 3 lec)

**Course Description:** Human diversity in behavior and culture using examples from a variety of contexts and nations. Includes cross-cultural approach, understanding culture, self and personality, cross-cultural research methods, enculturation, socialization, and development, cultural influences on organization and the world of work, culture and intergroup relations, culture and social behavior, culture and basic psychological processes, culture and gender, culture and health, diversity of human emotion, culture and language, culture and communication, and cultural diversity.

### PSY 214: Abnormal Psychology

**Prerequisite:** None

**Credit Hours:** 3 cr. hrs. (3 pds: 3 lec)

**Course Description:** This course is an undergraduate level introduction to the concepts of abnormality, mental health and mental illness. It serves as an introduction to the concepts of normality and abnormality in a cultural context. It also covers current diagnostic categorizations of abnormality and treatment of mental illness along with historical perspectives on these diagnoses and treatments. Abnormal psychology examines the causes, diagnosis, assessment, treatment, and possible prevention of mental disorders, including historical and current theoretical perspectives, classification systems, cultural perspectives and ethical issues.

### PSY 230: Human Growth and Development

**Prerequisite:** None

**Credit Hours:** 3 cr. hrs. (3 pds: 3 lec)

**Course Description:** Human growth and development explores how individuals change physically, cognitively, emotionally, and socially over time. The course covers the major developmental changes and milestones across the lifespan from conception to adulthood. The course will also explore the different research methods developmental psychologist use to explore development, and will include an exploration of the scientific literature as it related to developmental issues. This course will also include an exploration of how different Native American and Indigenous groups perceive developmental concepts such as, defining childhood, becoming an adult, and death.

### **PSY 289 Research Methods in Social Sciences**

**Corequisite:** MAT 225

**Credits:** 4 cr. hrs. (6 pds: 3 lec, 3 lab)

**Course Description:** This course examines the qualitative and quantitative methods employed in the scientific study of behavior and mental processes. It is an introduction to the design and analysis of psychological research. Topics include the logic and philosophy of psychological research, conceptualizing research questions, hypothesis testing, data collection, and analysis strategies used by researchers in psychology. This course will include a survey of different methodologies used by Native American and Indigenous Social Scientists and will compare and contrast these methods from traditional western research models.

## **Social Services (SSE)**

### **SSE 111: Group Work**

**Prerequisite:** None

**Credits:** 3 cr. hrs. (3 pds: 3 lec)

**Course Description:** Examination of group dynamics. Includes communication patterns, leadership, decision-making, conflict resolution, problem solving, and personal growth within groups. Also includes application of concepts through observation, group exercises, and case studies.

### **SSE 121: Introduction to Substance Abuse**

**Prerequisite:** None

**Credits:** 3 cr. hrs. (3 pds: 3 lec)

**Course Description:** Introduction to the history of drug abuse, including alcohol in the United States. Includes classification of drugs, historical review of drug laws, prohibition, and theories of addiction, treatment, strategies, cultural perspectives and treatment interventions. Also includes special populations, education, and available resources to addicts, alcoholics and their families.

### **SSE 123: Substance Abuse Prevention**

**Prerequisite:** None

**Credits:** 3 cr. hrs. (3 pds: 3 lec)

**Course Description:** Comprehensive review of approaches to prevention. Includes drug control policies and the impact of abused substances on all segments of society. Also includes focus on the resources of multiple societal sectors to reduce the demand for drugs.

**SSE 140: Domestic Violence: Causes and Cures**

**Prerequisite:** None

**Credits:** 3 cr. hrs. (3 pds: 3 lec)

**Course Description:** Survey of historical and contemporary causes of domestic violence. Includes the examination of abused populations: spouse, sibling, adult child-to-parent, children, and victims of dating violence. Also includes diagnosis, prevention, and treatment of domestic violence and identification of and need for treatment programs.

**SSE 146: Child Abuse Intervention and Protection**

**Prerequisite:** None

**Credits:** 3 cr. hrs. (3 pds: 3 lec)

**Course Description:** Overview of the scope and nature of child abuse and neglect. Includes the definitions, dynamics, symptoms, risks, and effects of the various forms of child maltreatment and emphasizes prevention and utilization of community resources. Also includes the process of intervention by society, the roles of various professionals in the investigation, adjudication, treatment, and case management of child abuse cases.

