San Carlos Apache College

2020 – 2023
College Catalog

Version 3.1

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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**.

College Contact Information

San Carlos Apache College
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San Carlos, AZ 85550
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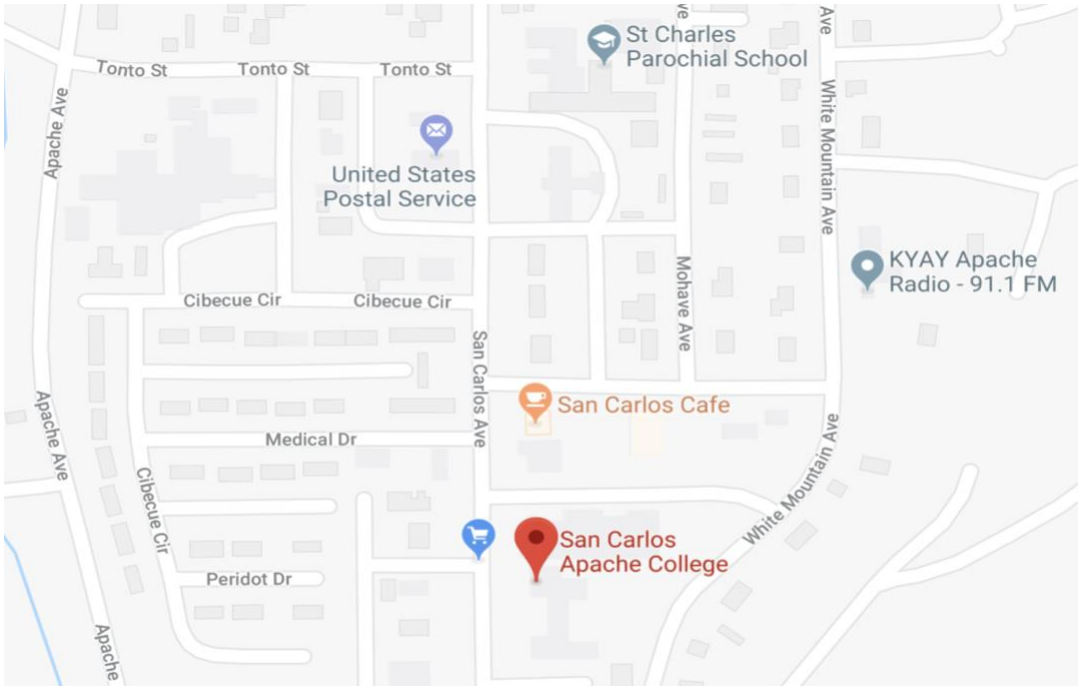


History, Vision, Mission, and Goals

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 accredited in 2005 by the Higher Learning Commission. Through its partnership with TOCC, SCAC is able to offer transferable courses and programs.

Vision

N̲nee bi'at'e'ihii nłdzilgo ádanłzih translates from Apache to English as "Upholding the power of Apache wisdom and knowledge."

Mission

To provide the ***N̲nee*** an excellent higher education experience rooted in ***N̲nee 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

On behalf of the Board of Regents and the San Carlos Apache College, I extend a warm welcome to you! In Apache, we could say: *"Ahíya'e kúnołk'ahíbighą" (Thank you for coming here.)*
The San Carlos Apache College is one of the youngest institutions of higher learning in America. The doors of the college opened in August 2017. Remarkably, on June 5, 2021 San Carlos Apache College held its first commencement ceremony. At that time, four amazing Apache students graduated. Last year five more students received their diploma. A phenomenal achievement, indeed! The college staff and regents will continue with sincere commitment to provide you a world-class education, primarily focusing on our vision, which is: "Upholding the power of Apache wisdom and knowledge."
The college enrolls over 100 students, offering six Associate Degree programs and two Certificate programs. Support services for remote learning and diverse populations are addressed. Utmostly, the Apache language and culture is permeated throughout the atmosphere of the college. Your educational path is instilled with honor and respect embedded in the *Apache Way of Life.*
As you begin your collegiate journey, maintain the mindset necessary to achieve your goals. Accept the challenges in stride so you engage in making this journey a meaningful one. Keep in mind that the college faculty and staff eagerly await to assist you in this endeavor!
Deciding to become a member of the San Carlos Apache College is a wise choice. Our community is in dire need of brave and visionary leaders…" uphold the power of Apache people! The world awaits you! You will surely reap rewards for your dedication to excel in academics.

