History of the SCTC Logo

The Saginaw Chippewa Tribal College Logo was created by then-student Kathleen Hart. Below is her narrative about its inspiration and creation. The Turquoise and Black school colors were chosen by the student-body via a student-council led vote.

Anii, Kathy Hart Ndizhinikaaz, Rosebush, MI Ndoonjibaa, Saginaw Chippewa Anishnaabe que N’daw.

When I started as a student at SCTC, my life was so off balance it was pitiful. I want to thank faculty for inspiring, encouraging, and supporting me. SCTC helped me get balance back in my life and experience educational success while learning about Anishnaabe culture and language. I received my Associates of Arts in Business Degree in 2007 but continued to take classes here until 2009 in preparation for a bachelor’s degree. In 2011, I started working here as the STEM Recruiter.

As I started thinking about designing a logo, I knew I wanted it to tell a story and represent what SCTC can do for students. I began by drawing a circle, thinking about the medicine wheel. The medicine wheel helps us keep our life in balance. It represents the four aspects: spiritual, emotional, physical, and mental. The four directions: east, south, west, and north. The stages of life: baby, youth, adult, and elders. Our medicines: tobacco, sage, cedar, and sweet grass. The four seasons: spring, summer, fall, and winter. Our elements: fire, earth, water, and wind. The four colors for the nations: yellow, red, black, and white.

I then put another circle inside the circle to make a border. As I looked at the circle, I thought about Mother Earth and how Anishnaabek should care for her. The creation story came to mind, particularly the part of the story where the turtle carries mother earth on its back. I decided to draw the sacred Turtle so that the circle would become its back.

As I sat there looking at the drawing, wondering what else it needed, I started thinking about the Seven Generations and Seven Grandfather Teachings: truth, wisdom, bravery, humility, respect, love, and honesty, (which are also the values of SCTC). Another sacred animal to the Anishnaabek is the Eagle. I added seven eagle feathers to represent the teachings and generations to come. The colors in the feathers are the school colors: turquoise and black.

It still needed something; inside the circle was bare. I couldn’t think of anything, so I decided to take a break. I was busy doing something else around the house when I got an idea. I put Michigan with the Great Lakes inside the circle, added the direction pointers, wrote the College name on it, and drew the lines to represent the medicine wheel. I noticed that the lines crossed where Mt. Pleasant is, so I put a star there to show our location. As I looked at it, I thought of the acronym SCTC, added that down the middle, and it was complete.

Miigwetch,

Kathy Hart
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General information
Message from SCTC Staff and Faculty

The staff and faculty of the Saginaw Chippewa Tribal College welcome new and returning students. SCTC continues to establish itself as an institution promoting educational empowerment that preserves and maintains the culture of the Saginaw Chippewa Tribe. SCTC prides itself in offering a student-centered learning community that invites individuals to experience educational success.

The current economy presents a challenge that makes getting a college degree a necessity rather than a choice. To assist in accomplishing this challenge, SCTC offers three degrees that provide students with skills needed to compete for jobs or transfer to four year institutions. We are your Smart Choice in a Transforming Community.

General Information

College History
Saginaw Chippewa Tribal College is a 1994 Land Grant, two-year public College founded in 1998. The Saginaw Chippewa Tribal Council adopted a resolution that year establishing a tribally-controlled College and the formation of a governing Board of Regents. The Saginaw Chippewa Indian Tribe of Michigan constitutes a sovereign nation within the United States. The sovereignty of the Saginaw Chippewa Indian Tribe forms the legal basis to charter Saginaw Chippewa Tribal College. With its founding in 1998, Saginaw Chippewa Tribal College joined the larger Tribal College movement, which today numbers nearly forty institutions.

The Saginaw Chippewa Indian Tribe traces its roots to the Black River, Swan Creek, and Saginaw bands of the Chippewa Indians. These bands ceded their land to the United States under the treaties of 1807 and 1819. The original confines of the Isabella Indian Reservation were established by the treaty of October 18, 1864. The descendants of the three bands residing on the Isabella Indian Reservation reorganized on March 27, 1937, and became the Saginaw Chippewa Indian Tribe, under the provisions of the Indian Reorganization Act of 1934. The Isabella Indian reservation today encompasses approximately 3,720 acres of land and has approximately 3,675 enrolled members.
Vision
Saginaw Chippewa Tribal College is committed to maintaining a nurturing environment which inspires all people to attain higher levels of personal and academic success.

Mission
Saginaw Chippewa Tribal College is a public Community College that provides educational opportunities reflecting Anishinaabe values.

Values
In keeping with Anishinaabe culture and values, SCTC strives to embody the Seven Grandfather Teachings of:

- Truth
- Wisdom
- Bravery
- Humility
- Respect
- Love
- Honesty

Purposes
- Culture and Values
  To provide a learning environment that emphasizes Anishinaabek culture, heritage, and language, while fostering an awareness and appreciation of diverse cultural life ways.

- Framework for Learning and Empowerment
  To provide an educational environment that facilitates teaching, learning, social engagement, self-expression, and the free exchange of ideas.

- Personal Educational Goals
  To provide opportunities and support services to identify, express, and achieve success in meeting their personal educational goals.

Target Student Populations
Saginaw Chippewa Tribal College’s target student populations include:

- Saginaw Chippewa Indian Tribe members and their descendants.
- American Indians.
- Saginaw Chippewa Indian Tribe employees.
- The general population.

Geographic Service Areas
Saginaw Chippewa Tribal College’s geographic service areas encompass the Saginaw Chippewa Indian Reservation, greater Mount Pleasant area, and the state of Michigan.

Diversity
The Saginaw Chippewa Tribal College is a community that values the diversity of all individuals. SCTC provides programs that contribute to the development of learners who appreciate diversity and value the unique culture of all individuals. It is the belief of the College that a diverse community promotes individual richness that permeates the total community.

General Education Statement/Philosophy
Through the Anishinaabe culture and heritage learning environment, Saginaw Chippewa Tribal College is committed to educating the whole person, enriching quality of life, broadening employment possibilities, preparing students for transfer to four-year institutions, and increasing knowledge of the Anishinaabe culture, heritage, and Ojibwa Language. Vital to the preparation for lifelong learning is the development of competencies in: communications, fine arts, natural sciences, social and behavioral science, technology, literature, historical studies and Anishinaabe culture.

Accreditation
Saginaw Chippewa Tribal College is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools, (230 LaSalle Street Suite 7-500, Chicago, Illinois 60604-1413; Tel. 312-263-0456).

1994 Land Grant Institution
Saginaw Chippewa Tribal College is one of three Land Grant Colleges and Universities in the state of Michigan. The original Land Grant Act of 1862 and the Land Grant Act of 1890 established institutions of higher learning across the nation dedicated to the teaching of “agriculture and the mechanic arts.” The mission of Land Grant institutions has broadened over the years to encompass science, nutrition, leadership, youth activities, and other areas. Saginaw Chippewa Tribal College was declared a “1994 Land Grant Institution” on March 2, 2004.

Memberships
Saginaw Chippewa Tribal College is a member of the following organizations:

- American Indian Higher Education Consortium (AIHEC)
- Michigan Association of Collegiate Registrars and Admissions Officers (MACRAO)
- American Association of Collegiate Registrars and Admissions Officers (AACRAO)
Drug and Alcohol Abuse and Prevention Policy
All persons entering Saginaw Chippewa Tribal College must comply with the Alcohol/Drug Free Campus Policy as required by Public Law 101-226, The Drug-Free Schools and Communities Act Amendments of 1989. No person may bring, keep, or drink alcoholic beverages on College premises or at College functions. Possession of stimulants, depressants, narcotics, or hallucinogenic drugs, including marijuana and other agents having the potential for abuse is strictly prohibited, except as prescribed by a physician. Any person found to be possessing, using, or distributing such drugs or alcohol will be subject to disciplinary action, which could include prosecution for violation of Tribal, State, or Federal law. For more information see the 2012 SCTC Student Handbook for the full Drug and Alcohol Abuse and Prevention Policy.

Sexual Harassment Policy
It is the policy of Saginaw Chippewa Tribal College to maintain a place of employment and education that is free of harassment in general and especially harassment that is sexual in nature. Sexual harassment, as summarized from the Equal Employment Opportunity Commission (E.E.O.C.), includes unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct or communications of a sexual nature. Anyone in violation of this policy is subject to disciplinary action and legal sanctions. Sexual harassment complaints must be filed with the Dean of Students.

Disclaimer
The provisions of this catalog do not constitute a contract or offer to contract with any person. The right to change any provision or requirement without notice at any time within the student’s term of attendance is reserved by Saginaw Chippewa Tribal College.

Equal Opportunity and non-discrimination
The Saginaw Chippewa Tribal College prohibits discrimination against applicants, employees or students on the basis of race, religion, creed, color, national origin or ancestry, gender, age, height, weight, marital status, disability or handicap, nor will sexual harassment be tolerated, in its employment practices and/or educational programs or activities.

Student Disability Services
Students with a documented disability as defined by the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973 are eligible to receive reasonable accommodation and disability-related services. Under the law, a person has a disability if he or she has a physical or mental impairment that substantially limits one or more of the major life activities (walking, standing, seeing, speaking, hearing, sitting, breathing, and taking care of oneself). Students are responsible for providing SCTC with appropriate documentation of their disability. Students with disabilities are encouraged to contact Dean of Students to receive reasonable accommodation.

Campus Security Policy and Campus Crime Statistics
Saginaw Chippewa Tribal College is committed to assisting all members of the College community in providing for their own safety and security. The annual security compliance document is available on the SCTC website at http://www.sagchip.edu. To receive a printed copy of the report that contains this information, please go to the Registrar’s Office in the West Building. To request a copy be mailed to you, please call (989) 775-4123.

The website and document contain information regarding campus security and personal safety including topics such as: crime prevention, fire safety, crime reporting policies, disciplinary procedures, and other matters of importance related to security and safety on campus. They also contain information about crime statistics for the three previous calendar years concerning reported crimes that occurred on campus; in certain off-campus buildings or property owned or controlled by SCTC; and on public property within or immediately adjacent to and accessible from the campus. This information is required by law and is provided by the Registrar’s Office.

<table>
<thead>
<tr>
<th>CRIME STATISTICS</th>
<th>August 31, 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>The “Campus Awareness and Campus Security Act of 1990” requires Colleges to publish reports for criminal offences. The following table indicates the number of serious crimes reported for a three year period.</td>
<td></td>
</tr>
<tr>
<td><strong>CRIME</strong></td>
<td><strong>NUMBER REPORTED</strong></td>
</tr>
<tr>
<td><strong>On campus</strong></td>
<td><strong>2013</strong></td>
</tr>
<tr>
<td>Murder</td>
<td>0</td>
</tr>
<tr>
<td>Rape</td>
<td>0</td>
</tr>
<tr>
<td>Robbery</td>
<td>0</td>
</tr>
<tr>
<td>Auto Theft</td>
<td>0</td>
</tr>
<tr>
<td>Aggravated Assault</td>
<td>0</td>
</tr>
<tr>
<td>Burglary</td>
<td>0</td>
</tr>
<tr>
<td>Larceny</td>
<td>0</td>
</tr>
<tr>
<td>Destruction of Property</td>
<td>0</td>
</tr>
<tr>
<td>Hit and Run</td>
<td>0</td>
</tr>
<tr>
<td>PDA</td>
<td>0</td>
</tr>
<tr>
<td><strong>CRIME</strong></td>
<td><strong>NUMBER REPORTED</strong></td>
</tr>
<tr>
<td><strong>On Campus</strong></td>
<td><strong>2013</strong></td>
</tr>
<tr>
<td>Liquor Law Violations</td>
<td>0</td>
</tr>
<tr>
<td>Drug Abuse Violations</td>
<td>0</td>
</tr>
<tr>
<td>Weapons Possessions</td>
<td>0</td>
</tr>
</tbody>
</table>
Crime Reporting and Emergency Procedures
If you are a victim of a crime or suspect a crime, call the Tribal Police Department at (989) 775-4700.

Student Right-To-Know Act
Federal law requires that crime prevention techniques and statistics be reported annually to the campus community. In compliance with the Student Right-to-Know Act and the Cleary Disclosure of Campus Security Policy and Campus Crime Statistics, Saginaw Chippewa Tribal College will make available to enrolled or prospective students information regarding graduation rates as well as institutional security policies and crime statistics on the SCTC website at www.sagchip.edu. This information is prepared not only to comply with the law, but also to facilitate the safety and security of students, faculty, and staff and to provide an environment supportive of teaching and learning.