**SSE 211: Group Technique Applications**

**Prerequisite:** SSE 111

**Credits:** 3 cr. hrs. (3 pds: 3 lec)

**Course Description:** Students examine the nature and development of group practice within behavioral health settings. Specific attention is given to group dynamics theory, leadership and group facilitation skills, stages of group development, theories and techniques adapted to a variety of treatment and task group contexts, ethical standards for group practice, and cultural/ethnic considerations in behavioral health group intervention.

**SSE 212: Casework Methods II**

**Prerequisite:** None

**Credits:** 3 cr. hrs. (3 pds: 3 lec)

**Course Description:** Advanced techniques in interviewing, recording, client evaluation, case management, strategies for intervention, and focus on diverse and special populations. Includes application of advanced skills in varied settings and attention to service delivery in a fragmented community resource system.

**SSE 220: Treatment of the Substance Abuser**

**Prerequisite:** SSE 121

**Credits:** 3 cr. hrs. (3 pds: 3 lec)

**Course Description:** Principles and techniques of treating the substance abuser. Includes therapeutic communities, day care programs, methadone maintenance, detoxification, and psychotherapy.

### **SSE 222: Political and Legal Aspects of Drug Use**

**Prerequisite:** SSE 121

**Credits:** 3 cr. hrs. (3 pds: 3 lec)

**Course Description:** Overview of drug abuse and the law. Includes the influence of politics, economics, civil liberties, court decisions, and public opinion. Also includes consideration of international trafficking, gangs, and money laundering.

## **Sociology (SOC)**

### **SOC 101: Introduction to Sociology**

**Prerequisite:** None

**Credits:** 3 cr. hrs. (3 pds: 3 lec)

**Course Description:** Introduction to the basic concepts of sociology and sociological analysis. Includes identity, folkways, norms, mores, groups, status, role, gender socialization, social structure, culture and ethnicity. Also includes deviance, social control, bureaucracy, social change, social class, collective behavior, social movements, social stratification, inequality, institutions, social organization, and globalization within and across contemporary societies and cultures.

### **SOC 127: Marriage and the Family**

**Prerequisite:** None

**Credits:** 3 cr. hrs. (3 pds: 3 lec)

**Course Description:** Introduction to the social functions of marriage and the family. Includes structures of marriages and families, relationships, marriage, and transformation of marriage.

## **Speech (SPE)**

### **SPE 110: Public Speaking**

**Prerequisite:** None

**Credits:** 3 cr. hrs. (3 pds: 3 lec)

**Course Description:** Study and training in public speaking with emphasis on audience adaptation. Includes developing skills in the areas of research, logic, analysis, organization, and delivery in a multicultural society.

## **Student Success (STU)**

### **STU 100: College Success Skills**

**Prerequisite:** None

**Credits:** 1 cr. hr. (1 pd: 1 lec)

**Course Description:** Skills and techniques required for being an efficient student. Includes goal setting and problem solving, time management, organizing study materials/study techniques, college/community resources, learning styles, concentration and memory, note taking techniques, tips for making note taking easier, test taking techniques, and test anxiety.

### **STU 101: Becoming a Master Student**

**Prerequisite:** None

**Credits:** 3 cr. hrs. (3 pds: 3 lec)

**Course Description:** Enhancement of academic and personal skills to maximize learning and success at the college setting. Includes assessing college readiness and learning skills, time management, building memory and concentration skills, reading for college, note taking, test taking, diversity, writing for college, relationships, lifestyle and wellness, and next steps.

### **STU 109: Career Exploration**

**Prerequisite:** None

**Credits:** 2 cr. hrs. (2 pds: 2 lec)

**Course Description:** Development of skills and knowledge necessary to make career choices. Includes values clarification, skills identification, interest and personality identification and recognition, adult developmental issues, career research, developing a plan of action, review of self-assessment inventory, eliminating stereotypes, advanced career research, information interviews, decision making, and developing an educational/career plan.

## **Social Work (SWU)**

### **SWU 171: Introduction to Social Work**

**Prerequisite:** None

**Credits:** 3 cr. hrs. (3 pds: 3 lec)

**Course Description:** Study of the unique tenants of social work practice and the institution of social welfare. The history and development of social work as a profession, concepts of social justice and human rights. An exploration of the functions and roles of social work and career settings. Students demonstrate increased awareness of personal values, the NASW Code of Ethics, and Apache values.

