



Syllabus: STU 101-2 Becoming a Master Student

Course Information	
Course Prefix/Number: STU 101-2 Semester: Summer 2026 Class Days/Times: Mon-Thurs, 9:00-10:15 am Dates: May 26, 2026	Credit Hours: 3 Course Title: Becoming a Master Student Room: CB-1 (Trailer behind library)
Instructor Information: June Starr/Mike Kim june.starr@apachecollege.org	Office Location: Main College Building Office Hours: By appointment

Course Description:

This course exists to enhance academic and personal skills that will maximize student learning for college and professional life afterwards. Topics covered include critical thinking skills, learning styles, study skills, and unique techniques, intelligence identification, skills identification, decision making, and developing an educational plan. The course also examines human relationships, diversity, values, and perspectives as they relate to student success.

Course Objectives:

During this course, students will demonstrate acquired knowledge and practical skills that lead to college success and help students make wise choices while being a student. Each student will improve in the following skills: time management, memory and study skills, note-taking, test-taking, communication skills, critical thinking, personal wellness, outlook on life, human relationships, self-motivation and self-confidence, personal focus/drive, grit/resilience. The end goal is to embed new habits and lifestyles in each student that will yield greater productivity in college endeavors and beyond.

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Texts and Materials: Native American College and Career Success, 4th Ed, 2025

Author(s): [Marsha Fralick](#) , [Beatrice Zamora Aguilar](#) , [Larry Gauthier](#)

Please ensure you are using your TOCC Email to access the form. Otherwise, you will be prompted with a "You will need Permission" message.

Should you have any questions you can reach Iris Nez at (520) 479-2306 or by email at inez@tocc.edu

(Order from TOCC email link <https://forms.gle/tpMXJrUydwCHLoTF8>)

Student Learning Outcomes (SLOs):

1. Develop and demonstrate self-knowledge through various journals and assessment.
2. Develop and demonstrate new skills related to studying and the classroom: memory, reading, and study strategies, note-taking, and test-taking skills.
3. Develop and demonstrate life skills that affect academic performance: time management, learning styles, critical thinking, communication, personal wellness, personal identity, inclusivity in both attitudes and language.
4. Think through and develop a strategic plan for how to implement these skills into one's unique life context.

Cultural Component: We are all on the life transformation journey together as we seek out the harmony and balance that Apache elders long ago called *shít gozhqó*. Though life can be hard, there is a strength and beauty that comes when we have focus and live in proper relationships with everything. Over the course of this semester journey, we will respect all people and ideas as we seek to have clear sight about the world in which we want to live. We will tolerate differences of opinion, values, and lifestyles and also encourage students to compare and contrast the differences in traditional native culture from contemporary cultures we will encounter in the course of our learning. While exploring those differences, we encourage each student to authentically and critically draw their own lines and find the balance that feels best beneath their feet.

Evaluation and Grading:

<u>Assignment</u>	<u>Points Possible</u>
Syllabus Quiz:	10 points
Native American College & Career Success Chapters with Quizzes and Journals:	64 points each week
Discussions:	31 points each week
Class Participation	30 points
Midterm Exam	100 points
Final Project	100 points
Total points possible	1000

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Point Scale

900-1000 pts = A

800-899 pts = B

700-799 pts = C

600-699 pts = D

Under 599 = F

STU 101 Assignments: Native American College & Career Success Chapters with Quizzes and Journals: are based on the textbook pages. *(If a submission is late, points will be deducted from the assignment).*

Discussions: Are based on the Chapter readings and you will post and reply to two peers.

Midterm Test: The midterm will consist of different multiple choice and short essay questions that cover chapters of the book. It will be an open book, open notes.

Final Project: create a **Vision Board** and write a 50 statement of your **personal philosophy**.

Note: Here are some items to consider in thinking about your Vision Board and personal philosophy: positive thinking, growth mindset, passions, interests, personal strengths, multiple intelligences, self-confidence, life's purpose, personal values, lifetime goals, family, friends, achieving happiness in life, staying healthy, honesty, doing good for others, preserving the environment, spirituality.

Course Outline:

- I. The Spirit Essence of All We Do:
 - A. Cultural Identity and Success
- II. Dreams Bring Knowledge:
 - A. Understanding Motivation
- III. Walk with Nature as One:
 - A. Choosing Your Major
- IV. The Moon Will Smile at Your Courage:
 - A. Managing Time and Money
- V. The Earth Sings the Same Song It Sang to My Ancestors:
 - A. Improving Your Memory
- VI. The Rainbow Will Rise Full Circle:
 - A. Improving Study Skills
- VII. Listen to the Trees Talk:
 - A. Taking Notes, Writing, and Speaking
- VIII. Walk with Bare Feet on the Earth:
 - A. Test Taking
- IX. Walking in Beauty and Harmony: Empower Yourself, strategies for Success
 - A. Empower Yourself, Strategies for Success

DISCLAIMER: This syllabus has been developed to evolve throughout the semester based on class progress and interests. The instructor will notify students of any changes as they occur.

SCAC General Education Learning Outcomes

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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.