Inclement Weather and Class Cancellation Procedures
Cancellation of on-campus classes due to inclement weather or other conditions will be announced by the College on WCFX 95.3 FM, TV 9-10, WJRT Channel 12, and WNEM Channel 5. Students may also sign up to receive cancellation notices via text message on the SCTC homepage at www.sagchip.edu. The cancellation of day classes will be announced before 8 a.m. The cancellation of evening classes will normally be announced before 5 p.m. Class cancellation due to the absence of the instructor is posted the day of the cancellation throughout the campus. Missed class time will be made up.

Smoking Policy
Smoking is allowed only in designated outdoor areas.

Fire and Safety Procedures
Students and employees of the College are encouraged to know the location of fire extinguishers and emergency exits in the College buildings. In case of fire, exit the building immediately. Do not attempt to reenter the building until given permission by the College officials.

Student Learning Outcomes Assessment
SCTC is committed to the documentation of student learning. It is not only critical to promote and improve effective curricular and co-curricular learning experiences, but to provide evidence of the College’s quality of educational experiences and programs. The faculty are charged with the responsibility to provide the essential support in developing and sustaining a systematic assessment of student learning. This assessment strategy is grounded in the College’s foundational statements and visible to internal and external constituents as they relate to knowledge, skills, and competencies students will possess as a result of completing course and program requirements at the tribal College. The SCTC faculty provides the leadership in the College assessment efforts, is expected to receive meaningful input from students and periodically will request students to participate in activities that demonstrate acquired skills. It is anticipated that the assessment will serve as a basis for continuous improvement and SCTC’s commitment to standards of excellence.

Admissions and Registration

Admissions
Saginaw Chippewa Tribal College is committed to an “Open Door” admission policy for all its programs and does not discriminate on the basis of race, creed, color, national origin, gender or age. Further, SCTC will not deny access to an otherwise qualified student on the basis of that applicant’s mental or physical disability.

General Admissions Requirements
All students seeking admission must complete an admissions questionnaire form (available in the Office of the Registrar) and submit related admission documents. These materials will be placed in student admission files and will not be returned. New SCTC applicants are required to provide the following forms and documents:

• An admission questionnaire.
• Proof of graduation from an accredited high school, or a copy of high school transcripts, or proof of General Education Development (GED) completion.
• Transcripts from all College(s) previously attended (students are responsible for requesting that transcripts be sent to the Registrar).
• Proof of Tribal Enrollment or letter of tribal affiliation (if applicable).
• Driver’s license or state ID.
• Social security card.
• Degrees will not be conferred unless student files are complete.

Transfer Students
Informal evaluations of transfer credits may be requested. Such evaluations are subject to change upon completion of a formal transfer credit evaluation when all official transcripts are received. Saginaw Chippewa Tribal College reserves the right to evaluate all transfer credits in relation to its programs. Students should have transcripts sent as soon as they enroll at SCTC because formal transfer credit evaluations will not take place until official transcripts are received.
Admission Classification
Depending upon their educational needs and qualifications, students are given regular or special enrollment status.

Regular Admission
Students who fulfill the admissions requirements are admitted as “Regular Status” students at Saginaw Chippewa Tribal College.

Special Admission
Special admission students may not be required to meet all regular status admission requirements. Students who do not meet the requirements under Regular Admission, or other admission categories, may be admitted if they demonstrate an ability to benefit from the programs at SCTC. Under the provisions of this policy, the Dean of Students will permit students who have not completed high school or GED to begin studies at the College. Usually, under this admission status, students will not be seeking a degree, but will instead be taking SCTC courses for personal or professional growth and development. SCTC may admit students who do not have a high school diploma, or a GED, if enrollment in such is closely related to the student’s work and if benefit to the student is apparent. Students must have completed a GED or high School diploma prior to a final audit.

Dual Enrollment
High school students who have earned at least fourteen credits in high school and have written approval from a parent or legal guardian, high school counselor, and the Dean of Students, may also enroll as special status students. Such special status students may not take more than three-to-six semester hours of College credit per semester depending on their high school class standing (Freshman, Sophomore etc.). Courses completed by Special Status students may not be counted for College credit, or toward a degree, until high school graduation, or completion of GED. Transfer institutions may or may not accept dual enrollment credit.

Registration
Registration is the process of selecting a course of study and officially enrolling for a class or classes. Dates for student registration are specified in the College Academic calendar and students may register for courses each semester. Course schedules for each academic session are available in the Office of the Registrar and on the College Website (www.sagchip.edu). Regular registration dates and late registration dates are posted on the “Academic Calendar” (a fee will be applied for late registration). The student is responsible for accurately completing the registration form and submitting it to the Registrar by the registration deadline listed on the “Academic Calendar”.

Saginaw Chippewa Tribal College operates on the basis of a three semester system. The first semester begins in August and is completed in December. The second semester begins in January and ends in May. The third semester begins in May and ends in June or July, depending on the length of the term. Summer semester courses are not always offered. One semester credit hour equals 15 contact hours of instruction. A schedule of classes is published prior to each semester. Students should expect to spend two hours outside of class for each credit hour in order to adequately prepare for classes and complete assignments.

COMPASS Testing and Course Placement Policy
In order to fully implement its institutional learning goals, SCTC has developed this policy statement regarding COMPASS placement testing and mandatory course enrollment.

1. All incoming students are required to complete COMPASS placement in writing, reading, mathematics, and computers prior to registration.

2. Regular testing dates and times will be scheduled.

3. Students placing in developmental writing and mathematics will be required to successfully complete these courses prior to enrollment in competency-level composition and mathematics coursework respectively.

4. Students placing in developmental reading will be required to complete ENG 096: Reading Comprehension in the first semester of enrollment at SCTC.

5. As of AY 2014-15, students that place into two or more developmental areas will be required to enroll in SDV 099 during their first semester of enrollment at SCTC.

6. An official transcript from an accredited institution showing prior coursework may be considered in lieu of placement testing.

7. The Dean of Student Services may waive the testing requirement for special sections of courses.

Transfer Credits/Courses
Courses completed at regionally accredited institutions are accepted for Associate Degrees. Transfer credit is only given for courses that are equivalent to SCTC courses listed in the catalog in force when the credits are evaluated. Courses are evaluated in terms of content, number of credits, and length of term or semester. A student may request review by the curriculum committee if credit is denied. It is the student’s responsibility to provide all documentation requested by the committee and the committee’s decision is final. The following restrictions apply:

- Transfer credits must have a minimum grade of 2.00 on a 4.00 scale.
• A maximum of 39 semester hours of academic credit is accepted from accredited institutions toward an Associate Degree.

• Students must earn thirty (30) credits at SCTC.

• Students completing an additional SCTC degree must earn an additional twenty-one (21) credits at SCTC after graduation.

Enrollment Status
A full-time student is one who is enrolled for at least 12 semester hours of credit. A part-time student is one who is enrolled for fewer than 12 semester hours of credit.

Class Standing
The class standing for all students at Saginaw Chippewa Tribal College is based on the following criteria:

<table>
<thead>
<tr>
<th>Class Standing</th>
<th>Credit Hours Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Year</td>
<td>0 to 29</td>
</tr>
<tr>
<td>Second Year</td>
<td>30 to 64</td>
</tr>
</tbody>
</table>

Auditing
Occasionally, a student may wish to register for a course without credit. Students are permitted to register during the first week of classes for courses, space permitting, on an audit (no credit) basis. Approval by the Dean of Students is required. Students registering for credit have registration priority over audit students. Auditors are expected to observe the same course regulations and tuition/fee schedules as credit students. Students who take a course for audit may not petition for credit after the course has been completed. A course taken for credit may not be changed to an audited course at any point.

Attendance
Instructors may take attendance and will inform students during the first week, in writing, of attendance requirements. Instructors will provide attendance sheets to the Financial Aid Office for the first two weeks of class for financial aid purposes. Students are expected to attend all classes for which they are registered. A student who is absent from a class misses a portion of the subject matter of the course and misses an opportunity to contribute to class. Each student is responsible for all course work missed, regardless of the reason. Prolonged absence from class may result in a loss of financial aid and usually results in a reduction of grade. Attendance requirements may vary from instructor to instructor. Student travel for College related events is a privilege, not an entitlement. Students wishing to go on fieldtrips or overnight travel must make arrangements with each of their instructors at least two weeks in advance. Travel status does not excuse students from due dates or other course requirements. Permission for student travel is at the discretion of each instructor.

Course Adjustments
Adding/Dropping Courses
Students may add or drop courses by completing the “Add/Drop” form available through the Registrar’s Office and the SCTC website. Courses may be added or dropped according to the dates published in the “Academic Calendar”.

Course Cancellation
SCTC reserves the right to cancel courses due to low enrollment or other extenuating circumstances.

Independent Study
Only students who need a course for graduation during a term when it is not scheduled, may request an Independent Study. This course request must be approved by the Dean of Students.

Financial Information
Student Financial Aid
Saginaw Chippewa Tribal College offers financial aid from Federal, state and private sources, as well as facilitates students seeking aid of other sources (e.g. Tribal).

Federal Financial Aid
Students are able to file the Free Application for Federal Student Aid (FAFSA) to determine eligibility for Pell Grant funding. The Pell Grant is a need-based, gift-aid program that will assist students with the cost of higher education. The applications are available on the worldwide web at www.fafsa.ed.gov and SCTC’s school code is 037723.

General Eligibility for Federal Student Aid
To be eligible for Title IV assistance an applicant must meet the following criteria:

1. Be enrolled as a regular student enrolled in an eligible degree program at SCTC.
2. Cannot also be enrolled in elementary or secondary school.
3. Have a high school diploma or equivalent or have been home-schooled.
4. Must make satisfactory academic progress (SAP) standards;
5. Meet enrollment status requirements;
6. Must have resolved any drug conviction issue;
7. Be a U.S. citizen or an eligible non-citizen;
8. Sign a Statement of Educational Purpose;
9. Comply with registration requirements of the Selective Service;

10. Not be in default on a Title IV student loan borrowed for attendance at any institution;

11. Not have borrowed in excess of Title IV loan limits;

12. Not owe a repayment on a Title IV grant or scholarship received for attendance at any institution;

13. Have a complete financial aid file within the specified time period.

If you have been issued financial aid that is later reduced or cancelled for any reason, you may be required to return a portion or all of that payment to Saginaw Chippewa Tribal College.

Financial Aid Warning
A student may be placed on financial aid warning if he/she fails to meet the minimum quantitative and/or qualitative standards of satisfactory academic progress. While on financial aid warning, a student continues to receive financial aid for that semester. A student placed on Financial Aid Warning who fails to meet both of these requirements, in the next semester of enrollment, immediately loses federal financial aid eligibility. Eligibility is reestablished after the student improves their scholastic record to meet the minimum standards.

Financial Aid Appeal
Under special circumstances, (such as injury, illness, or death of a family member), financial aid suspension may be waived. The student must submit a typed letter to the Saginaw Chippewa Tribal College Financial Aid Office.

1. The appeal letter must explain, in detail, why the student failed to meet the minimum satisfactory academic progress standards, what mitigating circumstances caused the failure, and how their situation has improved.

2. Students must submit a copy of their Financial Aid Warning letter along with their appeal letter. Additional documents must accompany the letter if required.

3. The Financial Aid Committee will review all appeals and make a determination of either probation or academic plan.

4. If the student wins their appeal, the student is placed on financial aid probation for the next semester of enrollment if the school has determined that the student will be able to make SAP standards by the end of the next term of enrollment.

5. If the student wins their appeal, the student may be placed on financial aid academic plan that will ensure the student is able to meet SAP standards by a specified point in time.

6. All Financial Aid Committee decisions are final. A student who has been suspended from financial aid may continue to enroll in classes at SCTC without receiving financial assistance. Payment arrangements may be made with the Billing Office. A student will be reinstated or required to reapply for their financial aid after completing six (6) credit hours at SCTC for which they have paid expenses. The student must meet all Satisfactory Academic Progress requirements. The student is also required to contact the Financial Aid Office once requirements are met.

Academic Dismissal
Any student dismissed from Saginaw Chippewa Tribal College by the Dean of Student Services, for academic reasons, immediately loses eligibility for financial aid. Academic reinstatement does not automatically reinstate financial aid.