### **SWU 291: Social Service Delivery Systems**

**Prerequisite:** SWU 171, or Corequisite SWU 171, or Permission of the instructor.

**Credits:** 3 cr. hrs. (3 pds: 3 lec)

**Course Description:** The study of social welfare, the purposes, structures, and systems of human service delivery are examined. Public, private, and tribal entities are explored. Applies human behavior-in-social environment theory and the role of social policy. Includes 40 hours of volunteer/service-learning experience in local tribal and community settings.

### **SWU 295: Foundations of Social Work Practice: Effective Helping in a Diverse World**

**Prerequisite:** SWU 171, WRT 101, and PSY 101 or SOC 101.

**Credits:** 3 cr. hrs. (3 pds: 3 lec)

**Course Description:** An examination of theoretical foundations, evidence-based practice and skills for culturally sensitive generalist social work practice with individuals, families, small groups, and larger systems. Professional values, ethics and dilemma decision-making are defined. Functions and roles in client case management with diverse populations. Emphasis on the practice of social work in the context of Southwest cultural and ethnic traditions.

### **SWU 299: Special Topics in Social Work**

**Credits:** 1-3 credits

**Prerequisites:** SWU 171 or instructor permission.

**Course Description:** The course provides students with knowledge, values and skills related to special topics in social work practice. Methods of course delivery vary based on topic. A course fee may be assigned in experiences that require community immersion learning.

## **Writing (WRT)**

### **WRT 101: Writing I**

**Prerequisite:** None

**Credits:** 3 cr. hrs. (3 pds: 3 lec)

**Course Description:** Principles and practices of writing. Includes writing college-level essays, review of basic writing skills, and written works. Also includes narrative/descriptive, expository, and persuasive writing. May be offered in modules.

### **WRT 102: Writing II**

**Prerequisite:** WRT 101 or equivalent to placement test.

**Credits:** 3 cr. hrs. (3 pds: 3 lec)

**Course Description:** Continuation of WRT 101. Includes writing analytical or critical papers, analysis and discussion of various types of literature, developing research skills, and written works. Also includes writing a research paper.

### **WRT 287: Beginning Creative Writing Workshop in Fiction**

**Prerequisite:** Completion of Writing 102

**Credits:** 3 cr. hrs. (3 pds: 3 lec)

**Course Description:** This class will teach the craft of fiction writing in terms of mechanics, style, voice, formalism, narrative structures and other related elements, while providing a survey of past and contemporary fiction writers for understanding of literary movements both past and present. In the process, the student will be introduced to the language and ideas necessary to participate.

### **WRT 288: Beginning Creative Writing Workshop in Poetry**

**Prerequisite:** Completion of Writing 102

**Credits:** 3 cr. hrs. (3 pds: 3 lec)

**Course Description:** This class will teach the craft of poetry writing in terms of mechanics, style, voice, formalism, free verse, narrative structures and other related elements, while providing a survey of past and contemporary poets for understanding of literary movements both past and present.

## Chapter 7 – Personnel

Building and running a new college with limited resources requires staff and faculty who possess extensive experience and expertise in higher education teaching, curriculum design and development, student support services, research, policy formulation, governance, and senior-level administration. This chapter provides the names and titles of the dedicated individuals who have been establishing and operating San Carlos Apache College as America’s youngest TCU. They are listed according to their roles: Board of Regents, President, Administration, Faculty, and Staff. This information is current as of November, 2024 and will be updated periodically in the Catalog that is posted on the SCAC website at [www.apachecollege.org](http://www.apachecollege.org).