"Ahíya'e kúnołk'ahíbighą"

Sincerely,

Roberta Patten
Chair, San Carlos Apache College Board of Regents

President's Welcome Message

Martin M. Ahumada

Hondah!

I find it a special privilege to welcome you to San Carlos Apache College, the youngest Tribal institution of higher learning in America. You have made a wise decision to launch—or to continue—your collegiate journey with our young and truly distinctive College. From the time we opened our doors in August 2017, our College has been fulfilling an unwavering commitment to academic excellence and student success. We make this same commitment to you with great confidence in the high-quality teaching you will experience—and in the outstanding (and personally tailored) academic advising, mentoring, and career development services that we can and will provide you.

I urge you to use our ***San Carlos Apache College 2020-2022 Catalog***—with a truly creative imagination and a lot of confidence—to explore the many exciting and promising pathways we provide to your future. It is a powerful and pragmatic tool you can use to discover and pursue the excellent certificate as well as associate's degree programs offered by the College—and to acquire a solid understanding of our policies and programs concerning admissions and registration, tuition and fees, financial aid, academic performance, student services and other college resources, and much more. This ***Catalog*** is designed to guide, inspire, and empower you to *chart-your-own-course* at San Carlos Apache College. Yet, as new members of your extended family, we will always be at your side—supporting, guiding, and challenging you throughout your collegiate journey—because we know it really does take a village to run a College, like ours, which focuses entirely on ensuring your full success.

The past year brought a wave of positive change for San Carlos Apache College, including a new Board of Regents and additional staff who are transforming the institution into a world-class model for innovation; for the preservation of the Apache language, culture and philosophy; for contributing to nation-building; and for enhancing and expanding our associate's degree and certificate programs in key fields.

I know this is a defining moment in your life in which you confront the opportunity and responsibility to think deeply, clearly, and positively about what you want and need from college—and what you want to achieve in life. I know our College is the right place for you if your primary goals are to acquire knowledge and skills that will prepare you for the jobs of the future; to prepare yourself well to transfer successfully to other collegiate institutions in the U.S.; and to cultivate the amazing powers of rational and ethical discernment—anchored in Apache thought, philosophy, and values—which will transform you into a leader whom Apache Nation can entrust with its future.

Be prepared to spread your wings at San Carlos Apache College and forge yourself into a truly great leader who is driven and defined by a vision of a higher purpose for yourself, your community, and your world.

Sincerely,

Martin M. Ahumada

Martin Miguel Ahumada, Ph.D.
Founding President

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 and programs 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 2011. TOCC completed the process for continued accreditation by submitting its report to its accrediting body HLC on February 26, 2016. A site visit was conducted on March 28 and 29, 2016, by a three-member Team appointed by the HLC. The Team recommended, and the HLC approved, continued accreditation.

Approval by the HLC means that the College's degree programs are accredited and will transfer to other colleges and universities. 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

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

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 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.

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) and may obtain a hard copy from SCAC's Office of Student Services. Orientations are offered before the start of each semester.

Bookstore Services

SCAC stocks textbooks for college 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.

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 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).**

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 2020-2022 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) and print copies are available at all SCAC buildings.

Declaring a Program of Study

Students are expected or strongly encouraged to declare a program of study (a major) when applying for admission and should make sure it is listed correctly on their records. Current programs offered by SCAC are listed in Chapter 5. An advisor is available to help students choose the program of study that makes the best possible match with their greatest interests or passions. The program of study can affect financial aid or veteran's benefits. Students may change their program of study at any time.

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 coursework for transfer consideration must have been completed within the last eight years, depending on the field. 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 VP of Academic Affairs. This appeal must be in writing. The VP of Academic Affairs 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.

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.

Application Period

Applications for admission to SCAC are accepted throughout the year. There is no application fee. Applications are available from Student Services and on our website (www.apachecollege.org).

SCAC Admissions – Documents Required for students

1. One of the following Photo I.D.'s

   Native American Students

   - Tribal I.D. Card or
   - Certificate of Indian Blood (CIB)with State Issued I.D.

   Non-Native American Students

   - State Issued I.D.

2. Proof of High School or GED Graduate; submit one of the following:

   - High School Diploma
   - GED Diploma
   - High School OR GED Transcripts with Graduation Date indicated

3. If degree seeking, submit an Official Transcript from previous colleges attended.

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 Advisor 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. 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 Students Registering for Classes

New students use the same registration process that current students do, once the student has been admitted to the college.

For alternative forms of registration, contact a Student Support Specialist at **928-475-2016**.