Satisfactory Academic Progress Policy
Students must maintain Satisfactory Academic Progress towards a degree to receive Federal and/or State financial aid at SCTC. All awards from financial aid programs funded by the Federal or State Government are administered in compliance with the laws and regulations governing those programs. Satisfactory Academic Progress is measured at the end of each semester to determine a student’s financial aid eligibility for the following semester.

A. Satisfactory Academic Progress (SAP)

1. Qualitative Standards. Financial aid Satisfactory Academic Progress is defined as:

   a. Students must maintain a minimum cumulative grade point average (GPA) of 2.0 at the end of the academic semester.

   b. Students must satisfactorily complete two-thirds of their attempted credit hours each semester rounded-up to the nearest number.

   c. Consideration will be given to students changing majors. Students will only be allowed to change degree programs twice. Classes applicable to the new degree program will be utilized when determining satisfactory academic progress.
d. Federal law requires students to make satisfactory academic progress to receive financial aid, and they must be in a course of study leading to a degree or certificate. Students will be allowed to complete only two Associate degrees before termination of federal financial aid at Saginaw Chippewa Tribal College.

2. Maximum Total Hours Attempted Allowed for Earning a Degree:

a. Students are also required to complete their program of study within the maximum number of attempted credit hours. Undergraduates must complete a program within the maximum time frame of 150% of the published length of the signed degree program. Students enrolled in a signed degree program at SCTC are eligible for federal financial assistance for the maximum of 150% of the credit requirements. Once that limit is exceeded, students are no longer eligible for federal financial assistance at SCTC.

Example: 60 credits required for signed degree x 150% = 90 credit hours a student may attempt while working on the signed degree.

3. Grades:

a. For financial aid purposes, all grades of A, B, C, D, F, W and I, are hours attempted.

b. Only grades of A, B, C, and D are counted as hours successfully completed.

c. Audit classes are not eligible for financial aid and not counted as hours attempted.

d. Remedial coursework will not be included as hours attempted or completed.

e. Transfer credits from other institutions count toward credit hour limits and are used in SAP calculations.

4. Courses:

a. Repeated courses may count for financial aid purposes when calculating Satisfactory Academic Progress. For academic purposes, the most recent earned grade will be counted when calculating grade point average.

b. Federal regulations stipulate that Federal Financial Aid will cover ONE course repeat for any previously passed course. This regulation does not apply to repeating a previously failed course and receiving financial aid.

c. Selection of courses that do not count toward the student’s declared degree will not be eligible for funding, with the exception of remedial courses that prepare a student for College-level coursework.

d. Students who enroll in remedial coursework must also enroll in at least one College-level course to be eligible for federal financial aid.

5. Transfer and Returning Students

a. Transfer students must submit all prior transcripts and have hours input by the Dean of Students before eligibility can be determined.

b. Transfer and returning students who do not meet SAP are entered on financial aid suspension.

c. Students who left SCTC on financial aid warning (or probation, prior to Fall2011) and return after non-attendance are considered to be on financial aid warning when they return.

Tuition and Fees
All SCTC students will be charged tuition and fees for each semester at a rate determined by the Board of Regents. A deferred tuition payment schedule may be arranged with the College administration when financial aid is pending or in other special circumstances. In the case of deferred tuition arrangements, tuition payments must be made according to the arranged schedule.

Schedule of Fees

<table>
<thead>
<tr>
<th>Service</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>$60.00 per credit hour</td>
</tr>
<tr>
<td>Student Fees</td>
<td>$25.00 per credit hour</td>
</tr>
<tr>
<td>Application Fee</td>
<td>$25.00 (for new students)</td>
</tr>
<tr>
<td>Late Registration Fee</td>
<td>$25.00</td>
</tr>
<tr>
<td>Course Fee</td>
<td>May be applicable to a specific course for cost of materials or other required supplies. Course fees are listed on the semester schedule and are non-refundable.</td>
</tr>
</tbody>
</table>
Sources of Financial Aid
In addition to federal financial aid, students may be eligible for financial aid from other sources, notably tribal scholarships. The Financial Aid Officer will provide assistance in identifying additional sources of aid, although it is the student’s responsibility to complete the necessary paperwork needed for tribal and other aid programs, such as the American Indian College Fund and the Lumina Angel Fund.

Tribal Scholarships
Students are responsible for completing the necessary paperwork for their tribe’s Tribal Scholarship Program.

- A Tribe or Tribal Program is not considered a responsible billing party.
- Recipients of Tribal Scholarships will have the scholarship amount applied to the student account. A refund check will be issued if a credit is due.
- Students are responsible for all costs not covered by scholarship awards.
- In the case of College withdrawal or “no shows,” Tribal Scholarship funds, less cost incurred, (Refund Policy) will be returned to the originating entity.

Pell Grant
The Federal Pell Grant Program provides need-based grants to low-income undergraduates and certain post baccalaureate students to promote access to postsecondary education. Grant amounts are dependent on: the student’s expected family contribution (EFC); the cost of attendance (as determined by the institution); the student’s enrollment status (full-time or part-time); and whether the student attends for a full academic year or less. Pell grants are considered a foundation of federal aid, to which aid from other federal and nonfederal sources may be added.

Lumina Angel Fund
This fund is an emergency grant that assists eligible students in time of emergencies and unanticipated crises that would otherwise impair the student’s ability to remain in school.

American Indian College Fund
Scholarships are available to eligible students. Scholarships may be used for College-related expenses such as tuition, fees, books, supplies, transportation, childcare, rent, and personal expenses. Students must apply each semester, be enrolled in at least nine credit hours, and have a 2.5 cumulative grade point average. For complete eligibility requirements, see the Financial Aid Officer in the West Building.

Michigan Indian Tuition Waiver
This program is for members of US federally recognized tribes who are Michigan residents for 12 consecutive months, and no less than 1/4 blood quantum as certified by the person’s tribal association. Applications are available on the SCTC website. For more information, visit www.michigan.gov/mdcr.

Michigan Tuition Incentive Program
The Tuition Incentive Program (TIP) is an incentive program that encourages eligible students to complete high school by providing tuition assistance for the first two years of College and beyond. To meet the financial eligibility requirement, a student must have (or have had) Medicaid coverage for 24 months within a 36-consecutive-month period as identified by the Michigan Department of Human Services (DHS). TIP provides assistance in two phases. Phase I covers tuition and mandatory fee charges for eligible students enrolled in a credit-based associate degree or certificate program at a participating Michigan community College, public University, degree-granting independent College, federal tribally-controlled College, or Focus: Hope. Phase II provides a maximum of $2,000 total tuition assistance for credits earned in a four-year program at an in-state, degree-granting College or University. For more information, visit www.michigan.gov/osg.

Employer Paid Courses/Training
When registering for courses to be paid by an employer, the student must make arrangements with the Administration office for proper billing procedures. A Memorandum of Agreement form (available in the SCTC Administration office) must be signed by the employee, supervisor, and the Dean of Students.

- Students are responsible for all costs not covered by their employer.
- An employer is not considered a responsible billing party. If arrangements for payment by an employer are not made in advance, the registered student is responsible for costs.

Payment vouchers and/or purchase orders from an employer will be accepted as payment for registration.

Community Education/Special Training Events
Fees for Community Education courses and/or Special Training Events vary by length and subject matter.

- Registration fees for individual courses are indicated on the Community Education schedule and/or Training announcement.
- Course fees may be applicable for cost of materials or other required supplies. Course fees are listed on the schedule.
• Payment for registration and/or course fees is required at the time of registration.

• Registration and course fees are non-refundable.

• Registration and course fees will not be pro-rated.

• A refund or credit may be issued for courses and/or training events cancelled by SCTC.

• The amount owed by a student will be computed upon registration. If a balance is due, a combined schedule/billing statement will be mailed to the student after drop/add.

• A second combined schedule/billing statement will be mailed to the student mid semester.

• Full payment is expected within 30 days after the receipt of the second statement.

• Exceptions may be made for students who have been approved for Tribal Scholarship funds or other expected financial assistance for the current semester. Documentation is required.

If a student receives financial aid, distribution and payment will be completed in accordance with SCTC Financial Aid Office Manual. Students are responsible for all costs not covered by any type of financial aid.

Payment Plans
Students can make arrangements with the Administration office for a payment plan.

• Payment plans are designed to have balances paid in full by the end of the attending semester.

Outstanding Accounts
An account is considered “outstanding” when:

• A student account has a balance 90 days after the balance is incurred and the student has neglected to make arrangements for payment, or:

• Scheduled payments have not been made according to the student’s payment plan.

• A student with an outstanding account may be taken to Tribal Court (Isabella Reservation jurisdiction) or Isabella County Court for collection.

• The student will be responsible for additional court fees incurred.

• Failure to pay any outstanding balance may affect registration until balance is paid in full.

Refunds
The refund policy is as follows:

• Fees are non-refundable

• Tuition is refundable as follows:
  - 100% refund during the first week of semester
  - 80% refund during the second week of semester
  - 60% refund after the second week until the end of the fourth week of the semester
  - 0% refund after the fourth week of the semester

Disbursement and Refund Check Policy
Direct crediting is the process of automatically applying financial aid funds toward student charges. Charges may include tuition, fees, and books. All grants and scholarships processed by the College will be credited to the students account. Students whose charges are less than the financial aid received will be issued a refund check.

Return of Title IV Funds Refunds
When a student withdraws, either officially or unofficially, from the College on or after the first day of class of a payment period, the institution will refund the difference between any Title IV amount disbursed or could have been disbursed and the amount earned for the period of the student’s attendance. The refund process will be processed through 60% of the semester.

1. A “refund” is defined as the difference between the amount of Title IV funds disbursed or could have been disbursed and the amount the student earned.
   a. Total Title IV Disbursed or Could Have Been Disbursed
      - Amount Earned
      =REFUND AMOUNT

2. This refund policy reflects the standards of the U.S. Department of Education.

3. The withdrawal date used is one of the following:
   a. In the case of a student who officially withdraws, the date of withdrawal.

   b. In the case of the student who unofficially withdraws, the drop out date, which is the last recorded date of participation in an academically related activity as documented by the instructor or midterm if the student receives all F’s without documentation of a last date of participation in an academically related activity.
This information must be documented by SCTC, not self-certified by the student.

c. Instructors of any course in which a failing grade is assigned at the end of the semester are required to provide the last date of academically related attendance and whether the failing grade was “earned” or “unearned”. If the failing grade was “unearned”, student eligibility for financial aid may be adjusted.

d. In the case of a student who is dismissed under Academic Dismissal, the date of dismissal.

**Grading Policy**
The quality of the student’s work is reported to the Registrar’s Office at mid-term. Mid-term grade reports are issued to the Dean of Students and are used as a basis for early alert. Mid-term grades do not appear on transcripts and are only used as indicators of progress. The following letter grades and grade points per credit are used to denote the quality of a student’s work:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Superior</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>Above Average</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>Average</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>Below Average</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td></td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td></td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td></td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td></td>
<td>1.7</td>
</tr>
<tr>
<td>D+</td>
<td></td>
<td>1.3</td>
</tr>
<tr>
<td>D</td>
<td></td>
<td>1.0</td>
</tr>
<tr>
<td>D-</td>
<td></td>
<td>0.7</td>
</tr>
<tr>
<td>F</td>
<td>Failing</td>
<td>0.0</td>
</tr>
</tbody>
</table>

**When designating the grade of “F”, instructors are required to indicate whether the grade was “earned” (completed course but did not meet the requirements) or “not earned” (unofficial withdrawal, non-attendance).**

**How to Compute Your GPA**
The grade point average (GPA) is computed by dividing the total number of grade points by the total number of credits attempted for courses taken at Saginaw Chippewa Tribal College. The letter grades, “I” (Incomplete), “AUD” (Audit), and “W” (Withdrawal) are not computed in the GPA.

Example: A student receives final grades of “A”, “C”, “B+”, and “A-”. Each course was 3 credit hours. They would like to calculate their grade point average. Here is how the student would calculate the grade point average:

\[
\text{Grade Point Average} = \frac{\text{Total Grade Points}}{\text{Total Credit Hours}}
\]

\[
\begin{align*}
\text{A} & \times 4.0 \times 3 = 12 \\
\text{C} & \times 2.0 \times 3 = 6 \\
\text{B+} & \times 3.3 \times 3 = 9.9 \\
\text{A-} & \times 3.7 \times 3 = 11.1 \\
\end{align*}
\]

\[
13 \times 3 = 39
\]

\[
39/12\text{ credit hours} = 3.25\text{ GPA}
\]

**Incomplete Grades**
A grade of “Incomplete” (“I”) is a temporary designation. It is assigned only in cases in which the student has completed satisfactorily the major portion of the course requirements and can only be assigned at the end of the semester. It is not to be given to a student who is already doing failing work.