## Board of Regents

(All Regents are Enrolled Members of SCAT)

### Isaiah Belknap

#### Board Member

*Deputy Chief Executive Officer, San Carlos Apache Healthcare Corporation*

M.B.A., emphasis Health Systems

Management

B.S., Healthcare Administration, Grand Canyon University

From Seven Mile Wash District

### Shirley Boni

#### Board Member

*Director of the Clarence Wesley Health Center, San Carlos Apache Healthcare Corporation*

B.S., Health Administration, University of Phoenix

From Peridot District

### Loreal Jones

#### Board Secretary

*FTUSD Executive Assistant*

M.B.A., University of Phoenix

B.S., Business, University of Phoenix

From Bylas District

### Jessica Natsyn

#### Board Member

*Exceptional Student Services Director, San Carlos Unified School District*

B.A., Elementary Education & Special Education

M.A., Autism Spectrum Disorders, Grand Canyon University

Resides in Seven Mile District

### Kerri Sangster

#### Board Member

*Employee Development Coordinator, San Carlos Apache Healthcare Corporation*

M.Ed., Higher and Postsecondary

Education, Arizona State University

B.A.E., Special Education and Elementary Education

From Seven Mile Wash District

### Dr. Philip Stevens

#### Board Vice Chair

*Associate Professor and Director of American Indian Studies, Department of Culture, Society and Justice, College of Arts and Letters, University of Idaho*

Ph.D. and M.A., Language, Reading & Culture, University of Arizona

B.A., English Literature, Saint Anselm College.

From Farm Station, Arizona

### Durena Thompson

#### Board Chair

*Principal, San Carlos High School;*

M.Ed, Educational Administration and Supervision, ASU

M.Ed., Educational Leadership, NAU

B.S., Education, NAU

From Gilson Wash District

## President

### Linda Sue Warner, Ph.D.

Ph.D., General Administration, University of Oklahoma

M.Ed., Education Administration, Penn State University

B.A., Language Arts/Education, Northeastern State University

A.A., Liberal Arts, Northeastern State University

Member of the Comanche Tribe of Oklahoma

**Linda.Warner@apachecollege.org**



## Administration

### **Tia Early**

#### *Interim Director of the Apache Institute*

B.S., Business, University of Phoenix  
A.A., Liberal Arts, TOCC (through SCAC)  
Member of the San Carlos Apache Tribe  
[Tia.Early@apachecollege.org](mailto:Tia.Early@apachecollege.org)

### **Lisa Eutsey, Ph.D.**

#### **Provost and Executive Vice President**

Ph.D, English, Penn State University  
M.A., English, Penn State University  
M.Ed. in Educational Leadership,  
Community College/Higher Education,  
NAU  
B.A., English /History, Youngstown State  
Univ.  
[Lisa.Eutsey@apachecollege.org](mailto:Lisa.Eutsey@apachecollege.org)

### **Alfred Moore**

#### *Interim Vice President of Finance and Administration*

M.B.A., Business Administration and  
Management, Grand Canyon University  
B.B.A., Business Management, University  
of Phoenix  
[Alfred.Moore@apachecollege.org](mailto:Alfred.Moore@apachecollege.org)

## Staff

### **Samantha Alvarez-Santi**

#### *Human Resources Manager*

A.A., Organizational Leadership, Eastern  
Arizona College  
Member of the San Carlos Apache Tribe  
[Samantha.Alvarez-Santi@apachecollege.org](mailto:Samantha.Alvarez-Santi@apachecollege.org)

### **Daphne Bolman**

#### *Security Officer*

Certificate, Substance Abuse and Addiction  
Studies, TOCC (through SCAC)  
Member of the San Carlos Apache Tribe  
[Daphne.Bolman@apachecollege.org](mailto:Daphne.Bolman@apachecollege.org)

### **Avarista Chatlin**

#### *Case Worker*

Institute for Career Development (WIOA)  
A.A., Social Work, TOCC (through SCAC)  
Certificate in Social Services, TOCC  
(through SCAC)  
Member of the San Carlos Apache Tribe  
[Avarista.Chatlin@apachecollege.org](mailto:Avarista.Chatlin@apachecollege.org)

### **Nicole Duane**

#### *AP/Payroll Specialist*

Member of the San Carlos Apache Tribe  
A.A., General Studies, Eastern Arizona  
College  
Member of the San Carlos Apache Tribe  
[Nicole.Duane@apachecollege.org](mailto:Nicole.Duane@apachecollege.org)

### **David Jones**

#### *Security Officer*

A.A., Liberal Arts, Tohono O'odham  
Community College (through SCAC)  
Member of the San Carlos Apache Tribe  
[David.Jones@apachecollege.org](mailto:David.Jones@apachecollege.org)