Current SCAC Students May Register for Classes Online

Online registration is available for continuing SCAC students on the TOCC web site:

1. Go to www.tocc.edu
2. Under “Returning Students” tab, click on “Online Registration”
3. In the resulting page, if you see a Login button at the top, click it. Enter your TOCC Gmail credentials. (If you do not know your username or password, contact IT Office.)
4. Click on “Returning Students”
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 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. Tuition, fees, and attendance costs are listed in this Catalog for the 2020-2022 academic years, 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: <u>Do not mail cash</u>**.

Tuition and Student Activity Fees

Note: All tuition, fees, books, housing, and other costs are for the 2020-2022 Academic year only, and subject to change in future years.

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

Processing Fees

Semester Processing Fee (nonrefundable due each semester or summer session)	$10.00
Assessment Fee for Non-enrollees	$5.00
Official Transcripts (per copy)	$5.00
Graduation Application Fee ($15 per degree or certificate, waived for AGEC certificates if concurrent with degree)	$15.00 (per credential)
First I.D. Card	Free
Reissue of I.D. Card	$10.00
Course Repeat Fee (for third attempt and beyond)	$39.00

Miscellaneous Credit Course Fees

Lecture Fee	Not to exceed $40.00 per course (for recovery of extraordinary course specific costs).
Laboratory Fees	Lab fees vary with course.
Art Courses	Fees depend on the materials used.
Course-Related Field Trip	Based on actual cost of field trip.
Withdrawal Charge (from 7 or more credits)	$10.00
Technology Fee	$2.50 per credit
Student Activity Fee	$15.00 per semester

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

If an outstanding debt is owed to SCAC from a previous term, student records and accounts will be placed on hold. A student may register for the current term provided that the debt is paid, or arrangements are made with the SCAC or the TOCC Finance Office. To release a hold, payments must be made in cash, by check, or by credit card prior to registration. Payments by check require 15 working days before a hold can be released. Some reasons for holds and the amounts needed to clear them are shown in the Account Holds table on the following page. This is not a complete list of possible holds. Rates are subject to change.

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 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**.**

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.

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 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 to request tutoring services. Students may also call or text **928-200-2067** for assistance.

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 planning to offer several modules related to nutrition, fitness, and other topics to support student wellness. Contact recreation@apachecollege.org for more information.

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 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 youseemore.com/tocc.

The 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 requirement 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 student 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) 383-0032 (Main)
- (520) 383-8401 (College receptionist)
- (520) 383-8403 (Fax)
- (520) 383-0066 (WCL)
- youseemore.com/tocc (Click the Librarian tab for online reference help by email)
- 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.

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

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) 383-0075**.

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.
- 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://fafsa.ed.gov/spa/fafsa4c.

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.

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) 383-0075** 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

Brief descriptions are provided below of major benefits programs administered by the U.S. Veterans Administration (VA). For more information about VA education programs, visit the Financial Aid Office, call (888) 24-2551, or visit benefits.va.gov/gibill.

Chapter 30

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

Chapter 33: Post-911 Yellow Ribbon Program

- 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.

Dependents' Educational Assistance Program (DEA)

- 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.

Veterans Educational Assistance Program (VEAP)

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

Reserve Educational Assistance Program (REAP)

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.

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. Students can also contact the Higher Education Manager, Eileen Chatlin, at eileen.chatlin@ed.scat-nsn.gov. Please also cc the Executive Director, Flora Talas, at flora.talas@ed.scat-nsn.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 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, 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

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 8th 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. 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.

D. 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.

Chapter 4 – Grades and Graduation

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 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, and developmental level coursework and placement testing.

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.

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 x 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 points x 6 credits = 24 points).
- The B is worth 3.0 points, so you earned 9 points in that class (3 points x 3 credits = 9 points).
- The C is worth 2.0 points, so you earned 6 points in that class (2 points x 3 credits = 6 points).
- The sum of points you earned is 39 (24+9+6).
- 39 points divided by 12 (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 for 6-11 credit hours in the Fall or Spring semester or for 15 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.

SCAC's Grading System

Grades	Explanation	Grade Points
A	**Superior**	4
B	**Above Average**	3
C	**Average**	2
D	**Below Average**	1
F	**Fail**	0
AU (Audit)*	**AU indicates the student is enrolled in a class in order to attend, but not to earn credit.**	NA
WIP (Work in Progress)	**WIP shows on the transcript indicating a student is in a current class, but that grades have not yet been assigned.**	NA
I (Incomplete)**	**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.**	**NA**
FW	**FW indicates the Instructor withdrew the student from the class.**	**NA but some colleges may compute as failing**
W	**W indicates the student initiated withdrawal prior to official withdrawal date for the course.**	**NA but some colleges may compute as failing**
Y	**Y indicates a special withdrawal done by the Instructor at the end of the semester, and when no other grade is appropriate.**	**NA**
T	**T indicates that a course the student took at another college has been transferred in to TOCC.**	**NA**
X	**X indicates credit earned by the student through a proficiency examination.**	**NA**

*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 "I" grade not changed within nine weeks from the end of the semester automatically becomes an F.