The following guidelines are observed when assigning a grade of “I.” The “I” should only be considered for extenuating circumstances that result in the student’s inability to complete course requirements. Extenuating circumstances are generally defined as those situations over which the student has little or no control (e.g., illness, injury, birth of a child, death in the
family, jury duty and military service). Instructors may require appropriate documentation. When a grade of “I” is assigned, the instructor must file a form documenting the assignment of an incomplete grade with the office of the Dean of Instruction. Information on the form includes the requirements for completing the course. A copy is provided to the student. In the event a student receives an “I” grade, the student must make arrangements with the instructor to complete all required work by the close of the following semester (not counting the Summer semester) or the “I” grade is automatically changed to a grade of “F” unless written authorization from the instructor requesting a time extension (not to exceed eight weeks) is received by the Registrar’s Office.

A second registration in the course is not permitted for removal of an “Incomplete.” However, if the grade becomes an “F,” the class may then be repeated according to the procedures listed in the “Repeating Courses” section of the current Catalog and Student Handbook. When a student completes requirements for the course, the instructor must submit a grade change form to the Dean of Instruction for processing and approval.

Withdrawal from a Course
Once a semester begins, a student may withdraw from a course through the tenth week of the Fall and Spring semesters, as published in the “Academic Calendar,” or the equivalent time period if the course meets on a different time period.

A student officially withdrawing from a course will receive a grade of “W.” A Withdrawal Form must be signed by the student and received by the Registrar’s Office within the timeframe described.

Neglecting to officially withdraw from a course (i.e., a signed withdrawal form) through the Registrar’s office will result in a grade of “F.” Students should be aware that it is their responsibility to complete the necessary form for withdrawing from a course.

Withdrawal from College coursework
After the withdrawal period a student with extenuating circumstances may withdraw from coursework with approval from the Dean of Student Services. A student wishing to utilize this exemption must make an appointment with the Dean of Students and will be expected to submit their request in writing.

Grade Reports
Final grade reports are e-mailed at the end of each semester to each student at the address supplied during registration. Grade reports returned because of an incorrect address may be picked up at the Registrar’s Office. Students with an outstanding account balance will not receive grade reports.

Grade Change
The assignment of grades is a faculty responsibility. If a student disagrees with an assigned final grade, he or she should first contact the instructor and request a grade review. If a student continues to disagree with his or her grade following the instructor review, the student may appeal by following the grievance procedure outlined in the Student Handbook.

Repeating Courses
A student may repeat a course whether it was previously passed or failed. When a course is repeated, the original subject and grade remains on the academic record. However, only the most current grade is used in computing the grade point average and is counted toward degree completion.

Transcripts
Official transcripts for Saginaw Chippewa Tribal College students are available from the Registrar’s Office. Saginaw Chippewa Tribal College will release transcripts upon written request only. Transcripts will not be released if the student has a financial hold.

Honors
Each semester the names of those full-time students who have completed 12 semester hours and have earned a grade point average of 3.5 or higher are published by the College. Those so recognized are designated as Dean’s List Students. Students with a 4.0 GPA are designated as President’s List Students. Graduates with a cumulative GPA of 3.5 or higher will receive honors cords.

Plagiarism Policy
Plagiarism is a violation of the Student Code of Conduct described subsequently in this document. Such a violation may result in failure of the assignment, failure of the course, and suspension or expulsion from the Saginaw Chippewa Tribal College.

Summary of Civil and Criminal Penalties for Violation of Federal Copyright Laws
Copyright infringement is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act (Title 17 of the United States Code). These rights include the right to reproduce or distribute a copyrighted work.

In the file-sharing context, downloading or uploading substantial parts of a copyrighted work without authority constitutes an infringement.

Penalties for copyright infringement include civil and criminal penalties. In general, anyone found liable for civil copyright infringement may be ordered to pay either actual damages or “statutory” damages affixed at not less than $750 and not more than $30,000 per work infringed. For “willful” infringement, a court may award up to $150,000 per work infringed. A court
can, in its discretion, also assess costs and attorney’s fees. For details, see Title 17, United States Code, Sections 504, 505.

Willful copyright infringement can also result in criminal penalties, including imprisonment of up to five years and fines of up to $250,000 per offense. For more information, please see the Web site of the U.S. Copyright Office at www.copyright.gov.

Academic at Risk
A student is considered academic “at risk” whenever his/her cumulative grade point average (GPA) falls below a 2.0 based on a 4.0 scale. Students needing assistance should contact the Dean of Student Services.

Graduation Requirements
Students must complete the following before graduating:

• finish all requirements of the degree with a minimum cumulative GPA of 2.00.
• make up all failures and/or incompletes in required curricula.
• earn at least 30 credit hours at SCTC.
• discharge all financial obligations to SCTC.
• ensure that an application for graduation is filed with the Dean of Students and approved by the Dean of Instruction.
• fulfill graduation requirements of the catalog in force when they declare their degree or sign the degree declaration form, unless their attendance was interrupted for one year or more, in which case the catalog in force upon their reentry to SCTC will be used. If a student changes degrees, the requirements in the catalog in force at the time of the degree change must be fulfilled.
• must have high school diploma or GED on file.
• Students completing an additional SCTC degree must earn an additional twenty-one (21) credits at SCTC after graduation.

Application for Graduation
Students who are preparing to graduate must file an Application for Graduation with the Dean of Student Services. Because the application process involves completion of the student’s final degree audit, the request must be made no later than the second Monday in January for those students planning to graduate the following May. Once the Dean of Instruction and Dean of Student Services have approved the application and the degree audit, the student is placed on the list of upcoming graduates.

Commencement
Commencement is held in the month of May of each year and is coordinated by the SCTC Administration.

Student Services
Saginaw Chippewa Tribal College will provide assistance or referrals in the following areas:

• career development/assistance
• student advocacy
• GED scheduling/assistance
• College transfer information/assistance
• student leadership development and resource materials.

Academic Advisement
Students may contact the Dean of Student Services for advisement. Students must order official transcripts from other Colleges attended in order for transfer credits to be evaluated. New students are advised to meet with the Dean of Student Services to discuss degree options and arrange placement testing before registering for classes. Continuing students should meet with the Dean of Student Services each semester to determine which courses to take the following semester.

Declaring a Program of Study
The Declaration of Degree form is available from the Office of the Registrar. The Declaration of Degree form is used to indicate a program of study. The student must meet the requirements in the catalog in force when the degree is declared. Students considering a change in program are encouraged to meet with their advisor prior to requesting a change. The form must be signed by the Dean of Student Services.

Instructional Materials
Textbook information is available at www.sagchip.edu — Current Students – Instructional Materials
Students may purchase textbooks locally from the Mid Michigan Community College Book Store, located at 2600 Summerton Rd., Mount Pleasant, MI 48858.

Student Support Resources
Student Resource Center (SRC)
The Katy denHeeten Student Resource Center provides academic assistance and resource materials to students.

Library Services
The SCTC Tribal Library site provides a collection of titles and other materials as well as access to holdings through the Chippewa River District Library. In addition, SCTC provides students with Internet access and a collection of books and videos.
The Michigan eLibrary (MeL) includes specialized resources such as those in genealogy, health, business, test preparation, careers and education. MeL also contains many general resources that cover all subject areas and has resources specifically for children and older students.

SCTC Students (with SCTC I.D. card) also have full access and privileges at the Central Michigan University Park Library at 300 E. Preston Street in Mt. Pleasant MI.

Students are also encouraged to use the Saginaw Chippewa Tribal Library, 7070 E. Broadway, Mt. Pleasant MI.

**Student Records and Information**

SCTC maintains student records in compliance with the Family Educational Rights and Privacy Act of 1974 (FERPA) as amended. The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children’s education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are “eligible students”.

- Eligible students have the right to inspect and review the student’s education records maintained by SCTC. This information will be available to the student within 45 days of the date SCTC receives a written request for access. SCTC is not required to provide copies of records unless, for reasons such as a great distance, it is impossible for eligible students to review the records. SCTC may charge a fee for copies.

- Eligible students have the right to request that SCTC corrects records which they believe to be inaccurate or misleading. Written requests must be made to the attention of the Registrar. If SCTC decides not to amend the record, the eligible student then has the right to a formal hearing. The Dean of Student Services will preside over the formal hearing and all decisions will be final. After the hearing, if SCTC still decides not to amend the record, the eligible student has the right to place a statement with the record setting forth his or her view about the contested information.

- Generally, SCTC must have written permission from the eligible student in order to release any information from a student’s education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
  - School officials with legitimate educational interest;
  - Other schools to which a student is transferring;
  - Specified officials for audit or evaluation purposes;
  - Appropriate officials in cases of health and safety emergencies;
  - Accreditors organizations;
  - To comply with a judicial order or lawfully issued subpoena;
  - Appropriate parties in connection with financial aid to a student;
  - Organizations conducting certain studies for or on behalf of the school;

SCTC may disclose, without consent, “directory” information such as a student’s name, address, telephone number, date and place of birth, honors and awards, and the dates of attendance. However, SCTC must tell eligible students about directory information and allow eligible students a reasonable amount of time to request that the school not disclose directory information about them. SCTC will notify eligible students annually of their rights under FERPA. The actual means of notification (special letter, student handbook, email distribution, or newspaper article) is at the discretion of SCTC.

Records (including anecdotal notes) of individual instructional, supervisory, and administrative personnel are the sole possession of the maker and are not accessible or revealed to any other person.

Students have the right to file a complaint with the U.S. Department of Education concerning alleged failures by FERPA within 180 days of the alleged violation. Written complaints should be directed to:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue
SW Washington, D.C. 20202-4605

**Student Rights and Responsibilities**

Saginaw Chippewa Tribal College provides students the opportunity to develop their educational potential while practicing the free exercise of rights and responsibilities as citizens. As citizens and learners, SCTC students assume an obligation to conduct themselves in a manner demonstrating respect for the rights of others and consistent with SCTC’s purpose as an institution of higher learning.
Student Rights
- The right to academic freedom.
- The right to freedom of religion and culture.
- The right to privacy.
- The right to free speech and assembly.
- The right to make decisions.
- The right to a safe and secure environment.
- The right to humane and responsive treatment.
- The right to be free from unreasonable search and seizure.
- The right to due process.

Student Responsibilities
- The responsibility for submitting accurate information.
- The responsibility for discharging all legal obligations.
- The responsibility for discharging all financial obligations.
- The responsibility for completing all course assignments.
- The responsibility for adhering to the SCTC Student Code of Conduct.

In addition to the State of Michigan Sex Offender Registry, sex offenders must register with the Saginaw Chippewa Indian Tribal Police Department.

SCTC Code of Conduct
The Students code of conduct defines behavior expected of all SCTC students and identifies those behaviors that constitute academic and non-academic misconduct. Such behaviors are considered unacceptable and are not permitted while on College premises or College controlled property, while attending College-sponsored activities and fieldtrips, or while representing the College community.

The following are behaviors that are considered misconduct:

- Knowingly helping or attempting to help another violate any provision of the Student Code of Conduct or any College rule or regulation pertaining to academics.
- Any dishonesty or deception in fulfilling an academic requirement.
- The falsification of any information or citation in an academic exercise.
- Plagiarizing the ideas, language or data of another without properly crediting the author with footnotes, citations or bibliographical reference.
- Tampering with or attempting to tamper with any portion of a current or former student’s transcripts or academic record.
- Submitting, without permission, any work submitted to fulfill another academic requirement.
- Attempting to gain unauthorized advantage over other students in the fulfillment of academic requirements, such as gaining access to or providing unauthorized access to examination materials.
- Disruption or obstruction of teaching, research, administration, other College activities, including public-service function on or off campus.
- Possessing, consuming, or being under the influence of alcoholic beverages on College property or at College functions.
- Possessing, consuming, or being under the influence of illegal drugs on College property or at College functions.
- Physical abuse, verbal abuse, threats, intimidation, harassment, coercion or other conduct which threatens or endangers the health or safety of any member of the College community.
- Intentionally damaging, destroying, order facing the property of the College.
- Smoking in unauthorized areas.
- Theft or unauthorized use of College property.
- Unauthorized entry or forcible entry into any College building, structure, or facility.
- Theft or misuse of information technology, including, but not limited to: software, electronic mail, voice mail, telephone or facsimile machine.
- Inappropriate use of weapons or explosive devices, including, but not limited to: firecrackers, compressed air guns, pellet guns, BB guns, paint guns, and water guns.
• Failure to comply with orders or directions of College officials or law enforcement officers acting in performance of their duties or failure to identify oneself to these persons when requested to do so.
• Sexual discrimination or sexual harassment.
• Conduct which is disorderly, lewd or indecent on College premises or at College functions.