### **Gerry Himmelreich (Saami/Bois Forte)**

#### *Director of Curriculum Assessment and Institutional Research*

M.F.A., Creative Writing, Fiction from the  
Institute of American Indian Arts  
M.A., Children's Literature from Holland U.  
B.A., English, Fort Lewis College  
[Gerry.Himmelreich@apachecollege.org](mailto:Gerry.Himmelreich@apachecollege.org)

### **Rachael M. Kenton**

#### *Registrar and Coordinator of Student Success Initiatives*

M.Ed. in Educational Leadership,  
Community College/Higher Education,  
NAU  
B.A., Education Studies, Ariz. State  
University  
A.A.S., General Studies, Eastern Ariz.  
College  
A.A.S in Early Childhood Education, EAC  
Member of the San Carlos Apache Tribe  
**Rachael.Kenton@apachecollege.org**

**Nikki Lewis**

***Academic Advising Coordinator and  
Career Specialist***

M.A., Language, Reading, and Culture,  
University of Arizona  
B.S., Literacy, Learning, and Leadership,  
University of Arizona  
Member of the San Carlos Apache Tribe  
**Nikki.Lewis@apachecollege.org**

**Chris Phillips**

***Coordinator***, Institute for Career  
Development and Workforce  
Transformation

M.Ed. in Educational Leadership,  
Community College/Higher Education,  
NAU  
B.A., Educational Studies, ASU  
A.A., Sociology, Eastern Arizona College  
Member of the San Carlos Apache Tribe  
**Chris.Phillips@apachecollege.org**

**Rebecca Swift**

***Library Manager***

M.A., Library Science, University of  
Arizona  
B.S., Education, Northern Arizona  
University  
Member of the San Carlos Apache Tribe  
**Rebecca.Swift@apachecollege.org**

**Christy Talgo**

***Intake/Data Entry Clerk***, Institute for  
Career Development and Workforce  
Transformation  
Member of the San Carlos Apache Tribe  
**Christy.Talgo@apachecollege.org**

**Kevin Wood**

***Retention Coordinator***

B.A., Linguistics, University of Arizona  
Member of the San Carlos Apache Tribe  
**Kevin.Wood@apachecollege.org**

**Artie Steele**

***IT Manager***

A.A., Computer Information Systems,  
TOCC (through SCAC)  
A.A., Liberal Arts, TOCC (through SCAC)  
Member of the San Carlos Apache Tribe  
**Artie.Steele@apachecollege.org**

**Debbie Terrazas**

***Custodian***

Member of the San Carlos Apache Tribe  
**Debbie.Terrazas@apachecollege.org**

**Lenora Woesner**

***Computer Training Coordinator***

Member of the San Carlos Apache Tribe  
**Lenora.Woesner@apachecollege.org**

**Thomas Worcester, Jr.**

***Receptionist***

B.F.A., Cinematic Arts and Technology,  
Institute of American Indian Arts.  
Member of the Caddo Nation OK  
**Thomas.Worcesterjr@apachecollege.org**

## Full-Time Faculty

### Mark Clytus

#### *Computer Information Systems*

M.S., Environmental Science, University of Idaho  
M.S., Information Technology Management,  
Colorado Technical University

[Mark.Clytus@apachecollege.org](mailto:Mark.Clytus@apachecollege.org)

### Dr. Darren Dillman

#### *English*

Doctor of Creative Arts, Western Sydney  
University

M.A., English, and M.F.A, Creative Writing,  
McNeese State University

[Darren.Dillman#@apachecollege.org](mailto:Darren.Dillman#@apachecollege.org)

### Mike Kim

#### *Adult Education Instructor*

Institute for Career Development, WIOA  
MDiv. Preaching, Trinity International  
University

ThM., Practical Theology, Trinity  
International University

B.S. Communication Studies and  
Philosophy, Northwestern University

[Mike.Kim@apachecollege.org](mailto:Mike.Kim@apachecollege.org)

### Kathy Kitcheyan

#### *Apache Language Instructor*

M.A., Multi-Cultural Education, NAU;  
M.Ed., Educational Leadership, NAU;  
B.A., Sociology, Northern Arizona  
University

Member of the San Carlos Apache Tribe

[Kathleen.Kitcheyan@scat-nsn.gov](mailto:Kathleen.Kitcheyan@scat-nsn.gov)