Policies and Expectations

Time Required for This Course

If you were taking this course as a traditional face-to-face course, you would spend 3 hours in class each week plus an additional 3 hours preparing for the class. In an online class, you will save time in attending class, but will need more time for reading and writing. Plan to spend about 3 hours a week on this course depending on your reading and writing skills.

Attendance Policy

You are expected to arrive to class on time and be prepared to participate in each class period. Four unexcused absences may result in withdrawal and a "W" or "Y" will be recorded. You may request to be excused from class for religious observances and practices, for illness, for school or work-related travel or for personal or family emergency. If you will be absent, please notify the instructor as soon as possible.

The bases of attendance are 1.) the student's on-time, continuing presence in class and 2.) the student's verbal and non-verbal participation in class discussion. Students are encouraged to show up early, regularly, and ready to engage in each class.

Late work: If a submission is late, points will be deducted from the assignment. Late work accepted under severe circumstances is subject to a decrease of at least one letter grade, depending on the delay and circumstances. All such grading decisions are subject to the instructor's discretion.

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Academic Integrity:

Violations of scholastic ethics are considered serious offenses by San Carlos Apache College. Students may consult the SCAC Student Handbook sections on student code of conduct, on scholastic ethics and on the grade appeal procedure.

All work done for this class must be your own, or the original work of your group. While you may discuss assignments with other class members, the final written project must clearly be original. You may use work from books and other materials if it is properly cited.

Plagiarism: Student writing must be the student's original work, written specifically and only for this class. All data, research, or quotes must be cited. Plagiarism will result in an automatic failure of the assignment with no opportunity for a rewrite or resubmission. Plagiarism is not a practice that a successful college student should be in the habit of performing.

Course Feedback:

All assignments will be graded and returned to the students promptly, typically within a week after the assignment is closed for handing in. Email and phone messages will be returned within 24 hours. A student or the instructor may request a student conference at any time during the semester. Quarterly grade reports will be provided to each student, either in person, by email or via the electronic system of Canvas.

Faculty/Student Communication

A faculty member will respond to a student's communication within 24 hours of receiving the communication excluding weekends and college closures.

Incomplete Policy

Incomplete (I) grades are not awarded automatically. The student must request an "I" from the instructor who can choose to award an Incomplete only if all three of the following conditions are met:

1. The student must be in compliance with the attendance policy.
2. The student must have unavoidable circumstance that would prohibit the student from completing the course.
3. The student must have completed over 75% of the course requirements with at least a "C" grade.

Incompletes are not a substitute for incomplete work due to frequent absences or poor academic performance. Incomplete grades that are not made up by the end of the ninth week of the following semester will be automatically changed to an F if the agreed upon work, as stipulated on the written form signed by the instructor and the student when the I grade is awarded, is not completed.

Instructor Withdrawals

Students who have missed four consecutive classes (or the equivalent), or have not submitted any assignments nor taken any quizzes by the 45th day census report, due on [date of 45th day found in Academic Calendar on SCAC website], are assumed NOT to be participating in the class and may be withdrawn at the faculty member's discretion.

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Student Withdrawals

Students may withdraw from class at any time during the first 2/3 of the semester without instructor permission and without incurring any grade penalty. Please be sure to withdraw yourself by [withdrawal deadline date found in Academic Calendar on SCAC website] if you do not expect to complete the class; otherwise, you may receive an "F" grade.

Special Withdrawals (Y) Grade

The "Y" grade is an administrative withdrawal given at the instructor's option when no other grade is deemed appropriate. Your instructor must file a form stating the specific rationale, with documentation, for awarding this grade. "Y" grades are discouraged since they often affect students negatively. Your instructor will not award a "Y" grade without a strong reason.

Equal Access Statement/Disability Accommodations

San Carlos Apache College seeks to provide reasonable accommodations for qualified individuals with disabilities. The College will comply with all applicable regulations, and guidelines with respect to providing reasonable accommodations as required to ensure an equal educational opportunity. This process includes self-identifying as a student with a disability, providing supporting documentation of their disability, and being approved for services through the Disability Resources Office (DRO). It is the student's responsibility to make known to their instructor(s) the student's specific needs within the context of each class in order to receive appropriate accommodations. We will work together in order to develop an accommodation plan specifically designed to meet the individual student's requirements.

For more information or to request academic accommodations, please contact: Anthony Osborn, TOCC Disabilities Resource Coordinator, aosborn@tocc.edu, or 520-383-0033 for additional information and assistance.

Title IX:

San Carlos Apache College encourages each student to have the knowledge and skills to be an active bystander who intervenes when anyone is observed or being harassed or endangered by sexual violence. Sexual discrimination and sexual violence can undermine students' academic success and quality of life on campus and beyond. We encourage students who have experienced or witnessed any form of sexual misconduct to talk about their experience and seek the support they need.

Conduct: Bias, Bullying, Discrimination and Harassment

San Carlos Apache College faculty and staff are dedicated to creating a safe and supportive campus environment as a core value. Harassment based on age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status will not be tolerated.

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