Student Advocate
The primary purpose of the Student Advocate is to listen to student issues and concerns in confidence and to advise students of their rights. The Student Advocate also facilitates the resolution of Student Conduct violations. Students can schedule an appointment at any time to discuss issues or concerns, both academic and non-academic in nature. The Student Advocate will advise students who wish to file a written complaint against an instructor to speak to the Dean of Instruction. The Dean will address the complaint according to College personnel policies and procedures. All complaints will be addressed without exception.

Student Activities
Student Council
The SCTC Student Council is the governing body of SCTC students. The Student Council consists of the President, Vice President, Secretary, Treasurer, and Sergeant-at-Arms. The term of office for each elected officer is one academic year. The Student Council undertakes the following:

• Jointly with the College administration, official student social activities to be included in the social calendar.
• The coordination of activities of the College that are necessary to furnish adequate extracurricular programs.

Complete by-laws of the SCTC Student Council are available from the Dean of Students Office.

American Indian Higher Education Consortium (AIHEC) Annual Student Conference
Each year AIHEC hosts a conference that garners participation from students and staff from each of the 32 Tribal Colleges and Universities throughout the nation. This is an excellent opportunity to network, participate in competitions, and in general, broaden their own collegiate experience. Each year SCTC funds a number of students to attend this conference.
Degree programs
ASSOCIATE DEGREES
Saginaw Chippewa Tribal College offers Associate degrees in the following areas of study:

Associate of Arts: Liberal Arts
Associate of Arts: Native American Studies
Associate of Arts: Business

GENERAL EDUCATION REQUIREMENT

MISSION:
The General Education Requirement provides students with a foundation for developing the skills and knowledge needed in order to be successful academically, professionally, and personally.

Learning Goals:
These goals are derived from SCTC’s foundational documents. They are met by the General Education Requirement and coursework from across the curriculum.

Students will:
• apply aspects of Anishinaabe culture and traditional values.
• demonstrate competency in reading, writing, oral communication, and numerical literacy.
• be able to evaluate information.
• consider multiple perspectives from the diversity of human experience.
General Education Requirement
31 Credit Hours
All courses must earn a “C” or better.

**A. English**: (6 credit hours)
Students must take English 101, and English 102 OR English 130.

**B. Science**: (10 credit hours)
Students must complete two courses (with laboratory requirements) from Biology, Chemistry, Geology, Environmental Science, Physics or Astronomy.

**C. Humanities**: (3 credit hours)
Students may choose one course from Art, English, History, Philosophy, Religion, Humanities, Spanish or Ojibwa. Native American studies courses cannot count for the humanities requirement.

**D. Social Science**: (3 credit hours)
Students may choose one course from Anthropology, Economics, Sociology, Political Science, Psychology. Native American studies courses cannot count for the social science requirement.

**E. Math**: (3 credit hours)
Students may take MTH 120-Quantitative Reasoning, MTH 230- Introduction to Statistics, or MTH 135- College Algebra to fulfill the mathematics requirement.

**F. Native American Studies**: (6 credits)
Students must take NAS 260 Anishinaabe History and NAS 263 Contemporary Native American Issues.

Completion of the SCTC General Education Requirement also completes the Michigan Transfer Agreement (MTA). These credits can be transferred as a block of 30 General Education credits at any participating institution in the State of Michigan.

As of Fall 2014, the MTA agreement replaces the former Michigan Association of Collegiate Registrars and Admissions Officers (MACRAO) agreement.

More information on MACRAO/MTA can be found at [www.macrao.org](http://www.macrao.org).

Students should check with their transfer institution regarding particular policies that may affect transferability.
MISSION:
Building upon the General Education Requirement, students completing the Associate of Arts in Liberal Arts program will demonstrate competency in coursework from across the disciplines.

These institutional learning goals are derived from SCTC’s foundational documents. They are met by the General Education Requirement and are the cornerstone of the Liberal Arts Program. They are also met by coursework from across the curriculum.

Goal 1: Students will apply aspects of Anishinaabe culture and traditional values.
Goal 2: Students will demonstrate competency in reading, writing, oral communication, and numerical literacy.
Goal 3: Students will be able to evaluate information.
Goal 4: Students will consider multiple perspectives from the diversity of human experience.

In addition, the Associate of Arts degree in Liberal Arts has the following goals:

• Students will demonstrate knowledge in a variety of academic disciplines
• Students will recognize and describe the relationships among academic disciplines
• Students will recognize and describe their personal growth through activities promoting self-discovery

In addition to the General Education Requirement, students must complete 31 credits from the following courses, for a total of 62 or more credits. Students must also maintain a portfolio of their work throughout completion of their degree program, which will be completed in the Graduate Seminar.

• Humanities: Students must complete two additional humanities courses of at least three credits each from different disciplines*.
• Social Science: Students must complete two additional social science courses of at least three credits each from different disciplines.
• Science: Students must complete one additional science course of at least three credits.
• Language: Students must complete one language course of at least three credits.
• Graduate Seminar: Students must complete CS 299 with a grade of “C” or better.
• Electives: Students may choose any College-level courses to complete the 12 elective credits needed for this degree.

*The second humanities course must be selected with the approval of an advisor to ensure academic diversity.

1 Outcomes adapted from Oglala Lakota College Assessment Planning Documents, November, 2010
**Associate of Arts**

**Native American Studies**

**MISSION:**
Upon completion of the Associate of Arts in Native American Studies program, the student will have completed an intensive study of the Anishinaabek and other Native Americans from historical and contemporary perspectives.

**Goal 1:** Students will be able to compare and contrast the historical experiences and cultural expression of the Anishinaabek people with other Native North Americans, and other Indigenous peoples.

**Goal 2:** Students will be able to identify the impact of Native American historical experiences on contemporary Native American identity.

**Goal 3:** Students will demonstrate an elementary proficiency of Ojibwa language.

In addition to the General Education Requirement (see page 24), students must complete 31 credits from the following courses, for a total of 62 or more credits. Students must also maintain a portfolio of their work throughout completion of their degree program, which will be completed in the Graduate Seminar.

**Required Courses**
- OJB 101 Ojibwa Language I (3)
- OJB 102 Ojibwa Language II (3)  
  (Prerequisite OJB 101)
- NAS 238 Native American Law and Policy (3)
- NAS 261 Survey of Native American History (3)  
  (Prerequisite NAS 260)
- NAS 270 Globalization (3)  
  (Prerequisite NAS 260, NAS 261)
- CS 299 Graduate Seminar (1)

**Students must choose five of the following three credit courses:**
- NAS 103 Survey of Native American Studies (3)
- NAS 156 Anishinaabe Crafts (3)
- OJB 201 Ojibwa Language III (3)  
  (Prerequisite OJB 102)
- OJB 202 Ojibwa Language IV (3)  
  (Prerequisite OJB 201)
- NAS 218 Native American Environmental Issues (3)
- NAS 242 Survey of Native American Literature (3)
- NAS 245 Native American Film (3)
- NAS 250 Anishinaabe Art (3)
- NAS 254 Contemporary Native American Art (3)
- NAS 280 Native American Philosophical Thought (3)
- NAS 284 Native American Religion (3)
- NAS 290-299 Special Topics in Native American Studies (3)


Associate of Arts
Business

MISSION:
Students who have completed the Associate of Arts in Business program will demonstrate the knowledge, skills and abilities necessary to apply and integrate business related concepts in the local and global economies.

Goal 1: Students will be able to identify ethical and legal dilemmas facing business professionals and apply decision-making techniques and ethical reasoning to solve them.

Goal 2: Students will understand and apply principles of individual and group behavior in the business setting.

In addition to the General Education Requirement (see page 24), students must complete 31 credits from the following courses, for a total of 62 or more credits. Students must also maintain a portfolio of their work throughout completion of their degree program, which will be completed in the Graduate Seminar.

Required Courses:
- BUS 110 Introduction to Business (3)
- BUS 150 Business Law (3)
- BUS 170 Principles of Management (3)
- BUS 200 Principles of Marketing (3)
- BUS 215 Business Communication (3)  
  (Prerequisite ENG 101)
- BUS 295 Integrative Management (3)
- ECO 201 Principals of Economics I (3)
- ACC 115 Accounting Principles I (3)
- CS 299 Graduate Seminar (1)

Students must choose two of the following classes:
- BUS 160 Principles of Supervision (3)  
  (Prerequisite BUS 110)
- BUS 202 Legal Environment of Business (3)
- BUS 250 Organizational Behavior (3)
- BUS 260 Human Resource Management (3)  
  (Prerequisite BUS 110)
- ECO 202 Principals of Economics II (3)
- ACC 116 Accounting Principles II (3)  
  (Prerequisite ACC 115)
- MTH 217 Business Calculus (4)  
  (Prerequisite MTH 135)
The Michigan Transfer Agreement (MTA) replaces the MACRAO agreement, beginning in the fall of 2014. Both are designed to help students transfer credits at participating Michigan institutions and promote transparency among institutions and ensure accurate transfer information for students.

Although it is not a degree program, certificate or credential, students who are interested primarily in transfer to a four year institution may wish to consider fulfilling their MTA/MACRAO in lieu of pursuing a specific SCTC degree.

Students have the option to complete the MTA as part of their degree program, or as a stand-alone suite of classes that transfer as a block of 30 credit hours to the receiving institution.

Students that enrolled before fall 2014 have the option to use the MACRAO guidelines to transfer their 30 credit hours and have them accepted by the receiving institution until summer of 2019. These students also have the option to use the MTA guidelines when considering transfer.

A comparison of the MTA and MACRAO provisions are outlined below:

<table>
<thead>
<tr>
<th>MACRAO</th>
<th>MTA</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 English composition courses</td>
<td>1 English composition course</td>
</tr>
<tr>
<td></td>
<td>A second English composition course OR a Communications course</td>
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<tr>
<td>1 Science course with a laboratory component,</td>
<td>1 Science course with a laboratory component,</td>
</tr>
<tr>
<td>A second Science course or a Mathematics Course</td>
<td>A second Science course, with or without a laboratory component from a discipline different from the other selected Science course.</td>
</tr>
<tr>
<td>No specific Math course</td>
<td>One Math course (College level)</td>
</tr>
<tr>
<td>3 Social Science courses from at least two different disciplines</td>
<td>2 Social Science courses from two different disciplines</td>
</tr>
<tr>
<td>3 Humanities courses from at least two different disciplines</td>
<td>2 Humanities courses from two different disciplines</td>
</tr>
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</table>
Course Descriptions
### Course Code Index