### Alfred Moore

#### *Business Instructor*

M.B.A., Business Administration and  
Management, Grand Canyon University  
B.B.A., Business Management, University  
of Phoenix

[Alfred.Moore@apachecollege.org](mailto:Alfred.Moore@apachecollege.org)

### Xina Uhl

#### *History Instructor*

M.A., History, California State University,  
Northridge

B.A., History, Arizona State University

[xuhl@tocc.edu](mailto:xuhl@tocc.edu)

## Part-Time Faculty

### Molly Aday

#### *Social Work Instructor*

M.S.W., California State University Chico

M.A., Psychology, North Central University

B.A., Liberal Studies, NAU

Member of the San Carlos Apache Tribe

[maday@tocc.edu](mailto:maday@tocc.edu)

### Simon Agus

#### *Business Instructor*

M.B.A, New Era University, Philippines

B.S., Business Administration, University of the  
East, Philippines

[sagus@tocc.edu](mailto:sagus@tocc.edu)

### Zorayda Agus

#### *Math Instructor*

M.S., Industrial Engineering

M.A., Education Mathematics

B.S. Industrial Engineering

Certificate, Arizona Department of Education,  
Mathematics and Career & Technical Educ.

(CTE- Emerging Technologies)

[zagus@tocc.edu](mailto:zagus@tocc.edu)

### Dr. Georgina Badoni

#### *Art and American Indian Studies Instructor*

Ph.D., American Indian Studies, U. of  
Arizona M.A., Art Education, University of  
Arizona

B.S., Secondary Education, U. of Arizona

Member of the Navajo Tribe

[gbadoni@tocc.edu](mailto:gbadoni@tocc.edu)

**Randy Begay**

*Social Work Instructor*

M.S., Addiction Counseling, GCU  
M.Ed., Educational Psychology, NAU  
B.A., Psychology, NAU  
Member of the Navajo Tribe  
[rbegay@tocc.edu](mailto:rbegay@tocc.edu)

**Grace Bombulum**

*Geology Instructor*

M.S., Geology, University of Missouri  
B.S., Geology and Geophysics, Missouri  
University of Science and Technology  
A.A., English Communication, St. Louis  
Community College  
[gbombulum@tocc.edu](mailto:gbombulum@tocc.edu)

**Aurelia Bullis**

B.S. Early Childhood Education, Arizona  
State University  
A.A.S., General Studies, Eastern Arizon  
College  
Member of the San Carlos Apache Tribe

*Dual Enrollment Apache Language  
Instructor*

[abullis@ftusd.org](mailto:abullis@ftusd.org)

**Veronica Duncan**

*Social Work Instructor*

M.S.W., Marywood University  
B.S., Human Development, Binghamton University  
Member of the San Carlos Apache Tribe  
[vduncan@tocc.edu](mailto:vduncan@tocc.edu)

**Tessa Davison**

*Philosophy Instructor*

M.A., Philosophy, University of Chicago  
[t-hash.davison@tocc.edu](mailto:t-hash.davison@tocc.edu)

**Noemi Hubilla**

*Dual Enrollment Math Instructor*

M.A. in Teaching, Mathematics  
Marikina Institute of Science and  
Technology

[no.hubilla@scusdaz.org](mailto:no.hubilla@scusdaz.org)

**Rick Chavolla**

*Political Science Instructor*

M.A., Political Science, Boston College  
B.A., Political Science, Boston University  
[Rick.Chavolla@apachecollege.org](mailto:Rick.Chavolla@apachecollege.org)

**Dr. Josh Hoskinson**

*Biology Instructor*

M.A., Teaching and Teacher Education  
(Science Education), University of Arizona  
M.S., Ecology and Evolutionary Biology,  
University of Arizona  
B.S., Ecology and Environmental Biology,  
University of Arizona  
[jhoskinson@tocc.edu](mailto:jhoskinson@tocc.edu)

**Ciarra Butler**

*Social Work Instructor*

M.S.W., Social Work, University of  
Kentucky  
B.S., Social Work, Tennessee State  
University  
[cbutler@tocc.edu](mailto:cbutler@tocc.edu)

**Casey Jones**

*Biology Instructor*

M.S., Botany, University of Hawaii  
B.S., Ethnobotany, University of Hawaii  
[cjones@tocc.edu](mailto:cjones@tocc.edu)