Good Academic Standing

In order for students to be in good academic standing, they must maintain a cumulative GPA of 2.0 or higher. A cumulative GPA incorporates all courses taken at a 100 level or above and does not include developmental courses below 100 level. Maintaining good academic standing status may allow students to be eligible for scholarships, travel opportunities and participation in other extracurricular activities. Students receiving Federal Financial Aid must also meet the Satisfactory Academic Progress (SAP).

Please refer to chapter 3 for more information on SAP.

Academic Alert

Students will be placed in an Academic Alert status if they are not in Good Academic Standing and their cumulative GPA falls below a 2.0. After the end of each Fall and Spring semester, SCAC will identify students whose grades cause them to be placed on Academic Alert and will notify them by standard mail or by e-mail.

If you receive a letter stating that you have been placed on Academic Alert, that letter will indicate what College resources can assist you in improving your academic performance, and what specific steps you must take during your next semester to return to good academic standing. The Provost may require you to meet with an Academic Advisor who will obtain regular progress reports from you. The Provost may also restrict the number of credits you can take while on academic alert. The goal of the Academic Alert system is to assist students to return to good academic standing and to make progress towards successful degree completion.

Academic Disqualification and Academic Probation

At the end of the first academic alert semester there are four possible actions:

1. If the student's cumulative GPA is above 2.0, the student will be taken off academic alert.
2. If the student's semester GPA is above a 2.0, but their cumulative GPA is still below a 2.0, the student will remain on academic alert.
3. If a student's cumulative and semester GPA remains below a 2.0, but they improved their grade performance, then they will be placed on academic probation.
4. If a student's cumulative GPA is lower by the end of the academic alert semester, then the student will meet with the Provost and Director of Student Services to determine whether the student will be placed on academic disqualification or academic probation. If the student does not meet with the Provost and Director of Student Services, the student will automatically be academically disqualified.

Students who are placed on academic probation will be restricted to six (6) credits for the first semester, and if the student makes satisfactory progress, the student will be allowed to take up to

twelve (12) credits the following semester. The student must also complete an academic plan established by the Provost. A student on academic probation—who does not bring their semester GPA up to a semester 2.0 by the end of the second semester—will be considered academically disqualified.

Students who are academically disqualified will not be able to register for classes for two (2) semesters. During the two semesters while the student is not allowed to register for classes the student can continue to work with the College to access resources that will help them to be academically ready when they are able to return to the college and register for courses.

A student who is academically disqualified has the option to follow an established college appeal procedure for reinstatement. See the SCAC Student Handbook for details. If the appeal process is successful and the student is reinstated, the student will revert to an Academic Alert status for one semester.

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 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 through a computer-based test called ACCUPLACER. 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 test. The results are simply an indicator of a person's skill levels in basic subject areas of math, reading and writing.

The test is 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 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 exam 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.

Graduation Requirements

If nearing graduation (within a semester away from earning a certificate or degree) students must submit a graduation application by the due date listed in the Academic Calendar. The application may be obtained from Student Services or online. If the form is not submitted by the due date, graduation may be delayed.

The SCAC residency requirement must be met: If working on a Certificate or Associate of Applied Science degree, at least 6 credit hours must be earned at SCAC in order to graduate from SCAC. If working on an Associate degree at least 15 credit hours must be earned at SCAC/TOCC. This residency requirement must be met through courses numbered 100 or higher.

All of the courses listed on the degree or certificate checklist that students are working toward must be completed. 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.

The GPA and Grade requirements must be met. A grade of "C" or higher in all of the General Education classes is required for the degree or certificate and in all transferable coursework. An overall GPA of 2.0 or higher is required.

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.