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Category</th>
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<tbody>
<tr>
<td>ACC</td>
<td>Accounting</td>
<td>Accounting</td>
</tr>
<tr>
<td>ANT</td>
<td>Anthropology (Social Science)</td>
<td>Anthropology (Social Science)</td>
</tr>
<tr>
<td>ART</td>
<td>Art (Humanities)</td>
<td>Art (Humanities)</td>
</tr>
<tr>
<td>AST</td>
<td>Astronomy (Science)</td>
<td>Astronomy (Science)</td>
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<tr>
<td>BIO</td>
<td>Biology (Science)</td>
<td>Biology (Science)</td>
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<tr>
<td>BUS</td>
<td>Business</td>
<td>Business</td>
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<tr>
<td>CHM</td>
<td>Chemistry (Science)</td>
<td>Chemistry (Science)</td>
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<tr>
<td>CPT</td>
<td>Computer Technology</td>
<td>Computer Technology</td>
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<tr>
<td>CS</td>
<td>College Studies</td>
<td>College Studies</td>
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<tr>
<td>ECO</td>
<td>Economics (Social Science)</td>
<td>Economics (Social Science)</td>
</tr>
<tr>
<td>ENG</td>
<td>English (English, Humanities)</td>
<td>English (English, Humanities)</td>
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<tr>
<td>EVS</td>
<td>Environmental Science (Science)</td>
<td>Environmental Science (Science)</td>
</tr>
<tr>
<td>GEL</td>
<td>Geology (Science)</td>
<td>Geology (Science)</td>
</tr>
<tr>
<td>GEO</td>
<td>Geography (Social Science)</td>
<td>Geography (Social Science)</td>
</tr>
<tr>
<td>HIS</td>
<td>History (Humanities)</td>
<td>History (Humanities)</td>
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<tr>
<td>HUM</td>
<td>Humanities</td>
<td>Humanities</td>
</tr>
<tr>
<td>MTH</td>
<td>Math (Math)</td>
<td>Math (Math)</td>
</tr>
<tr>
<td>NAS</td>
<td>Native American Studies (Humanities or Social Science)</td>
<td>Native American Studies (Humanities or Social Science)</td>
</tr>
<tr>
<td>OJB</td>
<td>Ojibwa (Humanities)</td>
<td>Ojibwa (Humanities)</td>
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<tr>
<td>PHL</td>
<td>Philosophy (Humanities)</td>
<td>Philosophy (Humanities)</td>
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<tr>
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<td>Physics (Science)</td>
<td>Physics (Science)</td>
</tr>
<tr>
<td>PSC</td>
<td>Political Science (Social Science)</td>
<td>Political Science (Social Science)</td>
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<td>Psychology (Social Science)</td>
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<tr>
<td>REL</td>
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<td>Religion (Humanities)</td>
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<tr>
<td>SOC</td>
<td>Sociology (Social Science)</td>
<td>Sociology (Social Science)</td>
</tr>
<tr>
<td>SPN</td>
<td>Spanish (Humanities)</td>
<td>Spanish (Humanities)</td>
</tr>
</tbody>
</table>

### HOW TO READ COURSE DESCRIPTIONS

Each course description has five (5) categories of information as follows:

- **Course code**
- **Course title**
- **Number of semester credit hours**
- **Course description**
- **Course prerequisite**

**Example:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 116</td>
<td>Accounting Principles II (3)</td>
<td>(3)</td>
</tr>
</tbody>
</table>

A general study of financial statements and managerial accounting techniques, including those used in Tribal Operation systems that will enhance the skills of those working in gaming offices. Course also includes cash flow, investments, corporation accounting, adjustment of accounts, and financial statement preparation. Prerequisite: ACC 115.

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Course Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 116</td>
<td>ACC 115</td>
</tr>
</tbody>
</table>
ACCOUNTING  
(Business)

ACC 115 Accounting Principles I (3)  
Basic procedures in the accounting cycle including journalizing, taxes, general and special ledger, payroll deduction, assets, depreciation, partnerships, accounting principles and concepts.

ACC 116 Accounting Principles II (3)  
A general study of financial statements and managerial accounting techniques, including those used in Tribal Operation systems that will enhance the skills of those working in gaming offices. Course also includes cash flow, investments, corporation accounting, adjustment of accounts, and financial statement preparation. Prerequisite: ACC 115.

ANTHROPOLOGY  
(Social Science)

ANT 120 Introduction to Cultural Anthropology (3)  
This course covers processes of cultural development, human adaptation, and human survival. Systems of meaning, cosmologies, and social terms of representation of human cultural development will also be studied within the context of current anthropological theory. This course will also include cross-cultural comparison of historical and contemporary human populations.

ANT 122 Introduction to Physical Anthropology (3)  
Study of theory and methods for evaluating physical evidence about human origins and cultural development among human populations. Entails investigation and analysis of methods for evaluation of artifacts, fossils, and material culture.

ART 101 Art History I (3)  
Includes primary movements, important developments, leading artists, and significant philosophies of visual arts from Prehistoric times to the Renaissance through use of lectures, slides, films, and filmstrips.

ART 102 Art History II (3)  
A continuation of ART 101, covering major artists, influential movements, important developments, and significant philosophies of visual arts from the Renaissance to the present. Prerequisite: ART 101.

ART 111 Beadwork (3)  
An introduction to basic stitches needed for the completion of both a loom and lazy stitch project. Students will also learn the various types and sizes along with the origin and history of glass seed beads.

ART 112 Fundamentals of Drawing II (3)  
Drawing II is a concentration in experimental media, techniques, spatial relationships, and conceptual processes of drawing. Drawing II requires a mature attitude toward art study and demands personal discipline. Prerequisite: Art 110.

ART 120 Painting (3)  
A primary course in the use of oils or acrylics with attention to form, color, and space. Also, emphasis on evolution of expression, interpretation, and openness in work.

ART 132 Sculpture (3)  
An exploration of processes and materials of sculpture, including carving, casting, fabrication, and assemblage. Stress on concepts of three dimensional form and space. Exploration of non-traditional materials and concepts.

ASTRONOMY  
(Science)

AST 110 Introduction to Astronomy (3)  
A beginning course in star types, stellar characteristics and evolution, and discussion of our sun. Also includes basic discussion of astronomical distance, determination methods, and radiation theory. Corequisite: AST 110A.

AST 110A Astronomy Laboratory (2)  
Laboratory exercises are designed to enhance the lecture material of Astronomy 110 with hands-on experiences and inquiry-based learning. Course to be taken concurrently with Astronomy 110. Corequisite: AST 110.

AST 120 Archaeoastronomy (3)  
A course in solar and stellar alignments in the context of annual events and human calendars. Further, emphasis on buildings, temples, and pyramids which are oriented to particular alignments of the sun and stars. Such discussion will include evidence and application of solar and stellar movement and alignment principles in ancient Egyptian, Mayan, Aztec, Native North American, East Indian, Chinese, Tibetan, and Pre-European cultures and structures.
**BIOLOGY**  
(Science)

**BIO 105 Introduction to Biology (3)**  
An introductory course designed to give the student a broad experience in the biological sciences. The following concepts will be covered: scientific method, basic biochemistry, biomolecules, cell structure and function, mitosis, meiosis, cellular metabolism, basic genetics, evolution, biodiversity, and a survey of the five Kingdoms of life. This course together with BIO 105A, meets the General Education science requirements, and is also recommended to prepare students for upper level biology courses. Corequisite: BIO 105A.

**BIO 105A Biology Laboratory (2)**  
Laboratory exercises are designed to enhance the lecture material of Biology 105 with hands-on experiences, inquiry-based learning, and cultural relevancy. Course to be taken concurrently with BIO 105. Corequisite: BIO 105.

**BIO 216 Native American Plants and Medicines (3)**  
This course is an introduction to the study of plants and medicines used by the Native Americans, and basic plant biology as taught in traditional universities. Topics to be covered include plant cell biology, morphology, and physiology, photosynthesis and plant classification and identification. Ecology, food production and wood usage will be discussed along with techniques and philosophies for proper harvesting, care and medicinal applications according to indigenous knowledge. The course will encompass the medicinal, ceremonial, and culinary uses of plants among Native American tribes and the contemporary worldwide adoption of the indigenous plant knowledge. Corequisite: BIO 216A

**BIO 216A Native American Plants and Medicines Lab. (2)**  
The lab will supplement the lecture with experimental learning incorporating the above objectives. Corequisite: BIO 216

**BUSINESS**  
(Business)

**BUS 110 Introduction to Business (3)**  
The course will introduce business majors to a variety of business topics. Students who are considering business as a career will be learning about personnel and labor relations, governmental agencies and controls, Tribal enterprises and initiatives, production, marketing and the like. Career opportunities for Tribal members and others will be explored in this course.

**BUS 150 Business Law (3)**  
Emphasis in this course will be on the origins and development of law and the legal aspects of business relationships including the elements of torts and business crimes, contracts and agency employer and employee, and modern labor legislation. Tribal, state, and federal law and theory are included.

**BUS 160 Principles of Supervision (3)**  
This course offers practical advice on handling real-life, on-the-job personnel situations from the perspective of a supervisor of Tribal and non-Tribal personnel. Course components include employee staffing and training, employee evaluation, motivating employees, handling employee-management conflicts, when and how to discipline an employee, supervisory management of costs and budgets, managerial legal aspects regarding human rights and equal opportunities, and supervisory participation in the development of contractual agreements. Prerequisite: BUS 110.

**BUS 170 Principles of Management (3)**  
This course is an introduction to the principles and practices of modern business management covering planning, organizing, staffing, directing, controlling, and motivating functions in both Tribal and non-Tribal settings. Students will study the role of the manager as an organizer and director.

**BUS 200 Principles of Marketing (3)**  
A study of business activities involved in the distribution of goods and services from the producer to the consumer. Emphasis on the problems of policy determination by manufacturing and Tribal enterprises, and the nature of marketing institutions as they affect the formulation and implementation of such policy.

**BUS 202 Legal Environment of Business (3)**  
Introduction to the concept and use of the law as a social institution. Open to both non-business and business students. Recommended for students who plan on transferring to a four-year institution in any business field.

**BUS 215: Business Communication (3)**  
This course is designed to teach students the fundamentals of communication as it relates to business. Methods used are business writing design and strategies, report writing, and oral presentations. Prerequisite: ENG 101.

**BUS 250 Organizational Behavior (3)**  
A study of the behavioral aspects of an organization. Concepts discussed are individual and group behavior, training, leadership traits and roles, intercommunications, perceptions, and organizational development, all leading to an understanding of organizational climate. Studied in view of Tribal and non-Tribal theory and practices.

**BUS 260 Human Resource Management (3)**  
The techniques and principles of personnel management, including an examination of managerial practices in the selection, motivation, and development of employees both in the Tribal and non-Tribal setting. Prerequisite: BUS 110.
BUS 290-294 and 296-299 Special Topics in Business (3)
A course in selected issues in business to be decided by instructor. Prerequisite: Instructor’s Permission.

BUS 295 Integrative Management (3)
This is an integrative capstone for the Associate of Arts in Business degree. As such, this course builds upon the content of all previous courses in the business degree. Students should take this course during their final semester prior to graduation. Therefore, it is essential for students to have completed a minimum of 21 business credits, as listed below. This course is designated for business majors only. Students must receive a grade of “C” or higher. Prerequisite: BUS 110, BUS 150, BUS 170, BUS 200, BUS 215, MTH 230 and ENG 101.

CHEMISTRY
(Science)

CHM 105 Introduction to Chemistry (3)
An introductory course designed to investigate the basic principles of chemistry and apply them to everyday life. Topics include atomic structure, chemical bonding and molecular structure, chemical periodicity, stoichiometry and nuclear chemistry. This course fulfills the General Education science requirement, and is a prerequisite of upper level chemistry courses for students without high school chemistry. Corequisite: CHM 105A.

CHM 105A Chemistry Laboratory (2)
Laboratory exercises are designed to enhance the lecture material of Chemistry 105 with hands-on experiences and inquiry-based learning. Course to be taken concurrently with CHM 105. Corequisite: CHM 105.

COLLEGE STUDIES
(College Studies)

CLS 299- Graduate Seminar (1)
Students will take this course in the last semester of enrollment prior to graduation. The student will reflect on their learning and assemble a portfolio that represents their learning while at SCTC. The portfolio will include a reflective essay and samples of their coursework to demonstrate their trajectory. Faculty will mentor students through the portfolio process and will evaluate the portfolio via committee consensus. The student must receive a grade of “C” or higher. Prerequisite: Students must have applied for graduation with degree-audit completed before enrollment. These credits must include ENG 101 and any 3 credit NAS course.

COMPUTER TECHNOLOGY

CPT 100 Keyboarding (1)
This course is a basic typing course for the computer keyboard. Students will become proficient in using the keyboard.

CPT 112 Introduction to Computer Technology (4)
This course serves as a general introduction to the subject area. Students will learn about the history of computers and the role of computers in today’s society. The course offers an overview of fundamental hardware design, operating systems, and file management. In addition, it includes a survey of microcomputer software including word processing, spreadsheet, database, and Internet applications.

CPT 124 Introduction to Spreadsheets (3)
Students will learn basic spreadsheet concepts using popular software. This course will focus on creating spreadsheets, formulas, using functions, creating graphs, and exporting data to other programs. It will also include creating, formatting, and laying out financial reports. Prerequisite: CPT 112.