**Arron Julian**

*Business Instructor*

M.B.A., Colorado Technical University  
B.S., Criminal Justice, CTU  
A.A. Social Work & A.A. Liberal Arts,  
TOCC (through SCAC)  
Member of the Jicarilla Apache Tribe  
[ajulian@tocc.edu](mailto:ajulian@tocc.edu)

**Betty Kitcheyan**

*Apache Language Instructor*

B.A., Education, Prescott College

A.A., Haskell Indian College  
Member of the White Mountain Apache  
Tribe  
[bkitcheyan@tocc.edu](mailto:bkitcheyan@tocc.edu)

**Monica Loas**

*Apache Language Instructor*

M.S., Educational Leadership, GCU  
B.A., Elementary Education, Ottawa  
University  
A.A., Liberal Studies, Haskell Indian J.C.  
Member of the San Carlos Apache Tribe  
[mloas@tocc.edu](mailto:mloas@tocc.edu)

**Dr. Marcus Macktima**

*History Instructor*

Ph.D., History, University of Oklahoma  
M.A., Native American Studies, U. of  
Oklahoma  
B.A., History, University of Oklahoma  
A.A., Liberal Studies, Oklahoma City C.C.  
A.G.S., General Studies, Paradise Valley  
C.C.  
Member of the San Carlos Apache Tribe  
[mmacktima@tocc.edu](mailto:mmacktima@tocc.edu)

**Napolean Marrietta**

*Philosophy Instructor*

M.S., American Indian Studies, ASU  
B.S. Justice Studies, ASU  
B.S. American Indian Studies, ASU  
Certificate, American Indian Governance,  
ASU  
[N.Marrietta@tocc.edu](mailto:N.Marrietta@tocc.edu)

**Robert Meyer**

*English Instructor*

M.A., English, San Francisco State  
University M.A., American Studies, Univ.  
of Michigan B.A., American Thought and  
Civilization, The George Washington  
University  
[rmeyer@tocc.edu](mailto:rmeyer@tocc.edu)

**Dr. Peter Milne**

*Astronomy Instructor*

Ph.D., Physics, Clemson University  
[pmilne@tocc.edu](mailto:pmilne@tocc.edu)

**Seth Pilsk**

*Instructor, Apache Language, Culture, & History*

B.S., Geography, San Francisco State  
University  
[Spilsk@tocc.edu](mailto:Spilsk@tocc.edu)

**Dr. Gregory I. Redhouse**

*Economics Instructor*

Ph.D., American Indian Studies, University  
of Arizona  
M.S., Economic Development &  
Entrepreneurship, University of Houston  
M.A., Higher Education, UA

M.A., American Indian Studies, UA

B.A., Political Science, UA

AA., Liberal Arts, Navajo Community  
College

Member of the Navajo Nation

[gredhouse@tocc.edu](mailto:gredhouse@tocc.edu)

**Ganimat Roojam**

*Dual Enrollment English Instructor*

M.A., English, Panjab University  
[groojam@tocc.edu](mailto:groojam@tocc.edu)

**Dr. Navdeep Rajput**

*Dual Enrollment Chemistry Instructor*

Ph.D., Chemistry, Punjab Technical  
University, Jalandhar India  
M.S., (Honors), Inorganic Chemistry, Guru  
Nanak Development University (GNDU),  
Amritsar India;  
B.Ed., Punjabi University, Patiala India,  
B.S., (Honors), Chemistry, GNDU  
[nrajput@tocc.edu](mailto:nrajput@tocc.edu)

**Dr. Ryan Rogers**

*Business Instructor*

Doctor of Human Services, Leadership and  
Organizational Management, Capella  
University  
M.B.A., Management and Strategy, Western  
Governors University  
B.S., Business, Capella University  
[rrogers@tocc.edu](mailto:rrogers@tocc.edu)

**Amita Uppal**

*Psychology Instructor*

M.A., Psychology, Panjab University  
B.S., Psychology and English,  
Panjab University  
B.S., Education, Maharishi Dayanand  
University  
[auppal@tocc.edu](mailto:auppal@tocc.edu)

**Jim Yostrum**

*Business Instructor*

M.B.A., Wilkes University  
B.S., Business Administration, Bloomsburg  
University of Pennsylvania  
CPA, CMA, CGMA  
[Jim.Yostrum@apachecollege.org](mailto:Jim.Yostrum@apachecollege.org)