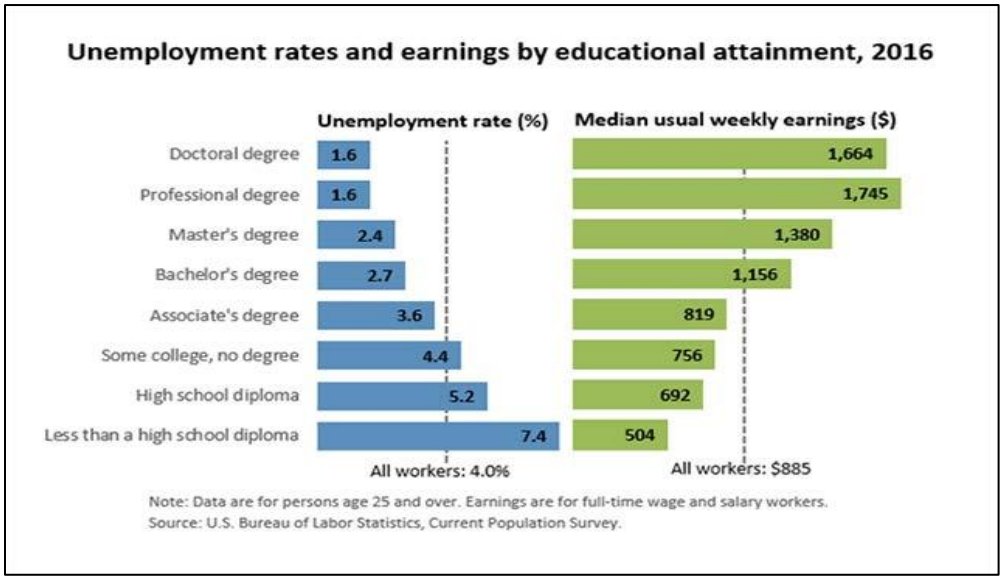
Chapter 5 – Degrees and Certificates

Why College Is a Good Investment

College is a mind expander. It is a window to the wonders of existence on this earth. It is an experience that arms you with skills and knowledge that you can use to navigate life. It deepens your appreciation for culture, history, and language. It is an opportunity to meet people, have fun, think deeply, and to earn a college degree or certificate.

Degrees and certificates represent your educational accomplishments in college. Because they signify that you have gained expertise in a particular field, they are a ***pathway*** to increased economic success and often to finding a rewarding profession. In most cases, when you sign up to pursue a degree or certificate at SCAC, you will be eligible for federal financial aid (See Chapter 3).

Financial Benefits You Can Realize by Attending College



Benefits of Starting Your College Career at SCAC

Students gain a variety of benefits from attending SCAC. The credits you earn at SCAC—as an official site of TOCC—are recognized nationally, and other colleges will give them full consideration for transfer purposes if you decide to transfer either before or after you earn a degree or certificate at TOCC/SCAC.

SCAC's mission includes preparing students for careers and community life, just as other colleges do, but it also includes an emphasis on Apache knowledge and wisdom—and on building healthy families and neighborhoods. SCAC's small size enables you to receive considerable personal attention. Because classes are also small you can get to know your instructors and fellow students as you study and learn together.

SCAC is inexpensive compared to other colleges. You can earn a two-year Associate degree at SCAC and be ***debt-free*** on graduation if you maintain satisfactory academic progress (Defined in Chapter 4).

Read about the degrees and certificates available at SCAC on the next few pages. Then look through this chapter to see which one(s) may interest you. Finally, see the Academic Advisor and talk to faculty members for more information.

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)
- Asssociate of Arts in Computer Information Systems (AACIS)
- Associate of Arts in Liberal Arts (AALA)
- Associate of Arts in Social Work (AASW)

Associate of Applied Science (AAS) degrees

AAS degree progrfams 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 (AASCIS)

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 Social Services
- Certificate in Substance Abuse and Addiction Studies (CRTAAS)

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.

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 VP of Academic Affairs 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 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

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).

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

TOCC/SCAC AGEC-A Programs

- Associate of Arts in Liberal Arts AALA
- Associate of Arts in Computer Information Systems

- Associate of Arts in Social Work AASW

AGEC-S
The AGEC-S 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 AGEC-S 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 AGEC-B is for students who want to study business when they transfer to the university.
Examples include: Accounting, Management, Organizational Leadership, Marketing
TOCC AGEC-B Programs

- Associate of Business in Business Administration ABBA

All AGECs 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 AGEC requirements, which are direct employment focused but include fewer (AGEC) 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. The General Education component has four goals, addressed 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.
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Associate of Business in Business Administration (ABBA)

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 (ABBA) is the AGEC_B transfer degree that incorporates the General Education requirements of the public universities in Arizona. The Associate of Applied Science in Business Management (AASBM) 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.