CPT 125 Introduction to the Internet (3)
This course is designed to help students understand the Internet, its history, its current uses, and how it is likely to evolve in the future. Students will learn to use a variety of Internet tools including the World Wide Web, FTP, Gopher, and e-mail. Students will learn to use web browsers and will create their own home page. Prerequisite: CPT 112.

CPT 146 Introduction to Database Management (3)
This course covers database fundamentals, creation and modification of tables, creating and using queries, forms, and reports. It also includes a review of basic application development and integration of databases with other computer programs. Prerequisite: CPT 112.

CPT 201 Web Site Development & Design (3)
Students will learn basic Web page design principles and how to apply them to full-scale Web site construction. The course emphasizes the fundamentals of user-centered thinking and analysis for Web planning and development. Some example topics are designing for a variety of browsers and monitors, the web safe color palette, a beginner’s guide to web servers, scripting languages and what they do, optimizing web pages for searching, basic e-commerce issues, multimedia integration and emerging web technologies. Students will be part of a functional web team which will plan, construct, and deploy a multi-layered web site. Prerequisite: CPT 125.

CPT 215 Desktop Publishing (3)
Students will experience exploration of desktop publishing programs. This course will guide the student through background information and provide step by step instruction to
produce exciting effects with simple publications. Prerequisite: CPT 112.

**CPT 290 - 299 Special Topics in Computer Technology**
A course in selected issues in business to be decided by instructor. Prerequisite: Instructor’s Permission.

**ECONOMICS**
*(Social Science)*

**ECO 201 Principles of Economics I (3)**
A study of macroeconomics, designed to give a broad view of the American economic system. Thus, the course will entail review of the flow of income and spending, the banking system, the business cycle, GNP, monetary theories, international trade, employment, and governmental roles in fiscal policy.

**ECO 202 Principles of Economics II (3)**
A study of microeconomics, relates the minute workings of an economy. Includes consideration of supply and demand, scarcity, the market process, price determination, and economic problems.

**ENGLISH**
*(English, Humanities)*

**ENG 096 Reading Comprehension (3)**
This course stresses advanced proficiency in reading. Includes development of vocabulary, assessment of rhetorical strategies and modes and forms of written discourse, and continued work on critical thinking skills. Readings will encompass assignments from print and electronic media, College textbooks, newspapers, journals, and magazines. This course is designed to help students reach College level skills and does not count toward a degree. Grade of “C” or better is required to pass this class.

**ENG 098 Basic Collegiate Writing I (3)**
An introduction to College writing skills, strategies, and practices. Involves practice in development of sentences, paragraphs, and essays with emphasis on the writing process from pre-writing to revision to editing. The course also covers use of writing reference materials and development of analytical skills. This course is designed to help students reach College level skills and does not count toward a degree. Grade of “C” or better is required to pass this class.

**ENG 099 Basic Collegiate Writing II (3)**
Further development of collegiate writing skills and strategies. Entails additional work in the stages of the writing process, as well as extended development of paragraphs and essays. Considerations of style, structural development, and problem solving for practical writing situations and contexts will be covered in this course as well. This course is designed to help students reach College level skills and does not count toward a degree. Prerequisite: ENG 098 with grade of “C” or better or placement test. Grade of “C” or better is required to pass this class.

**ENG 101 Composition I (3)**
Introduces students to writing across the disciplines, with emphasis on the organization and development of written work for a variety of audiences and purposes. Includes how to generate ideas, how to focus on a topic, and how to support ideas. Additional work on development of effective drafts and strategies of written discourse. Prerequisite: ENG 099 with grade of “C” or better or placement test. Grade of “C” or better is required to pass this class.

**ENG 102 Composition II (3)**
Students will learn how to incorporate primary and secondary research into written work. Stresses how to use library resources and how to plan and produce documented papers. Encompasses problem solving, evaluation of source materials, and use of supporting evidence. Further development of style, diction, and strategies of written discourse. Prerequisite: ENG 101 with grade of “C” or better. Grade of “C” or better is required to pass this class.

**ENG 130 Public Speaking (3)**
Introduction to organization, composition, and delivery of formal speeches, including informative, process, and persuasive speeches. This course also involves theory and practice in dynamics of group discussion and critical listening. Grade of “C” or better is required to pass this class.

**ENG 150 Introduction to Literature (3)**
Designed to enhance appreciation, understanding, and enjoyment of major literary genres. Includes introduction to poetry, drama, short fiction, the novel, and analytical prose. Also includes introduction to strategies for reading and writing about literature.

**ENG 212 American Literature I (3)**
A study of diverse authors and literature of the United States from colonial times through the Civil War. Prerequisite: ENG 101 with a grade of “C” or better.

**ENG 213 American Literature II (3)**
A continuation of English 212, surveys diverse literature from 1870 to the present. Prerequisite: ENG 101 with a grade of “C” or better.

**ENG 242 Creative Writing (3)**
Study and practice of techniques used in fiction, poetry, and drama. Students will read, examine, and critique various styles, forms, structures, and tropes of imaginative writing through review of works of literature. Students will also produce original imaginative works in poetry, fiction, and drama.
ENVIRONMENTAL SCIENCE  
(Science)

EVS 120 Environmental Science (3)  
An introductory course designed to comprehensively survey the environmental sciences. Students will explore the branch of biology concerned with the relations between organisms and their environment, and the processes that influence the environment. The impact of local and global human activities on the environment will be investigated along with a survey of environmental planning, policy, and law. Indigenous people’s cultural and spiritual perspectives will be integrated throughout the course. This course satisfies the General Education Science requirement. Corequisite: EVS 120A.

EVS 120A Environmental Science Laboratory (2)  
The laboratory, debates and field exercises are designed to enhance the lecture material of EVS 120 with hands-on experience, inquiry-based learning, and social/cultural relevancy. This course is to be taken concurrently with EVS 120. Corequisite: EVS 120.

GEOGRAPHY  
(Social Science)

GEO 101 Introduction to Geography (3)  
Introduction to the map as the basic interpretive document of geography. Attention is given to the global and regional geographies and to the relationship and potential conflict arising from different visions of the uses of human space from peoples in the past to the present day, including Native American peoples.

GEOLOGY  
(Science)

GEL 101 Introduction to Geology (3)  
Introduce the concepts and processes of earth science and how they relate to individuals and society in general. Students will be engaged into learning about the dynamics of the Earth and her unique systems. A list of chapter objectives will be provided in lecture and should be used to help prepare for exams. Students will also be exposed to native perspectives with respect to selected geologic topics. Corequisite: GEL 101A.

GEL 101A Geology Laboratory (2)  
Course to be taken concurrently with GEL 101. Corequisite: GEL 101.

HISTORY  
(Humanities)

HIS 101 World Civilization I (3)  
Offers an overview of world civilization from beginning to 1600. Covers Europe, Near East, China, Japan, and Africa, as well as pre-contact Americas.

HIS 102 World Civilization II (3)  
A continuation of History 101, this course encompasses an overview of world civilizations from 1600 to the present.

HIS 103 United States History I (3)  
A survey of United States history from European arrival to the Civil War. Examines political, economic, intellectual, and social developments with special emphasis on the colonial period, the revolution, the rise of the federal system, territorial expansion, and the Civil War. Includes overview of alternative experiences of Native Americans, African Americans, Hispanic Americans, and Asian Americans.

HIS 104 United States History II (3)  
Continuation of American history survey. Covers from the end of the Civil War through Reconstruction to Industrialization to the present. Also surveys experiences of Native Americans, Hispanic, African American, and Asian Americans.

HIS 110 Michigan History (3)  
Examines natural resource, social, political, economic, and cultural developments in Michigan from earliest human habitation to the present. Emphasis on significant movements, eras, individuals, and communities.

HIS 275 Special Topics in History (3)  
A course in selected issues in history to be decided by instructor.

HUMANITIES  
(Humanities)

HUM 140 Introduction to Film (3)  
An overview of historical, artistic, social, and technological developments in motion picture. Study of techniques, movements, and major figures in films as well as critical considerations for analyzing films.

HUM 220 Introduction to Theatre (3)  
Covers historical developments in theatre, the literature of drama, genres of drama, the structure of plays, theatre artists, the role of audience, and the basics of theatre production. Students will read historical and contemporary plays, view selected films, and attend live theatre productions.
HUM 230 American Popular Culture (3)
A survey of popular twentieth century art, literature, fashion, history, music, film, television, radio, advertising, comics, and fads as reflective of social change in America. Also covers the impact and the artistic and cultural merit of popular cultural developments.

HUM 290-299 Special Topics in Humanities (3)
A course in selected issues in humanities to be decided by instructor.

MATH (Math)

MTH 095 Fundamentals of Math (3)
This course is designed to help students develop confidence in working with numbers and to strengthen their mathematical skills. The course begins with a review of adding, subtracting, multiplying, and dividing whole numbers, fractions, and decimals. Other topics covered include ratios, proportions, and percentages. Pre-algebra, geometry, and probability are introduced but are not covered extensively. This course is designed to help students reach College level skills and does not count toward a degree. Grade of “C” or better required to pass this class.

MTH 099 Beginning Algebra (4)
Topics will include but not limited to: real numbers, variable expressions, linear equations and inequalities, applications, functions, operations with polynomials, and factoring. This course is designed to help students reach College-level skills and does not count toward a degree. Grade of “C” or better required to pass this class.

MTH 105 Intermediate Algebra (4)
This course will incorporate functions as a central theme. Topics will include but not limited to: data analysis, behavior of functions, notation and operations of polynomial functions, equations and inequalities, analysis of linear, quadratic, exponential, rational, and radical functions, and an introduction to geometry. Graphing calculator use is emphasized. Prerequisite: Grade of “C” or better in MTH 099 or placement test. A grade of “C” or better is required to pass this class.

MTH 120 Quantitative Analysis
This course will provide students with ways to approach the quantitative information they are likely to encounter in society and their careers and private lives. The course will incorporate measurement, finance, data use, and other relevant topics to develop students’ ability to think logically and critically and make decisions about real world issues. Prerequisite: Grade of “C” or better in MTH 099 or placement test. A grade of “C” or better is required to use this class to satisfy the General Education Requirement for Mathematics.

MTH 134 Plane Trigonometry (3)
Includes the study of functions and their graphs, trigonometric functions, inverse trigonometric functions, identities, and triangles. Polar and exponential equations are solved. Prerequisite: Grade of “C” or better in MTH 105 or placement test.

MTH 135 College Algebra (3)
Students will study graphs of lines, parabolas, absolute values, and circles. This course will also encompass an introduction to functions, linear and quadratic functions and models, rational functions, zeros of polynomial functions, complex numbers, and exponential and logarithmic functions. Graphing calculator use is emphasized. Prerequisite: Grade of “C” or better in MTH 105 or placement test. A grade of “C” or better is required to use this class to satisfy the General Education Requirement for Mathematics.

MTH 140 Pre-Calculus (4)
Includes the study of functions, analytic trigonometry, analytic geometry, elementary theory of equations, and mathematical induction. Prerequisites: Grade of “C” or better in MTH 105 or placement test.

MTH 145 Calculus I (5)
Students will study functions, limits, differentiation, continuity, and integration of algebraic and trigonometric functions and applications. Prerequisite: Grade of “C” or better in MTH 140 or equivalent.

MTH 217 Business Calculus (4)
This course is designed for students interested in transferring to a four-year institution and pursuing a bachelor’s degree in Business Administration. Topics will include but are not limited to: differentiation and integration of algebraic, exponential, and logarithmic functions, applications of differentiation and integration, and partial derivatives. Prerequisite: Grade of “C” or better in MTH 135.

MTH 230 Introduction to Statistics (3)
Students will study data collection, descriptive statistics, hypothesis testing, probability, regression, sampling distributions, and statistical inference. Prerequisite: Grade of “C” or better in MTH 099. A grade of “C” or better is required to use this class to satisfy the General Education Requirement for Mathematics.

NATIVE AMERICAN STUDIES
(Humanities; Social Science)

NAS 100 Ojibwemowin Appreciation (3) (HUM)
This is a primer course in Anishinaabe identity studies and creativity. This course highlights the inquisitive nature of learning and is designed to personalize students’ learning
experiences through exploration of self and Anishinaabe ways of knowing, being, and looking at the world. This course prepares students to be self-directed learners not only in Ojibwemowin but also in Anishinaabe Studies at SCTC.

NAS 103 Survey of Native American Studies (3) (HUM)
Survey course designed to acquaint students with the broad expanse of Native topics and available courses. Several areas may be included: tribal geography, federal relationship, history, literature, philosophy, spirituality, plants, oral tradition, film, art, language, and environmental awareness.