## SCAC Policy Statements

### **Affirmative Action and Equal Employment Opportunity**

The Board of Trustees of San Carlos Apache College has affirmed that the College is an equal educational and employment opportunity institution. Discrimination is prohibited by **Titles VI and VII of the Civil Rights Act of 1964 and 1991; Title IX of the Education Amendments of 1972; Sections 503 (793) and 504 (794) of the Rehabilitation Act of 1973, as amended in 1988; the Americans with Disabilities Act (ADA) of 1990; the Vietnam Veterans Readjustment Acts of 1972 and 1974; the Age Discrimination Act of 1967, as amended in 1978 and 1986; the Uniformed Services Employment and Reemployment Rights Act of 1994 (USERRA);** and other federal and state statutes, executive orders, and regulations. The College has policies relative to nondiscrimination on the basis of sex, sexual orientation, race, religion, color, national origin, age, disability, or on the basis of membership as set forth in USERRA, or any other basis which is prescribed by law. Such policies apply to educational programs, services, activities, and facilities, and include, but are not limited to, student admissions, applications, access to programs/classes/services, financial aid, and employment.

### **Americans with Disabilities Act**

San Carlos Apache College complies with the **Americans with Disabilities Act (ADA) of 1990**, the **Americans with Disabilities Amendments Act (ADAAA)**, and **Section 504 of the Rehabilitation Act of 1973**, as amended. In addition, SCAC complies with other applicable federal, state and tribal laws and regulations that prohibit discrimination on the basis of disability. Reasonable accommodations, including materials in an alternative format, will be made available for individuals with disabilities when a minimum of five working days advance notice is given. Students needing accommodations are encouraged to contact the Student Services Department, at (520) 383-8401. For additional information, see the *SCAC Student Handbook*.

### **Family Educational Rights and Privacy Act (FERPA)**

San Carlos Apache College complies with the **Family Educational Rights and Privacy Act** (20 U.S.C. §1232g; 34 CFR Part 99). This Act was designed to protect the privacy of educational records and to provide guidelines for the correction of inaccurate or misleading data through informal and formal hearings. Students have the right to file complaints with the FERPA Office concerning alleged failures by the institution to comply with this act. Upon admission to the college, all students must complete the Disclosure of Student Information Form, available from the SCAC Admissions & Records Office.

### **Sexual Harassment**

San Carlos Apache College is committed to promoting and maintaining a productive work and educational environment free of discrimination and harassment. In keeping with this commitment, San Carlos Apache College will not tolerate verbal or physical conduct by an employee or student that harasses, disrupts, or interferes with another's work performance or education or that creates an intimidating, offensive or hostile work or educational environment. For additional information, see the *SCAC Student Handbook*.

### **Drug Free Schools and Communities Act**

San Carlos Apache College is committed to the **Drug Free Schools and Communities Act Amendments of 1989** (Public Law 101-226, 20 U.S.C. §1145G). For additional information, see the *SCAC Student Handbook*.

### **Cultural/Religious Observance and Practices**

San Carlos Apache College recognizes the importance of the religious and Native American cultural observances and practices of its students, unless these will result in undue hardship to College programs. At least two weeks before the religious or cultural observance, students must submit a written statement to their instructor(s) that contains both the date and location of the observance. Absences for religious and cultural observances and practices do not count in the number of absences allowed by an instructor. For additional information, see the *SCAC Student Handbook*.

### **Addendums**

Version	Date	Addendum	Approved by



**A Warm Welcome to My Apache People**  
**by Annette Ayze**



***Dagot'ée,  
Ashood la kúyéé onttad gonyqq  
Kuyéé hant'é bigonłaa njj yú daas  
Yú ntt'ée-go bee higaat dołeel.  
Dáá wén onttad dołeel.  
Dán dáás yú ntt'ée-go naagodighá nt'ée  
Noh yaa gozhoo dołeel  
Dáá hayú nadqá'yú.***

**Greetings,  
Thank you for choosing SCAC  
for your college education.  
May you take with you what you learned here  
in your future journey  
and may you walk in harmony.  
Continue your education  
so that you may be successful in life.  
And may you be blessed wherever you go.**