Educational Outcomes for Business students:

1. Demonstrate the ability to use data to solve common issues that arise in business operations.
2. Demonstrate knowledge of basic organizational and procedural principles of business
3. Demonstrate the ability to apply economic and legal concepts to a business operation.
4. Provide an analysis of the degree of "fit" between a specific business plan and the San Carlos/Bylas communities.

Associates of Business Administration Program of Study

	General Education Category	Course Requirement	Credits Required	Recommended courses for this degree*
General Education	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	3	
	Humanities and Fine Arts	Choose any course from: Art General Education Selection or Humanities General Education Selection	3	
	Social and Behavioral Sciences	Choose any course from: Social and Behavioral Science General Education Selection	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: Science	8	
		Total General Education Credits	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 Courses	
Core Requirements	BUS 100 Introduction to Business	3
	ECN 202 Macroeconomics Principles	3
	ACC 101 Financial Accounting	3
	ACC 102 Managerial Accounting	3
	MKT 111Priniciples of Marketing	3
	BUS 220 Legal Environments of Business	3
	Total Core Credits	18

Electives	Any course with prefix BUS, MKT, ACC, MGT. It is recommended that business students should take a statistics course MAT 225 or BUS 205	6
	Total Credits for Elective	6
	Total Credits for Degree	60

Associate of Arts in Computer Information Systems (AACIS)

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.

Educational Outcomes for CIS students:

1. Demonstrate the ability to install, configure, and maintain end-user computer systems and software.
2. Research, interpret, and communicate technical information in written, graphic, diagrammatic, electronic and oral forms.
3. Demonstrate the ability to plan and implement both wired and wireless networks sufficient for small business use.
4. Apply project life-cycle concepts to assist in business operations.
5. Demonstrate the ability to work independently or in a group environment with sensitivity to the business and cultural needs
6. Create a comprehensive security plan to protect data (Synthesis Level)

Areas of focus:
Coding - Software development using programming language to accomplish tasks using a computer.

Design and build executable programs and applications to solve problems.

Networking - 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 - Understanding and applying layers of protection for computer systems. From firewalls to penetration testing learn how to protect your digital assets.

GIS - Geographic Information Systems (GIS), solving real world problems creating and using digital maps and layered satellite imagery to reveal patterns, trends, and relationships.

Associates of Arts in Computer Information Systems Program of Study

	General Education Category	Course Requirement	Credits Required	Recommended courses for this degree*	Completed
General Education	Apache Cultural Requirements	HIS 130 Apache History I	3		
		APA 101 Apache Language and Culture I	4		
	English Composition	WRT 101 Writing I	3		
		WRT 102 Writing II	3		
	Mathematics	MAT 212 Topics in Calculus or higher	3		
	Humanities and Fine Arts	Choose any course from: Art General Education Selection or Humanities General Education Selection	3		
	Social and Behavioral Sciences	Choose any course from: Social and Behavioral Science General Education Selection	6	PSY 101 Introduction to Psychology, SOC 101 Introduction to Sociology	
	Computer Information Systems	CIS 100 Introduction to Computers	3		
	Two Lab-loaded Science Course	Choose any course from: Science	8		
		Total General Education Credits	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 Courses	
Core Requirements	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
	Total Core Credits	18

Electives	Choose any two of the following classes:	7-8
	CIS 230N Networking Fundamentals	
	CIS 234N Advanced Networking and Routing & Switching	
	CIS 240N Network Security	
	CIS 250N Coding Fundamentals	

GEO 267 Introduction to GIS	
Total Credits for Electives	7-8
Total Credits for Degree	61-62

Associate of Arts in Liberal Arts (AALA)

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. All Liberal Arts concentrations incorporate the AGEC-A (the Arizona public university system requirements for General Education).

Program learning outcomes

Outcome 1: Demonstrate effective reading, writing, and speaking skills.

Outcome 2: Demonstrate the ability to use research techniques to address a given topic.

Outcome 3: Be able to use critical-thinking skills to provide multiple perspectives on a specified issue of general concern.

Outcome 4: Be able to employ perspectives from the social sciences to assess a social problem.

Outcome 5: Demonstrate the ability to use concepts and methods of the physical and biological sciences to make informed judgments.