NAS 156 Anishinaabe Crafts (3) (HUM)
A beginning course in the use of materials, motifs, and the development of crafts related to the life and culture of Anishinaabe from pre-contact to the present. Includes understanding of processes for harvesting and treating natural materials for production of a variety of crafts. Baskets, beadwork, pottery, clothing, and musical instruments are among craft products covered in this course.

NAS 218 Native American Environmental Issues (3) (SS)
Exploration of historical and contemporary Native American perspectives on natural environment. Includes perspectives on relations between humans and environmental elements as well as use of flora and fauna.

NAS 238 Native American Law and Policy (3) (SS)
An overview of major treaty law, legislation, and policy in relation to Native Americans in the U.S. Will include discussion of historical contexts for the development of Native American law and the social/cultural ramifications of federal law and policy.

NAS 242 Survey of Native American Literature (3) (HUM)
A survey of written work by Native Americans. Includes autobiography, poetry, fiction, and drama. Engenders discussion of historical, cultural, and literary influences on Native American works of literature. Prerequisite: ENG 102.

NAS 245 Native American Film (3) (HUM)
How films by and about Native Americans reflect social and cultural issues of race, identity, gender, power, and nature. Films will address non-Native views of Natives, and Native views of indigenous, colonial, and post-colonial cultures.

NAS 250 Anishinaabe Art (3) (HUM)
Survey of Anishinaabe art from pre-contact to the present. Engenders discussion of distinctive motifs, themes, materials, and elements of Anishinaabe art. Also, review of function, design, and techniques of Anishinaabe artwork.

NAS 254 Contemporary Native American Art (3) (HUM)
Twenty-first century Native American art, including discussion of works in a number of media. Review of work by prominent Native American sculptors, painters, ceramists, fiber artists, basket makers, and jewelry makers.

NAS 260 Anishinaabe History (3) (HUM)
Survey of Anishinaabek history from pre-contact to present. This course will offer an overview of pre-contact, migration, colonial, fur trade, reservation, and contemporary periods. Further discussion will entail cultural and political developments, significant events, and important individuals among the Saginaw Chippewa Tribe.

NAS 261 Survey of Native American History (3) (HUM)
Covers major government policies and historical and cultural processes influencing the lives of Native American people up to the present. Also includes Native responses to such political and historical influences. Prerequisite: NAS 260.

NAS 263 Contemporary Native American Issues (3) (SS)
An overview of national and community political, social, and cultural issues of interest and importance to contemporary Native people.

NAS 270 Globalization and its Effects upon Indigenous Peoples (3) (SS)
Introduction to key concepts of globalization and Indigenous human rights with focus on contemporary and historical social action, social injustice, and resistance to the commercial policies of the economic entities of the movement towards Western economic domination. Prerequisite: NAS 260, NAS 261.

NAS 280 Native American Philosophical Thought (3) (HUM)
Introduction to universal concepts of Native thought and values. Contrasts Native lifeways with the Western worldview of human superiority and material acquisition, and explores the notion of an ethical life as a prerequisite for the attainment of spirituality. Focus on introspection and the Native development of mind in traditional forms of education.

NAS 284 Native American Religion (3) (HUM)
Introduction to Native spirituality with a focus on balance in the four aspects of the human being, the physical, mental, emotional, and spiritual. Covers our experiential relationships with all life forms and the natural world, and explores the role of volition, values, visions, dreams, meditation, renewal, reciprocity, spirits and ceremonies.

NAS 291 Modern Native American Resistance Movements (3) (SS)
A survey of modern Native American resistance movements including the takeovers of Alcatraz, Wounded Knee, Oka and the rise and fall of the American Indian Movement. In addition, more peaceful aspects including influences and leadership of the modern academic warriors such as Vine Deloria Jr., Gerald Vizenor and David Wilkins.
NAS 290-299 Special Topics in Native American Studies (3) (HUM) or (SS)
A course in selected issues in Native American Studies to be decided by instructor.

OJIBWA
(Humanities)

OJB 101 Ojibwa Language I (3)
Introduction to basic grammar and vocabulary. Emphasis on basic conversation, speaking, and listening skills. Immersion method.

OJB 102 Ojibwa Language II (3)
Continuation of OJB 101 with additional emphasis on more advanced conversation. Students will become more familiar with language structure, vocabulary, and culturally specific connotations of vocabulary. Immersion method. Prerequisite: OJB 101.

OJB 201 Ojibwa Language III (3)
Continuation of OJB 101 and 102 with emphasis on more advanced speaking and comprehension. Student knowledge of vocabulary and structure of the language will be supplemented by more extensive work with written Ojibwa. Immersion method. Prerequisite: OJB 102

OJB 202 Ojibwa Language IV (3)
The culminating course in which students will apply listening and speaking skills in more advanced contexts with extended use of grammar and vocabulary. The course will also include some translation of written and oral Ojibwa. Immersion method. Prerequisite: OJB 201.

PHILOSOPHY
(Humanities)

PHL 110 Introduction to Philosophy (3)
A survey of concerns, systems, and thinkers of world philosophy from ancient times to the present. Among other concerns, examines ideas of justice, knowledge, reality, truth, beauty, and artificial intelligence.

PHL 212 Introduction to Ethics (3)
Review of moral conduct and ethical knowledge as well as application of ethical considerations to historical and contemporary human situations and problems.

PHYSICS
(Science)

PHY 101 General Physics I (3)
Fundamental principles of mechanics, heat, electricity, magnetism, sound, optics, and modern physics. Lab periods will include mechanics, heat, and wave motion, conservation of energy and momentum, gravitation, gas laws, and laws of thermodynamics. This course fulfills the General Education Science requirement. Corequisite: PHY 101A.

PHY 101A General Physics Laboratory (2)
Course to be taken concurrently with PHY 101. Corequisite: PHY 101.

POLITICAL SCIENCE
(Social Science)

PSC 120 American Government (3)
Emphasis on the structure and function of the national government of the United States. Explores basic political concepts, including the characteristics and mechanisms of a democracy, the political role of the individual citizen. Also, delineates the forces, ideas, and individuals that shaped the U.S. Constitution. In addition this course will cover political theory, the political parties, and elections.

PSYCHOLOGY
(Social Science)

PSY 101 Introduction to Psychology (3)
Coverage of basic concepts, principles, terminology, theories, and methods of psychology. Includes factors influencing behavior and psychological principles for understanding individual behavior patterns and social problems. Additional topics will address mental processes and biological factors in psychological development.

PSY 202 Human Development (3)
Explores human development from conception to old age. Includes prenatal development, infancy and childhood, adolescence, adulthood, and the elderly.
REL 180 Introduction to Religion (3)
A survey of world religions including Western, Eastern, and indigenous beliefs and practices. Includes coverage of major religious systems, leaders, philosophies, and texts.

REL 220 Eastern Religions (3)
Covers religions of Eastern cultures with emphasis on Hinduism, Buddhism, Taoism, and Shinto. Will also entail historical and cultural development of Eastern religions.

SOC 101 Introduction to Sociology (3)
An introduction to the basic concepts and methods of sociology, the study of society and human behavior as influenced by culture, human interaction, and social structures. Students will examine family, education, religion, class traditions, and other phenomena as characteristics of world cultures with emphasis on tribal cultures. The course studies the way the discipline of sociology attempts to measure and predict social behaviors.

SOC 120 Contemporary Social Problems (3)
An examination of the nature, causes, and possible strategies for addressing contemporary social problems. Explores underlying and overarching issues, causes, effects, and consequences of such problems in light of social processes and specific cultural contexts.

SOC 210 Marriage and Family (3)
Analyzes the history of the family, its structure and function as a social institution and as a factor in individual human development. Additional emphasis on the contemporary family, parental roles, social processes associated with love, dating, selecting a partner, finances, and children.

SOC 240 Gender and Social Roles (3)
A study of male and female behavior patterns and experiences throughout the social world. Includes discussion of definition of gender and the impact of gender in social institutions and individual relationships. Gender inequality and evolving gender roles will also come under discussion in this course. Native perspectives in gender and social roles will also be discussed.

SPN 101 Spanish I (3)
A beginning course in pronunciation, vocabulary, and basic grammar. Listening and speaking emphasized, with additional work in reading and composition. Also includes discussion of cultural and historical developments in the Hispanic world.

SPN 102 Spanish II (3)
Spanish II is designed for the beginning student who has successfully completed Spanish I. The main objective is the continued development of the four basic language skills (listening, speaking, reading and writing), while examining beliefs, values, and aspects of everyday life in the Hispanic world both within and outside the U.S. Prerequisite: SPN 101.

SDV 099 Academic Methods (3)
This course will enhance and improve the study habits of students. Major topics will include note and test taking, time management, stress management and decision making. Students will learn library and research skills and will receive information on career options. This course is designed to help students reach college level skills and does not count toward a degree.
Board of Regents

Colleen Green, Chair
M.A., Humanities, Central Michigan University, 2012
M.A., Educational Leadership, Central Michigan University, 2009
B.S., Social Studies-Secondary Education, Central Michigan University, 2007
A.A., Secondary Education, Mid-Michigan Community College, 2005

Guadalupe Gonzalez, Vice-Chair
B.A., English, Michigan State University, 2008
A.A. Native American Studies, Saginaw Chippewa Tribal College, 2005

Sheila Leaureaux, Treasurer
A.A., Business, Saginaw Chippewa Tribal College, 2008

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B.S., Business Administration, Central Michigan University 2007

Louanna Bruner, Member
A.A., Business, Saginaw Chippewa Tribal College, 2010

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M.S., Education, Enrollment Management, Capella University, 2010
M.A., Professional Counseling, Central Michigan University, 1995
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M.S., Education, Enrollment Management, Capella University, 2010
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M.S., Administration, Central Michigan University, 2008
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B.S., Sociology, Central Michigan University, 2013
A.A., Liberal Arts, Saginaw Chippewa Tribal College, 2011

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M.S.A., Health Services Administration, Central Michigan University, 2011
B.A.A., Public Health Education and Health Promotion, Central Michigan University, 2008
A.A., General Studies, Mid-Michigan Community College, 2006

Marco Angiolini, Instructional Technology Specialist
Professional Degree Certificate in Industrial Electronic Systems, L. Orlando Livorno, Italy, 1995

Amanda Flaugher, Admissions/Registrar
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B.S., Botany and Plant Pathology, Michigan State University, 1997

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M.A., English, Central Michigan University, 2003
B.S., English, Central Michigan University, 2000

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Ph. D. Mathematics, Central Michigan University, 2012
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B.S., Pure Mathematics, University of Michigan, 2002

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A.A., Liberal Arts, Lansing Community College, 1997
A.A., General Studies, Lansing Community College, 1996

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Ph.D., American Studies, Michigan State University, 2008
M.A., Religious Studies, University of Colorado-Boulder, 1994
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J.D., University of Montana School of Law, 1995
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B.S., Natural Resource, University of Michigan, 1987

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B.A., English, University of Texas Pan-American, 2013

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M.A., Human Resources, Davenport University, 2007
B.S., Human Resources, Davenport University, 2004

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B.S., History, Central Michigan University, 2008

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B.A., History and Anthropology, Central Michigan University, 2004

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M. Ed., Aquinas College, 2005
B.B.A., Management, Western Michigan University 1987

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M.A., Humanities, Central Michigan University, 2002
B.A., Human Environmental Studies, Central Michigan University, 2002

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M.A.T., Andrews University, 2008
B.A., Music & Visual Art, Andrews University, 2004
Certification of Spanish, State of Michigan

Sharyl A. Majorski, Chemistry
M.A., Educational Leadership, Central Michigan University, 2012
M.S., Analytical Chemistry, Wayne State University, 1991
B.S., Chemistry, Central Michigan University, 1986

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B.S., Earth Science, Grand Valley State University, 2001

Gayle Ruhl, Sociology
M.S.W., Michigan State University, 2007
B.S., Physiology, Michigan State University, 1999
A.A., Liberal Arts, Lansing Community College, 1993

Andrew Wagner, Business
M.B.A., Southern New Hampshire University, 2006
B.S., Marketing, Southern New Hampshire University, 2005

Eric Wittig, Mathematics
B.S., Mathematics, Central Michigan University, 2008
B.S., Mathematics, Central Michigan University, 2008
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