Associate of Arts in Liberal Arts (AALA)

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

	General Education Category	Course Requirement	Credits Required	Recommended courses for this degree*
General Education	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	3	
	Mathematics	MAT 142 Topics in College Mathematics	3	
	Humanities and Fine Arts	Choose any course from: Art General Education Selection	3	
		Choose any course from: Humanities General Education Selection	3	
	Social and Behavioral Sciences	Choose any course from: Social and Behavioral Science General Education Selection	6	
	Two Lab-loaded Science Course	Choose any course from: Science	8	
		Total General Education Credits	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 Courses	
Core Requirements	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. One course must be designated with a (G).	24
	Total Core Credits	24
	Total Credits for Degree	60

Associate of Arts in Social Work (AASW)

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.

Educational Outcomes for Social Work students:

1. The Social Work Profession

    a. Students will explain the tenants of generalist social work practice and the social work profession.

    b. Students will identify common careers, roles and responsibilities in social work practice.

    c. Students will demonstrate professional interpersonal skills in order to assist someone seeking social services at the individual and group level.

    d. Students will demonstrate the ability to professionally communicate through scholarly documentation and the use of technology.

2. Social Problems and Social Change

    a. Students will describe and discuss major human conditions that can result in the need for social services and the delivery of social welfare programs.

    b. Students will explain the role of human rights, social welfare policy and the impact of such policies on individuals and society.

3. Professional Values and Ethics

    a. Students will demonstrate an understanding of the importance of professional values and ethics and define ethical dilemma situations, and how to appropriately mitigate them.

4. Engage Diversity and Difference in Practice

    a. Students will demonstrate cultural awareness and describe the sensitivity required to respectfully serve the Tohono O'odham and other diverse populations.

    b. Students will identify cultural considerations in responding to the needs of marginalized populations.

5. Assessment, Planning, and Evaluation.

    a. Students will demonstrate the ability to assess and interpret the needs of client systems at the micro, mezzo, and macro levels in order to address social problems and create positive social change.

    b. Students will demonstrate the ability to develop a plan of action based on a person-in-environment perspective.

    c. Students will demonstrate the ability to evaluate outcomes of client system interventions and describe the role of research and evidence-based practice.

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 Category	Course Requirement	Credits Required	Recommended courses for this degree*
General Education	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: Art General Education Selection	3	
		Choose any course from: Humanities General Education Selection	3	)
	Social and Behavioral Sciences	Choose any course from: Social and Behavioral Science General Education Selection	6	PSY 101 Introduction to Psychology or SOC 101 Introduction to Sociology
	Two Lab-loaded Science Course	Choose any course from: Science	8	
		Total General Education Credits	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 Courses	
Core Requirements	SWU 171 Introduction to Social Work	3
	SWU 291 Social Services Delivery Systems	3
	SWU 295 Foundations of Social Work Practice	3
	POS 110 American National Government	3
	Total Core Credits	12

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

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 program is also good for individuals who are looking to expand their current career field and for advancement opportunities. Most of the credits in an applied science degree program can transfer to other colleges and universities. Yet, unlike the Associates degree programs in Arts or Science, the AAS program usually focuses more on career related courses and courses that help in direct employment. This means that this degree program 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 a SCAC advisers or faculty member to help determine if an Associates of Applied Science (AAS) vs. an Associates of Arts or Science (AA or AS) matches your career and life goals.

Associate of Applied Science in Business Management (AASBM)

The Associate of Applied Science in Business Management (AASBM) 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.

Associate of Applied Science in Business Management Program of Study (AASBM)

	General Education Category	Course Requirement	Credits Required
General Education	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, PHY	4
		Total General Education Credits	32

	Core Courses	
Core Requirements	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
	STU 100 College Success	1
	Total Core Credits	22

Electives	Any course designated BUS, ACC, CIS, CSN, CSA, MGT, MKT, POS, PSY, or STU	6
	Total Credits for Elective	6
	Total Credits for Degree	60

Associate of Applied Science in Computer Information Systems (AASCIS)

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

Associate of Applied Science in Computer Information Systems Program of Study (AASCIS)

	General Education Category	Course Requirement	Credits Required	Completed
General Education	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	Test into MAT 142H or MAT 089	0	
	One Lab-loaded Science Courses	BIO 100N Environmental Biology	4	
		Total General Education Credits	17	

	Core Courses		
Core Requirements	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 200 System Analysis and Design	3	
	CIS 210 Introduction to System Administration	3	
	CIS 280 IT Project Management	**3**	
	CIS 297 Internship/Practicum (based on student need)	**3**	
	Total Core Credits	24	

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	
	Total Credits for Elective	19	
	Total Credits for Degree	60	

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 Social Services
- Certificate in Substance Abuse and Addiction Studies

Certificate in Social Services (CRTSS)

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.

	General Education Category	Course Requirement	Credits Required
General Education	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
		Total General Education Credits	17

	Core Courses	
Core	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
	Total Core Credits	15
	Total Credits for Certificate	32

Certificate in Substance Abuse and Addiction Studies (CRTAAS)

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.

	General Education Category	Course Requirement	Credits Required
General Education	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
		Total General Education Credits	13

	Core Courses	
Core	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
	SWU 171 Introduction to Social Work	3
	Total Core Credits	18
	Total Credits for Certificate	31

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 hours**: Lecture hours are shown as, for example, 3 lec (3 lecture) or 5 lec (5 lecture); lab hours are shown as, for example, 3 lab (3 laboratory). Some classes are lecture only; some have a combination of lecture and lab 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.

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.

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 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.

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.

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 142H 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 142H 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 142H 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 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 102 (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 and 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

Prerequisite: None

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

Course Description: This course is a study of oral and written language acquisition and emergent literacy. It includes assessing typical language development, strategies for promoting children's language development, creating language-rich environments, exploring children's literature, and strategies for involving families and community members.

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.

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 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.

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.

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: Explores current environmental issues and challenges in the US-Mexico border, and provides the foundation for understanding the current social welfare system and the ways that social services have developed in the United States. This historical perspective helps

students understand how social work can influence, and be influenced by, social welfare policy. Students will gain an understanding of the various roles social workers have and the settings in which they practice. Includes social work interventions of practice, policy, and research and the knowledge, values ethics, and skills underpinning the practice of social work with diverse populations, with special emphasis on Native American cultures. Special emphasis on the practice of social work in the context of Southwest cultural and ethnic traditions.

SWU 291: Social Service Delivery Systems

Prerequisite: SWU 171
Credits: 3 cr. hrs. (3 pds: 3 lec)
Course Description: Covers federal, state, private not-for-profit, and for-profit social service delivery system's purpose, structure, and professional roles. Includes 40 service-learning hours. Explains how to meet client needs by identifying and coordinating community resources in accord with accepted social work practices. By familiarizing students with service delivery systems in Arizona and in the Tohono O'odham Nation, students will be able to identify a general framework for the delivery of social services. The case management model of service delivery is also introduced.

SWU 295: Foundations of Social Work Practice: Effective Helping in a Diverse World

Prerequisite: SWU 171
Credits: 3 cr. hrs. (3 pds: 3 lec)
Course Description: Introduces the theoretical and practical foundations necessary for beginning social work practice in a diverse world. Emphasizes the theoretical foundation and skill base necessary for effective culturally competent communication and interviewing skills with individuals, families, small groups, and in larger systems. Prepares students to begin effective culturally competent communication with diverse constituencies.

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 June 2021 and will be updated periodically in the Catalog that is posted on the SCAC website at www.apachecollege.org.

Board of Regents

(All Regents are Enrolled Members of SCAT)

Isaiah Belknap

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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
B.S., Business, University of Phoenix
From Bylas District

Roberta Patten

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SCUSD Teacher
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From Seven Mile Wash District

Jolene Shorty

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Controller, San Carlos Apache Healthcare Corporation
M.S., Accountancy, University of Phoenix
B.S., Accounting, Arizona State University
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Durena Thompson

Board Vice Chair
SCUSD School Improvement Specialist;
M.Ed, Educational Administration and Supervision, ASU
M.Ed., Educational Leadership, NAU
B.S., Education, NAU
From Gilson Wash District

Dr. Philip Stevens
Board Member
Director & Faculty of American Indian Studies, 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

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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
3.0	4/29/2022	Updates to Personnel; policy updates (Good Academic Standing), course additions; Updates to TOCC's Financial Aid Policies, approved by their board (1-13-2022); updates to Board of Regents listing; updated Welcome Message; added SCAC's new General Education Goals	Lisa Eutsey
3.0	9/05/2022	Added TOCC's approved Liberal Arts program goals; fixed a few obvious errors	Lisa Eutsey
3.1	10/26/2022	Updated Staff listing, Added AA CIS and AAS CIS checklists following Board approval, added CIS and GIS courses to the course listings	Lisa Eutsey

A Warm Welcome to My Apache People

by Annette Ayze

Dagot'éé,
Ashood la kúyéé onłtad gonyąą
Kuyéé hant'é bigonłaa njį yú daas
Yú nłt'éé-go bee higaał dołeel.
Dáá wén onłtad dołeel.
Dán dáás yú nłt'éé-go naagodighá nt'éé
Noh yaa gozhoo dołeel
Dáá hayú nadą́ą́'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.